



Unit Planner: Multi-Genre Unit: Harlem Renaissance

Englsh 6

Tuesday, November 6, 2018, 9:53AM

High School > 2018-2019 > Grade 11 > English Language Arts > Englsh 6 (C) > Week 32 - Week 36

Last Updated: [Friday, February 10, 2017](#) by Amanda Colon

Multi-Genre Unit: Harlem Renaissance

Colon, Amanda ; DeMatteo, Robyn ; East, John ; LoParo, Benedette; Meade, Ed

- [Unit Planner](#)
- [Lesson Planner](#)

Big Ideas / Enduring Understandings

- 1) Purpose is the driving force for all forms of writing and has a direct effect on stlye. Purpose can be implied or explicitly stated depending on the genre of writing.
- 2) Effective writing is one that accomplishes the writer's pupose/goal.
- 3) Writers must know their topic, audience, and purpose before endeavoring to write.
- 4) Understanding of a text's (genre's) features, structures, and characteristics facilitate the reader's ability to create meaning of the text. (CL11)
- 5) Langston Hughs and Zora Neal Hurstong were important in preserving and creating literature that represented African-American life for and by African Americans. This was seen as a political act that was meant to legitimize a culture that can produce and contribute art towards a larger intercultural dialogue. (CL1 2)

Essential Questions

- 1) How does purpose affect style in both fiction and non-fiction writing?
- 2) What is effective writing and how do we measure its success?
- 3) Why is knowing Topic, Audience, and Purpose so important to creatating effective writing?
- 4) How can I find out more about something I do not understand? (CL1)
- 5) How is Zora Neal Hurston's relationship with Langston Hughs essential to understanding their imprtance to the Harlem Renaissance? (CL2)

Common Core Standards and Indicators

NYS: CCLS:English Language Arts 6-12

NYS: Grades 11-12

Reading: Literature

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

Reading: Informational Text

6. Assess how point of view or purpose shapes the content and style of a text.

6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

(Not applicable to literature)

8. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).

Writing

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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.)

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

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

9a. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).

Range of Writing

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.

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

Responding to Literature

11. Develop personal, cultural, textual, and thematic connections within and across genres as they respond to texts through written, digital, and oral presentations, employing a variety of media and genres.

11. Create interpretive and responsive texts to demonstrate knowledge and a sophisticated understanding of the connections between life and the literary work.

11b. Identify, analyze, and use elements and techniques of various genres of literature, such as allegory, stream of consciousness, irony, and ambiguity, to affect meaning.

11c. Develop innovative perspectives on texts, including historical, cultural, sociological, and psychological contexts.

11d. Create poetry, stories, plays, and other literary forms (e.g. videos, art work).

Speaking & Listening

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

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.

1a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

1c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

1d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

Language

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

4a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.

- 4b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
- 4c. 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, its part of speech, its etymology, or its standard usage.
- 4d. 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).

New York State P-12 Learning Standards (New York State Education Department, used with permission)

Content

PURPOSE
IMPLICIT
EXPLICIT -

Reading:

Multiple sources, content, and genre's about the same subject matter (MULE BONE)
Read Zora and Langston by Lawrence Holder

Writing:

Multi-genre

Language:

Sat Vocabulary Words

Speaking and Listening:

Oral PPresentations

Skills / Strategies

Reading:

- Read and analyze the various topics, audiences, and purposes of the various writings in the text MULE BONE use post its to annotate book
- Frontload Vocabulary
- Guided Questions
- Peer reciprocal teaching
- Read Aloud in small groups.

Writing:

Create a multi-genre writing project that reflect their understanding of who Zora Neale Hurston and or Langston Hughes were and demonstrate knowledge of their work.

- Sentence frames
- guiding questions

Language:

SAT Word review in DO Now assignments (Fill in the blank sentences and analogies)
Vocabulary Review Worksheets
Vocabulary Tests

Speaking and Listening:

Studetns will have the opportunity to prepare and create oral presentations as part of their multi-genre assignment that may include multi-media applications

- Video Presentation
- Student generated summaries /jig saw

Key Terms / Vocabulary

Genre
Purpose
Audience
Topic
Subjective
Objective
SAT Words
Diction
Dialect
Colloquialism
Folk Tales
Oral History
Harlem Renaissance
Segregation

Segregation
Patron
Specific vocabulary from *Mule Bone*

[biography of zora hurston as technology back up and differentiation](#)
[ZNH choices questions final.docx](#)

Learning Plan & Activities

Please include Theatre Modalities when appropriate
[ELL Modifications](#)

1. Extended time for assessment and assignments.
2. The Frayer Model
3. Use of Bilingual dictionary
4. Simplified assessments: True/False, Multiple choice (only two choices) matching, decreased number of questions.
5. Students seat near the front of the class for easier monitoring by teacher.
6. Students receive visual and graphic organizers
7. Vocabulary words are introduced and tested prior to introduction of new material
8. Student are paired with another student for peer tutoring
9. Teachers repeat and rephrase often
10. Physical activity is used: Model, role play, act out
11. Length of reading passages is modify, with extended time to complete them
12. Teachers accept Verbal responses in lieu of written work(Beginners)

Assessments

[Depth of Knowledge \(DOK\) Levels](#)

Vocabulary Test

Summative: DOK 4 Extended Thinking: Test: Common

Multiple Choice Vocabulary Test

Multi-Genre Assigement

Formative: DOK 4 Extended Thinking: Project: Personal

Numerous Multi-genre assignments that express personal understanding and response to literature/texts explored in class

Reading Test

Formative: DOK 1 Recall: Test: Common

Demonstrate understandign of literature/Text read in and outside of class

Collaborative Project

Formative: DOK 3 Strategic Thinking: Oral: Oral Report

After reading parts of the book, students will be jigsawed in a collaborative learning process.

Information will be shared out. Students will be assessed in all aspects of the content

Resources

Texts Used (fiction, non-fiction, on-line, media, etc...)

Mule Bone: A Comedy of Negro Life
Text Features

- Informational
- Literary
- Layout
- Meaning / Purpose
- Text Structure
- Language Features
- Cultural Knowledge Demands
- Content Knowledge Demands

Texts Used (fiction, non-fiction, on-line, media, etc...)

Zora and Langston by Lawrence Holder
Focus

- Whole class
- Guided reading

