*6th Grade Unit – The All-American Lens: Windows of America*

**Essential Question:** How do language and culture influence identity?

**Anchor Texts:**

* Excerpt from *The* *House on Mango Street*, p. 10-11, “My Name,” by Sandra Cisneros (narrative)
* Analogies for America: Beyond the melting pot,” by Timothy Taylor (article)
* “Immigrants,” by Pat Mora (poem)

**Supplemental Texts:**

* “The All-American Slurp,” by Lensey Namioka (short story)
* “Names and Nombres,” by Julia Alvarez (narrative nonfiction)
* Excerpt from “The Circuit,” by Francisco Jiminez (narrative nonfiction)
* “Letter from a Concentration Camp,” by Yoshiko Uchido (letter)
* “Saying Yes,” by Diana Chang (poem)
* “America,” by Leonard Bernstein (song)
* “Immigrants in America: The second generation story,” by Moni Basu (article)
* “The Melting Pot v. The Salad Bowl” (visual text)

**Communication SOLs:**

6.1c Participate in collaborative discussions with partners building on others’ ideas.

**Reading SOLs:**

6.5i Compare/contrast details in literacy and informational nonfiction texts

6.5a Identify the elements of narrative structure, including setting character, plot, conflict, and theme

6.5e Describe how word choice and imagery contribute to the meaning of a text

**Writing SOLs:**

6.7l Revise writing for clarity of content including specific vocabulary and information

6.8 c Maintain consistent verb tense across paragraphs

**Research SOLs:**

6.9c Evaluate and analyze the validity and credibility of sources

6.9d Cite primary and secondary sources

**Culminating Assessment:**

Write an email or letter to a local news agency to inform them of some challenges that immigrants face when they are caught between two worlds.

*8th Grade Unit – The All-American Lens: Windows of America*

**Essential Question:** How do the beliefs and values of a diverse culture affect individuals and society?

**Anchor Texts:**

* “Ribbons,” by Laurence Yep (short story)
* “No Room in This Country for Hyphenated Americans,” by Theodore Roosevelt (speech)
* “How I Learned English,” by Gregory Djanikian (poem)

**Supplemental Texts:**

* “Suzy and Leah,” by Jane Yolen (short story)
* “Conversational Ballgame,” by Nancy Masterson Sakamoto (essay)
* “Between Two Worlds,” by Anna Quindlen (essay)
* From *Seedfolks,* chapter 12, “Amir,” by Paul Fleischman (narrative)
* “What Being an American Means to Today’s Youth,” by George H. Gallup, Jr. (article)
* “Opinion: How Nipsey Hussle inspired thousands of Eritrean-Americans,” by Master Tesfatsion (article)
* “The Star Spangled Banner,” by Francis Scott Key (song)
* “’The American Dream – except it’s real’: Baltimore student who immigrated from Mexico heads to the Ivy League,” by Talia Richman (article)
* “Flag with Faces” (visual text)

**Communication SOLs:**

8.1e Make statements to communicate agreement or tactful disagreement with others’ ideas

**Reading SOLs:**

8.5i Compare/contrast author’s style

8.5a Analyze how author’s development of characters, conflict, point of view, voice, and tone convey meaning

8.5h Compare and contrast details in literary and informational nonfiction texts

**Writing SOLs:**

8.7l Revise writing for clarity of content, word choice, sentence variety, and transitions among paragraphs

8.8 d Maintain consistent verb tense across paragraphs

**Research SOLs:**

8.9c Evaluate and analyze the validity and credibility of resources

8.9d Cite primary and secondary sources using Modern Language Association (MLA) or American Psychological Association (APA) style

**Culminating Assessment:**

Students will craft a persuasive opening statement and participate in a debate on the following topic: Culture is a unifying force in human relationships.

*11th Unit – The All-American Lens: Windows of America*

**Essential Question:** How does identity affect perspective?

**Anchor Texts:**

* *Refugee* by Alan Gratz (novel)
* “The Declaration of Independence” by Thomas Jefferson (historical document)
* “Where I’m From”by George Ella Lyon (poem)
* All American Boys by Jason Reynolds & Brendan Kiely (novel)
* “The Danger of a Single Story”by Chimamanda Ngozi Adichie (TedTalk)

**Supplemental Texts:**

* “Lineage” by Margaret Walker (poem)
* “I, Too”by Langston Hughes (poem)
* “The American Dream” by Margaret Kolozsvary (visual text/painting)
* “Be Free” by J. Cole (song)
* “Hollywood Dreams of Wealth, Youth, and Beauty” by Bob Mondello (CommonLit article)
* “The Gettysburg Address” by Abraham Lincoln (historical document/speech)
* “Letter from Birmingham Jail” by Martin Luther King, Jr. (letter)
* *The Great Gatsby* by F. Scott Fitzgerald (novel)
* *American Born Chinese* by Gene Luen Yang (novel)
* “Learning How to Code-Switch: Humbling, But Necessary” by Eric Deggans (CommonLit article)
* “Islamophobia Killed My Brother” by Suzanne Barakat (TedTalk)
* “America’s Forgotten Working Class” by J.D. Vance (TedTalk)

**Communication SOLs:**

11.1d Respond thoughtfully and tactfully to diverse perspectives, summarizing points of agreement and disagreement.

**Reading SOLs:**

11.4d Interpret the social and cultural function of American literature.

11.4e Analyze how context and language structures convey an author’s intent and viewpoint.

11.4f Critique how authors use key literary elements to contribute to meaning including character development, theme, conflict, and archetypes within and across texts.

**Writing SOLs:**

11.6e Use words, phrases, clauses, and varied syntax to create a cohesive argument.

11.7a Use complex sentence structure to infuse sentence variety in writing.

**Research SOLs:**

11.8a Critically evaluate quality, accuracy, and validity of information.

11.8d Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).

**Culminating Assessment/s:**

In a Socratic seminar with your classmates, discuss the impact of a person’s experiences on his/her world view. Reference two texts and/or authors of different genres to support your position.

Compose an argument or a counterargument on the following: *Acknowledging cultural differences is a unifying concept.* Include textual evidence from two or more relevant texts to support your position.