“**Passing and Racial Injustice”**

**English III Honors/American Literature**

**2 Concepts from Course:**

**Here/There from Dr. Gaudelli—(We must understand our own culture with its problems to better understand the world-at-large.)**

**“Investigating the World” from Tony Jackson—(“Globally Competent students ask good questions.”)**

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| **Stage 1 Desired Results** | | | |
| ESTABLISHED GOALS  [CCSS.ELA-Literacy.RL.11-12.4](http://www.corestandards.org/ELA-Literacy/RL/11-12/4/) Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)  [CCSS.ELA-Literacy.RL.11-12.1](http://www.corestandards.org/ELA-Literacy/RL/11-12/1/) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.  [CCSS.ELA-Literacy.W.11-12.7](http://www.corestandards.org/ELA-Literacy/W/11-12/7/) Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.  [CCSS.ELA-Literacy.W.11-12.1b](http://www.corestandards.org/ELA-Literacy/W/11-12/1/b/) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.  [CCSS.ELA-Literacy.RL.11-12.1](http://www.corestandards.org/ELA-Literacy/RL/11-12/1/) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.   [CCSS.ELA-Literacy.RL.11-12.5](http://www.corestandards.org/ELA-Literacy/RL/11-12/5/) Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.   [CCSS.ELA-Literacy.RL.11-12.6](http://www.corestandards.org/ELA-Literacy/RL/11-12/6/) Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).  [CCSS.ELA-Literacy.W.7.7](http://www.corestandards.org/ELA-Literacy/W/7/7/) Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation  [CCSS.ELA-Literacy.SL.11-12.1](http://www.corestandards.org/ELA-Literacy/SL/11-12/1/) Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.  [CCSS.ELA-Literacy.RI.11-12.5](http://www.corestandards.org/ELA-Literacy/RI/11-12/5/) Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.  [CCSS.ELA-Literacy.SL.11-12.3](http://www.corestandards.org/ELA-Literacy/SL/11-12/3/) Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used  [CCSS.ELA-Literacy.W.11-12.8](http://www.corestandards.org/ELA-Literacy/W/11-12/8/) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.  [CCSS.ELA-Literacy.W.11-12.10](http://www.corestandards.org/ELA-Literacy/W/11-12/10/) Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.  [CCSS.ELA-Literacy.W.11-12.2](http://www.corestandards.org/ELA-Literacy/W/11-12/2/) Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. | ***Transfer*** | | |
| *Students will be able to independently use their learning to…*  T1. Understand that the racial tension of the past can help diffuse racial misunderstandings in the present  T2 Note the similarities between classism and racism.  T3 Recognize the relationship between power, perspective, and perception. | | |
| ***Meaning*** | | |
| UNDERSTANDINGS  *Students will understand that…*   1. The universal conflict between desire to be part of one’s racial subset and the need for the economic prosperity of another race is a psychological nightmare.      1. Understanding the racial tension of the past can help diffuse racial misunderstandings in the present. | ESSENTIAL QUESTIONS   1. How can we develop self-awareness of active of latent prejudices? 2. How does society promote passing—of any kind—today? 3. Why does the African American subgroup tend to lag behind other groups in education, health, and wealth? 4. What historical and cultural insights can be gleaned from American “passing narratives” and “passing” fiction of the 1890’s -1920’s? 5. How can we as a society and as individuals, help prevent passing? | |
| ***Acquisition*** | | |
| *Students will know…*  Students will know that the one drop rule was used to deny “black” citizens economic opportunities afforded to whites.  Students will know that shading prejudices exist all over the world, including the Caribbean.  Students will recognize that the universal conflict between the desire to be part of one’s racial subset and the need for the economic prosperity of another race is a psychological nightmare. | *Students will be skilled at…*  Researching both primary and secondary documents.  Applying historical knowledge while analyzing literary and informational texts.  Planning, Drafting, and researching a literary criticism research proposal.  Identifying ways in which to fight racial injustice around the world at home. | |
| **Stage 2 - Evidence** | | | |
| **Evaluative Criteria** | **Assessment Evidence** | | |
| Demonstrates critical thinking by asking open-ended questions and engaging in thought provoking discussions regarding the concepts presented in two different narratives | **Discussion** via ***Paideia*** Seminar format the novella Passing by Nella Larson | | |
| Engages with text(s) by analyzing social structures and power. | **Response Journaling**  Students will respond to a minimum of five questions in paragraph form for each of the two primary novels. | | |
| Applies appropriate note-taking techniques, and records information necessary for documentation. | **Venn Diagram**  Students will read chapters 1, 2 and 4 of F. James Davis’ Who is Black? and then research Critical Race Theory and compare findings to Davis’s. | | |
| Identifies the typical tripartite structure of “passing” narratives | **Edmodo blog discussion**  Students will independently read excerpts from *Running A Thousand Miles for Freedom* in and then discuss the texts in various Edmodo groups. In addition, references to *Passing* organization will be encouraged. | | |
| Extrapolates “passing” as an attempt to cross racial boundaries into other various forms of passing, such as issues of sexuality. | Timed (25 mins) SAT argumentative prompt where students agree/disagree/qualify a prompt related to the news article entitled “Israeli Arab who 'raped' a woman says verdict 'racist,' which describes the outcome of a case in which the court favored a rape verdict because a Palestinian man “passed” himself as an Israeli Jew. | | |
| Discusses historical and sociological underpinnings of a text. | **SKYPE with BELIZEAN Classroom** | | |
| Students will debrief and will discuss the effects of passing. | Inner/Outer Circle DiscussionStudents will Listen to 10:15-10:25 of “The Moral and Economic Costs of Slavery” and watch a clip of PBS Frontline’s documentary Mixed Race America regarding Jefferson and Sally Hemmings and listen to a brief clip of the Tavis Smiley show, entitled 'Passing' for White.’ | | |
| Synthesizes literary meaning from both non-fiction and fiction texts | Response Analysis PaperStudent paper should compare Beka Lamb by Zee Edgell and Passing by Nella Larsen and at least one other text. Use at least three critical sources to help you develop your comparison and include a Works Cited. You may choose a broad theme (comparison of different governmental systems as expounded in the texts; rebellious characters as a source of identity; the effects and/or healing of historical trauma; etc.) | | |
| Students will research “passing” and will synthesize information in a cogent research proposal. | **Research Proposal**:  Students will develop possible research ideas w/ prewriting, will provide  annotated works cited, will utilize positive exemplars, and will provide  appropriate drafting and revising. | | |
| **Stage 3 – Learning Plan** | | | |
| *Summary of Key Learning Events and Instruction*  <type here> | | |

Title of Lesson: Response Journaling

Subject: English III Honors

Name: Michael Henthorn

Grade level: 10th grade English III

Date: Day 1

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| Objective(s): **Students will be able to:** | Assessment of objective(s) |
| 1. SWBAT engage in journaling while reading the novel *Passing* by Nella Larsen and *Beka Lamb* by Zee Edgell. 2. SWBAT ask questions of text while engaging the text.   Connection to CCSS Academic Standards:  [CCSS.ELA-Literacy.RL.11-12.4](http://www.corestandards.org/ELA-Literacy/RL/11-12/4/) Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) | Evidence of satisfactory journaling (respond to at least 10).  Sustained Reading |

# Materials: *Passing* by Ella Larsen

**Activities:**

1. **Pass out the *Passing* texts (99 pages) and *Beka Lamb* (234 pages)—online text only.**
2. The teacher will read aloud the beginning chapter of *Passing* by Nella Larsen and will engage in think aloud strategy to demonstrate questioning techniques. Read through first chapter.
3. The teacher will place on Edmodo a list of potential journal questions that students can ask of themselves while reading the text and journaling to make meaning of the text and will explain to students that they must interact/converse with the text and demonstrate how to underline, highlight, make marginal notes. For example, as soon as students notice recurring images or themes, they must begin to track them in the text and in your journal. Students should jot down responses as they read, and when they are done, they should go back and reflect more broadly on the text as a whole. Using journal responses to generate questions or points will help move discussion and will generate ideas for further study. The following worksheet developed by renowned transnational literature scholar, Dr. Ellen Arnold, will be uploaded into Edmodo so that students have a model to engage with the text during reading.
4. The student’s goal is to interact/converse with the text; underline, highlight, make marginal notes and queries; link your journal responses to specific examples and passages in the text (don’t forget page references!); as soon as you notice recurring images or themes, begin to track them in the text and in your journal (index them). Students will jot down responses as they read, and when finished, they should go back and reflect more broadly on the text as a whole. Hopefully, they can use these journal responses to generate questions or points you wish to bring up for classroom discussion and to generate ideas for response papers. The following are some questions students **can** consider:

**Content/Analysis**

Who are the main characters? What are their relationships to each other? What are their roles in their communities and in the text itself?

What point of view is the story told from, and how does point of view affect the way you read the story and the meaning you take away from it?

Is meaning constructed through a single point of view or position (monologic) or is meaning constructed through multiple perspectives or exchanges (dialogic)?

Are there any unexpected (to you) uses of language in the text? Any unusual or unfamiliar word choices, punctuation, grammar, sentence structure, rhythms? How does the language use and the structure of the text contribute to the meaning?

What recurring images and symbols help tie the text together? How do they contribute to the development of what you consider to be the primary themes?

What historical or cultural forces do you see at work in the texts, both overt and implied?

What cultural and social values are expressed in the text? How are they similar to or different from the social and cultural values that are familiar to you?

When comparing each text to others, what commonalities of theme, method, and style did you observe among the readings? What differences did you note?

How do you explain the similarities and differences among the texts?

What “silences” did you “hear” in the text? What information was **not** given? What characters did not speak? What questions occurred to you that were not answered?

What was “extra” or didn't seem to fit? What kind of explanations might account for these omissions or inclusions?

**Personal**

Did you like or dislike the material? What exactly did you like or dislike and WHY?

How did you feel while reading or discussing the reading?

What images, associations, or memories came to mind?

What surprised, shocked, or disturbed you? Disappointed you or made you angry? Enlightened or inspired you?

What internal conflicts did you experience? (Try writing a conversation or debate between two parts of yourself about conflicting ideas or feelings.)

What bored you? Can you explain WHY you were not engaged?

What experiences or expectations (relating to your life history, your education, ethnicity, class, gender, sexuality, or religion) do you bring to the reading that might help you understand your reactions?

What did you learn of personal significance to you that has either challenged or confirmed your thinking?

**A good Response/Reaction Paper or Journal Synopsis will balance personal reaction with critical analysis.** Paying close attention to your own emotional responses as you read can open many windows into understanding and interpreting a text. For example, if you feel confused, you can ask yourself whether this is caused by a lack of information or a basis for identification on your part, or whether it might be a deliberate strategy on the part of the author; attempting to understand the source of your own confusion can help you see what the story **does**, what it accomplishes for you, the reader, and how it might affect different readers differently.

When reading across cultures—that is, when reading texts that originate from cultures other than your own—attending to your emotional and “gut level” responses becomes an especially important reading strategy to help you stay aware of your “position” in relationship to the text:

Who is the primary **audience** for this text? How might different audiences experience the text differently?

Are you an “insider” or and “outsider” to the text? Or both?

Does the story confirm your personal experience and thus help you understand yourself and people in your life?

Does it name and/or **validate** ideas or experiences for you that help to build self-awareness, self-esteem, or your identification with a particular group?

Or, does the story **defamiliarize** your experience, ask you to consciously examine ideas, beliefs, practices you may have taken for granted?

Are you being asked to experience in a small way what it means to be marginalized, to be discriminated against, to feel disoriented, to struggle?

Are you being asked to extend yourself to understand something outside your range of experience? To examine your own attitudes and expectations towards “others” and toward “literature”?

Are you being asked to recognize and face your own privilege and power?

Are you being asked to change yourself and/or your world? Etc. etc.

While it is always dangerous to assume authorial intent, sometimes it is very helpful to speculate about what the author *might* have intended, in order to open up deeper levels of understanding how the text *works* (whether the author intended it or not).

Title of Lesson: Power structures

Subject: English III Honors

Name: Henthorn

Grade level: 10th grade English III

Date: Day 2

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| Objective(s): **Students will be able to:** | Assessment of objective(s) |
| 1. SWBAT identify power struggles inherent in Passing by Nella Larsen   Connection to CCSS Academic Standards:  [CCSS.ELA-Literacy.RL.11-12.1](http://www.corestandards.org/ELA-Literacy/RL/11-12/1/) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. | Note-Taking  Journal  Quick write response |

# Materials: *Passing* by Ella Larsen

**Activities:**

1. Introduce the following quote to students:

Dramatist Claudia Johnson states, “Whereas the hierarchical or 'vertical' nature of narrative, the power struggle, has long been acknowledged, there also appears in all narrative a 'horizontal' pattern of connection and disconnection between characters which is the main source of its emotional effect. In discussing human behavior, psychologists speak in terms of 'tower' and 'network' patterns, the need to climb and the need for community, the need to win out over others and the need to belong to others; and these two drives also drive fiction.”

1. Spend some time discussing the nature of the rise to power. How does a politician, like Barack Obama, for instance, become President after only serving two years in the Senate? The instructor will explain how the more connections one has, the more societal power; the fewer disconnections, the less societal power.
2. Ask students to move to Reading Groups and then to recall literary instance where connections led to a rise in power; disconnections to a decline.
3. Play the song “Annachie Gordon” and provide lyrics by Lorenna McKenna. Ask students to listen to the music, read the lyrics, and identify or mark instances of the connections and disconnections in the text.
4. Writing Prompt: Who, in this poem, has the most power? Why?
5. After the writing prompt, provide additional reading time for *Passing*—and ask students to pay particular attention to the sense of power and powerlessness within the text and ask themselves about “privilege and power” as they see in the text.

Title of Lesson: Critical Race Theory

Subject: English III Honors

Name: Michael Henthorn

Grade level: 10th grade English III

Date: Day 3

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| Objective(s): **Students will be able to:** | Assessment of objective(s) |
| Students will develop self-awareness of active of latent prejudices and will learn coping strategies.  Students will research the one-drop rule as enforced by the white and black establishments of the 1920s era.  Connection to CCSS Academic Standards:  [CCSS.ELA-Literacy.W.11-12.7](http://www.corestandards.org/ELA-Literacy/W/11-12/7/) Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. | Summaries  Venn Diagram |

# Materials: *Passing* by Ella Larsen

Activities:

1. Within reading groups, students will read chapters 1 F. James Davis’ Who is Black utilizing the Jigsaw method (1 person reads 1/3 and shares notes of his assigned section.) See PBS site-- <http://www.pbs.org/wgbh/pages/frontline/shows/jefferson/mixed/onedrop.html>
2. Post sharing, students will be asked to research Critical Race Theory by going to the Media Center website, choosing DISCUSS, and searching with the term “Critical Race Theory.” Each member of the Reading Group should read a different article from the first ten in the queue and take notes. They should provide at least a one paragraph précis.
3. Afterwards, the three members will create a Venn Diagram noting the commonalities and subtle differences between Davis’s presentation in chapter one and Critical Race Theory.

-The only difference is, of course, that Critical Race Theory seeks to provide legal protection against the unconscious racial triggers that exist.

Title of Lesson: College Board tryouts

Subject: English III Honors

Name: Michael Henthorn

Grade level: 10th grade English III

Date: Day 4

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| Objective(s): **Students will be able to:** | Assessment of objective(s) |
| Students will extrapolate passing as an attempt to cross racial boundaries into other various forms of passing, such as issues of sexuality  Standard:  [CCSS.ELA-Literacy.W.11-12.1b](http://www.corestandards.org/ELA-Literacy/W/11-12/1/b/) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases. | Exit slip of prompt and outline of planned evidence. |

Materials: Excerpt *from Bright and Morning Star, Passing for White, Passing for Black*, the news clipping-- <http://www.bbc.co.uk/news/world-middle-east-10717186>

Activities:

Read aloud excerpt from Richard Wright’s *Bright and Morning Star,* and then give the students a photocopied excerpt from Adrian Piper’s modern essay *Passing for White, Passing for Black.* Give them an opportunity to take notes. (Writing Groups)

# Group (25 mins) SAT argumentative essay:

# Provide students with the news clipping. Decide, as a group, if they agree, disagree, or qualify regarding the verdict of the case--“Israeli Arab who 'raped' a woman says verdict 'racist,” which describes the outcome of a case in which the court favored a rape verdict because a Palestinian man “passed” himself as an Israeli Jew.

--In writing groups, students will be asked to craft a prompt based on SAT prompt guidelines.

--After prompt has been approved, students will be given 30 mins. To plan the evidence and organization needed to respond to the potential prompt, including a rebuttal.

his assignment and evidence will be become the exit slip.

Title of Lesson: Three’s Company

Subject: English III Honors

Name: Michael Henthorn

Grade level: 10th grade English III

Date: Day 5

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| Objective(s): **Students will be able to:** | Assessment of objective(s) |
| Students will identify the tripartite nature of a slave narrative.  Students will identify and construct tone paragraphs.  [CCSS.ELA-Literacy.RL.11-12.5](http://www.corestandards.org/ELA-Literacy/RL/11-12/5/) Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact  [CCSS.ELA-Literacy.RL.11-12.1](http://www.corestandards.org/ELA-Literacy/RL/11-12/1/) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.t. | Tone paragraphs  Comparison discussion in Edmodo. |

**Edmodo blog discussion**

Students will independently read excerpts from *Running A Thousand Miles for Freedom* in stations.

Station 1 (2 copies): Excerpt focused primarily on the present situation of the “passing,” such as the Crafts seeking refuge in the free states with Mrs. Craft passing a white slaveholder with her black slave.

--Students will identify the abstract concept located in each piece and write one paragraph that describes the tone using the Schaffer model.

Station 2 (2 copies): Excerpt focuses primarily on a particular flashback, specifically highlighting the inherent desire for escape.

--Students will identify the abstract concept located in each piece and write one paragraph that describes the tone using the Schaffer model.

Station 3 (2 copies): Excerpt from the shift back to present danger.

--Students will identify the abstract concept located in each piece and write one paragraph that describes the tone using the Schaffer model.

Edmodo discussion groups:

Find similarities between the tripartite structure readily apparent in *Passing for Freedom*. Can this be found in *Passing* by Nella Larsen Why or why not?

Respond once in depth and twice to peer group members.

Title of Lesson: PAIDEIA Redux

Subject: English III Honors

Name: Michael Henthorn

Grade level: 10th grade English III

Date: Day 6

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| Objective(s): **Students will be able to:** | Assessment of objective(s) |
| Demonstrates critical thinking by asking open-ended questions and engaging in thought provoking discussions regarding the concepts presented in two different narratives.   [CCSS.ELA-Literacy.RL.11-12.5](http://www.corestandards.org/ELA-Literacy/RL/11-12/5/) Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.   [CCSS.ELA-Literacy.RL.11-12.6](http://www.corestandards.org/ELA-Literacy/RL/11-12/6/) Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).  [CCSS.ELA-Literacy.SL.11-12.1](http://www.corestandards.org/ELA-Literacy/SL/11-12/1/) Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. | PAIDEIA Seminar  Book Circle Rubric |

Students will engage in a Paideia seminar where all four of the primary essential questions will be discussed in depth. Students will be scored via a mastery rubric that assesses their ability to stay focused on the texts studied in class, particularly *Passing and Running Thousand Miles for Freedom.*

Activity:

**Seminar Participation Goals**

* Respond at least 3 times
* Ask at least 2 questions
* Refer to the text using specific verbal citation
* Some key phrases:

“I want connect my thought to . . .”

(In reference to another’s comment)

“I agree with . . .”

(In reference to another participant)

“I disagree with . . .”

(In reference to another participant)

“I have a question about . . .”

(In reference to another participant’s comment)

**How Do We Begin?** – Each person will briefly share one line/point/idea from the text that “spoke” to them or was the most profound.

**In the Middle . . .** – A collaborative conversation that discusses the ideas presented in the text.

**How Do We End?** – Each person ends: (Choose 1)

. . . with a question that you may still have,

. . . with a statement that shares their personal connection to the text or

. . . with a statement that expresses like or dislike of the text and explains why

Title of Lesson: PowerPoint Notetaking

Subject: English III Honors

Name: Michael Henthorn

Grade level: 10th grade English III

Date: Days 7

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| Objective(s): **Students will be able to:** | Assessment of objective(s) |
| Synthesize literary meaning from both non-fiction and fiction texts  [CCSS.ELA-Literacy.W.11-12.7](http://www.corestandards.org/ELA-Literacy/W/11-12/7/) Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. | PowerPoint digital note cards as they begin the research process. |

Materials:

ActiveInspire presentation

“Social Insecurity in *Beka Lamb* by Zee Edgell” link--<http://www.goshen.edu/english/ervinb/BekaLamb.htm>

Activities:

After reading Passing and *Beka Lamb*, write a response analysis essay that explains an abstract concept related to power, such as a comparison of different governmental systems as expounded in the texts, rebellious characters as a source of identity, the effects and/or healing of historical trauma. Support your discussion with evidence from your research.

PowerPoint Note Taking-

Show ActiveInspire presentation regarding how to take digital notes from researched sources. Direct quotes should be in red, paraphrases or summaries in orange, and commentary in red. MLA citation should be on the left side of a split PP slide.

Students will be given the rest of the class to research. However, the following article—“Social Insecurity in *Beka Lamb* by Zee Edgell”—is required reading, but optional for paper.

Title of Lesson: Skyping Trumps Typing

Subject: English III Honors

Name: Michael Henthorn

Grade level: 10th grade English III

Date: Days 8 (subject to availability)

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| Objective(s): **Students will be able to:** | Assessment of objective(s) |
| Ask questions, discuss, and interact with Belizeans in order to better understand Belizean culture, including social structures, history, and the development of Beka Lamb as a typical bildungsroman.  Standards:  [CCSS.ELA-Literacy.SL.11-12.1](http://www.corestandards.org/ELA-Literacy/SL/11-12/1/) Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. | Exit slips  Question development |

Materials—Skpe connection via iPad with students at Belizean Christian Academy.

Activities:

Since all students in Belize must read Beka Lamb, I would like to incorporate a question/answer discussion with a classroom of students in the area. My students, since we have studied passing, will likely ask students if the discrimination of the Caribs—those with West African heritage—still exists and if the matriarchal structures present in Beka Lamb are indicative. I am hopeful that this exchange may help students understand the independence movement from British controlled Honduras, and how this post colonialism affected the character of Beka Lamb, specifically.

Students will come up with a list of possible questions—and I will choose 5 in order to keep the first part of the conversation manageable.

Title of Lesson: Inner/Outer Discussions

Subject: English III Honors

Name: Michael Henthorn

Grade level: 10th grade English III

Date: Day 9

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| Objective(s): **Students will be able to:** | Assessment of objective(s) |
| Identify points of intersection between Carib socioeconomic disaffection with African Americans.  Identify three examples from the Skype exchange that helped them understand Belizean culture in general and Beka Lamb in particular.  [CCSS.ELA-Literacy.RI.11-12.5](http://www.corestandards.org/ELA-Literacy/RI/11-12/5/) Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.  [CCSS.ELA-Literacy.SL.11-12.3](http://www.corestandards.org/ELA-Literacy/SL/11-12/3/) Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. | Participation/Discussion |

Materials: *Beka Lamb*, Passing novels

Trailer of Twelve Years a Slave

Listen to 10:15-10:25 of “The Moral and Economic Costs of Slavery” <http://thedianerehmshow.org/shows/2013-10-31/moral-and-economic-costs-slavery/transcript>

# ” Students will watch a clip of PBS Frontline’s documentary Mixed Race America regarding Jefferson and Sally Hemmings and listen to a brief clip of the Tavis Smiley show, entitled 'Passing' for White.’

Activities:

Debrief about the Skype session with the Belizean school. Inquire as to how the relationship can be cultivated in the future. Ask students to come up with three examples of increased understanding-and then give them time to discuss in their base groups.

Show the Trailer of *Twelve Years a Slave* and listen to the excerpt from the Diane Rehm show.

# watch a clip of PBS Frontline’s documentary Mixed Race America regarding Jefferson and Sally Hemmings and listen to a brief clip of the Tavis Smiley show, entitled 'Passing' for White.’

1. Ask this question: Why does the African American subgroup tend to lag behind other groups in education, health, and wealth? And, as a corollary, why do Creoles lag behind economically?

--Discuss whether or not economic disparity is primarily due to the evils of slavery in a Socratic seminar. The outer circle must record notes while inner circle discusses. Students will switch after 30 mins.

Title of Lesson: Lit Crit Increases Wit

Subject: English III Honors

Name: Michael Henthorn

Grade level: 10th grade English III

Date: Days 10-12

|  |  |
| --- | --- |
| Objective(s): **Students will be able to:** | Assessment of objective(s) |
| Synthesizes literary meaning from both non-fiction and fiction texts  [CCSS.ELA-Literacy.W.11-12.8](http://www.corestandards.org/ELA-Literacy/W/11-12/8/) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. | Participation  Notetaking  Conferencing  Drafting |

Materials: Models of Response Essays

Students will be given 3 days in the media center to complete their assigned Response Analysis essays. The teacher will provide several models for review. And, students should utilize their time to effectively complete the product.

**EXTENSION: RESEARCH PROPOSALS**

Title of Lesson: Proposal

Subject: English III Honors

Name: Michael Henthorn

Grade level: 10th grade English III

Date: Days 12-13…

***Planning Phase***

|  |  |
| --- | --- |
| Objective(s): **Students will be able to:** | Assessment of objective(s) |
| Students will develop a deeper understanding of the history of racial divisions that constitute our nation’s and our world’s history.  [CCSS.ELA-Literacy.W.11-12.8](http://www.corestandards.org/ELA-Literacy/W/11-12/8/) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. | Brainstorm of possible ideas.  Citation practice |

Materials:

EBSCOHOST or DISCUSS access

Rationale:

Before a university or businesses owner will allocate funds for a research project, a proposal must first be expertly written. This proposal is like an outline in written form. It contains a specific thesis or hypothesis and sets up what the researcher plans to find and how he/she plans to implement his/her plan. First, the proposal frees the student to focus more on exploring various avenues of interest rather than focusing on the final, full-fledged research project. Next, students must write an annotated works cited page, which is an essential skill for summarizing the key points of any article. Third, students learn the value of proposing research in a format they may be expected of them in the business world

Activities:

Students will have been provided with several examples of passing literature as well as a sociological texts and videos. Topics will vary but could include Passing in Hollywood (Whoopi Goldberg versus Halle Berry, Julie Chen and Michael Jackson plastic surgeries), Passing for Heterosexual, Passing for Brahmin versus the Untouchable Paravan castes in India, Passing for Israeli Jew versus Palestinian, etc. I will spend time direct teaching and modeling how to write a desired annotated citation. For my purposes, students must include at least two direct quotes and commentary in a well-written citation.

To help students become familiar with annotated citations, I will divide class into partnerships and will ask students to devise a citation for an article. Responses will be compared and evaluated

To help facilitate research conceptualizations, I have students to come up with a list two to three possible proposal ideas (in a simple paragraph). During my conference with each student, I will give the student feedback regarding

***Instructional Phase***

|  |  |
| --- | --- |
| Objective(s): **Students will be able to:** | Assessment of objective(s) |
| Students will craft and begin working on research proposals.  CCSS Writ 2 (a-f)  [CCSS.ELA-Literacy.W.11-12.2](http://www.corestandards.org/ELA-Literacy/W/11-12/2/) Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.  . | Effective theses  Post theses to [www.polleverwhere.com](http://www.polleverwhere.com) for analysis by peers . |

Activities:

Teacher will invite a business professional, a chemist w/ a PhD, who will spend ten minutes speaking via Skype about the value of project proposals in her practice. She will likely stress substance as well as grammatical clarity.

Teacher will explain rationale for proposal format and will engage in direct teaching of the art of writing an effective thesis and planned proposal. (see OWL links regarding debatable theses). In addition, the teacher will direct students to view/analyze several examples of positive exemplars of proposals.

Students will practice brainstorming for effective ideas about areas of interest. Students will be assigned idea partners to whom they can talk about what piqued their interests during the previous unit of study. Partners could decide that they have the same area of interest and could work together if they so choose. The teacher will spend time conferencing with each partnership or group regarding the efficacy of proposed ideas. After intensive research, the instructor can spot check proposed thesis statements and answer questions about proper annotated works cited entries. Select students can also post thesis statements to polleverywhere.com for feedback by peers.

**RESEARCH PROPOSAL**— *For this project, the sky is the limit but the research must be connected to the idea of passing or closely connected to the idea of critical race theory.*

Purpose Statement and/or Research Question:

* 1. The purpose statement should provide a specific and accurate synopsis of the overall purpose of the study” (Locke, Spirduso, & Silverman, 1987, p. 5). If the purpose is not clear to the writer, it cannot be clear to the reader.
  2. Key points to keep in mind when preparing a purpose statement.
     1. Try to incorporate a sentence that begins with “The purpose of this study is . . .”   
        This will clarify your own mind as to the purpose and it will inform the reader directly and explicitly.
     2. Clearly identify and define the central concepts or ideas of the study. Some committee Chairs prefer a separate section to this end. When defining terms, make a judicious choice between using descriptive or operational definitions.

Write an introduction:

* 1. “The introduction is the part of the paper that provides readers with the background information for the research reported in the paper. Its purpose is to establish a framework for the research, so that readers can understand how it is related to other research” (Wilkinson, 1991, p. 96).
  2. In an introduction, the writer should
     1. create reader interest in the topic,
     2. lay the broad foundation for the problem that leads to the study,
     3. place the study within the larger context of the scholarly literature, and

(Creswell, 1994, p. 42)

* 1. Summary of Research

Essentially, summarize the research paper you will write. Think of this as an expanded outline. In my example, I break it down to three sections and a brief conclusion. Use my example, written for my graduate class, as a model.

--Portions adapted from Pajares, F. (2007). *Elements of a proposal*

***Implementation***

|  |  |
| --- | --- |
| Objective(s): **Students will be able to:** | Assessment of objective(s) |
| Students will be involved in an ongoing research assignment.   * [CCSS.ELA-Literacy.W.11-12.10](http://www.corestandards.org/ELA-Literacy/W/11-12/10/) Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. * [CCSS.ELA-Literacy.W.11-12.8](http://www.corestandards.org/ELA-Literacy/W/11-12/8/) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.   . | Students will be evaluated via a research rubric. |

**Implementation Phase**

**Research Fridays:**

To incorporate this major proposal into the curriculum, we will devote 45 mins. each Friday for a nine week period to allow for conferences, work time, collaboration with peers, etc.

**Rubric:**

# Research proposal = \_\_\_\_/300 Works cited = \_\_\_\_/100

1. MLA Format heading—name, class, date in upper right and title in center)

5 points

1. Pre-write and outline

10 points

1. Research proposal contains an introductory paragraph w/ clear thesis and a concluding paragraph. 20 points (10 points each)

4. Research proposal contains well-developed paragraphs that contain main ideas that support the central thesis. Research is organized and the sources are authoritative in nature.

Exceeds =25 points

Meets=20 points

Partially Meets=15 points

Does not meet=10 points

1. Research paper contains signal phrases and employs in-text documentation in order to avoid plagiarism. The writer was also careful to avoid copying sentence structure.

Perfectly employed=40

Almost always=35

Sometimes (or at least you tried)=30

Very little, but some evidence=15

Not at all=no points

## Works Cited Page

(MLA FORMAT)

3-5 sources

Alphabetized entries

All sources are properly cited=100 points

Most sources are properly cited=90 points

Few sources are cited properly=70 points

No effort at all to properly cite sources=0 points

**Annotated Works Cited**

## 3 note cards per source with notes

Exceeds=50 points

Met=40

Partially Meets=25 points

No evidence =0