

American Literature of Social Change

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Fall 2020

EQ & CONTENT	SKILLS	LEARNING TARGETS	STANDARDS	ASSESSMENT	RESOURCES & TECHNOLOGY
<p>CEQ</p> <ul style="list-style-type: none"> ● WHY IS THERE A CLASS CALLED LIT. OF SOCIAL CHANGE? ● WHAT ARE SOCIAL ISSUES? ● HOW DOES LITERATURE REFLECT AND IMPACT SOCIETY? ● WHY IS IT IMPORTANT TO UNDERSTAND THE STRUGGLES OF CERTAIN GROUPS IN AMERICA? ● WHAT CAN WE LEARN FROM EXAMINING THESE STRUGGLES FOR EQUALITY? 	<p><u>Racism/Mass Incarceration/Social Inequality</u></p> <ol style="list-style-type: none"> 1. Understand and comprehend nonfiction literature 2. Make connections between different types of text (magazine articles to newspaper articles to memoirs, etc.) 3. Make connections to real-world experiences 4. Participate in large and small group discussion 5. Find articles and reports to connect to the text 	<p><u>Racism/Mass Incarceration/Social Inequality</u></p> <p>LT1. I can identify a character's struggles for equality through nonfiction texts</p> <p>LT2. I can make connections between different types of texts (ex: memoirs/articles)</p> <p>LT3. I can independently complete reading guides and video guides</p> <p>LT4. I can work collaboratively in groups to find common ideas and facts through websites and comparison activities</p> <p>LT5. I can participate in large and small group discussions</p>	<p>11.5.10</p> <p>11.5.7</p> <p>11.5.6</p> <p>11.5.3</p> <p>11.7.8</p> <p>11.7.6</p> <p>11.9.7</p> <p>11.12.9</p> <p>11.12.3</p>	<p><u>Racism/Mass Incarceration/Social Inequality</u></p> <p>CSA= BOOK TESTS AND QUIZZES</p> <p>CFA= STUDY GUIDES, SMALL GROUP ACTIVITIES, VIDEO GUIDES, LARGE AND SMALL GROUP DISCUSSION</p>	<p><u>Racism/Mass Incarceration/Social Inequality</u></p> <p><i>Just Mercy</i> novel</p> <p><i>The Danger of a Single Story</i> TED talk</p> <p>Recognizing microaggressions chart (TBD)</p> <p><i>We Need To Talk About an Injustice</i> TED talk</p> <p>U.S. Department of Justice Juveniles in Adult Prisons and Jails Assessment</p> <p>NPR podcasts</p> <p><i>New York Times</i> articles</p>

*UEQ RACISM/MASS
INCARCERATION/SOCIAL
INEQUALITY:*

- *Why is learning about race issues/mass incarceration and social inequalities important for a high school student?*
- *What are social inequalities and how do we define them?*
- *Why is mass incarceration a problem in the United States?*
- *How can students recognize social inequalities?*

LT6. I can independently comprehend nonfiction literature

Harvard University bias assessments (TBD)

Various documentaries: HBO Vice episode, Stickup Kid (PBS), 13th

PBS Frontline episodes

UEQ: POVERTY AND SOCIOECONOMIC ISSUES

- *How is poverty defined in the United States?*
- *Why is it important for high school students to understand what it's like living in poverty?*
- *What is the connection between socioeconomic issues and other social issues?*
- *Why is studying poverty and socioeconomic issues important in high school?*
- *How can nonfiction texts help us understand more about poverty?*

- Poverty/Socioeconomic Issues**
1. Comprehend nonfiction texts
 2. Identify sources that contain information about poverty and understand why it's relevant
 3. Understand how learning about poverty and socioeconomic issues are social issues
 4. Make connections between multiple sources

- Poverty/Socioeconomic Issues**
- LT1. I can define poverty and understand how it impacts society
- LT2. I can understand how poverty and socioeconomic issues are social issues
- LT3. I can actively participate in small and large group discussion
- LT4. I can utilize student resources and technology in an appropriate way and identify credible sources from non-credible sources
- LT5. I can make connections between different documentaries and text sources

11.4.10
11.7.8
11.9.4
11.9.7 - d

- Poverty/Socioeconomic Issues**
- CFA=Small group and large group discussion, documentary comparisons, online activity/participation**
- CSA= written reflection**

- Poverty/Socioeconomic Issues**
- Rich Hill* documentary
- Poor Kids* - PBS documentary
- Poverty online activity
- Poverty USA webquest
- Various articles from news sources
- Interactive poverty activity

UEQ: WOMEN/WOMEN'S ISSUES/GENDER STUDIES

- *Why is it important to understand differences between genders?*
- *What is the difference between sexual orientation/gender/sex/ and other terms?*
- *How is studying gender differences connected to social issues?*
- *What are differences between men and women in the workplace?*
- *What progress has been made when it comes to the differences between men and women?*

Women/Women's Issues/Gender Studies

1. Understand differences in the treatment of women vs. men
2. Utilize technology to gather information
3. Read and comprehend a variety of nonfiction texts
4. Participate in small and large group discussion
5. Be respectful of peers and their comments/differences/contributions to class
6. Present findings to the class

Women/Women's Issues/Gender Studies

- LT1. I can understand the differences in treatment of women vs. men and understand why studying these differences is important
- LT2. I can use technology to gather information about gender differences using credible sources
- LT3. I can participate in large and small group discussions
- LT4. I can present information to the class using public speaking skills
- LT5. I can demonstrate my understanding through writing using conventional grammar and writing skills

11.7.8

11.7.5

Women/Women's Issues/Gender Studies

- CFA: GROUP DISCUSSION, STUDY GUIDES**
- CSA: IN PROGRESS**
- History of women and accomplishments chart**

Women/Women's Issues/Gender Studies

- The Mask You Live In* documentary
- Seneca Falls Declaration of Sentiments document
- Leader's Resource gender roles case studies
- Student resources/databases to find articles

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