

Grade 11

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

American Literature Reading/Writing

Targeted Goals from Stage 1: Desired Results

Students will explore how race, gender and social class impact our lives and the lives of others

Content Knowledge: Using a critical lense to understand a text more deeply

Vocabulary: agency, race, class, gender, feminism, stereotypes, racism

Skills: Analyzing a text through a lens

Expectation: SWBAT analyze a text through the lense of race, class, and or gender.

Description of Task (s):	Resources and Materials:	Checkpoints (Return to Google Classroom or snapshots from a cell phone)
<p>Monday: Students should continue reading and responding to the questions on the chart.</p> <p>Goal is to finish the book by this Friday.</p> <p>What is agency? How do race, class and gender impact agency of 1. an individual 2. a social class, gender or racial group?</p> <p>Locate a part of the text in which a character did or did not have agency because of race, class or gender. Identify the part of text (page number or chapter) and explain what it exemplifies in terms of agency, race, class and /or gender.</p>	<p>Mini lesson on defining and identifying agency in the world and in the text as it pertains to race, class and gender.</p>	<p>Journal response</p>

Description of Task (s):	Resources and Materials:	Checkpoints (Return to Google Classroom or snapshots from a cell phone)
Tuesday: What is the impact of racism and stereotypes?	Defined racism, overt bias, stereotyping TedTalk	Journal response
Wednesday: Your Opinion: Does Alexie do more to hurt or to help racism and stereotypes with his book? Who does he help if anyone? Who does he hurt if anyone? How?		Journal response
Thursday: Choose one character and one specific scene or chapter. Explain if the character has agency or not. In what way? Why? How does Alexie impact the way the reader thinks about the characters?		Journal response
Friday: Class discussion about the book. Using your response from yesterday, discuss during our live meeting what Alexie is telling us about the lives of Native Americans. Have your notes ready so you can add to our discussion.	Live class meeting	Journal response if not in attendance for the meeting. Review the video of the meeting and then write your response.

Week criteria for success (attach student checklists or rubrics): Journal and Response Rubric

Supportive resources and tutorials for the week (plans for re-teaching): I will give written feedback directly to students on google documents, and offer other resources when needed.