

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

### Targeted Goals from Stage 1: Desired Results

**Content Knowledge:** Historical periods (Reconstruction, Harlem Renaissance), literary theory, the cyclical nature of education and employment

**Vocabulary:** Subaltern, mimicry, in-context vocabulary from various texts

**Skills:** Analyze and synthesize complex texts, apply literary theory to 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, 4/20: Identify the philosophical differences held by key figures during Reconstruction	1) Jigsaw of three Reconstruction articles - read and annotate a) Last name B-D: Read "The Negro in the South" b) Last name E-L: Read "W.E.B. Du Bois Critiques Booker T. Washington" c) Last name M-S: Read "Frederick Douglass at the Cooper Institute" 2) Discussion board: Write an overview of your article and provide a brief analysis of it. Then, read posts by the people who had the other articles so that you can get a sense of what they are about.	Discussion board post  *Read <i>Invisible Man</i> chapters 11-15 (p. 231-332) by tomorrow  **Response Paper #2: Reconstruction/ <i>Invisible Man</i> → Due Friday
Tuesday, 4/21: Apply course concepts and close reading skills to <i>Invisible Man</i> ; synthesize fiction and non-fiction texts	1) <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	Washington/Du Bois letters  *Response Paper #2: Reconstruction/ <i>Invisible Man</i> → Due Friday  **Read <i>Invisible Man</i> chapters 16-21 (p. 333-461) by Tuesday, 4/28

Description of Task (s):	Resources and Materials:	Daily Checks (Return to Google Classroom or snapshots from a cell phone)
	motifs in today's reading: blindness, invisibility, masks, marionettes 2) Write two letters, one to Booker T. Washington and another to W.E.B. Du Bois. In the letters, essentially write what the narrator (and by extension, Ellison) would say to each of these men about their philosophies.	
Wednesday, 4/22: Familiarize yourself with the historical context and (some of) the music of the Harlem Renaissance	1) Webquest: Do some research on the Harlem Renaissance 2) Read and annotate background on James Weldon Johnson and his poem/song "Lift Every Voice and Sing" 3) Listen to music by some of the best-known musicians from the era: Louis Armstrong, Billie Holiday, Charlie Parker, Duke Ellington, and Count Basie. (Search YouTube)	Harlem Renaissance background notes  *Response Paper #2: Reconstruction/ <i>Invisible Man</i> → Due Friday  **Read <i>Invisible Man</i> chapters 16-21 (p. 333-461) by Tuesday, 4/28
Thursday, 4/23: Compare and contrast the philosophies and experiences of two key literary figures from the Harlem Renaissance	1) Read/annotate Langston Hughes' "The Negro Artist and the Racial Mountain" and Zora Neale Hurston's "How it Feels to Be Colored Me" (including their backgrounds) 2) Make a Venn diagram to compare/contrast them.	Hughes/Hurston Venn Diagram  *Response Paper #2: Reconstruction/ <i>Invisible Man</i> → Due TOMORROW  **Read <i>Invisible Man</i> chapters 16-21 (p. 333-461) by Tuesday, 4/28
Friday, 4/24: Identify two critical literary lenses and apply them to your reading	1) Screencast read aloud: Literary theory overview and application 2) Practice applying the literary theory concepts from today to <i>Invisible Man</i> .	Response Paper #2: Reconstruction/ <i>Invisible Man</i> → Due TODAY  *Read <i>Invisible Man</i> chapters 16-21 (p. 333-461) by Tuesday, 4/28

**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.