

## Common Core Catholic Identity Initiative ELA Unit Plan Template

ELA UNIT PLAN	
<b>Title/Theme</b>	Reflect on society's tolerance and treatment of minorities
<b>Grade/Subject</b>	8/Language Arts Pam Hovanic St. Raymond School Dublin, CA Grs. 7 & 8 LA/SS
<b>Length of Unit/Timeframe</b>	6 weeks
<b>Description</b>	<p>This six-week unit encourages students to explore, through the reading of a novel, poetry, and informational texts, the realities of the historical treatment of minorities in American Society.</p> <p>Students are called to analyze, compare, contrast, discern and reflect on their own beliefs and values, as well as on characters and researched biographical information. Not only will students become informed about the historical treatment of minorities, but will also be able to evaluate and interpret their own personal views towards tolerance.</p>
<b>Overview</b>	<p>This unit will begin with the teacher focusing on prior student knowledge in regards to the treatment of minorities in America. Students will then begin reading the anchor text <i>To Kill A Mockingbird</i> by Harper Lee. Students will be guided to study the character traits of the novel's main characters and to evaluate their behaviors, relationships and the historical, social and physical setting. Students will also determine the meaning of words and phrases as they are used in the novel text. Students will go on to research real-life people and situations (Emmett Till/Trayvon Martin/Trail of Tears/Chief Joseph/Japanese Internment), analyze the information, and then draw evidence in order to compare and contrast current and historical information. Poetry will be introduced as another source of information, which students will examine for understanding. Students will cite evidence to support their analysis of the poetry. Students will read and engage in discussions about Bible passages and parables, which can be linked to their theme of study. Collaboratively, towards the end of the unit, students will begin compiling information to use in a multimedia project that will exhibit what they have learned, combined with accomplishable ideas about encouraging tolerance.</p>
THE BIG PICTURE	
<b>Essential Question:</b>	
<ol style="list-style-type: none"> <li>1. How is the overall tolerance and treatment of our fellow man reflected in our society?</li> <li>2. What is America's historical treatment of its minority populations?</li> <li>3. How do authors work to develop character relationships, setting and plot to explore themes in their novels?</li> </ol>	
<b>Catholic Identity Elements:</b>	
<p>Scripture: Luke 6:27-36; Discussion about the Corporal &amp; Spiritual Works of Mercy in relation to moral treatment of minorities; Excerpts from <i>The Mockingbird Parables</i> by Matt Litton – focusing on TKAM characters and plot situations ,relating Jesus, parables and Bible quotes to our own lives; Journal of Southern Religion/Catholicism &amp; Jim Crow – essay review <a href="http://jsr.fsu.edu/Volume12/Catholics">jsr.fsu.edu/Volume12/Catholics</a></p>	
<b>Common Core Standards:</b>	<b>Key Objectives Linked to the Standards:</b>
<p><b>READING STANDARDS – LITERATURE TEXTS</b></p> <ol style="list-style-type: none"> <li>1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</li> </ol>	<ol style="list-style-type: none"> <li>1. Read and discuss a variety of fiction and non-fiction that reveal, explicitly or implicitly, ...Examine and discuss details and overarching themes; consider how the details contribute to the work and to answering the Essential Question. (RL1, RL2, RI2, SL2)</li> <li>2. Citing textual evidence, compare and contrast plots, characters, settings, themes and literary</li> </ol>

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<p>4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p> <p>6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p> <p>7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.</p> <p>8. (Not applicable to literature)</p> <p>9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.</p> <p><b>READING STANDARDS – INFORMATIONAL TEXTS</b></p> <p>1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p> <p>8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p> <p>9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p> <p><b>WRITING STANDARDS.</b></p> <p>1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and</p>	<p>devices used in the poetry and novel read for this unit. (RL1, RL2, RL5, SL1)</p> <p>3. Define and provide examples of literary devices used in context. (RL4)</p> <p>4. Analyze how writing styles and literary techniques are used and how their use affects meaning and reader engagement. (RL5)</p> <p>5. Examine content and perspective of authors and characters in terms of point-of-view. Discern such point-of-view in the context of student's experience, mission and vision. (RL6, RI1 ,RI6)</p> <p>6. Use discussion questions to draw conclusions from textual evidence and to use evidence to weigh interpretations. (RL1, SL1)</p> <p>7. Analyze/evaluate the differences between a written novel and movie adaptation through discussion and writing. (RL7, W4, L1)</p> <p>8. Develop oral skills through presentation, vocabulary development, debate and group discussion. (RI4, RI8, SL1, SL4)</p> <p>9. Develop writing skills through debate preparation. (W1, W2)</p> <p>10. Write a variety of clear and coherent responses to literature and informational material. (W2, W4, L1, L2, L3)</p> <p>11. Prepare a research topic for debate. (W1)</p> <p>12. Analyze audio-video readings and summaries of works in comparison to the written works. (W2, W4, SL2, SL3)</p> <p>13. Engage in the writing process. (W2, W4, W5)</p> <p>14. Create a multimedia presentation reflecting on Essential Question 2 and reinforcing learned details. (W6, SL5)</p> <p>15. Define words in context and across multiple texts including figurative language terms and academic. Demonstrate independence in gaining vocabulary knowledge. (L4, L5, L6)</p> <p>16. Discuss the importance of tolerance; select and share Bible passages, which relate to theme, character, and/or Essential Questions. (RL9, SL1, SL4, W4)</p> <p>17. Research to build and present knowledge; draw evidence from texts to support analysis. (RI9, W9)</p> <p>18. Prepare for and participate effectively in a range of conversations, writing and collaborations building on others' ideas, expressing their own thoughts clearly and persuasively. (W6, SL1, SL2)</p>
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demonstrating an understanding of the topic or text.

c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

d. Establish and maintain a formal style.

e. Provide a concluding statement or section that follows from and supports the argument presented.

2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

e. Establish and maintain a formal style.

f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8 on page 52., writing

6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).

b. Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound

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and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).

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 discipline-specific tasks, purposes, and audiences.

### **SPEAKING AND LISTENING STANDARDS**

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

c. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.

d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 on page 52 for specific expectations.)

### **LANGUAGE STANDARDS (conventions)**

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. Explain the function of verbals, (gerunds, participles, infinitives) in general and their function in particular sentences.

b. Form and use verbs in the active and passive voice.

c. Form and use verbs in the indicative, imperative,

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interrogative, conditional, and subjunctive mood.

d. Recognize and correct inappropriate shifts in verb voice and mood.\*

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

b. Use an ellipsis to indicate an omission.

c. Spell correctly.

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).

c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. Interpret figures of speech (e.g. verbal irony, puns) in context.

b. Use the relationship between particular words to better understand each of the words.

c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression

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### Summative Assessment(s):

- \*Literary Terms Chart: Students will identify, analyze, and give examples of literary terms/devices used in *TKAM*.
- \*Character Chart: Students will give a detailed description and analysis of characters from *TKAM*.
- \*Final Comprehension Test for *TKAM*
- \*Essay: Students will write a five paragraph essay comparing the character Tom Robinson and Emmett Till and Trayvon Martin
- \*Creative Writing: Write a two-paragraph description of your hometown using the description of Maycomb, Alabama (*TKAM*) as an example. (pg. 5 in novel)
- \*Analyze and compare Indian removal, the treatment of African Americans and the Japanese interment.
- \*Cigar Box of Memories: Students will select four to six items from their childhood that they will include in a cigar box. (They can be concrete or remembered.) Then students will use each of their senses to describe each item by using vivid words. Then students will
- \*The Mockingbird Parables: After reviewing excerpts from *TMP*, list three Bible passages that you would select and explain why they reflect *TKAB*.
- \*Debating the Dawes Act. Observation of groups while gathering information about Chief Joseph and the Dawes Act, as well as their presentations and debating skills.

### UNIT READINGS AND VOCABULARY

<b>Anchor Text and Author</b>	<i>To Kill A Mockingbird</i> by Harper Lee
<b>Fiction Text (s)</b>	<ul style="list-style-type: none"> <li>*"Caged Bird" – Maya Angelou – poem</li> <li>*"Sympathy" – Paul Lawrence Dunbar – Poetry</li> <li>*<i>A Wreath For Emmett Till</i> – Marilyn Nelson – Poetry/Crown Sonnet, copyright</li> <li>*Japanese Internment Camp Poetry – "That _____ Fence", <a href="http://www.schoolology.com/template/97023383">www.schoolology.com/template/97023383</a></li> </ul>
<b>Non-Fiction Text (s)</b>	<ul style="list-style-type: none"> <li>*Excerpts from: <i>The Mockingbird Parables</i> by Matt Litton, "The Parable of Tom Robinson: How Compassion Can Overcome Our Differences" and "The Parable of House Fires and Church Collections: Our Responsibility to Care for the Neighborhood"</li> <li>*Excerpts from: <i>Freedom's Children</i> by Ellen Levine (prior reading) Essays, primary sources, told from the view point of young people who experienced the Civil Rights Movement.</li> <li>*Excerpts from: <i>The Children of Willesden Lane</i> by Mona Golabek (prior reading)</li> <li>*Excerpt from: "Trail of Tears", Social Studies Book, Chapter 13/Section 5</li> <li>*Excerpt from: Jim Crow Laws</li> <li>*Copy: What to the Slave is the Fourth of July - Speech by Frederick Douglass</li> <li>*Copy: Plessy vs. Ferguson Supreme Court Decision</li> <li>*"To Steal A Mockingbird" <a href="http://www.vanityfair.com">www.vanityfair.com</a> August 2013, pg.108 (focus on 80-yr-old author Harper Lee)</li> <li>*Quote: Chief Joseph, "I will fight no more forever."</li> </ul>

<b>Essential Unit Vocabulary</b>	<b>Essential:</b> mistreatment upstander	<b>Literary:</b> allusion flashback	<b>Parable Tom Robison:</b> candor pervades
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	<p>discernment</p> <p><b>TKAM:</b> Assuaged Important Imprudent Malevolence Auspicious Arbitrated Asinine Edification Unfathomable Aberrations Analogous Invective Obstreperous</p> <p>Inconspicuous Passé Contentious Venerable Uncouth Acrimious Unmitigated Squalid Repertoire Garishly Historical setting Physical setting Social setting</p>	<p>foreshadowing hyperbole metaphor personification symbol</p> <p><b>A Wreath For Emmett Till:</b> anecdote acquittal atrocitiy dungarees lynched profound pyre</p> <p><b>Poetry Vocab:</b> sonnet Crown of Sonnets Heroic Crown of Sonnets</p> <p><b>“Sympathy”</b> chalice fain keener</p>	<p>poignancy travesty</p> <p><b>Parable House Fire:</b> cantankerous commiserating elucidate eulogizing sanctimony</p>
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### INSTRUCTIONAL ACTIVITIES

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|---|--|
| <input type="checkbox"/> Catholic Identity<br><input type="checkbox"/> Reading<br><input type="checkbox"/> Writing<br><input type="checkbox"/> Speaking/Listening | <input type="checkbox"/> Language<br><input type="checkbox"/> Vocabulary<br><input type="checkbox"/> Viewing<br><input type="checkbox"/> Critical Thinking |
|---|--|

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1. **Read and discuss *To Kill A Mockingbird*.** Novel Study - Students read independently, listen to the novel being read by teacher and on CD-by Sissy Spacek. At each chapter, events are reviewed and vocabulary is discussed. What makes a good book? Key activities may be differentiated and include a story or character map, determining character traits and view points, major quotes study from text, reading comprehension activities, compare/contrast writing and quizzes. (1, 2, 3, 4, 5, 6,10, 13, 15, 18)
2. **Literary Terms.** With the list of figurative language/literary terms for this unit included in a hand out packet, students are in groups with each group assigned a single literary term to define and give examples. Each group designs a poster to reflect their literary term, and it will be referred to throughout our reading as their literary device is revealed in the readings. (3, 10, 15)
3. **Jim Crow.** Handout information about Jim Crow Laws. Have students go to website listed to research. (5, 6, 17, 18)
4. **Plessy vs. Ferguson.** Handout information about Supreme Court Decision. Students Read. Then discuss. (think pair, share) (5, 6)
5. **Trial Testimony.** Students will write down information about each character's trial testimony and the implication of their answers. (5, 18)
6. **The Mockingbird Parables:** Students will read "Parables of House Fires – Our Responsibility to Care for the Neighborhood" and "The Parable of Tom Robinson – How Compassion Can Overcome Our Differences". If God has truly invited us into His home, how should this affect the way we treat others? What are practical ways we can care for those in our community? Reflect – How do you view people of other denominations, races, social classes, or religions? What does God really have to say about justice? (16, 18)
7. **The Mockingbird Parables:** Select one of Jesus' parables that best represents the main theme of TKAM. (10, 16, 18)
8. **TKAM Film:** Compare/contrast the written novel to the 1962 movie version. Some writing/discussion involved. (7)
9. **Biography.** Information is passed to students about Emmett Till. Students continue research on computer. Look at updated information about Roy Bryant and J.W. Milan (murderers/Till) past the trial. Refer back to what God really says about justice? (17, 18)
10. **Luke 6:27-36 Discuss meaning behind Bible Quote. Does it apply?** (16, 18)
11. **A Wreath for Emmett Till.** Sonnets are discussed. Students in pairs are given copies of selected passages from the heroic crown sonnet. Each pair must interpret the meaning of their given passage. Continue with choral pair reading. (3, 15, 18)
12. **A Wreath for Emmett Till.** Listen to teacher reading or Marilyn Nelson (author) reading. Among questions: How did this poem make you feel? Identify lines or words that stood out. What is the overall message of this poem? Responses are written. (4, 12)
13. **Compare/Contrast.** Brief writing compare/contrast the lyrics of "Strange Fruit" to "A Wreath for Emmett Till". (Strange fruit mentioned in "Emmett Till" – stanza II) (10, 13, 17)
14. **Current Events.** Ask students what they know about Trayvon Martin and have researched done on line. Working in groups, students compile information. Discussion ensues. (17, 18)
15. **Compare/Contrast.** Individually students compare/contrast the character of Tom Robinson (TKAM) Emmett Till and Trayvon Martin. Assignment can be done as a chart or as a written three-[paragraph essay. (10, 13, 17)
16. **General Discussion.** Divided into groups, students assess the treatment of African Americans, past and present. What other minorities in the United States have been given somewhat similar treatment? Students continue working in groups to discuss and research. (Native Americans, Japanese Americans, and to an extent, in history, Irish, Italian and currently, perhaps Spanish speakers.) (16, 18)
17. **Trail of Tears.** Focus on Indian Removal. Short research of topic; how was Indian Removal similar to African American treatment? (5, 6, 17, 18)
18. **Dawes Act.** Divide class into two teams – team one is divided into three smaller groups – one group to defend the Dawes Act; the other two to brainstorm alternative legislation. Team two will be divided into two groups to debate the affirmative and negative support of the Dawes Act. (see [www.pbs.org/weta/thewest/lesson\\_plans/lesson03.htm](http://www.pbs.org/weta/thewest/lesson_plans/lesson03.htm)) (8, 9, 11, 17, 18)
19. **Japanese Internment.** Focus on reasons for internment. Read/discuss Where were the camps located? (5, 6, 17, 18)
20. **Japanese Internment Poetry.** Read examples. Then read The \_\_\_\_\_ Fence! Fill in the blank with you're the end of own word after poem is read and discussed. Students will then create their own poem focused on something they wanted to do, but were held back. What feelings did you have? (3, 4)
21. **Japanese Internment Poetry.** Peer editing and illustration of poem. (minimum four lines/two stanzas) (3, 5, 10, 15)
22. **Community Building.** How often are you cognizant and prayerful about the power of your words? (3, 8, 10, 16, 18)
23. **Digital Presentation.** In groups, students will prepare a presentation (minimum 10 slides) that presents something important they learned in this unit and what they can do, as 8<sup>th</sup> gr. students, to show and encourage tolerance of differences. (3, 8, 10, 13, 14, 15, 16, 18)

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### Instructional Resources

- \**To Kill A Mockingbird*, DVD-Movie with Gregory Peck, 1962.
- \**The Sneetches* by Dr. Seuss (book or [www.youtube.com](http://www.youtube.com) (full video))
- \**To Kill A Mockingbird* Study Guide - Spark Notes, Copyright 2007, Spark Publishing, a div. of Barnes & Nobel
- \**The Story of Movies/Activities Book* – To Kill A Mockingbird Presented by The Film Foundation w/ IBM &
- \*Turner Classic Movies, Copyright 2005, The Film Foundation
- \**Novel-Ties A Study Guide-* To Kill A Mockingbird by Friedland & Kessler, Copyright2008, Learning Links, Inc.
- \*[www.schoolology.com](http://www.schoolology.com)
- \**The Core Six – Essential Strategies* by Silver, Dewing & Perini, copyright 2012, ASCD
- \*The History of Jim Crow, [www.jimcrowhistory.org/history/overview.html](http://www.jimcrowhistory.org/history/overview.html)
- \*"Strange Fruit", Song lyrics by Abel Meeropol
- \*Nez Perce and the Dawes Act –[www.pbs.org/weta/thewest/lesson\\_plans/lesson03.htm](http://www.pbs.org/weta/thewest/lesson_plans/lesson03.htm) "New Perspectives on the West

### Cross Curricular Link(s)

- ART:** Create a personal prayer card for discerning choices in life that is based scripture.
- DRAMA:** Deliver dramatic reading of excerpts of "*A Wreath For Emmett Till*"
- SOCIAL STUDIES:** Reading and then analyze and compare Indian Removal, Japanese internment and treatment of African Americans
- Music:** Compare song lyrics to "Strange Fruit" to "A Wreath for Emmett Till"
- RELIGION:** Discussion of Bible passages, parable comparisons, Bible research on tolerance

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ELA UNIT PLAN	
<b>Title/Theme</b>	
<b>Grade/Subject</b>	
<b>Length of Unit/Timeframe</b>	<i>Between 3-9 weeks.</i>
<b>Description</b>	<i>One sentence about the content.</i>
<b>Overview</b>	<i>One paragraph about the learning students will do in the unit.</i>
THE BIG PICTURE	
<b>Essential Question:</b> <i>Formulate a question that provides focus for learning and leads students to make deeper sense and meaning of the significant content in the unit. Wiggins and McTighe define essential questions as “questions that are not answerable with finality in a brief sentence... Their aim is to stimulate thought, to provoke inquiry, and to spark more questions — including thoughtful student questions — not just pat answers”.</i>	
<b>Catholic Identity Elements:</b> <i>Indicate Catholic values, teachings, references, etc. that will be integrated into the unit.</i>	
<b>Common Core Standards</b> – <i>Include standards for reading, writing, language, speaking and listening.</i>	<b>Key Objectives Linked to the Standards</b> – <i>Use stem: Students will be able to... (active voice verb). Include Catholic identity integration, as appropriate.</i>
<b>Summative Assessment(s):</b> <i>Describe the product(s)/ performance(s) by which students will show they have achieved the objectives linked to the standards.</i>	
UNIT READINGS AND VOCABULARY	
<b>Anchor Text and Author</b>	
<b>Fiction Text (s)</b>	<i>Consider recommended balance of fiction and non-fiction; consider text complexity.</i>
<b>Non-Fiction Text (s)</b>	<i>Consider recommended balance of fiction and non-fiction; consider text complexity.</i>
<b>Essential Unit Vocabulary</b>	<i>Three levels of vocabulary; Include vocabulary associated with Catholic identity.</i>
INSTRUCTIONAL ACTIVITIES	
<input type="checkbox"/> Catholic Identity <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Speaking/Listening	<input type="checkbox"/> Language <input type="checkbox"/> Vocabulary <input type="checkbox"/> Viewing <input type="checkbox"/> Critical Thinking
<ul style="list-style-type: none"> <li>▪ <i>A numbered list of instructional activities which should be in the intended order of the lessons.</i></li> <li>▪ <i>Note the number of the objective after each instructional activity.</i></li> <li>▪ <i>These activities may be also be considered for formative assessment purposes; the list of activities should include the summative assessments.</i></li> <li>▪ <i>Some of the activities should include a Catholic identity component.</i></li> <li>▪ <i>Teachers should consider how to group students for most effective learning.</i></li> </ul>	
Instructional Resources	
<i>List all the instructional resources (materials and technology) to be used in the unit; do not re-list fiction and non-fiction texts identified above.</i>	
Cross Curricular Link(s)	
<i>List all the cross curricular links made within the unit and to extend the unit with Religion, Math, Science and Health, History-Social Studies, Fine and Performing Arts, Other.</i>	