

Grade 11-12

Distance Learning Module 3: Week of: 4/13/2020-4/17/2020

Race, Literature, and Culture - *Modified from* [Unit 2 - The Six Degrees of Segregation](#)

Targeted Goals from Stage 1: Desired Results

Content Knowledge: Historical periods (slavery, Reconstruction), the danger of a single story (from unit 1), the cyclical nature of education and employment

Vocabulary: single story (from unit 1), double consciousness, “the veil”, in-context vocabulary from various texts

Skills: Analyze and synthesize complex texts, evaluate arguments from multiple perspectives, engage in academic discourse

Expectation: Students will complete the following tasks and assignments.

Description of Task (s):	Resources and Materials:	Daily Checks (Return to Google Classroom or snapshots from a cell phone)
Monday, 4/13: Apply course concepts and close reading skills to texts written about and by slaves	1) Read and annotate Jupiter Hammon’s “An Evening Thought” (the first African American poem) and the slave songs packet. 2) Watch about 10-15 minutes of Unchained Memories (film). Take notes on a few of the narratives	Unchained Memories Notes *Read <i>Invisible Man</i> chapters 5-10 (p. 109-230) by Thursday.
Tuesday, 4/14: Apply course concepts and close reading skills to texts written about and by slaves	1) Read/annotate Phillis Wheatley background and “On Being Brought from Africa to America” 2) Read/annotate the Olaudah Equiano excerpt 3) Free write: How does the combination of these texts refute a single story of slavery? Give specifics from both texts to support your answer.	Wheatley/Equiano free write *Read <i>Invisible Man</i> chapters 5-10 (p. 109-230) by Thursday.
Wednesday, 4/15: Apply course concepts and close reading skills to a text written by a slave as well as one written during Reconstruction	1) Read and annotate the excerpts from <i>Incidents in the Life of a Slave Girl</i> . 2) Read and annotate Paul Laurence Dunbar background and “An Ante-Bellum Sermon.”	If you have ANY lingering questions about the slavery texts, please email them to me! *Read <i>Invisible Man</i> chapters 5-10 (p. 109-230) by tomorrow.

Description of Task (s):	Resources and Materials:	Daily Checks (Return to Google Classroom or snapshots from a cell phone)
Thursday, 4/16: Apply course concepts and close reading skills to <i>Invisible Man</i>	<i>Invisible Man</i> Chart a) Look for examples of all class concepts (bias, single story, colorblindness, degrees of segregation) in today's section of <i>Invisible Man</i> . b) Look for examples of the various motifs in today's reading: blindness, invisibility, masks, marionettes	<i>Invisible Man</i> Chart *Read <i>Invisible Man</i> chapters 11-15 (p. 231-332) by Tuesday, 4/21
Friday, 4/17: Identify the philosophical differences held by key figures during Reconstruction	1) Read and annotate "The Atlanta Compromise" (Booker T. Washington) 2) Screencast read aloud of <i>The Souls of Black Folk</i> (W.E.B. Du Bois) 3) Discussion board: What questions do you have about the two texts covered today? It is crucial that you have a firm understanding of both of them. 4) Intro Response Paper #2: Reconstruction/ <i>Invisible Man</i> → Due Friday, April 24	Discussion board post - In addition to writing your own questions, please engage with each other in these posts. If you can help out a classmate, please respond to him/her! *Read <i>Invisible Man</i> chapters 11-15 (p. 231-332) by Tuesday, 4/21 **Response Paper #2: Reconstruction/ <i>Invisible Man</i> → Due Friday, April 24

Week criteria for success (attach student checklists or rubrics): Response Paper #2: Reconstruction/*Invisible Man*

This is the only formal assessment this week; however, students will be given feedback on all of the work that they submit.

Supportive resources and tutorials for the week (plans for re-teaching): Students will be given feedback on all of the work that they submit.

Additional documents and video tutorials will be created as needed (based on student work). In addition, email, Google Hangouts, Google Meet, and Zoom will be utilized for one-on-one and small-group support.