

Social Justice: An Instructional Unit

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Social Justice: An Instructional Unit
Eleventh Grade English
Created by Nelie Betress and Bridget Taylor

Unit Rationale

A literature unit dealing with the concept of social injustice is valuable from many perspectives. Works of literature often address issues of social injustice. Understanding the attitudes that support social injustice and the impact of social injustice on individual lives provides a framework for the student to search his or her own attitudes and evaluate the society in which he or she lives. Thus, focussing on this topic is relevant to adolescents and engages their interest. Recognition of social injustice as it has been displayed in American history may enlarge the student's view of what constitutes social injustice and areas of society in which it exists today.

Social injustice exists today, and it has been present in human society throughout history. Students have often studied issues of social injustice from the historical and political perspective. These accounts are often detached and impersonal. Throughout this unit, the emphasis will be to shift consideration away from a catalogue of historical events to a view of these events as perceived by those who experienced them. This aspect of the unit will provide students with models of individual responses to social injustice. They will become aware of the attitudes that foster social injustice, as well as the effects on those who are treated unjustly. This awareness will not be limited to responses to literature. Students will have opportunities to translate this awareness to the environment in which they live.

This unit comes at a time when the opportunity to consider their role in society is very beneficial to students' personal development. In accordance with Piaget's decentering model, students are beginning to move out of a self-centered perspective and move toward a perspective in which they are part of a larger world. Kohlberg's model of moral development as stated in "Moral Stages and Moralization: The Cognitive Developmental Approach" (1976) and as cited in *Fostering the Reader's Response* (Smagorinsky & Gevinson, 1989) states that students at the 11th grade level are approaching the stage of development in which they begin to question the correctness of obeying laws that conflict with other social duties. Individual conscience dictates these duties. Students at this age are beginning to consider individual rights in relation to a larger social system. This unit addresses needs pertaining to students' ideological development as well as moral development. As adolescents mature, they begin to develop and shape their own unique expectations of society. One aspect of this maturation is that students begin to construct a political ethic. As stated by Smagorinsky and Gevinson, "Since good literature often deals with complex ideas and abstractions about politics and society, we ought to know something about students' capacities and interests in these areas" (p. 41). This unit makes use of knowledge of adolescent development to target students growing interest in society. A discussion of social injustice at this stage in students' development addresses both moral and ideological needs.

To facilitate progress and understanding, the class will generate a definition of "social injustice" which will be refined as the students examine more diverse examples. The intent is to expose students to periods when social injustices have occurred in our country. America was founded in response to the injustices of Great Britain, and there is a rich body of literature that represents the actions and emotions of this time. We will examine two examples of literature from this era. Patrick Henry's "Speech in the Virginia Convention" and The Declaration of Independence to develop our initial understanding of social injustice, the attitudes which provoke social injustice, and the ways in which people respond to social injustice. From this point, literature will be read that represents social injustice throughout American history from a variety of perspectives. Students will also read one purely hypothetical work, Kurt Vonnegut's "Harrison Bergeron," which explores the possibility of future social injustice. The focus of this unit is the ideas behind social injustice. Attitudes that will be suggested as instigating social injustice include fear, greed, prejudice, inferiority, pride, and cultural egoism. The focus will not be on whether or not the student sympathizes with those suffering social injustice, but on developing the critical thinking skills necessary to recognize social injustice.

One skill the students will rehearse is the ability to develop questions relative to the text. These questions will be based on Hillocks' model of seven specific question types: basic stated information, key detail, stated relationship, simple implied relationships, complex implied relationships, author's generalizations, and structural generalizations. Once students have refined their skill at developing these types of questions, they will develop questions which require them to make inferences regarding four types of causal relationships including motivational, psychological, physical, and enabling. Learning to question the texts involves the development of critical thinking skills and increases the students' comprehension of literary works. Developing their own questions also provides an avenue for active engagement in reading and responding to specific works of literature.

As students learn to develop questions analyzing literature, it is possible that they will develop the ability to analyze and challenge present social situations. The structure of the unit is designed to reinforce application of concepts presented in literature to modern life. One objective of the unit is for students to uncover and discuss newsworthy and personal accounts of social injustice in current periodicals and online sources. This portion of the unit will reinforce the goal of applying this concept to today's society. It will also allow students to answer the question, "Where does social injustice exist today?"

Presenting a topic which students perceive as historical in a literature class presents challenges for the teacher in that they often believe the topics covered to be irrelevant and disassociated from their lives. In order to engage students' interest in the topic of social injustice, they will have the opportunity to discuss issues that challenge their own idea of fairness. Students will measure these responses in class discussion as well as personal reaction logs.

As this unit is for an 11th grade class, the works used will be drawn from American authors. Through reading documents, speeches, and works of fiction, students will become familiar with social injustice in the history of America. The works of literature chosen for this unit will allow them to revisit familiar topics as well as discover new ones. Though the novel chosen, *Roll of Thunder Hear My Cry*, is relatively easy reading material, it contains mature subject matter. This may be a second reading of the book for many students; however, it is unlikely that they have studied it in the context of a thematic unit. Placing the reading of this text in a unit dealing specifically with social injustice and reading the book at an older age will enable students to recognize new, and possibly more mature, themes. Furthermore, this novel will be used as a tool to help students recognize individual responses to social injustice through a close analysis of the characters.

The organization of material is at surface chronological. Within this the representations of social injustice progress from explicit to implicit. Students will be required to probe the nuances of social situations in order to recognize and describe elements of social injustice. As social injustice is not always blatant in society, one goal of this unit is for students to become familiar with the ways that it is sometimes masked. Beyond recognizing social injustice, another goal is for students to learn how to respond. The literature included in this unit presents persuasive arguments against social injustice and for action that promotes equal treatment of all citizens. Students will read and recite speeches made by individuals in response to social injustice. From these models, students will learn to develop persuasive arguments of their own.

Finally, in order to gauge each student's grasp of the topic social injustice, the unit will include a variety of assessments. To allow for multiple intelligences, students will be given opportunities to display their understanding of the unit through mediums other than writing. These include a symbolic depiction of the character, "a body biography"; the opportunity to respond to individual works artistically; and a final assessment in which students represent social injustice through a medium of their own choice. They will use the models of persuasive writing to address an issue present in their own environment that they perceive as social injustice. They will also independently analyze a piece of literature, using the definition of social injustice that the class develops during the course of the unit to recognize the elements of social injustice present in the work.

This unit offers many opportunities for students to become more familiar with the theme social injustice through literature of both the past and the present. Literature will be discussed which is representative of a condition that is present in the lives of the students, social injustice. By relating issues of social injustice to current events and developing the skills to question literature and society, students will have opportunities to apply this awareness to their own lives. A unit focusing on social injustice familiarizes students with a major theme in American literature and permits the exploration of the relevance of this literature to daily human existence.

Unit Objectives

UNIT OBJECTIVE 1. To build a portfolio which reflects the breadth of the student's accomplishments as they study social injustice. The portfolio should include:

1. Journal entries

- The writings may be in response to issues the reader finds to be of personal relevance or in response to prompts distributed by the teacher.
 - The student must relate each thought in the journal to a specific incident in the literature, current event articles, or class discussion.
 - The writing need not conform to any external standards of form, grammar, usage, mechanics, or spelling, nor need it be consistent in these areas within the journal itself.
2. Current event articles relating to social injustice in different contexts.

- The articles may be drawn from a variety of sources including newspapers, magazines, Internet sources, etc.
 - The student should include a hard copy of the article.
 - The articles must me cited by source, date, time (when appropriate), and location (where appropriate).
 - The student must write a summary of each article.
 - The student must include a response to the article that demonstrates its relation to the theme "social injustice," and include any questions he or she has about the article.
3. Questions related to the literature.

- Students will model questions after those presented by the teacher.
 - The student will receive specific assignments regarding these questions.
4. Portfolio assessment sheet

- Portfolios will be collected every two weeks and at the end of the unit.
- Students will be graded on the number of items included in portfolio at each collection.
- Items in addition to those assigned will improve the student's grade.

UNIT OBJECTIVE 2. To produce a representation of social injustice that is not a formal piece of writing.

- Examples of acceptable projects include but are not limited to collages, paintings, poetry, music, drama, etc.
- The student should submit a proposal detailing their choice of representation.
- The representation may depict events or themes.
- The student may work individually or in a group.
- Regardless of medium, the representation should illustrate an understanding of social injustice as it occurs either in literature or daily life.
- The students will have two class periods in which to prepare their representation; they must do all additional work outside class.
- The students must prepare a 3-5 minute presentation of their representation to the class in which they explain its significance and relevance to the theme.

UNIT OBJECTIVE 3. Given a short story to read independently, to produce questions relative to the text.

- The student will develop a minimum of seven questions of the type Hillocks suggests. The student must develop a question of each type: basic stated information, key detail, stated relationship, simple implied relationships, complex implied relationships, author's generalizations, and structural generalizations.
- The student will develop a minimum of four questions regarding causal inferences. The student must develop a question from each of the four areas: motivational, psychological, physical, and enabling.
- Students must demonstrate ability to relate questions to the specific work of literature.
- Students must demonstrate ability to distinguish between different types of questions.

UNIT OBJECTIVE 4. Given the same short story to read independently, to write an essay analyzing the representation of social injustice in the work.

- The student must write an extended definition of social injustice.
- The student must identify specific instances of social injustice as they appear throughout this work, judging this injustice according to the extended definition of social injustice.

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- c. The student must identify the key attitudes and motives that allow this social injustice to occur.
- d. The student must explain how the characters respond to the social injustice.
- e. The student must evaluate the likelihood of this type of social injustice occurring today.
- f. The essay should conform to generally accepted standards of grammar, punctuation, spelling, mechanics, and usage.

Materials List

Articles

Beck, Melinda, et al. (1995) Why aren't you home? Newsweek. 126(3), 55.

Cooper, Jackson C. (1997) Curfew violates teens' rights and cannot be enforced. Business first - Louisville. 13(42), 11-B.

Corey, Lindsey V. (1998) Taking keys from teens. Insight on the news.

14(31), 42-43.

Kowalski, Kathiann M. (1996) I need some privacy! Current Health 2. 23(2),

16-17.

Schnell, Mark. (1997) Curfew is necessary to keep youth out of trouble.

Business first - Louisville. 13(42), 11-B.

White, Rob. (1996) Ten arguments against youth curfews. Youth studies. 5(4),

28.

Document

Declaration of Independence

Essays

from "The Sexual Politics of Sickness" Barbara Ehrenreich and Deidre English

"Civil Disobedience" Henry David Thoreau

Letter

from "Letter from a Birmingham Jail" Martin Luther King, Jr.

News Article

"The Uprising of Women" New York Times, May 5, 1912

Novel and Excerpts from Novels/Autobiographies

Roll of Thunder, Hear my Cry Mildred D. Taylor

"Becoming a Nonalien" from The Invisible Friend Yoshiko Uchida

Feminine Mystique (excerpts)

Crusade for Justice (excerpt) Ida B. Wells-Barnett

Black Hawk, an Autobiography (excerpt) Black Hawk

Poems

"For my People" Margaret Walker

"In Response to Executive Order 9006" Dwight Okita

"Breaking Silence" Janice Miriktani

"Destination: Tule Lake Relocation Center, May 20, 1942" James Mitsui

"Holding Center, Tanforan Race Track Spring 1942" Mine Okubo

"How to Tame a Wild Tongue" Gloria Anzaldua

Short Stories

"On the Rainy River" Tim O'Brien

"Harrison Bergeron" Kurt Vonnegut, Jr.

Speeches

Patrick Henry's "Speech in the Virginia Convention"

"What the Black Man Wants" Fredrick Douglas

"My Heart Feels Like Bursting" Satanta

Unit Plan

Day One

Materials:

Articles: "I Need Some Privacy" by Kathiann M. Kowaiski

"Taking Keys from Teens" by Lindsey V. Corey

Objectives:

1. To brainstorm students' thoughts on social injustice.
2. To develop an initial definition of social injustice.
3. To discuss the article "I Need Some Privacy" as a class.

Schedule of Class Activities:

5 minutes While visually taking attendance, explain that we will be beginning a unit on Social Injustice in an effort to learn:

What is it?

What attitudes support it?

How have individuals in past responded to social injustice?

What can we draw from the literature that is applicable to our lives?

15 minutes Teacher leads brainstorming to develop class definition of "social injustice." What do you think of when you hear this phrase?

When has social injustice occurred in American history?

What characterizes social injustice in these examples?

How can we use this information to form a definition of social injustice?

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5 minutes Teacher distributes Kowaiski article and instructs students to read it with their definition in mind to see if the author is describing a form of social injustice.

10 minutes Students read article.

18 minutes Teacher leads class discussion of article.

What did you think of this article?

What type of injustice is the author describing?

Does this type of injustice ever occur in your life?

2 minutes Distribute Corey article for students to read for homework.

Homework:

Read the article "Taking Keys from Teen" by Lindsey V. Corey.

Day Two

Objectives:

To read and discuss articles dealing with issues of social injustice relevant to the lives of students.

Materials:

Articles: "Taking Keys from Teens" by Lindsey V. Corey

"Why Aren't You Home?" by Melinda Beck, Claudia Kalb, et al

"Ten Arguments Against Youth Curfews" by Rob White

"Curfew is Necessary to Keep Teens Out of Trouble" by Mark Schnell

"Curfew Violates Teens' Rights and Cannot Be Enforced" by Jackson

Cooper

Schedule of Class Activities:

5 minutes Students form groups of 3-5 people while teacher takes role.

10 minutes Students discuss "Taking Keys from Teens" in groups.

10 minutes Teacher leads class discussion of "Taking Keys from Teens".

Does this article describe a form of social injustice?

Why do lawmakers feel justified in making strict rules

regarding teen driving?

Do the lawmakers' reasons lessen the injustice?

5 minutes Teacher distributes an article from

"Why Aren't You Home?" by Melinda Beck, Claudia Kalb, et al

"Ten Arguments Against Youth Curfews" by Rob White

"Curfew is Necessary to Keep Teens Out of Trouble" by Mark Schnell

"Curfew Violates Teens' Rights and Cannot Be Enforced" by Jackson Cooper

to each group with the following instructions:

Who decides what's right and what's wrong? Is it right for the alderman to initiate a curfew in Louiseville? In small groups, prepare a debate about the issue of curfews. Argue the side of the article you have been given to read and use quotes from your article to support your arguments.

15 minutes Students read and discuss their articles to prepare for debate.

10 minutes Begin debate of curfews with teacher as facilitator.

Homework:

Prepare to continue debate.

Read Patrick Henry: "Speech in the Virginia Convention".

Day Three

Objectives:

1. To finish discussing articles.

2. To discuss Patrick Henry's speech and what it reveals about social injustice and the way individuals respond to social injustice.

3. To introduce the journal aspect of the portfolio.

Materials:

Articles: "Why Aren't You Home?" by Melinda Beck, Claudia Kalb, et al

"Ten Arguments Against Youth Curfews" by Rob White

"Curfew is Necessary to Keep Teens Out of Trouble" by Mark Schnell

"Curfew Violates Teens' Rights and Cannot Be Enforced" by Jackson Cooper

Speech: "Speech in the Virginia Convention" by Patrick Henry

Handouts: "Portfolio Assessment Sheet"

"Journal Guidelines and Prompts"

Schedule of Class Activities:

5 minutes Teacher takes roll while students while students form groups and review for debate.

15 minutes Finish debating issues regarding teen curfew.

25 minutes Teacher leads discussion of Patrick Henry's speech.

What did you think about this speech?

Which type of social injustice does Patrick Henry describe?

Why is Great Britain behaving unjustly?

How does this speech effect your idea of social injustice?

10 minutes Teacher introduces personal journals.

Distribute "Journal Guidelines and Prompts" handout.

Review handout with students.

Answer students' questions.

Homework:

Write your first journal entry in response to Patrick Henry's speech.

Portfolio Assessment Sheet

Number Assigned Number Included Grade

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Week Two

Journal Responses _____

Current Event Articles _____

Questions _____

Total _____

Week Four

Journal Responses _____

Current Event Articles _____

Questions _____

Total _____

Week Six

Journal Responses _____

Current Event Articles _____

Questions _____

Total _____

Week Eight

Journal Responses _____

Current Event Articles _____

Questions _____

Total _____

Journal Guidelines and Prompts

One aspect of your portfolio will be writing journal entries in which you respond to the literature we read. I will tell you when you need to write a response. Usually this will be when you read something for homework. For each entry, choose one of the prompts below to guide you in your writing. Whenever possible, relate your thoughts to the theme "social injustice". There will be opportunities for you to share your responses in class discussions.

Use each of the prompts at least one time before we complete this unit. I am not specifying the length of the journal entry, but remember that one element of this assignment is to show me that you have read the works I have assigned. Each journal entry has a weight of ten points.

1) Which character from this book seems most similar to you in personality? In what ways are you similar? In what ways are you different? Find quotations from the text that illustrate your comparisons.

2) When you visualize something, you picture what it looks like. What do you visualize when you read this work? Draw a picture or write a description in your own words.

3) Begin a song or poem that expresses your feelings about this work.

4) The characters in this story must face some difficult situations. Choose one character or speaker and describe how this character responds to social injustice.

5) A stereotype is a fixed, narrow view of what a person or a certain group of persons is like. What stereotypes are present or talked about in this work? How do they affect people's attitudes toward one another?

6) After reading a section of the novel *Roll of Thunder, Hear My Cry*, write down your version of what might or should happen next in this story.

7) What do you think of the social injustice described in this work? How could similar events be avoided in the future?

8) What images from this work will stay with you for a while? Why?

9) What words and images in the work indicate that some form of injustice is taking place? (especially in poems)

10) Several selections we are reading are persuasive works. Choose one and write about the techniques that make the piece persuasive. Include specific examples. In your opinion, how persuasive are the speaker's arguments? Which persuasive techniques do you find the most effective and which are the least effective?

11) People who are affected by social injustice often have a set of implied or explicit rules to live by. What type of rules would you expect to exist during the time this piece of literature describes? Who must live by these rules? What happens if they break the rules? Do any of these rules exist today?

Day Four

Materials:

Declaration of Independence

Objectives:

1. Read Declaration of Independence aloud in class.

2. Expand class definition of social injustice.

Schedule of Class Activities:

5 minutes Teacher takes roll and instructs students to open their books to Declaration of Independence.

20 minutes Class reading of Declaration of Independence.

Teacher instructs, "As we read, raise your hand if you have any questions," and pauses in reading to answer questions and explain difficult passages.

30 minutes Teacher leads class discussion on Declaration of Independence with the following prompt:

Now that we have read the Declaration of Independence, let's review our notes to see whether Jefferson's ideas about social injustice agree with ours. How does reading the Declaration of Independence change affect our class definition of social injustice?

Homework:

Ask students to bring in one newspaper if they have any available.

Day Five

Materials:

Sample current event articles

Students' newspapers

Teacher's newspapers

Handout: "Current Event Guidelines"

Objectives:

1. To introduce current events element of portfolio.

2. To begin finding current event articles related to social injustice.

Schedule of Class Activities:

5 minutes Teacher takes roll and has a student distribute "Current Event Guidelines."

10 minutes Teacher introduces current event element of portfolio.

Teacher reviews handout.

10 minutes Teacher reviews the sample article.

Teacher models summary and response.

5 minutes Teacher answers students' questions.

25 minutes Students search for current event articles.

Homework:

Read excerpt from "Civil Disobedience" by Henry David Thoreau and respond in your journal.

Current Event Guidelines

Assignment

In this unit we are considering the theme "Social Injustice." Check recent newspapers, magazines, and internet news sources for stories about real-life examples of social injustice. Clip or copy the article and put it in your portfolio. Summarize the article and then write a response to it. What kind of social injustice does the article describe? What is the result? Does the article remind you of one of the selections in this unit? Does the article remind

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you of situations in your own life?

Include any questions you have about the article and how it relates to our unit on social justice. When we begin learning about questioning, try to develop questions modeled after the types we study.

You will have opportunities to share your articles with the class.

You will only be required to have articles for weeks 2 - 6 of the unit, which means you will have a total of 10 articles.

Assessment

I will read your articles every two weeks when you turn in your portfolio.

Each article has a weight of ten points so that ultimately your articles are worth one "test" grade.

I will deduct points if you do not satisfy each of the requirements (i.e. article, summary, and questions).

You must have the required number of articles each week. I will not accept "catch up" or "make up" articles.

Day Six

Materials:

Essay: "Civil Disobedience" by Henry David Thoreau

Objectives:

To discuss Civil Disobedience as an individual's response to social injustice and discuss the techniques the author uses to construct a persuasive argument.

Schedule of Class Activities:

5 minutes Teacher takes role while students prepare to discuss "Civil Disobedience" in groups of 3-5 people.

25 minutes Group discussion of "Civil Disobedience".

What did you think of this essay?

How did you respond in your journal?

What elements of this essay make it persuasive?

25 minutes Teacher leads class discussion of "Civil Disobedience"

What did your group talk about?

What makes this a persuasive essay?

How does this affect our definition of social injustice?

No Homework

Day Seven

Materials:

from Black Hawk, an Autobiography

Handout: "Questions about from Black Hawk, an Autobiography"

Objectives:

1. To read Black Hawk excerpt in class.

2. To use excerpt to introduce and develop first basic stated information, key detail, and stated relationship questions.

Schedule of Class Activities:

15 minutes Students read from Black Hawk, an Autobiography silently.

5 minutes Teacher introduces concept of questioning.

10 minutes Teacher distributes and reviews handout.

20 minutes Teacher models developing questions using Black Hawk excerpt.

Students offer suggestions for questions and as a class accept or rework them.

5 minutes Students ask questions.

Homework:

Read "My Heart Feels Like Bursting" by Satanta and respond in journals.

Questions about from Black Hawk, an Autobiography

(adapted from Fostering the Reader's Response, Smagorinsky and Gevinson, 1989, pages 77-78)

Textually explicit questions

Textually explicit questions have obvious answers that are clearly in the text.

1. Basic Stated Information. These questions ask for information that is extremely important if the reader is to understand the text, that is usually both prominent and repeated in the text, and that is so obvious that anyone who misses it will be unlikely to enjoy or appreciate the text.

How long have Black Hawk's people lived on the land?

Where is the land?

Develop your own questions:

2. Key detail. These questions ask for details that are explicit, that are important to the twists and turns of the plot, that occur at key junctures in the plot, and that bear some causal relationship to what happens in the plot.

Where do Black Hawk's people live in the winter months?

What happens while Black Hawk's people are away from their lodges?

Develop your own questions:

3. Stated relationship. These questions ask a reader to identify the relationship, often causal, between at least two pieces of information (two characters, two events, a character and an event, etc.). This relationship is directly stated in the text.

Why does the trader advise Black Hawk's people to move their village?

Why do Black Hawk's people feel safe in leaving their land?

Develop your own questions:

Day Eight

Materials:

Speech: "My Heart Feels Like Bursting" by Satanta

Objectives:

1. To develop basic stated information, key detail, stated relationship questions about "My Heart Feels Like Bursting" in groups with peer support.

2. To discuss and answer questions as a class.

Schedule of Class Activities:

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5 minutes Teacher takes roll while students form groups of 3-5.

5 minutes Teacher instructs students to work together to form

basic stated information, key detail, and stated relationship questions.

20 minutes Students work in groups forming questions.

25 minutes Critique and answer questions derived in groups as a class.

No Homework

Day Nine

Materials:

Article: "The Uprising of Women"

Handout: "Questions about The Uprising of Women"

Objectives:

1. To discuss changes in class definition of social injustice.

2. To read "The Uprising of Women"

3. To develop simple implied relationship and complex implied relationship questions based on "The Uprising of Women".

Schedule of Class Activities:

5 minutes Teacher instructs students to read "The Uprising of Women" while she takes roll.

20 minutes Students read "The Uprising of Women".

10 minutes Teacher leads class discussion of changes in definition of social injustice.

20 minutes Teacher introduces simple implied relationship and complex implied relationship questions.

Distribute handout.

Discuss sample questions and answer questions.

Teacher leads students in developing questions as a class.

Homework:

Prepare to turn in portfolio for first check, including assigned journal entries, two current event articles, and questions developed by your group.

Questions about "The Uprising of Women"

(adapted from *Fostering the Reader's Response*, Smagorinsky and Gevinson, 1989, pages 77-78)

Textually implicit questions

Textually implicit questions require the reader to make at least one logical or pragmatic inference to reach understanding, with both the question and response derived from information in the text.

4. Simple implied relationships. These questions are like those that ask the reader to identify the relationship, often causal, between at least two pieces of information (two characters, two events, a character and an event, etc.), except that the answers are not explicitly stated in the text.

What is the "social and civic function" of men?

Why has education made women discontented?

Develop your own questions:

5. Complex implied relationships. These questions ask about relationships that the reader must infer from many different pieces of information. The relationships are considered complex because the reader must coordinate a large number of disparate details in order to make inferences about such phenomena as character development.

If the men do not "do their duty now," what social and political changes can they expect in the future?

What inevitable changes can women expect will occur in men's behavior toward them if women receive the right to vote?

Develop your own questions:

Day Ten

Materials:

Portfolios

Objectives:

1. To share current event articles, relating the theme social injustice to the present.

2. To develop basic stated information, key detail, stated relationship, simple implied relationship, and complex implied relationship questions based on current event articles.

Schedule of Class Activities:

5 minutes Teacher takes roll while students open portfolios to current event articles.

45 minutes Students share articles and teacher guides class discussion by asking the following questions:

What type of social injustice is presented in your article?

What attitudes and beliefs support this type of injustice?

What type of questions can we ask about this article?

Homework

1. Read from "The Sexual Politics of Sickness" by Barbara Ehrenreich and Deirdre English and respond in journal.

Day Eleven

Materials:

Portfolios

Excerpt: from "The Sexual Politics of Sickness"

Objectives:

1. For students to share journal responses to "The Sexual Politics of Sickness".

2. For students to develop basic stated information, key detail, stated relationship, simple implied relationship and complex implied relationship questions from "The Sexual Politics of Sickness" by Barbara Ehrenreich and Deirdre English

Schedule of Class Activities:

5 minutes Teacher takes roll while students form groups of 3-5 people.

15 minutes Students share journal responses to "The Sexual Politics of Sickness."

35 minutes Students form questions- basic stated information, key detail, stated relationship, simple implied relationships and complex implied relationships- about "The Sexual Politics of Sickness" by Barbara Ehrenreich and Deirdre English.

No Homework

Day Twelve

Materials:

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Excerpts from Feminine Mystique by Betty Friedan

Objectives:

1. For students to read assigned excerpts from Feminine Mystique in groups.
2. For students to discuss excerpts in groups.
3. For groups to share arguments raised in their excerpts to the rest of the class.

Schedule of Class Activities:

5 minutes Teacher takes roll while students get into groups of 3-5 people.

10minutes Teacher passes out different excerpts to each group and explains the assignment to the class.

Teacher instructs students to read excerpts and note which type of social injustice is being presented.

Teacher instructs students to be prepared to share their findings with the class.

20 minutes Groups read their excerpt and discuss issues of social injustice.

20 minutes Groups share the arguments raised in their excerpts with the entire class.

No Homework

Day Thirteen

Materials:

Japanese Internment information

Poems: "In Response to Executive Order 9006" by Dwight Okita

"Breaking Silence" by Janice Mirikitani

Handout: "Questions about 'Breaking Silence' and 'In Response to Executive Order

9006"

Objectives:

1. For the teacher to introduce the Japanese Internment.
2. For students to read poems, "In Response to Executive Order 9006" and "Breaking Silence" as a class.
3. For the teacher to model questions-author's generalizations and structural generalizations-using both poems.

Schedule of Class Activities:

5 minutes Teacher takes roll.

10 minutes Teacher shares information about the internment of Japanese American citizens during World War II.

10 minutes Students read poems, "In Response to Executive Order 9006" and "Breaking Silence" as a class.

15 minutes Teacher distributes handout and models forming author's generalizations and structural generalizations questions about both poems.

15 minutes Teacher leads students into developing questions as a class.

Homework:

Read excerpt "Becoming a Nonalien" from the novel The Invisible Friend by Yoshiko Uchida and develop questions about the poems modeled after each of the seven types we have studied. (Basic stated information, Key detail, Stated relationship, Simple implied relationship, Complex implied relationship, Author's generalization and Structural generalization)

Questions about "Breaking Silence" and "In Response to Executive Order 9006"

(adapted from Fostering the Reader's Response, Smagorinsky and Gevinson, 1989, pages 77-78)

Scriptally implicit questions

For scriptally implicit questions, the information needed to make the inference is in both the text and the reader's knowledge.

6. Author's generalizations. These questions point to ideas that are implied by the whole fabric of the literary work and that reflect some conception of the human situation as it exists outside the limits of the work.

In "Breaking Silence" what is the author trying to tell us about the effect of social injustice on the individual?

What is the author of "In Response to Executive Order 9006" trying to tell us about Japanese American children?

Develop your own questions:

7. Structural generalizations. These questions require the reader to explain how parts of the work operate together to achieve certain effects. They might focus on certain aspects of the structure and ask for explanations of the functions of those aspects, or they might require the reader to identify and explain aspects of the structure that contribute to certain effects.

How do the stanzas contribute to your understanding of what is being said in "Breaking Silence?"

How does the fact that it is written as a letter affect the tone of "In Response to Executive Order 9006?"

Develop your own questions:

Day Fourteen

Materials:

Excerpt: "Becoming a Nonalien" from the novel The Invisible Friend by Yoshiko Uchida

Objectives:

1. For students to share journal entries written in response to "Becoming a Nonalien."
2. For class to discuss complications with developing author's generalizations and structural generalizations questions independently.
3. For students to form groups and discuss homework questions.
4. For students to exchange their questions within their groups in order to answer and critique each other's questions.

Schedule of Class Activities:

5 minutes Teacher takes roll.

10 minutes Class discusses complications with developing author's generalizations and structural generalization questions.

Teacher answers questions raised by students.

20 minutes Students form into groups of 3-5 people and discuss all questions.

20 minutes Students exchange, answer, and critique questions within their groups.

Homework:

Read poems, "Destination: Tule Lake Relocation Center, May 20, 1942" by James Mitsui and "Holding Center, Tanforan Race Track Spring 1942" by Mine Okubo.

Respond in your journals.

Day Fifteen

Materials:

Social Injustice: An Instructional Unit

Japanese Internment picture

Poems: "Destination: Tule Lake Relocation Center, May 20, 1942" by James Mitsui

"Holding Center, Tanforan Race Track Spring 1942" by Mine Okubo.

Objectives:

1. For students to respond in their journal to a visual representation of social injustice.
2. To discuss the poems, "Destination: Tule Lake Relocation Center, May 20, 1942" and "Holding Center, Tanforan Race Track Spring 1942" as a class.
3. To discuss the implications these poems have on the class definition of social injustice.

Schedule of Class Activities:

5 minutes Teacher takes roll as students take out their portfolios.

10 minutes Students respond in their journal to a visual representation of social injustice.

30 minutes Students share journal responses to poems and picture as the teacher leads class discussion concerning the poems "Destination: Tule Lake Relocation Center, May 20, 1942" and "Holding Center, Tanforan Race Track Spring 1942".

Would you feel comfortable sharing your journal response to either the poems you read last night or the picture you wrote about today?

What do the works we've read about the Japanese Internment reveal about the attitudes that foster social injustice?

How did Japanese Americans respond to being relocated?

How might the United States have treated the Japanese Americans differently?

Can the way the Japanese were treated be compared to other instances of social injustice in history?

10 minutes Teacher leads class discussion about the implications these poems have on the class definition of social injustice.

Do these works have an impact on our definition of social injustice?

How do these works change our idea of social injustice?

No Homework

Day Sixteen

Materials:

Handout: "Writing in Response to Social Injustice"

Objectives:

1. To introduce letter writing assignment.
2. To begin prewriting.

Schedule of Class Activities:

5 minutes Teacher takes roll while a student distributes the handout.

10 minutes Teacher reviews handout with students.

10 minutes Teacher answers student questions.

25 minutes Students form groups of 3-5 people and begin prewriting.

No Homework

Writing In Response to Social Injustice

(This activity has been adapted from the TRIP book

Expressions: Multiple Intelligences in the English Class

By Peter Smagorinsky)

The literature and newspaper articles you have read thus far have illustrated problems of social injustice. In this activity, you will be writing a letter expressing your view/opinion concerning a particular injustice that you feel strongly about. This social injustice can be from something you have read in class, from your current events journal, or from your daily life.

Prewriting: Small Group

Get into groups of three to five students and, on the basis of your class readings, discuss the different aspects of social injustice. In other words, what is social injustice and what types of social injustice have you seen in your readings? Give an example from your own experience or knowledge of other's experiences to illustrate each type of injustice. Use the following chart to help you think about these issues. Each person in the group should take his or her own notes.

BEHAVIORS THAT CHARACTERIZE SOCIAL INJUSTICE

DIFFERENT TYPES OF SOCIAL INJUSTICE

1. _____
2. _____
3. _____
4. _____
5. _____

PERSONAL EXPERIENCES OF SOCIAL INJUSTICE

KNOWLEDGE OF SOMEONE ELSE'S EXPERIENCE WITH SOCIAL INJUSTICE

Prewriting: Whole Class

After identifying the different types of social injustice and sharing personal experiences of social injustice with your small group, discuss your conclusions with the whole class. Throughout the discussion take notes on ideas that you feel are important. Use these ideas to reflect on the class definition of social injustice.

Prewriting: Small Group

After the whole class discussion, return to your small group and brainstorm about people or agencies to write to regarding your feelings about social injustice. For instance, let's say that in education, you notice a discrepancy in salaries between male and females. On average, you notice that male teachers get paid more than female teachers. You might take one of several positions in letters to state your concern:

- 1) Write to the principal of that particular school informing him/her of your findings and concerns.
- 2) Write to the School Board informing them about the injustice in that particular school. Inform them of the type of injustice that is taking place and the example that this is setting for the students in that school.
- 3) Write to your state representative and persuade him/her to visit this school. Focus on the social inequality of women educators. Ask him/her to observe the different responsibilities and decide if differing salaries are needed.
- 4) Write an editorial to a local newspaper informing the community of the social inequality of women educators. Urge them to help petition and fight for equality.

Try to discuss a number of possibilities so that everyone in your group will have a topic to write on.

Prewriting: Individual

- 1) At this stage you will work individually instead of in a group. Use the notes that you took on social injustice in your original small-group discussion to help you make judgments about the actions taking place in your article or literary work. Write informally about the behavior and actions that are present in this work which demonstrate social injustice. How does this relate to our class generated definition of social injustice?
- 2) Next, develop a thesis from your writing in step 1, that is, a general statement that sums up the overall point you are trying to make.

Producing a Draft

Social Injustice: An Instructional Unit

Now produce a draft of your letter. You might find the following procedures helpful:

1) Address it to the recipient (for example, "To the Board of Education" or Dear Dr. McFay).

2) State the thesis of your letter. (See step 2 "Prewriting Individual")

3) Write a paragraph regarding each area of social injustice stated in your thesis. Illustrate each area of social injustice with specific examples (see step 1 "prewriting individual").

Revision: Small Group

After you have written a draft of your letter, get back in your small group to share your writing. Proofread the letters of your groupmates, focusing on how well they state each area of social injustice and how well they illustrate each of these areas with clear examples. You might want to try to play the role of the recipient of the letter. For instance, if a member of your group is writing to the principal of your school, you might try to imagine how the principal thinks, and read the letter through his or her eyes. Would the letter be persuasive to such a person? Why or why not? Suggest ways to improve the writing by making comments in the margins of the draft at the end of each draft you read. Feel free to discuss the letter with the writer and other members of the group.

Revision: Individual

Using the comments of your group members, produce a new draft of your letter.

Day Seventeen

Materials:

Handouts: "Writing in Response to Social Injustice"

"Bringing Social Injustice into the Classroom"

Objectives:

1. To complete whole class prewriting.
2. To complete second small group prewriting.
3. To introduce social injustice days.
4. To measure students and place them in group A or B.

Schedule of Class Activities:

5 minutes Teacher takes roll while students get out prewriting materials.

10 minutes Teacher distributes "Bringing Social Injustice into the Classroom" and introduces social injustice days.

5 minutes Teacher answers student's questions.

20 minutes Whole class prewriting according to handout.

15 minutes Teacher measures students while students work in small groups for second small group prewriting as described in handout.

Homework:

Students should begin individual prewriting and develop a thesis.

Bringing Social Injustice into the Classroom

During class on Wednesday and Thursday, each student will be assigned to a group depending on his/her height. The idea behind this activity is for you to experience social injustice within our classroom. For these two days, the class will be divided according to height: students that are 5'5" and under will be group "A" and students that are over 5'5" will be group "B". The bases for this activity are for each student to relate and understand the feelings of being a victim and a participant in social injustice. At the end of each day, you are to record your thoughts, reactions and questions in your journal. We will have a class discussion about your reactions and questions after the two days are over. Listed below are the "rules" for each day.

(I will bring a measuring tape to class on Tuesday before the activity begins. This will determine which group you belong in, A or B)

Day One:

All the students that are in group "A" can bring snacks and refreshments to class on Wednesday, within school rules. He/she can eat and drink this during the silent reading period. Group "A" members can also bring in pillows and relax on the floor while reading. This group is also excused from the class assignment for that day.

Those students that are in group "B" can not bring snacks or refreshments to class on Thursday. He/she must sit at their desk and read during the silent reading period. This group is also responsible for the class assignment that day.

Day Two:

All the students that are in group "B" can bring snacks and refreshments to class on Thursday, within school rules. He/she can eat and drink this during the silent reading period. Group "B" members can also bring in pillows and relax on the floor while reading. This group is excused from the class assignment for that day.

Those students that are in group "A" can not bring snacks or refreshments to class on Thursday. He/she must sit at their desk and read during the silent reading period. This group is also responsible for the class assignment that day.

Both groups are responsible for journal entries due on Friday.

Day Eighteen

Materials:

Speech: "What the Black Man Wants" by Frederick Douglass

Objectives:

1. To participate in day one of social injustice in the classroom.
2. To read "What the Black Man Wants."
3. To develop basic stated information, key detail, stated relationship, simple implied relationship, complex implied relationship, author's generalization, and structural generalization questions about "What the Black Man Wants" (group B).

Schedule of Class Activities:

5 minutes Teacher takes roll while students set up for social injustice day.

45 minutes Students read silently/ group B develops seven questions.

5 minutes Teacher reminds students that they should be progressing to the draft stage of their letters and reminds them that group B will be favored the next day.

Homework:

Begin writing draft of letter.

Day Nineteen

Materials:

from "Letter from a Birmingham Jail" by Martin Luther King, Jr.

Objectives:

1. To participate in day one of social injustice in the classroom.
2. To read from "Letter from a Birmingham Jail".
3. To develop basic stated information, key detail, stated relationship, simple implied relationship, complex implied relationship, author's generalization, and structural generalization questions about from "Letter from a Birmingham Jail" (group A).

Schedule of Class Activities:

5 minutes Teacher takes roll while students set up for social injustice day.

45 minutes Students read silently/ group A develops seven questions.

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5 minutes Teacher reminds students that they should complete their final draft and be ready to revise them in groups the next day.

Homework:

Finish draft of letter.

Day Twenty

Materials:

Rough drafts of "Writing in Response to Social Injustice"

Objectives:

1. To respond to social injustice days in journal.
2. To revise rough drafts of letters in small groups.

Schedule of Class Activities:

5 minutes Teacher takes roll while students turn in portfolios.

10 minutes Students write journal response to "Bringing Social Injustice into the Classroom"

How did you feel the day you were in the group that was treated unjustly?

How did you feel the day you were favored?

What have you learned about social injustice through this activity?

40 minutes Students form groups of 3-5 people and revise rough drafts as described in handout.

Homework:

Read from *Crusade for Justice* by Ida B. Wells-Barnett and respond in journal.

Day Twenty-one

Materials:

Excerpt: from *Crusade for Justice* by Ida B. Wells-Barnett

Poem: "For My People" by Margaret Walker

Objectives:

1. To discuss *Crusade for Justice*.
2. For students to read "For my People" as a class.
3. To answer any questions or concerns on the letter writing assignment.

Schedule of Class Activities:

5 minutes Teacher takes roll while a student distributes graded portfolios.

30 minutes Class discussion about *Crusade for Justice*.

Would any of you like to share your journal response?

How does Ms. Wells-Barnett respond to social injustice?

What adjectives would you use to describe Ms. Wells-Barnett?

What specific element of social injustice is Ms. Wells-Barnett crusading against?

What other examples have we had of people speaking out against social injustice?

Can you think of anyone who is currently leading a crusade for justice?

Ms. Wells-Barnett spoke out against lynching, but how did she exceed the limits placed upon her as a woman?

15 minutes Students read "For my People" aloud in class.

5 minutes Teacher answers any last minute questions or concerns regarding the letter writing assignment.

Homework:

Finish letter writing assignment and be prepared to turn it in tomorrow.

Day Twenty-two

Materials:

Handouts: "Representation of Social Injustice"

Objectives:

1. To introduce the representation project to the students.
2. To answer any questions regarding the representation project.
3. To discuss the rubric grading criteria as a class.
4. For students to have time to begin brainstorming ideas for their representation.

Schedule of Class Activities:

5 minutes Teacher takes roll while students turn in their letter writing assignment.

15 minutes Teacher introduces representation project.

Teacher describes an example of an acceptable representation project as follows:

In many of the selections you've just read the central character is forced to face social injustice. Some of you may choose to retell one of these confrontations with a piece of original art. In this case, you may want to do a pencil sketch, a watercolor, or perhaps a montage of images that you've cut from magazines and newspapers.

15 minutes Teacher discusses the rubric for the representation project.

10 minutes Teacher answers students' questions.

10 minutes Students begin planning representation.

No Homework

Representation Handout

Social injustice can be represented in mediums other than written literature. For this assignment, choose a creative means to represent some form of social injustice. Be creative! Below are a few suggestions, however, you can also create your own. You may work in groups if you wish. However, everyone must submit an informal proposal to me by Friday afternoon informing me on your means of representation. In this proposal, please indicate any classroom materials you will need during your presentation (VCR, overhead, etc). Also, be prepared to present your representation to your classmates. Listed below is the grading rubric for your representation. Notice that this counts as a test grade, so please keep this in mind as you are creating your project.

Representation Ideas

1. A painting
2. Write a poem
3. Write a song
4. Write a play
5. Make a video
6. Role playing (scenarios)
7. Make a collage

Grading Rubric for Representations

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Presentation (40 points)

- ____ Presentation explains significance and relevance of the theme. (20 points)
- ____ During presentation, student(s) promote discussion of social injustice as it appears in their representation. (10 points)
- ____ Student(s) show a clear understanding of social injustice. (10 points)

Representation (60 points)

- ____ Representation illustrates an understanding of social injustice as it occurs either in literature or in daily life. (30 points)
- ____ Representation illustrates effort. (By effort I mean that I can tell you put a lot of time and hard work into your representation.) (20 points)
- ____ Representation is thoughtful and creative. (10 points)

Day Twenty-three

Materials:

Roll of Thunder, Hear My Cry

Objectives:

1. To introduce the novel Roll of Thunder, Hear My Cry.
2. To have group discussions on the question, "Are you concerned about encountering social injustice in your life?"

Schedule of Class Activities:

5 minutes Teacher takes roll while several students distribute novels.

5 minutes Teacher introduces the novel Roll of Thunder, Hear My Cry.

Teacher discusses how this novel ties together several elements of the unit recognizing social injustice, recognizing the attitudes that support social injustice and recognizing how people respond to social injustice.

5 minutes Students form groups as teacher explains what they will be doing:

In your groups, discuss the question, "Are you concerned about encountering social injustice in your life?" Also consider the following questions:

What types of social injustice are you concerned about experiencing?

What conditions make it difficult for social injustice to occur today in our American society?

What conditions promote social injustice?

20 minutes In groups, students discuss answers to the questions posed by the teacher.

20 minutes Class discusses each group's response to the question, "Are you concerned about encountering social injustice in your life?"

Homework:

Read chapter one of Roll of Thunder, Hear My Cry and respond in journal.

Day Twenty-four

Materials:

Roll of Thunder, Hear My Cry

Objectives:

1. For students to develop in groups basic stated information, key detail, stated relationship, simple implied relationships, complex implied relationships, author's generalizations and structural generalization questions using the novel Roll of Thunder, Hear My Cry.
2. For groups to exchange and answer questions.
3. For teacher to address individual questions about representation proposals.

Schedule of Class Activities:

5 minutes Teacher takes roll and informs students that she will be available to answer questions about representation proposals while they work in groups.

Students form groups of 3-5 people.

25 minutes In groups, students develop basic stated information, key detail, stated relationship, simple implied relationships, complex implied relationships, author's generalizations and structural generalization questions using the novel Roll of Thunder, Hear My Cry.

25 minutes Groups exchange and answer questions.

Homework:

Read chapter two in Roll of Thunder, Hear My Cry and respond in journal.

Be prepared to turn an informal proposal for representation project tomorrow.

Day Twenty-five

Materials:

Roll of Thunder, Hear My Cry

Handout: "Inferential Questions about Roll of Thunder, Hear My Cry"

Objectives:

1. For teacher to introduce four types of inferential questions: motivational, psychological, physical and enabling types of questions.
2. For teacher to lead students into developing inferential questions based on the novel, Roll of Thunder, Hear My Cry.

Schedule of Class Activities:

5 minutes Teacher takes roll while students hand in their proposals.

5 minutes Teacher passes out "Inferential Questions about Roll of Thunder, Hear My Cry."

30 minutes Teacher introduces four types of inferential question: motivational, psychological, physical and enabling.

15 minutes Teacher leads students in developing inferential questions based on the novel, Roll of Thunder, Hear My Cry.

Homework:

Read chapters four and five in Roll of Thunder, Hear My Cry and respond in journal.

Inferential Questions about Roll of Thunder, Hear My Cry

(adapted from *Fostering the Reader's Response*, Smagorinsky and Gevinson, 1989, pages 87-88)

We need to be sure that we are aware of causal relationships as a means drawing conclusions, or making inferences, when we read. Causal inferences include four types-motivational, psychological, physical, and enabling.

1. Motivational. If we know that a person's goal is to be rich, we may infer that he or she is ambitious, materialistic, insecure, and so forth. This type of inference involves questions of purpose, often beginning with Why.

Why does Mary Logan glue paper over the inside covers of the books?

Why do the Wallaces set the three Barry men on fire?

Develop your own questions:

2. Psychological. These inferences involve involuntary emotional reactions such as crying. If we see a character shouting, we may infer that he or she is angry, or certainly very excited. Questions to prompt these inferences often begin with Why did...or What happened when...Such questions are concerned with the consequences of a behavior. Another common for is What caused...; such a question is concerned with the antecedent of a behavior.

What causes Little Man's anger when he receives his school book?

Why do the Logan children fear that the night riders are coming after them?

Develop your own questions:

Social Injustice: An Instructional Unit

3. Physical. If one character shoots another, we may infer that the victim will be injured or could possibly die. Questions to cue this type of inference are generally framed in the same way as the psychological questions, but they concern the physical rather than the emotional.

What would have happened if the trench the Logan children dug had not grown so wide and deep?

What would have happened if Mr. Avery hadn't told the Logans the night men were riding?

Develop your own questions:

4. Enabling. If we know that a character is intelligent, we may infer that this enables him or her to make good decisions; if we know that a character has physical strength, we may infer that this will enable him or her to be a good warrior. These are How and Why questions.

Why is the bus driver able to repeatedly splash the Logan children?

How is Cassie able to see the night men?

Develop your own questions:

Day Twenty-six

Materials:

Roll of Thunder, Hear My Cry

Objectives:

To form inferential questions regarding current event articles in small groups with peer support and discuss them as a class.

Schedule of Class Activities:

5 minutes Teacher takes role while students form groups of 3-5 people.

25 minutes Students form inferential questions regarding current event articles.

25 minutes Teacher leads discussion in which students share and answer questions.

What issues of social injustice are found in your articles?

What questions did your group develop?

What are possible answers to these questions?

Homework:

Read Chapter 6 of Roll of Thunder, Hear My Cry and respond in journal.

Day Twenty-seven

Materials:

Roll of Thunder, Hear My Cry

Objectives:

1. To form inferential questions concerning chapters 4-6 of Roll of Thunder, Hear My Cry in small groups with peer support.

2. To exchange questions with another group so that they may critique and answer the questions.

Schedule of Class Activities:

5 minutes Teacher takes roll while students form groups of 3-5 people.

25 minutes Students develop inferential questions about chapters 4-6 of Roll of

Thunder, Hear My Cry in small groups.

Groups exchange questions.

25 minutes Students critique and answer questions.

Homework:

Read Chapter 7 of Roll of Thunder, Hear My Cry and respond in journal.

Day Twenty-eight

Materials:

Roll of Thunder, Hear My Cry

Objectives:

1. To read chapter 8 silently in class

2. To develop inferential questions independently.

Schedule of Class Activities:

5 minutes Teacher takes roll and instructs students to begin reading chapter 8 silently.

5 minutes Teacher interrupts silent reading to instruct students to finish reading chapter 8 and develop inferential questions independently.

5 minutes Teacher answers student questions.

40 minutes Students read silently and develop questions.

Homework:

Read chapters 9 and 10 and respond in journal.

Day Twenty-nine

Materials:

Roll of Thunder, Hear My Cry

Students' inferential questions

Objectives:

1. To share and answer inferential questions with peers in small groups.

2. To discuss novel as a class.

Schedule of Class Activities:

5 minutes Teacher takes roll while students form groups of 3-5 people.

25 minutes Students share and answer questions developed independently the day before.

25 minutes Students lead class discussion of novel by presenting one question each for the class to answer.

Homework:

Read chapters 11 and 12 to finish novel and respond in journal.

Prepare to turn in portfolio.

Day Thirty

Materials:

Roll of Thunder, Hear My Cry

Social Injustice: An Instructional Unit

Handouts: "The Body Biography Assignment"

"Grading Rubric for Your Body Biography"

Objectives:

1. To discuss student reactions to the ending of the novel.
2. To introduce Body Biography assignment.
3. To form groups and begin planning Body Biographies.

Schedule of Class Activities:

5 minutes Teacher takes roll while students turn in portfolios.

15 minutes Students share reactions to the ending of the novel, possibly from their journal responses.

5 minutes Teacher distributes "The Body Biography Assignment" and introduces the project.

10 minutes Teacher reviews "The Body Biography Assignment" and grading rubric.

5 minutes Teacher answers questions.

15 minutes Students form groups and begin planning.

Homework:

As a review and for a grade, write one each of the 7 textual and 4 inferential questions about Roll of Thunder, Hear My Cry.

The Body Biography Assignment

(adapted from handout received from Peter Smagorinsky)

This assignment will be used in conjunction with the novel

Roll of Thunder Hear My Cry.

Directions: Choose a character from the novel Roll of Thunder Hear My Cry. For this chosen character, your group will be creating a body biography—a visual and written portrait illustrating several aspects of the character's life within the novel.

You have many possibilities for filling up your giant sheet of paper. I have attached a list of several suggestions, but please feel free to come up with your own creations. As always, the choices you make should be based on the text, for you will be verbally explaining (and thus, in a sense, defending) them at a showing of your work. Above all, your choices should be creative, analytical, and accurate.

After completing this portrait, you will participate in a showing in which you will present your masterpiece to the class. This showing should accomplish these objectives. It should:

1-Review significant events, choices, and changes involving your character.

2-Communicate to us the full essence of your character by emphasizing the traits that make him/her who he/she is.

3-Promote discussion of your character (esp. regarding social injustice issues in the text)

Body Biography Requirements

Although I expect your biography to contain additional dimensions, your portrait must contain:

a review of significant happenings in the novel

visual symbols

an original text

your character's three most important lines from the novel

Body Biography Suggestions

1. Placement-Carefully choose the placement of your text and artwork. For example, the area where your character's heart would be might be appropriate for illustrating the important relationships within his or her life.

2. Spine-Actors often discuss a character's spine. This is her/his objective within the novel. What is the most important goal for your character? What drives her/his thoughts and actions? This is her/his spine. How can you illustrate it?

3. Virtues and vices-What are your character's most admirable qualities? Her/his worst? How can you make us visualize them?

4. Color-Colors are often symbolic. What color(s) do you most associate with your character? Why? How can you effectively work these colors into your presentation?

5. Symbols-What objects can you associate with your character that illustrate her/his essence? Are there objects mentioned within the novel itself that you could use? If not, choose objects that especially seem to correspond with the character.

6. Formula poems-These are fast, but effective, recipes for producing a text because they are designed to reveal a lot about a character.

7. Mirror, mirror . . .-Consider both how your character appears to others on he surface and what you know about the character's inner self. Do these images clash or correspond? What does this tell you about the character?

8. Changes-How has your character changed within the novel? Trace these changes within your text and/or artwork.

Grading Rubric for Your Body Biography

This assignment will be worth 100 points. This is equivalent to one test grade. Please keep this in mind while you are creating your masterpiece. Your grade will consist of two parts: presentation and the actual body biography. Below are the criteria on which I will be basing your grade.

Presentation (40 points)

____ Each group member had a role in the presentation (10)

____ Presentation reviews significant events, choices and changes involving your character (10)

____ Group communicates to the class the full essence of their character by emphasizing the traits that make him/her who he/she is. (10)

____ Group promotes discussion about their character and incorporates issues of social injustice (10)

Body Biography (60 points)

____ Body Biography meets the four requirements listed on the assignment sheet. (40)

-A review of significant happenings in the novel (10)

-Visual symbols (10)

-An original text (10)

-Your character's three most important lines from the novel (10)

____ Body Biography information is accurate (10)

____ Body Biography is creative and neat (5)

____ Good use of space (fills the page) (5)

Day Thirty-one

Materials:

Roll of Thunder, Hear My Cry

Objectives:

For students to continue to work on their Body Biographies.

Schedule of Class Activities:

5 minutes Teacher takes roll while students get into their groups.

50 minutes Students continue to work on their Body Biographies.

Homework:

Continue to work on the 7 textual and 4 inferential questions about Roll of Thunder, Hear My Cry and be prepared to turn in these questions tomorrow.

Social Injustice: An Instructional Unit

Prepare to begin presenting Body Biographies tomorrow.

Day Thirty-two

Materials:

Roll of Thunder, Hear My Cry

Group Body Biographies

Objectives:

1. For groups to complete body biographies.
2. For groups to begin presenting their Body Biography.

Schedule of Class Activities:

5 minutes Teacher takes role and students turn in their questions.

20 minutes Groups complete Body Biographies.

30 minutes Groups presentations on Body Biographies.

No Homework

Day Thirty-three

Materials:

Group Body Biographies

Roll of Thunder, Hear My Cry.

Objectives:

1. For groups to finish presenting their Body Biographies in class.
2. To have a final discussion of the novel Roll of Thunder, Hear My Cry.

Scheduled Class Activities:

5 minutes Teacher takes roll.

40 minutes Groups finish giving their presentations.

10 minutes Final discussion of the novel.

How did this novel effect our definition of social injustice?

What have we learned about how people respond to social injustice?

Homework:

Read "On the Rainy River" by Tim O'Brien and respond in your journal.

Day Thirty-four

Materials:

Short Story: "On the Rainy River" by Tim O'Brien

Objectives:

1. To share responses to "On the Rainy River."
2. To review questioning procedure with "On the Rainy River" as a class.

Scheduled Class Activities:

5 minutes Teacher takes roll.

20 minutes Students share journal responses to "On the Rainy River."

30 minutes Final discussion on questioning procedure in preparation for the final exam using the short story "On the Rainy River".

Teacher will lead students in developing 7 Hillocks and 4 inferential questions addressing any remaining questions the students may have.

Homework:

Read "How to Tame a Wild Tongue" by Gloria Anzaldina

Day Thirty-five

Materials:

Short Story: "How to Tame a Wild Tongue" by Gloria Anzaldua

Objectives:

1. To discuss "How to Tame a Wild Tongue."
2. To answer any last minute questions pertaining to student representations.

Scheduled Class Activities:

5 minutes Teacher takes roll and refuses to speak in English or respond to students who speak in English.

5 minutes Students discuss responses to the teacher's behavior.

35 minutes Discuss the short story "How to Tame a Wild Tongue."

What type of social injustice is represented in this story?

What beliefs foster this injustice?

What effect does this injustice have on the narrator?

How is the narrator able to respond to this injustice?

Have you ever been treated unjustly because you were different?

How does reading this story affect our understanding of social injustice?

10 minutes Answer any last minute questions on representations.

Homework:

Prepare to begin representation presentations tomorrow.

Day Thirty-six

Materials:

Student Representations of Social injustice

Handout: "Final Assessment-Social Injustice"

Short Story: "Harrison Bergeron" by Kurt Vonnegut, Jr.

Objectives:

1. To begin presentations.

Social Injustice: An Instructional Unit

2. To introduce final assessment.

Scheduled Class Activities:

5 minutes Teacher takes roll while students prepare for presentations.

30 minutes Student presentations of Representations of Social Injustice.

10 minutes Teacher introduces final assessment.

Teacher distributes and reviews "Final Assessment-Social Injustice."

10 minutes Teacher answers students' questions.

Homework:

Prepare to present representation if you haven't gone yet and begin final assessment.

Final assessment-Social Injustice

Read the short story "Harrison Bergeron" by Kurt Vonnegut, Jr. Write an essay analyzing the representation of social injustice in the work. Begin by

writing an extended definition of social injustice, referring to the works we have read in this unit as examples. Then identify specific instances of social injustice as they appear throughout "Harrison Bergeron," judging this injustice according to the extended definition you produce of social injustice. Identify the key attitudes and motives that allow this social injustice to occur and explain how the characters respond to the social injustice. Comment on the likelihood of this type of social injustice occurring today, noting reasons for why you believe the way you do.

The essay should conform to generally accepted standards of grammar, punctuation, spelling, mechanics, and usage.

Day Thirty-seven

Materials:

Student Representations of Social Injustice

Objectives:

To present Representations of Social Injustice.

Scheduled Class Activities:

5 minutes Teacher takes roll while students prepare for presentations.

45 minutes Student presentations of Representations of Social Injustice.

5 minutes Teacher answers questions about final assessment and reminds students to prepare for final assessment of questioning skills.

Homework:

Prepare for the final assessment of your questioning skills. You may bring in one 3X5 card with notes and examples to help you.

Day Thirty-eight

Materials:

Handout: "Final Assessment - Questioning"

Students' 3X5 cards

Short Story: "Harrison Bergeron"

Objectives:

To assess students' questioning skills.

Scheduled Class Activities:

5 minutes Teacher takes role and distributes "Final Assessment - Questioning."

50 minutes Students develop questions about "Harrison Bergeron" for final assessment.

Homework:

Continue writing final assessment, social injustice essay, and bring it to class tomorrow.

Final Assessment - Questioning

Throughout this unit, we have been developing questions relative to what we have read. Now it is time to show me that you can do this independently. Read the short story "Harrison Bergeron" by Kurt Vonnegut. Develop questions relative to this story. Give one question of each type we have discussed:

Questions About the Text

1. Basic stated information

2. Key detail

3. Stated relationship

4. Simple implied relationship

5. Complex implied relationship

6. Author's generalization

7. Structural generalization

Inferential Questions

1. Motivational

2. Psychological

3. Physical

4. Enabling

Day Thirty-nine

Materials:

Student Representations of Social Injustice

Drafts of Final Assessment - Social Injustice Essay

Objectives:

1. To finish presenting Representations of Social Injustice.

2. To allow students time to write and/or type final essays.

Scheduled Class Activities:

5 minutes Teacher takes roll and instructs students to begin work on their final essays.

50 minutes Students present any remaining Representations of Social Injustice and then work on papers in computer lab.

Homework:

Teacher reminds students that final assessment essays are due tomorrow and that they need to prepare to turn in their portfolios for the last time.

Day Forty

Materials:

Final Assessment: Social Injustice Essays

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Portfolios

Objectives:

1. To turn in final assessment.
2. To discuss the unit as a whole.
3. To write final journal entry in response to the unit as a whole.
4. To collect portfolios.

Scheduled Class Activities:

5 minutes Teacher takes roll while students turn in Social Injustice Essays.

25 minutes Teacher leads final discussion about the social injustice unit.

What examples of social injustice have we read about and discussed during this unit?

How does social injustice affect people?

What attitudes and beliefs foster social injustice?

How can we respond to social injustice?

20 minutes Students write in their journal in response to the following prompt:

How has this unit influenced your understanding of social injustice? How might this unit be improved?

5 minutes Teacher collects portfolios.

No Homework

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