

Common Core Catholic Identity Initiative ELA Unit Plan Template

ELA UNIT PLAN	
Title/Theme	Confronting Stereotypes
Grade/Subject	Grade 8 ELA
Length of Unit/Timeframe	6-8 Weeks
Description	This six to eight week unit encourages students to explore stereotypes and prejudices, using the experience of Japanese-American internees as a basis for exploration. While they reflect on the internment experience during World War II, students will begin to reflect on the role of stereotypes and prejudice in their own lives, as well as the view of the Catholic church on the treatment of human beings.
Overview	The unit opens with a discussion of stereotypes and prejudices, drawing heavily from students' personal experiences. Students will then move into an exploration of the historical context of Japanese-American internment, examining primary and secondary source documents created by Japanese-Americans and the American government. After building a foundation of prior knowledge, students will read <i>Farewell to Manzanar</i> , engaging in reflection, analysis, and discussion of the novel, as well as the author's literary technique and portrayal of her experience. Students will then explore a number of related literary and nonfiction texts, including primary source documents, poems, and short stories that help students reflect on the effects of stereotypes and prejudices. After participating in discussions, written reflections, and small-group activities, students will synthesize the information gathered in this unit into a culminating essay and presentation focusing on overcoming stereotypes and prejudices.
THE BIG PICTURE	
Essential Question: (1) How do stereotypes and prejudices affect our behavior and the decisions we make? (2) How does an author's point of view or purpose shape the content and style of a text?	
Catholic Identity Elements: "Reflections, value of Catholicism" Interview with internee Thomas T. Kobayashi (Denshō archives) Scripture: Leviticus 19:17-18, "The Parable of the Good Samaritan" (Luke 10:25-37) "Chapter Three: The Human Person and Human Rights" Compendium of the Social Doctrine of the Church	

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Common Core Standards:	Key Objectives Linked to the Standards:
<p>CCSS.ELA-LITERACY.RL.8.1 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>CCSS.ELA-LITERACY.RL.8.2 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.</p> <p>CCSS.ELA-LITERACY.RL.8.4 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>CCSS.ELA-LITERACY.RL.8.5 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>CCSS.ELA-LITERACY.RL.8.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.</p> <p>CCSS.ELA-LITERACY.RI.8.1 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>CCSS.ELA-LITERACY.RI.8.2 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>CCSS.ELA-LITERACY.RI.8.6 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>CCSS.ELA-LITERACY.RI.8.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</p>	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Discuss the nature of stereotypes and prejudices and their effect on behavior and decisions. Write and share a reflection on their personal experience with stereotypes or prejudices (SL 8.1, SL 8.4, W 8.4). 2. Read and discuss a variety of fiction and non-fiction that examine stereotypes and prejudices and their effect on human behavior. Focus on themes and details that provide potential answers to the Essential Questions (RL 8.2, RI 8.6, SL 8.1, SL 8.2) 3. Cite textual evidence while comparing and contrasting plots, characters, setting, themes, and literary devices used in the unit's texts (RL 8.1, RL 8.2, RL 8.5). 4. Identify and define important words and phrases in context, taking figurative and connotative meanings into account (RL 8.4, RI 8.4). 5. Determine different points of view in various texts. Compare and contrast these texts' structures and analyze how similarities/differences contribute to variety in style and meaning (RL 8.5, RI 8.6). 6. Examine different mediums used to present ideas relating to Japanese internment and evaluate the advantages and disadvantages of each. Identify different arguments and claims in texts and analyze their validity, soundness, and potential bias (RI 8.7, RI 8.8, RI 8.9). 7. Write a variety of clear and coherent responses to literary and informational texts, including objective summaries and evidence from the texts (RL 8.1, RL 8.2, RI 8.1, W 8.1, W 8.3, W 8.4, W 8.9, L 8.1, L 8.2, L 8.3) 8. Engage in the writing process, culminating with an opportunity to share and publish work for a larger audience (W 8.5, W 8.6). 9. Use words appropriately in context when speaking and writing (L 8.4, L 8.6) 10. Create multimedia presentation relating to ideas and experiences of prejudices and stereotypes (SL 8.5, W 8.6).
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Summative Assessment(s):	
<p>Essay: Students will explore the nature of stereotypes and prejudices, along with their effect on human behavior and decisions. They will read and reflect on Leviticus 19:18 - “Do not take revenge on others or continue to hate them, but love your neighbors as you love yourself.” In an extended essay that draws on evidence from <i>Farewell to Manzanar</i> and other class texts, students will examine how different stereotypes and prejudices contribute to behavior that is un-Christian, linking historical examples to the present.</p> <p>Presentation: Students will create a multimedia presentation that illustrates the dangers of stereotypes, using a variety of mediums (images, videos, music, etc.) This presentation should draw on themes discussed in the unit and ultimately present some solutions for fighting prejudices in our world.</p>	
UNIT READINGS AND VOCABULARY	
Fiction Text (s)	<i>Farewell to Manzanar</i> by Jeanne Wakatsuki Houston & James D. Houston (literary nonfiction), “First they came for the Socialists” by Martin Niemoller, “Message” by Thich Nhat Hanh (poem), “Babi Yar” by Yevgeny Yevtushenko (poem), “The Bracelet” by Yoshiko Uchida
Non-Fiction Text (s)	"I Remember Pearl Harbor: Dealing with the 'Problem Race'" Charles Shiro Inouye (essay). <i>Poston: Camp II, Block 211</i> by Jack Matsuoka, Executive Order 9066 (U.S. Government), Franklin D. Roosevelt: “Pearl Harbor” Speech, “Reflections, value of Catholicism” Interview with internee Thomas T. Kobayashi (Denshō archives), Manzanar Free Press (National Park Service)
Essential Unit Vocabulary	<p>Essential: stereotypes prejudice(s)</p> <p>Literary: author's purpose style literary nonfiction plot setting character theme point of view textual evidence perspective figurative connotative</p> <p>Text-Specific Vocabulary TBD</p>
INSTRUCTIONAL ACTIVITIES	
<input type="checkbox"/> Catholic Identity 4,13,14,15 <input type="checkbox"/> Reading 4,6,8,10,11,12,13 <input type="checkbox"/> Writing 2,6,7,8,10,11,12,13,14,15 <input type="checkbox"/> Speaking/Listening 1,2,4,5,8,9,10,11,12,13,15	<input type="checkbox"/> Language 3,7,10,11,12,14,15 <input type="checkbox"/> Vocabulary 1,3,6,8,10,11,13 <input type="checkbox"/> Viewing 4,9,14 <input type="checkbox"/> Critical Thinking 1,5,6,8,9,10,11,12,13,14,15

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- 1. Brainstorm around Essential Question.** After reviewing the Essential Question (How do stereotypes and prejudices affect our behavior and the decisions we make?) and defining “stereotypes” and “prejudices” as a class, students will work in pairs to generate a list of examples of situations in which stereotypes and/or prejudices have affected human behavior (past and present.)
- 2. Personal Experiences.** Students will write a brief reflection about their personal experiences with stereotypes. They will then share and discuss these in small groups.
- 3. Vocabulary – Literary Terms.** Students will add literary terms and definitions for the unit to the vocabulary section of their notebook. Terms will also be displayed on the Word Wall, and referred to throughout the unit.
- 4. Historical Context.** As a class, introduce broad overview of WWII. Then, in centers, students will rotate through a series of experiences learning about the historical context surrounding Japanese internment. Centers include: recording/reading of Franklin D. Roosevelt's Pearl Harbor speech (<https://www.youtube.com/watch?v=3VqQAf74fsE>), reading Executive Order 9066, viewing photos of internment camps, reading "I Remember Pearl Harbor: Dealing with the 'Problem Race'" Charles Shiro Inouye (essay), reading “Reflections, value of Catholicism” Interview with internee Thomas T. Kobayashi (Denshō archives).
- 5. Fishbowl Discussion.** In a fishbowl format, students will discuss what they learned in center rotations about Japanese internment in WWII. Guide discussion towards an examination of stereotypes and how these contributed to actions taken. Focus on conflict between the Japanese-American perspective and that of the American government.
- 6. Novel Study.** *Farewell to Manzanar* will be read as a class. Assignments may be differentiated, but may include vocabulary logs, plot diagrams, small group discussion, character analysis, double entry journal, quote study, reading strategy annotation, etc.
- 7. Narrative Writing.** Students will imagine that their family has been ordered to leave their homes and take up residence in an internment camp. They will then write either a letter or a journal entry detailing the experience and their emotions.
- 8. Newspaper Activity.** In centers, students will read and explore issues of *Manzanar Free Press* (<http://www.nps.gov/manz/historyculture/mfpindex.htm>), which was written by internees at Manzanar. Students will choose one article that they find particularly interesting, then summarize and share their thoughts on this article in small groups.
- 9. Political Cartoon analysis.** In pairs, students will analyze political cartoons relating to Japanese internment (from *Poston: Camp II, Block 211* by Jack Matsuoka). Students will then present their assigned cartoon to the class and summarize their analysis.
- 10. Short Story Comparison.** Students will read and discuss “The Bracelet” by Yoshiko Uchida, and then compare and contrast this story with *Farewell to Manzanar*, focusing on plot, character, setting, theme, and literary style.
- 11. Poetry Analysis and Discussion.** Students will read/listen to the following poems: “First they came for the Socialists” by Martin Niemoller (poem), “Message” by Thich Nhat Hanh (poem), and “Babi Yar” by Yevgeny Yevtushenko (poem). In groups, they will analyze using the SIFT method (<https://www.teachingchannel.org/videos/sift-method-analyze-literature>) and then discuss their analysis in whole-class discussion.
- 12. Compare/Contrast.** After analyzing assigned poems in groups (previous activity), reorganize students so that

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each group contains one person assigned to each poem. Students will then work together to compare and contrast the poems according to SIFT criteria.

13. Catholic Social Doctrine. Introduce this activity by reading “The Parable of the Good Samaritan” (Luke 10:25-37), and discussing how this parable encourages us to behave. Students will then examine Catholic social teaching in relation to the treatment of human beings, focusing specifically on section III (“The Many Aspects of the Human Person”) of “Chapter Three: The Human Person and Human Rights” of the Compendium of the Social Doctrine of the Church. Students will be assigned a section of the Compendium to read in pairs, and then write a summary. Students will then write a brief (1-2 paragraph) reflection analyzing to what extent the Catholic values in their assigned section were apparent in the Japanese-American internment situation.
(http://www.vatican.va/roman_curia/pontifical_councils/justpeace/documents/rc_pc_justpeace_doc_20060526_compendio-dott-soc_en.html#CHAPTER THREE)

14. Essay. Students will explore the nature of stereotypes and prejudices, along with their effect on human behavior and decisions. They will read and reflect on Leviticus 19:18 - “Do not take revenge on others or continue to hate them, but love your neighbors as you love yourself.” In an extended essay that draws on evidence from *Farewell to Manzanar* and other class texts, students will examine how different stereotypes and prejudices contribute to behavior that is un-Christian, linking historical examples to the present.

15. Presentation. Students will create a multimedia presentation that illustrates the dangers of stereotypes, using a variety of mediums (images, videos, music, etc.) This presentation should draw on themes discussed in the unit and ultimately present some solutions for fighting prejudices in our world.

Instructional Resources

The Teaching Channel (SIFT Method) (<https://www.teachingchannel.org/videos/sift-method-analyze-literature>)
ReadWriteThink.org – various graphic organizers, etc.
Compendium of the Social Doctrine of the Church
(http://www.vatican.va/roman_curia/pontifical_councils/justpeace/documents/rc_pc_justpeace_doc_20060526_compendio-dott-soc_en.html)
Densho – huge assortment of resources relating to Japanese internment (<http://www.densho.org/>)

Cross Curricular Link(s)

Social Studies – World War II experiences/historical context; civil rights movement
Religion – Catholic Social Doctrine, history of the Church
Drama – Deliver dramatic readings of assigned poems