

Standards:

L.9-10.1	LO 2.2B	RL.9-10.3
L.9-10.1.a	LO 2.2C	RL.9-10.4
L.9-10.3	LO 2.2D	SL.9-10.1
L.9-10.3.a	LO 2.3A	SL.9-10.2
LO 1.1A	LO 2.3B	W.9-10.1
LO 1.2A	LO 2.3C	W.9-10.1.a
LO 1.2B	LO 2.3D	W.9-10.1.b
LO 1.3A	LO 3.3A	W.9-10.1.c
LO 1.3A	LO 5.1A	W.9-10.1.e
LO 1.3B	LO 5.1B	W.9-10.2
LO 1.3B	RI.9-10.1	W.9-10.2.a
LO 1.4A	RI.9-10.2	W.9-10.2.b
LO 1.4A	RI.9-10.5	W.9-10.2.c
LO 1.4B	RI.9-10.6	W.9-10.2.d
LO 1.4B	RL.9-10.1	W.9-10.2.e
LO 2.2A	RL.9-10.2	W.9-10.2.f

UNIT SUMMARY

"All men are caught in an inescapable network of mutuality, tied in a single garment of destiny. Whatever affects one directly, affects all indirectly. I can never be what I ought to be until you are what you ought to be, and you can never be what you ought to be until I am what I ought to be... This is the inter-related structure of reality." - Martin Luther King, Jr. (A Letter from Birmingham Jail)

In Unit 1, students will explore the ways in which humans are interconnected. Throughout the unit, students will engage in Close Reading of nonfiction including essays, letters, and book excerpts to explain how the rhetorical features of an argument contribute to its effect and meaning. More specifically students will:

Identify the rhetorical situation in a text and explain how a writer's choices reflect the rhetorical situation

Explain an audience's beliefs, values, or needs

Identify and explain the overarching thesis of an argument

Identify and explain the claims and evidence within an argument

In addition, students will read one short story and one poem in this unit with a focus on analyzing how the narrative perspective or speaker's perspective reveals central ideas in a work of literature. Additionally, students will synthesize ideas from across multiple texts and explain how the texts collectively convey different perspectives on interconnectedness. Students will also write analytical paragraphs in this unit in which they unpack how an author's rhetorical choices and style reflect the components of the rhetorical situation.

<https://www.fishtanklearning.org/curriculum/ela/10th-grade/short-texts/>

Essential Questions

Thematic

- **What is the individual's responsibility to society?**
- **In what ways are all humans interconnected?**
- **What motivates people to act in the best interest of others? Is it altruism or self-interest?**

Skill

- How do authors develop complex arguments?

Themes

- **Interconnectedness and power:** When individuals unify, they collectively have more power to achieve goals than they otherwise would if they were working to achieve them individually.
- **Justice, resistance, and rebellion:** Rebelling against the norm and resisting what is unethical often are the results of standing up for what is right, even if one is alone in the fight.
- **Altruism and selflessness:** To be truly altruistic, one must think beyond themselves and outside of themselves, responding to what is in the best interest of others.

English II

Unit 1 What Do We Owe Others?

Unit 1 Vocabulary

Students will use reference material to define text-based and literary terms to increase understanding and synthesis of reading material in Unit

For each term students will construct definitions, antonyms, synonyms, and sentences.

Text-based

Proteus

Triton

Admonish

Beget

Catapult

Constructive

Contentious

Cognizant

Delinquency

Elegy

Existential

Exploitation

Forbearance

Forlorn

Galosh

Haggling

Incorrigible

Incite

Languish

Latent

Nubble

Paradoxical

Racy

Rabid

Reciprocity

Repudiate

Sanction

Saunter

Sanctimonious

Scintillating

Sovereignty

Sordid

Substantive

unfettered

Literary Term

Allusion

Analogy
Couplet
deductive reasoning
Juxtaposition
Parallelism
Quatrain
rhetorical situation
Sonnet

Kitty Genovese

Directions: Read the following text before answering the questions.

<https://classroom.google.com/c/Mzc10Tc5MDY5MDQ2/a/MzgwNTAzMDA3NDg4/details>

STANDARDS

Analyze a wide range of texts for multiple meanings.

Synthesize ideas from multiple texts and explain how the texts may convey different perspectives on a common theme or idea.

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Define:

ethical

altruistic

Questions

How did the bystanders respond to the incident involving Kitty Genovese?

What is the author's perspective about how the bystanders responded? How do you know?

What is the bystander effect? In what way does the lack of response from observers relate to the bystander effect?

What does the way the bystanders respond suggest about needs, beliefs, and values?

Are the bystanders wrong for not responding? Why or why not?

How does your opinion compare with the author's perspective on the situation?

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4. Which arguments are the most convincing? Which arguments are the least convincing? Why?

Most Convincing	Least Convincing	Why

Lesson 3

Read the following and complete the activity that follows.

Frequently Requested Documents: Statement by Alabama Clergymen

Frequently Requested Documents

[© The Estate of Martin Luther King, Jr.](#)

Statement by Alabama Clergymen

12 April 1963

The following statement by eight white Alabama clergymen, reprinted by the American Friends Service Committee, prompted King's "Letter From Birmingham Jail."

We the undersigned clergymen are among those who, in January, issued "An Appeal for Law and Order and Common Sense," in dealing with racial problems in Alabama. We expressed understanding that honest convictions in racial matters could properly be pursued in the courts, but urged that decisions of those courts should in the meantime be peacefully obeyed.

Since that time there had been some evidence of increased forbearance and a willingness to face facts. Responsible citizens have undertaken to work on various problems which cause racial friction and unrest. In Birmingham, recent public events have given indication that we will have opportunity for a new constructive and realistic approach to racial problems.

However, we are now confronted by a series of demonstrations by some of our Negro citizens, directed and led in part by outsiders. We recognize the natural impatience of people who feel that their hopes are slow in

being realized. But we are convinced that these demonstrations are unwise and untimely.

We agree rather with certain local Negro leadership which has called for honest and open negotiation of racial issues in our area. And we believe this kind of facing of issues can best be accomplished by citizens of our own metropolitan area, white and Negro, meeting with their knowledge and experience of the local situation. All of us need to face that responsibility and find proper channels for its accomplishment.

Just as we formerly pointed out that "hatred and violence have no sanction in our religious and political traditions," we also point out that such actions as incite to hatred and violence, however technically peaceful those actions may be, have not contributed to the resolution of our local problems. We do not believe that these days of new hope are days when extreme measures are justified in Birmingham.

We commend the community as a whole, and the local news media and law enforcement officials in particular, on the calm manner in which these demonstrations have been handled. We urge the public to continue to show restraint should the demonstrations continue, and the law enforcement officials to remain calm and continue to protect our city from violence.

<http://www.stanford.edu/group/King/frequentdocs/clergy.htm> (1 of 2) [12/19/2000 10:38:24 AM]
Frequently Requested Documents: Statement by Alabama Clergymen

We further strongly urge our own Negro community to withdraw support from these demonstrations, and to unite locally in working peacefully for a better Birmingham. When rights are consistently denied, a cause should be pressed in the courts and in negotiations among local leaders, and not in the streets. We appeal to both our white and Negro citizenry to observe the principles of law and order and common sense.

Signed by:

C.C.J. Carpenter, D.D., LL.D., Bishop of Alabama

Joseph A. Durick, D.D., Auxiliary Bishop, Diocese of Mobile-Birmingham

Rabbi Milton L. Grafman, Temple Emanu-El, Birmingham, Alabama

Bishop Paul Hardin, Bishop of the Alabama-West Florida Conference of the Methodist Church
Bishop Nolan B. Harmon, Bishop of the North Alabama Conference of the Methodist Church
George M. Murray, D.D., LL.D., Bishop Coadjutor, Episcopal Diocese of Alabama
Edward V. Ramage, Moderator, Synod of the Alabama Presbyterian Church in the United States
Earl Stallings, Pastor, First Baptist Church, Birmingham, Alabama

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Evaluating the Statement

Statement by Alabama Clergymen

What is the title and who is responsible for the text?	
What is the subject matter of the text?	
What is the central idea or theme of a text? Provide evidence.	
How does the author develop the central idea? What does he/she use?	
What does the text say explicitly? List 3 points.	
What does the text state implicitly? In other words, what inferences can be drawn from the text? Give evidence and explain what is implied.	
What words and phrases as they are used in a text help to shape the meaning and the tone? List the words and phrases and explain how they contribute to tone and explain how they contribute to the meaning.	
What is the writer's perspective?	
Who were the Alabama clergymen who signed the statement prompting King's "Letter from a Birmingham Jail"?	

Lesson 4

Directions: Read "The World is too Much With Us" by William Wordsworth. Answer the questions below in complete sentences

The World Is Too Much With Us

BY WILLIAM WORDSWORTH

The world is too much with us; late and soon,
Getting and spending, we lay waste our powers;—
Little we see in Nature that is ours;
We have given our hearts away, a sordid boon!
This Sea that bares her bosom to the moon;
The winds that will be howling at all hours,
And are up-gathered now like sleeping flowers;
For this, for everything, we are out of tune;
It moves us not. Great God! I'd rather be
A Pagan suckled in a creed outworn;
So might I, standing on this pleasant lea,
Have glimpses that would make me less forlorn;
Have sight of Proteus rising from the sea;
Or hear old Triton blow his wreathèd horn.

Directions: Read “The World is too Much With Us” by William Wordsworth. Answer the questions below in complete sentences

1	What is the meaning of the phrase, “The world is too much with us”?	
2	What is the central idea of the poem? Provide evidence.	
3	How do we “lay waste our powers”? What ‘powers’ is the poet referring to?	
4	According to the poet, why does man see “little in nature”?	
5	What does the poet call a ‘sordid boon’?	
6	What point of view does the author use? Why does he use this point of view?	
7	Why does the poet prefer to be a primitive Pagan rather than a member of civilised society?	
8	What, according to the poet, are human beings out of tune with?	

Lesson 5



Together, You Can Redeem the Soul of Our Nation

JOHN LEWIS JULY 30, 2020

While my time here has now come to an end, I want you to know that in the last days and hours of my life you inspired me. You filled me with hope about the next chapter of the great American story when you used your power to make a difference in our society. Millions of people motivated simply by human compassion laid down the burdens of

division. Around the country and the world you set aside race, class, age, language and nationality to demand respect for human dignity.

That is why I had to visit Black Lives Matter Plaza in Washington, though I was admitted to the hospital the following day. I just had to see and feel it for myself that, after many years of silent witness, the truth is still marching on.

Emmett Till was my George Floyd. He was my Rayshard Brooks, Sandra Bland and Breonna Taylor. He was 14 when he was killed, and I was only 15 years old at the time. I will never ever forget the moment when it became so clear that he could easily have been me. In those days, fear constrained us like an imaginary prison, and troubling thoughts of potential brutality committed for no understandable reason were the bars.

Though I was surrounded by two loving parents, plenty of brothers, sisters and cousins, their love could not protect me from the unholy oppression waiting just outside that family circle. Unchecked, unrestrained violence and government-sanctioned terror had the power to turn a simple stroll to the store for some Skittles or an innocent morning jog down a lonesome country road into a nightmare. If we are to survive as one unified nation, we must discover what so readily takes root in our hearts that could rob Mother Emanuel Church in South Carolina of her brightest and best, shoot unwitting concertgoers in Las Vegas and choke to death the hopes and dreams of a gifted violinist like Elijah McClain.

Like so many young people today, I was searching for a way out, or some might say a way in, and then I heard the voice of Dr. Martin Luther King Jr. on an old radio. He was talking about the philosophy and discipline of nonviolence. He said we are all complicit when we tolerate injustice. He said it is not enough to say it will get better by and by. He said each of us has a moral obligation to stand up, speak up and speak out. When you see something that is not right, you must say something. You must do something. Democracy is not a state. It is an act, and each generation must do its part to help build what we called the Beloved Community, a nation and world society at peace with itself.

Ordinary people with extraordinary vision can redeem the soul of America by getting in what I call good trouble, necessary trouble. Voting and participating in the democratic

process are key. The vote is the most powerful nonviolent change agent you have in a democratic society. You must use it because it is not guaranteed. You can lose it.

You must also study and learn the lessons of history because humanity has been involved in this soul-wrenching, existential struggle for a very long time. People on every continent have stood in your shoes, though decades and centuries before you. The truth does not change, and that is why the answers worked out long ago can help you find solutions to the challenges of our time. Continue to build union between movements stretching across the globe because we must put away our willingness to profit from the exploitation of others.

Though I may not be here with you, I urge you to answer the highest calling of your heart and stand up for what you truly believe. In my life I have done all I can to demonstrate that the way of peace, the way of love and nonviolence is the more excellent way. Now it is your turn to let freedom ring.

When historians pick up their pens to write the story of the 21st century, let them say that it was your generation who laid down the heavy burdens of hate at last and that peace finally triumphed over violence, aggression and war. So I say to you, walk with the wind, brothers and sisters, and let the spirit of peace and the power of everlasting love be your guide.

John Lewis, the civil rights leader and congressman who died on July 17, wrote this essay shortly before his death.

In his essay, Lewis states in his final days on earth, he was inspired by the student and community activism he witnessed across the country. Take a few minutes to read the first two paragraphs, or listen again to the audio of this opening statement.

- What inspired Rep. John Lewis to write this essay in the remaining few days of his life?
- Why did he ask the New York Times to release it after his death, on the day of his funeral?

- What does Rep. John Lewis mean by “good trouble”?
- Who was he speaking to in his message?
- Describe your initial thoughts about the essay and how it impacted you

Write your response in the box below.

Writing Prompt

To what extent were the individuals' responses to Kitty Genovese's tragic incident and Hurricane Charley ethical and altruistic?

Criteria for Success

- Develop a thesis
- Include multiple and varied evidence to support your line of reasoning
- Provide commentary that explains how your evidence supports your line of reasoning (reason or claim used to support a larger thesis)
- Write with sophistication of thought and develop a complex literary argument

<https://www.op.ac.nz/assets/Uploads/f373ebe246/Sentence-starters.pdf>

<https://www.voorhees.k12.nj.us/site/handlers/filedownload.ashx?moduleinstanceid=70001&dataid=72396&FileName=Textual%20Evidence%20Sente4nce%20Starters%20and%20Examples.pdf>