

Use the following texts for core and optional activities in the Photojournalism Unit.

| Text Title | Author or Source | Genre/Format | Guidebook Use | Access |
|--|----------------------|-----------------------|------------------------------|-----------------------------|
| "Selected Quotes on Photography" | LDOE Staff | NA | Section one, Core | Photojournalism Unit Reader |
| <i>Get the Picture</i> | Cathy Pearson | Film | Sections one and three, Core | DVD |
| <i>On Photography</i> | Susan Sontag | Nonfiction Novel | Section one, Core | Photojournalism Unit Reader |
| "How Photos Spread the Fuel of Fake News" | Laura Mallonee | Article | Section one, Core | Photojournalism Unit Reader |
| "Fallout from Viral Video of Encounter Between Covington High School Students and Native..." | CBS News | Video | Section one, Core | Digital Access |
| "Dropping the Atomic Bomb" | Rice University | Article | Section one 1, Core | Photojournalism Unit Reader |
| "War's Ending: Atomic Bomb and Soviet Entry Bring Jap Surrender Offer" | <i>LIFE Magazine</i> | Article | Section one, Core | Digital Access |
| <i>Migrant Mother: How a Photograph Defined the Great Depression</i> | Don Nardo | Historical Nonfiction | Section two, Core | Novel |
| "Photographers of the Dust Bowl" | Ken Burns | Video | Section two, Core | Digital Access |

| Text Title | Author or Source | Genre/Format | Guidebook Use | Access |
|---|--|-----------------------|-------------------------------|-----------------------------|
| Chapters 1 and 17 from <i>The Grapes of Wrath</i> | John Steinbeck | Fiction Novel | Section two, Core | Photojournalism Unit Reader |
| "How Photography Defined the Great Depression" | Annette McDermott | Article | Section two, Core | Photojournalism Unit Reader |
| "Dorthea Lange: Bringing Relief to Millions" from <i>America Through the Lens: Photographers Who Changed a Nation</i> | Martin W. Sandler | Historical Nonfiction | Section two, Core | Photojournalism Unit Reader |
| <u>Photogrammar</u> | Yale and National Endowment for the Humanities | Website | Section two, Optional | Digital Access |
| <u>"Pearl Harbor: The Attack"</u> | PBS | Historical Nonfiction | Section three, Core | Digital Access |
| <u>"The Battlefield: Pearl Harbor" from "The Perilous Fight: America's World War II in Color"</u> | PBS | Historical Nonfiction | Section three, Core | Digital Access |
| <u>"Fireside Chat 20: On the Progress of War"</u> | President Franklin D. Roosevelt | Audio Text | Sections three and four, Core | Digital Access |
| "Fireside Chat 20: On the Progress of War" (Transcript) | President Franklin D. Roosevelt | Speech | Sections three and four, Core | Photojournalism Unit Reader |

| Text Title | Author or Source | Genre/Format | Guidebook Use | Access |
|---|----------------------------------|-----------------------|-------------------------|--|
| Selected WWII Propaganda Posters | Northwestern University Library | Art/Image | Section three, Core | Photojournalism Unit Reader and Digital Access |
| "D-Day: How Allied Forces Overcame Disastrous Landings to Rout the Nazis" | Dave Roos | Website | Section three, Optional | Digital Access |
| "Beachheads of Normandy: The Fateful Battle of Europe is Joined by Sea and Air" | <i>LIFE Magazine</i> | Article | Section three, Core | Digital Access |
| "D-Day and the Omaha Beach Landings" | Magnum | Article | Section three, Core | Photojournalism Unit Reader |
| "Looking at War" | Susan Sontag | Article | Section three, Core | Photojournalism Unit Reader |
| "Germany First!" | Meg Roussel | Blog | Section three, Core | Digital Access |
| "The Inside Story of the Famous Iwo Jima Photo" | Thom Patterson | Article | Section three, Core | Photojournalism Unit Reader |
| "Red Summer (1919)" | Richard Wormser | Historical Nonfiction | Section four, Optional | Photojournalism Unit Reader |
| "Returning Soldiers" | W.E.B. DuBois, <i>The Crisis</i> | Nonfiction Essay | Section four, Optional | Photojournalism Unit Reader |
| Timeline of Blacks' Rights in America | LDOE Staff | | Section four, Core | Photojournalism Unit Reader |

| Text Title | Author or Source | Genre/Format | Guidebook Use | Access |
|---|----------------------|-----------------------|--------------------|-----------------------------|
| "The Spectacle of Racial Turbulence in Birmingham: They fight a fire that won't go out" | <i>LIFE Magazine</i> | Article | Section four, Core | Digital Access |
| <i>Birmingham 1963: How a Photograph Rallied Civil Rights</i> | Shelley Marie Tougas | Historical Nonfiction | Section four, Core | Book |
| "Letter from Birmingham Jail" | Martin L. King, Jr. | | Section four, Core | Photojournalism Unit Reader |
| "Charles Moore: I Fight With My Camera" | Daniel Love | Film | Section four, Core | Digital Access |
| "Acceptance Speech" | Elie Weisel | Speech | Section four, Core | Photojournalism Unit Reader |
| Man on the Moon: How a Photograph Made Anything Seem Possible | Pamela Jain Dell | Historical Nonfiction | Independent Read | Book |
| <i>Photography: An Illustrated History</i> | Martin W. Sandler | Historical Nonfiction | Independent Read | Book |
| <i>1919 The Year That Changed America</i> | Martin W. Sandler | Historical Nonfiction | Independent Read | Book |
| Ground Zero: How a Photograph Sent a Message of Hope | Don Nardo | Historical Nonfiction | Independent Read | Book |



| Text Title | Author or Source | Genre/Format | Guidebook Use | Access |
|--|------------------|-----------------------|------------------|--------|
| <i>The Day the World Went Nuclear: Dropping the Atom Bomb and the End of World War II in the Pacific</i> | Bill O'Reilly | Historical Nonfiction | Independent Read | Book |

A Lesson Before Dying Guidebook Unit Text Access

| Required Texts | Author, Source | Genre/Format | Guidebook Use | Access Point |
|--|---------------------|--------------|--|-----------------------------------|
| “Maslow’s Hierarchy of Needs” | Saul Mcleod | Article | Section one; Core | A Lesson Before Dying Unit Reader |
| “Strange Fruit” | Billie Holiday | Song | Section one; Core | A Lesson Before Dying Unit Reader |
| “Jim Crow Laws” | History.com Editors | Article | Section one; Core | A Lesson Before Dying Unit Reader |
| “NEA Big Read: Meet Ernest Gaines” | NEA | Video | Section one; Core | Digital Access |
| <i>A Lesson Before Dying</i> | Ernest Gaines | Novel | Sections one, two, three, four, and five; Core | Novel |
| “Sympathy” from <i>The Complete Poems of Paul Laurence Dubar</i> | Paul Laurence Dubar | Poem | Section one; Core | A Lesson Before Dying Unit Reader |
| “Caged Bird” from <i>Shaker, Why Don’t You Sing?</i> | Maya Angelou | Poem | Section one; Core | A Lesson Before Dying Unit Reader |
| Paragraphs one and two from the prologue to <i>Invisible Man</i> | Ralph Ellison | Novel | Section two; Core | A Lesson Before Dying Unit Reader |

| Required Texts | Author, Source | Genre/Format | Guidebook Use | Access Point |
|--|-----------------------|--------------|------------------------|-----------------------------------|
| "I Am a Rock from <i>Sound of Silence</i> | Paul Simon | Song | Section two; Core | A Lesson Before Dying Unit Reader |
| "No Man is an Island" from <i>Devotions upon Emergent Occasions</i> | John Donne | Poem | Section two; Core | A Lesson Before Dying Unit Reader |
| <u>"Why Your Worst Deeds Don't Define You"</u> | Shaka Senghor | Speech | Section three; Core | Digital Access |
| "If We Must Die" from <i>The Vintage Book of African American Poetry</i> | Claude McKay | Poem | Section four; Core | A Lesson Before Dying Unit Reader |
| "Invictus" from <i>Book of Verses</i> | William Ernest Henley | Poem | Section four; Core | A Lesson Before Dying Unit Reader |

Text Notes for *A Lesson Before Dying*, Ernest Gaines

Overview

This novel brings to light the struggles of African Americans as they battle systemic racism during the 1940's in Louisiana. The main character, Grant, has tried to better himself to escape the racism around him, but he realizes that his education has not improved his situation. He has a great desire to run away to escape the pain and misfortune, but through interactions with Jefferson, a black man falsely accused of a crime, Grant learns that it takes more than an education to make a man and a statement against the oppression around him. He realizes that it takes courage, sacrifice, and bravery to stand up to those holding oppressive beliefs that are hundreds of years old.

Lexile: 750

Analysis

The qualitative analysis of this text is below the grades 9-10 text complexity band, but other features of this text make it complex and appropriate for grade 9.

- **Text structure is moderately complex.** *A Lesson Before Dying* is, structurally, a very simple and conventional text with shifts in point of view and time being easily followed and understood by readers.
- **Language features are moderately complex.** This novel contains moderately complex language conventions. There is subtle use of figurative language and symbolism throughout the text, but the overall language is largely familiar and easy to understand due to the simple conversational style in which the text is written. Core and optional activities provide opportunities for students to engage with the language within the text. Students are provided with specific tools to support their understanding.
- **Meaning is very complex.** The ultimate meaning that readers gain from this text is very complex. There are multiple layers of meaning found in the numerous symbols throughout the text as well as the symbolism embedded into the characters themselves which are directly related to the thematic understanding of the text as a whole. Core activities and unit specific tools will support students with better understanding the meaning of the symbolism throughout the novel.
- **Knowledge demands are exceedingly complex.** *A Lesson Before Dying* explores multiple complex themes and it contains multiple perspectives of the two communities presented within the text. However, the setting and the experiences portrayed may not be familiar to today's readers. Additionally, this text requires a cultural understanding that some readers may not possess. Core activities require students to engage with additional text to support the complex knowledge demands of the novel.

Text Ratings

Below you will find additional information regarding the text which can be used to inform instruction. Each category is rated on a scale of 1 to 5, one indicating that this category has a minimal presence in the text and five indicating that this category has a strong presence in the text.

- **Positive Messages: 3** - *A Lesson Before Dying* is a hopeful tale of transformation that offers readers many rich lessons to learn about prejudice, injustice, poverty, salvation, and redemption. It shows that views, opinions, and beliefs can be changed through simple acts that defy the expected behaviors in the face of oppression.
- **Violence: 2** - While physical violence is minimally present, the true nature of the violence in the novel is found in the emotional abuse and oppression placed upon people of a specific race.
- **Sex: 2** - While there are mild references to Grant and Vivian's sexual relationship, explicit and graphic details are excluded. The one very vague sexual encounter between them is inferred by the reader based on the descriptions within the novel instead of being described in detail.
- **Addictive Substances: 2** - There are several instances where the characters of the novel go to The Rainbow Club to have a drink and blow off steam, but in all occurrences the depth of detail goes to the characters thoughts and feelings rather than the act of drinking itself.

Additional Text Information

This text contains a significant amount of strong language. There is repeated use of a very derogatory racial slur and other demeaning language. Prior to reading this text, teachers should have a discussion with their students regarding the language in the text.

The Joy Luck Club Guidebook Unit Text Access

| Text Title | Author, Source | Genre/Format | Guidebook Use | Access |
|--|--------------------|--------------------|--|-------------------------------|
| <i>The Joy Luck Club</i> | Amy Tan | Novel | Sections one, two, three, four, five; Core | Novel |
| “I Stand Here Ironing” | Tillie Olson | Short Story | Section one; Core | The Joy Luck Club Unit Reader |
| “I Ask My Mother to Sing” | Li-Young Lee | Poem | Section four; Core | The Joy Luck Club Unit Reader |
| “Like Mother, Like Daughter -- The Science Says So, Too” | Jordana Cepelewicz | Article | Section three; Core | The Joy Luck Club Unit Reader |
| “The Chinese Mother,” “On Generational Decline,” and “The Chuas” from <i>Battle Hymn of the Tiger Mother</i> | Amy Chua | Biography | Section three; Core | The Joy Luck Club Unit Reader |
| “What ‘White Food’ Meant to a First Generation Kid” | Lisa Ko | Personal Narrative | Section three; Core | The Joy Luck Club Unit Reader |
| Selected images from Fan Ho | Fan Ho | Art/Images | Section one; Core | The Joy Luck Club Unit Reader |

| Text Title | Author, Source | Genre/Format | Guidebook Use | Access |
|--|--------------------------|--------------|-----------------------|-------------------------------|
| “Evoking and Measuring Identification with Narrative Characters - A Linguistic Cues Framework” | van Krieken, Kobie et al | Article | Section three; Core | The Joy Luck Club Unit Reader |
| “Chinese Superstitions” | Viking River Cruises | Video | Section one; Optional | Digital Access |

Choice Reading Text Options

Engage students in ongoing choice reading during the school year. Have students choose a choice reading text from the list below or ask them to choose their own choice reading text not on this list.

| Text Title | Author | Genre/Format |
|--|----------------|---------------|
| <i>The Chosen</i> | Chiam Potok | Fiction novel |
| <i>The Namesake</i> | Jhumpa Lahiri | Fiction novel |
| <i>Peace Like a River</i> | Leif Enger | Fiction novel |
| <i>Big Fish: A Novel of Mythic Proportions</i> | Daniel Wallace | Fiction novel |
| <i>The Distant Land of My Father</i> | Bo Caldwell | Fiction novel |

Text Notes for *The Joy Luck Club*, Amy Tan

Overview

This novel is made up of a collection of stories shared between the mothers and daughters of four Asian American families. In these stories the women describe the struggles and hardships they have faced and overcome during their lives. These stories also highlight the conflict between Chinese values and American practices and the ability for these women to define their true identity; a problem that all eight of them struggle with throughout the course of their lives. In the end of the collection, readers are left with the pride of identity, strength, and hope that all of these women ultimately find and celebrate within themselves and each other.

Lexile: 930

Analysis

This text is within the grades 9-10 text complexity band and there are features of this text that make it complex and appropriate for grade 9.

- **Text structure is very complex.** The structure of *The Joy Luck Club* is very complex as it is a collection of narratives told from the perspective of seven different women. These multiple shifts in point of view and time may impede a student's ability to understand the novel as a whole as well as the overall development of the theme.
- **Language features are moderately complex.** This novel contains moderately complex language conventions. There is subtle use of figurative language and symbolism throughout the text, but the overall language is largely familiar and easy to understand because of the simple conversational style in which the text is written. The use of subordinate clauses and phrases help readers gain clarity about the cultural elements within the novel.
- **Meaning is very complex.** *The Joy Luck Club* is very complex due to the multiple levels of meaning that are found in the various symbols within the novel. The multiple and sometimes complex themes are implicitly revealed over the course of the text. Although the meaning of this text is very complex, the lessons require students to engage in discussions to deepen their understanding of the text's meaning.
- **Knowledge demands are exceedingly complex.** The knowledge demands of this novel are substantial. There are multiple Chinese cultural references, allusions, and symbols which may make full understanding of the text difficult for student readers. Additionally, the multiple complex themes and the drastic differing of life experiences between most students and the narrators make this text exceedingly complex. Although the knowledge demands are exceedingly complex, core activities include additional texts that will support students as they meet the knowledge demands of this text.

Text Ratings

Below you will find additional information regarding the text which can be used to inform instruction. Each category is rated on a scale of 1 to 5, one indicating that this category has a minimal presence in the text and five indicating that this category has a strong presence in the text.

- **Positive Messages: 3** - *The Joy Luck Club* focuses on themes about relationships, identity, sacrifice, and femininity. Students walk away with a positive message of valuing heritage and family while also creating your own individual path to happiness and strength.
- **Violence: 1** - This text contains a mild amount of violence. Most references occur in relation to the Chinese Civil War and arguments among family members, but there are no scenes of explicit violence of any kind toward another person. However, there is an instance of a suicide described and a scene in which a character cuts herself in order to perform an ancient ritual.
- **Sex: 2** - This text contains a few mentions of sex and most references are to sex within marriage. There is also one incident where a character discussed that her mother was a concubine or fourth wife to a man after the death of her father, but this was common practice during this time in China.
- **Addictive Substances: 1** - Any references to drinking and smoking are very minimal. There is one reference to a character using opium to poison herself and commit suicide, but the focus is on why she engaged in this act and not the specifics of her substance abuse.

Additional Notes:

- This text contains mild discussion of a suicide.

Text Notes for *The Chosen*, Chiam Potok

Overview

The Chosen tells the story of a friendship between two Jewish boys in Brooklyn at the end of World War II. This story examines the tensions that arise when their cultures conflict with each other and modern American society.

Lexile

900

Text Ratings

Below you will find additional information regarding the text which can be used to inform instruction. Each category is rated on a scale of 1 to 5, one indicating that this category has a minimal presence in the text and five indicating that this category has a strong presence in the text.

- **Positive Messages: 4** - Reuven Malter and Danny Saunders are both passionate and intelligent young men. When Reuven is injured by Danny during a heated baseball game between the rival Yeshivas, a unique friendship is born. As the boys grow to manhood, they are forced to learn important lessons about each other, their fathers and themselves. The boys discover in each other a lost spiritual brother and a link to an unexplored world that neither had ever considered before.
- **Violence: 3** - Violent acts against Jews and the suffering it caused are discussed in the novel. Danny is also driven to violence in a baseball game and describes how he wanted to violently hurt Reuven.
- **Sex: 1** - There is no reference to sex in the novel.
- **Addictive Substances: 1** - There is no reference to addictive substances in the novel.

Text Notes for *The Namesake*, Jhumpa Lahiri

Overview

The Namesake is an engaging story of an Indian family who immigrated to the United States. The story provides perspective from both the parent and the child. The reader follows the main character from adolescence into adulthood where his past impacts all of his present relationships.

Lexile

1140

Text Ratings

Below you will find additional information regarding the text which can be used to inform instruction. Each category is rated on a scale of 1 to 5, one indicating that this category has a minimal presence in the text and five indicating that this category has a strong presence in the text.

- **Positive Messages: 4** - This text is an endearing story where the main character learns that his name's meaning guides him to understanding his parents and his heritage. The prevailing themes throughout the novel include empathy and humility.
- **Violence: 1** - There is a train accident in the text and the scene is described with explicit details.
- **Sex: 5** - The author uses explicit language to describe the relationships and the sexual conduct that the main character engages in.
- **Addictive Substances: 3** - The main character smokes marijuana at his high-school graduation and drinks socially on several occasions. There are also a few characters that smoke cigarettes.

Text Notes for *Peace Like a River*, Leif Enger

Overview

Peace Like a River takes readers on a cross-country journey with Reuben, his sister, and his father. In the novel, they are on the search for Reuben's brother who has been charged with murder.

Lexile

900

Text Ratings

Below you will find additional information regarding the text which can be used to inform instruction. Each category is rated on a scale of 1 to 5, one indicating that this category has a minimal presence in the text and five indicating that this category has a strong presence in the text.

- **Positive Messages: 3** - *Peace Like a River* is a novel that celebrates family, faith, and spirit but there are instances of violence.
- **Violence: 5** - In *Peace Like a River* there are many incidents of violence. There are physical altercations between characters, and there are several gruesome descriptions of murders throughout the novel. The first conflict in the novel is when two local thugs attack a girl in the women's locker room at school which leads to the murder of the men and a brutal attack at the end of the novel.
- **Sex: 1** - There is no reference to sex in the novel.
- **Addictive Substances: 1** - There is no reference to addictive substances in the novel.

Romeo and Juliet Guidebook Unit Text Access

| Text Title | Author, Source | Genre/Format | Guidebook Use | Access |
|---|---|--------------|--|------------------------------|
| <i>Romeo and Juliet</i> | William Shakespeare | Play | Sections one, two, three, four, five; Core | Play |
| <i>Romeo + Juliet</i> | Baz Lhurmann | Film | Sections one, two, three, four, five; Core | Film |
| <i>Romeo and Juliet</i> | Franco Zeffirelli | Film | Sections one, two, three, four, five; Core | Film |
| <i>Westside Story</i> | Robert Wise, Jerome Robbins, Ernest Lehman, Leonard Bernstein | Film | Sections one, two, three, four, five; Core | Film |
| “After 450 Years, We Still Don’t Know the True Value of Shakespeare” | Katie McLuskie | Article | Section one; Core | Romeo and Juliet Unit Reader |
| The Reconciliation of the Montagues and Capulets over the Dead Bodies of Romeo and Juliet | Frederic Leighton | Art | Section four; Optional | Digital Access |
| Where’s Romeo? | William Hatherell | Art | Section three; Core | Romeo and Juliet Unit Reader |
| “To the Memory of My Beloved the Author, Mr. William Shakespeare” | Ben Johnson | Poem | Section one; Core | Romeo and Juliet Unit Reader |

| Text Title | Author, Source | Genre/Format | Guidebook Use | Access |
|--|---------------------|--------------|--------------------------------------|------------------------------|
| “Sonnet 116: Let me not to the marriage of true minds” | William Shakespeare | Poem | Section two; Optional | |
| “A Poison Tree” | William Blake | Poem | Section three; Core | Romeo and Juliet Unit Reader |
| “William Shakespeare - Mini Biography” | Biography.com | Video | Section one; Optional | Digital Access |
| Romeo and Juliet, audio version | | Audio Text | Sections one, two, three, four; Core | Digital Access |
| “Tonight” | Stephen Sondheim | Song | Section two; Optional | Romeo and Juliet Unit Reader |

Text Notes for *Romeo and Juliet*, William Shakespeare

Overview

Romeo and Juliet is a Shakespearean tragedy that focuses on the story of two ill-fated lovers. Because Romeo and Juliet are supposed to be sworn enemies due to their families' ongoing conflict, their emerging relationship and subsequent marriage are kept in secret. Romeo is banished from Verona as a result of a bloody battle with Tybalt, Juliet's cousin, and after his banishment Juliet forms a plan to fake her death so that she can join Romeo, but Romeo only hears of her death which causes him to commit suicide at her tomb. Once Juliet wakes up and sees what he has done, she takes her life as well, and the whole town of Verona is forever changed from discord to peace because of the lovers' eternal bond.

Analysis

This text is within the grades 9-10 text complexity band and additional features of this text make it complex and appropriate for grade 9.

- **Text structure is exceedingly complex.** The play has a multitude of characters and storylines, and as a result there are many shifts in point of view and perspective. There are also many examples of dramatic irony present as the two main characters create plans unbeknownst to the other.
- **Language features are exceedingly complex.** The language features of this text are exceedingly complex. This Shakespearean tragedy is written in blank verse and often uses an inverted sentence structure. This, along with the use of Elizabethan English, presents a challenge for students to read and understand. The content is also dense and complex, containing numerous soliloquies and asides, use of figurative language, and embedded sonnets. .
- **Meaning is very complex.** *Romeo and Juliet* has several layers of meaning and multiple themes such as Power of Love, Individual vs. Society, Inevitability of Fate, and Cost of Violence that are developed over the course of the text. While some of the themes are clearly expressed and easy to identify, there are others that are more subtle which require some interpretation by the reader.
- **Knowledge demands are exceedingly complex.** The knowledge demands of this text are exceedingly complex. The play deals with a time period and life experiences that are unfamiliar for students. It also contains many allusions and other cultural references that are unfamiliar to students, requiring use of outside resources or footnotes to understand.

Text Ratings

Below you will find additional information regarding the text which can be used to inform instruction. Each category is rated on a scale of 1 to 5, one indicating that this category has a minimal presence in the text and five indicating that this category has a strong presence in the text.

- **Positive Messages: 3** - The overall message of *Romeo and Juliet* is positive. Although multiple characters die as a result of the conflict between the families, the play shows that true and undying love between the two characters was enough to change the future of Verona. Readers are left hopeful that the tragedy creates a lasting change in Verona.
- **Violence: 3** - Since the story centers around the conflict between the feuding families, there are some instances of violence. There are two major fight scenes within the play and the second one does cause the stabbing deaths of some characters. The play also ends with a double suicide.
- **Sex: 3** - While Shakespeare uses his language to be suggestive and cheeky when the young men are speaking of the ladies, the act of sex is not present in the play. In fact, the only intimate acts seen in the action of the play are kissing; all other references are inferred but are not easily accessible to students because of the archaic language.
- **Addictive Substances: 1** - There are a few references to drinking wine within the play.

Additional Notes

- This text contains a scene that includes a double suicide.

Use the following texts for core and optional activities in the Teenage Brain Unit.

| Text Title | Author or Source | Genre/Format | Guidebook Use | Access |
|--|-------------------------------------|--------------|--|---------------------------|
| "The Teen Brain: Still Under Construction" | National Institute of Mental Health | Article | Section one, Core | Teenage Brain Unit Reader |
| "Teenage Brains are Malleable and Vulnerable, Researchers Say" | Jon Hamilton | Article | Section one, Core Section two, Optional | Teenage Brain Unit Reader |
| "Teenage Brains" | David Dobbs | Article | Section one, Core Section two, Optional | Teenage Brain Unit Reader |
| "Concussions Affect Teens More Than Kids and Adults, Study Says" | Steven Reinberg | Article | Section two, Core | Teenage Brain Unit Reader |
| "How Concussions Affect Your Brain" | Adryan Corcione | Article | Section two, Core | Teenage Brain Unit Reader |
| "What Happens When You Have a Concussion?" | Clifford Robbins | Video | Section two, Core | Digital Access |
| "Basketball and the Brain: Concussions Aren't Just a Risk in Football" | Michelle Castillo | Video | Section two, Core | Digital Access |
| "Teens: This is How Social Media Affects Your Brain" | Susie East | Article | Section three, Core | Teenage Brain Unit Reader |

| Text Title | Author or Source | Genre/Format | Guidebook Use | Access |
|--|---------------------------------------|--------------|---------------------|---------------------------|
| "How Using Social Media Affects Teenagers" | Rachel Ehmke | Article | Section three, Core | Teenage Brain Unit Reader |
| "Social Media "Likes" Impact Teens' Brains and Behavior" | Association for Psychological Science | Article | Section three, Core | Teenage Brain Unit Reader |
| "History of the Driving Age" (video) | Christopher Muscato | Video | Section four, Core | Digital Access |
| "16-Year-Olds Want a Vote. Fifty Years Ago, So Did 18-Year-Olds" | Maggie Astor | Article | Section four, Core | Teenage Brain Unit Reader |
| "Why the Drinking Age is 21 in the United States" | Jenna Birch | Article | Section four, Core | Teenage Brain Unit Reader |
| "21: Science's Limit When it Comes to the Drinking Age" | Jen Christensen | Article | Section four, Core | Teenage Brain Unit Reader |
| "What Happens When You Have a Concussion?" | Clifford Robbins | Video | Section two, Core | Digital Access |
| "Basketball and the Brain: Concussions Aren't Just a Risk in Football" | Michelle Castillo | Video | Section two, Core | Digital Access |

Life of Pi Guidebook Unit Text Access

| Text Title | Author, Source | Genre/Format | Guidebook Use | Access Point |
|--|----------------------------------|--------------|--|------------------------|
| <i>Life of Pi</i> | Yann Martel | Novel | Sections one, two, three, and four; Core | Novel (Purchase) |
| “Is Your Reality Real?: The Dual Existence of Hobbes in ‘Calvin and Hobbes’” | Kira Lyle | Article | Section one; Core | Digital Access |
| “Who Can You Trust? Unreliable Narrators” | Annie Matthews & Andrew Matthews | Video | Section two; Core | Digital Access |
| “What Animals Need” from <i>Animals Make Us Human</i> | Temple Grandin | Essay | Section one; Core | Life of Pi Unit Reader |
| “Zoos” from <i>Animals Make Us Human</i> | Temple Grandin | Essay | Section two; Optional | Life of Pi Unit Reader |
| Excerpt from “Tiger for Malgudi” | R. K. Narayan | Short Story | Section one; Core | Life of Pi Unit Reader |
| Religion | History.com | Video | Section one; Optional | Digital Access |
| “The Open Boat” | Stephen Crane | Short Story | Section two; Core | Life of Pi Unit Reader |
| The Five Major World Religions TED-Ed Video | John Bellaimy | Video | Section one; Core | Digital Access |
| “Life of Pi (alternate ending)” [Tweet] | Bill Watterson | Image | Section three; Core | Digital Access |

Text Notes for *Life of Pi*, Yann Martel

Overview

The novel is set in the mid-20th century and readers are immersed in a story that takes place in Pondicherry, India; the Pacific Ocean; Tomatlan, Mexico, and Toronto, Canada. Pi, the son of a zookeeper, grows up being taught the beauty and danger of animals. Then as he comes of age, he comes to follow multiple religions at the same time which causes him to see the beauty and truth in each of them. Later in the novel, the political climate in their hometown of India, pushes Pi's father to decide to sell the zoo and sail to Canada along with some of the animals. However, during the voyage, the ship's engines fail causing the ship to sink which leaves Pi and four animals forced to face the ocean on a lifeboat.

Lexile: 830

Analysis

The qualitative analysis of this text is below the grades 9-10 text complexity band but other features of this text make it complex and appropriate for grade 10.

- **Text structure is very complex.** *Life of Pi* is a novel that is broken into three parts. This text is a framed narrative with what appears to be an unreliable narrator which creates a complex text structure. Students may need help to understand that the “Author’s Note” at the beginning is also part of the story, as this information is not typically part of a novel. Given the very complex structure of the text, core activities ask students to identify the various narrative techniques used by the author and explain how these techniques affect the reader’s understanding of the novel’s emerging plot lines.
- **Language features are moderately complex.** This text consists mainly of simple and easily understood sentences as well as conversational dialogue. The vocabulary in the text would not be considered as overly academic and because of this, the language features should be well understood by most readers.
- **Meaning is moderately complex.** Given that the text’s themes are revealed over the entire text, the meaning is moderately complex. The themes are introduced in the beginning of the text, so it takes the entirety of the story to be fully realized. The theme is not difficult to grasp; however, it is conveyed with some subtlety. There are core activities around the meaning of what is being read and students are asked to make many evidence-based claims about Pi’s perspective, his reality, and how this contributes to the story.
- **Knowledge demands are exceedingly complex.** Most students will have little or no knowledge of the cultural setting which makes the knowledge demands exceedingly complex. This text contains many elements of cultures outside of the typical American student’s experience. The text also contains experiences distinctly different from the common reader.

Text Ratings

Below you will find additional information regarding the text which can be used to inform instruction. Each category is rated on a scale of 1 to 5, one indicating that this category has a minimal presence in the text and five indicating that this category has a strong presence in the text.

- **Positive Messages: 3** - Throughout the novel, text affirms the inherent value of life for both humans and animals. The story also affirms the value and necessity of religion in peoples' lives.
- **Violence: 5** - There is violence against and between animals described in vivid detail throughout the novel. The text also includes some instances of murder and cannibalism.
- **Sex: 1** - This text contains less than five references to sex among zoo animals, but there is no descriptive language regarding these instances.
- **Addictive Substances: 1** - In this text there is only one reference to a ship's crew members drinking alcohol.

Hamilton Guidebook Unit Text Access

| Text Titles | Author, Source | Genre/Format | Guidebook Use | Access Point |
|--|-------------------------|--------------|------------------------|------------------|
| <u>“Lin-Manuel Miranda Performs at the White House Poetry Jam”</u> | Lin-Manuel Miranda | Song | Section one; Core | Digital Access |
| <u>70th Annual Tony Awards ‘Hamilton’</u> | 70th Annual Tony Awards | Video | Section two; Core | Digital Access |
| <u>“The Battle Over the Creation of a National Bank”</u> | Middlemarch Films, Inc | Video | Section three; Core | Digital Access |
| <u>Fightin’ Words, or “Who are you calling a puppy?”</u> | Joanne Freeman | Video | Section two; Core | Digital Access |
| <u>“Alexander Hamilton”</u> | Lin-Manuel Miranda | Song | Section one; Core | Digital Purchase |
| <u>“Aaron Burr, Sir”</u> | Lin-Manuel Miranda | Song | Section one; Core | Digital Purchase |
| <u>“My Shot”</u> | Lin-Manuel Miranda | Song | Section one; Core | Digital Purchase |
| <u>“The Schuyler Sisters”</u> | Lin-Manuel Miranda | Song | Section one; Core | Digital Purchase |
| <u>“Right Hand Man”</u> | Lin-Manuel Miranda | Song | Section two; Core | Digital Purchase |
| <u>“A Winter’s Ball”</u> | Lin-Manuel Miranda | Song | Section two; Core | Digital Purchase |
| <u>“Helpless”</u> | Lin-Manuel Miranda | Song | Section two; Core | Digital Purchase |

| Text Titles | Author, Source | Genre/Format | Guidebook Use | Access Point |
|---|--------------------|--------------|------------------------|------------------|
| <u>"Satisfied"</u> | Lin-Manuel Miranda | Song | Section two; Core | Digital Purchase |
| <u>"Wait For It"</u> | Lin-Manuel Miranda | Song | Section two; Core | Digital Purchase |
| <u>"Stay Alive"</u> | Lin-Manuel Miranda | Song | Section two; Core | Digital Purchase |
| <u>"Ten Duel Commandments"</u> | Lin-Manuel Miranda | Song | Section two; Core | Digital Purchase |
| <u>"Guns & Ships"</u> | Lin-Manuel Miranda | Song | Section two; Core | Digital Purchase |
| <u>"Nonstop"</u> | Lin-Manuel Miranda | Song | Section three; Core | Digital Purchase |
| <u>"Cabinet Battle #1"</u> | Lin-Manuel Miranda | Song | Section three; Core | Digital Purchase |
| <u>"The Room Where It Happens"</u> | Lin-Manuel Miranda | Song | Section three; Core | Digital Purchase |
| <u>"One Last Time"</u> | Lin-Manuel Miranda | Song | Section three; Core | Digital Purchase |
| <u>"The Election of 1800"</u> | Lin-Manuel Miranda | Song | Section four; Core | Digital Purchase |
| <u>"Your Obedient Servant"</u> | Lin-Manuel Miranda | Song | Section four; Core | Digital Purchase |
| <u>"The World Was Wide Enough"</u> | Lin-Manuel Miranda | Song | Section four; Core | Digital Purchase |
| <u>"Who Lives, Who Dies, Who Tells Your Story?"</u> | Lin-Manuel Miranda | Song | Section four; Core | Digital Purchase |

| Text Titles | Author, Source | Genre/Format | Guidebook Use | Access Point |
|--|---------------------|--------------|-------------------------------|----------------------|
| From Alexander Hamilton to The Royal Danish American Gazette, 6 September 1772 | Alexander Hamilton | Letter | Section one; Core | Hamilton Unit Reader |
| From Alexander Hamilton to John Jay, [14 March 1779] | Alexander Hamilton | Letter | Section one; Core | Hamilton Unit Reader |
| From Abigail Adams to John Adams, 31 March 1776 | Abigail Adams | Letter | Section one; Core | Hamilton Unit Reader |
| John Adams to Abigail Adams, 14 April 1776 | John Adams | Letter | Section one; Core | Hamilton Unit Reader |
| Excerpts from <i>Alexander Hamilton</i> | Ron Chernow | Biography | Section two and four; Core | Hamilton Unit Reader |
| “Washington’s Runaway Slave” from The Granite Freeman, Concord, New Hampshire (May 22, 1845) | Thomas H. Archibald | Article | Section three; Core | Hamilton Unit Reader |
| To Alexander Hamilton from Harrison Gray Otis, 17 December 1800 | Harrison Gray Otis | Letter | Section four; Core | Hamilton Unit Reader |
| From Alexander Hamilton to Harrison Gray Otis, [23 December 1800] | Alexander Hamilton | Letter | Section four; Core | Hamilton Unit Reader |
| “Why Hamilton Has Heat” | Erik Piepenburg | Article | Section one; Optional | Hamilton Unit Reader |



| Text Titles | Author, Source | Genre/Format | Guidebook Use | Access Point |
|--|--------------------|--------------|---------------------------|----------------|
| "Hamilton's America Hamilton and the Election of 1800" | Great Performances | Video | Section four; Optional | Digital Access |

Text Notes for *Hamilton*

Overview

Set in the 18th century in the New World, this musical tells the story of Alexander Hamilton through the lens of the man himself. It goes through an overview of his origin story, military career, and political career, then ends after his death. The musical also briefly touches on the aftereffects of the events that it highlights.

Analysis

Due to the type of text, there is no lexile assigned; however, certain features of this text make it complex and appropriate for grade 10.

- **Text structure is very complex.** These texts contain multiple complex characters, time shifts, and generally require careful attention to comprehend the contents of the text. To support students as they interact with the complex texts, a variety of tools have been included in the core and optional activities.
- **Language features are very complex.** The texts within this unit combine contemporary conversational language with historical and academic language for a uniquely understandable read. Throughout the text, students will encounter many uses of figurative language and multiple levels of word meaning. Additionally, core and optional activities provide the students the opportunity to gain a deeper understanding of the language features within the texts.
- **Meaning is slightly complex.** The themes of these texts are mainly obvious and revealed early in the text. However, it is not difficult to discern the meaning or point of view in these texts. Additionally, core and optional activities require students to analyze the meaning at a deeper level to assist with comprehension of the text.
- **Knowledge demands are exceedingly complex.** These texts have numerous references and allusions to other texts as well as cultural elements from American history. This includes references to the revolution through the present and it encompasses many subcultures. Many students may require support to understand the background knowledge to assist them in understanding these references and allusions. Additionally, core and optional activities have been included that will support students with obtaining the background knowledge needed to comprehend the text.

Text Ratings

Below you will find additional information regarding the text which can be used to inform instruction. Each category is rated on a scale of 1 to 5, one indicating that this category has a minimal presence in the text and five indicating that this category has a strong presence in the text.

- **Positive Messages: 4** - The entire story asserts and affirms the value of hard work, perseverance in the face of adversity, maintaining steadfast beliefs, patriotism, and the ability of individuals to

rise to the top through hard work and determination.

- **Violence: 1** - While there are some passing references to violence related to the American Revolution, this story is not focused on the violent parts of the Revolution. The focus is instead on the political side of the Revolution.
- **Sex: 2** - There are some overt references to sex, but nothing descriptive. Words like "intercourse" and "deflower" are occasionally present and not given much attention nor explained in great detail.
- **Addictive Substances: 1** - There are some passing references to drinking wine or beer. Additionally, there is reference to a citizen who is upset at the thought of the government "taxing [their] whiskey."

Additional Notes

- There are multiple instances of strong language throughout the texts.

Things Fall Apart Guidebook Unit Text Access

| Text Title | Author, Source | Genre/Format | Guidebook Use | Access Point |
|---|--|---------------|--|-------------------------------|
| <i>Things Fall Apart</i> | Chinua Achebe | Fiction Novel | Sections one, two, three, four, and five; Core | Novel |
| "The Danger of a Single Story" | Chimamanda Ngozi Adichie from TEDGlobal | Video | Section one; Core | Digital Access |
| Lines 1 - 8 from "The White Man's Burden" | Rudyard Kipling | Poem | Section one; Core | Things Fall Apart Unit Reader |
| Page 82 from <i>Heart of Darkness</i> | Joseph Conrad | Novel | Section one; Core | Things Fall Apart Unit Reader |
| Excerpts from "Chinua Achebe, The Art of Fiction No. 139" | Jerome Brooks from <i>The Paris Review</i> | Interview | Section one; Core | Things Fall Apart Unit Reader |
| Excerpts from "An African Voice" | Katie Bacon from <i>The Atlantic</i> | Interview | Section one; Core | Things Fall Apart Unit Reader |
| Ancient West African Megacities | VideoPure | Video | Section one; Optional | Digital Access |
| "African Civilizations Map Pre-Colonial" | | Graphic | Section one; Optional | Digital Access |
| "Pre-Colonial Africa" from Slavery and Remembrance | Colonial Williamsburg | Website | Section one; Optional | Things Fall Apart Unit Reader |

| Text Title | Author, Source | Genre/Format | Guidebook Use | Access Point |
|--|-------------------------|--------------|-----------------------------------|-------------------------------|
| "Igbo Land" | Music Africa Awake | Blog | Section one; Optional | Things Fall Apart Unit Reader |
| Excerpt from <i>Ezi Na Ulo: The Extended Family in Igbo Culture</i> | Victor Chikezie Uchendu | Novel | Section two; Core | Things Fall Apart Unit Reader |
| Minutes 26:53 - 36:40 from "An Evening with Chinua Achebe" | Library of Congress | Video | Section three; Core | Digital Access |
| "Overview of Christianity" | Anonymous | Article | Sections three and four; Optional | Things Fall Apart Unit Reader |
| "The Second Coming" | William Butler Yeats | Poem | Section four; Core | Things Fall Apart Unit Reader |
| "Ozymandias" | Percy Bysshe Shelley | Poem | Section four; Optional | Things Fall Apart Unit Reader |

Choice Reading Text Options

Engage students in ongoing choice reading during the school year. Have students choose a choice reading text from the list below or ask them to choose their own choice reading text not on this list.

| Text Title | Author | Genre/Format |
|---------------------------------|-----------------|---------------|
| <i>Homegoing</i> | Yaa Gyasi | Fiction novel |
| <i>Heart of Darkness</i> | Joseph Conrad | Fiction novel |
| <i>And the Mountains Echoed</i> | Khaled Hosseini | Fiction novel |

| Text Title | Author | Genre/Format |
|-----------------------------|--------------------|---------------|
| <i>Nervous Conditions</i> | Tsitsi Dangarembga | Fiction novel |
| <i>The Poisonwood Bible</i> | Barbara Kingsolver | Fiction novel |

Text Notes for *Things Fall Apart*, Chinua Achebe

Overview

Set in the late 19th century in modern-day Nigeria, *Things Fall Apart* follows the character of Okonkwo, a strong leader of the Igbo village of Umuofia. Embarrassed by his father's laziness, Okonkwo attempts to become a man of action while adhering strongly to the traditions and values of his people. Once Christian missionaries arrive though, Okonkwo and his belief system are threatened by contradictory ideas.

Lexile: 890

Analysis

The qualitative analysis of text is below the grades 9-10 text complexity band but other features of this text make it complex and appropriate for grade 10.

- **Text structure is very complex.** This text is divided into three parts. The first part introduces the setting and most characters. The second part focuses on Okonkwo's exile and introduces the missionaries. Then the third part focuses on Okonkwo's return to Umuofia. The story is told in episodes rather than a linear timeline of events. Some chapters focus on the culture and traditions of Umuofia to build the reader's understanding of the context and how characters act within this context. Other chapters focus on specific events to build a reader's understanding of the characters and their motivations. Readers must weave together these episodes to understand the themes of the text. As a result, the third part of the text is more linear and is easier to understand. Given the very complex structure of the text, core activities ask students to note cultural details, and the motivations and interactions of characters to support students in making the necessary connections throughout the text.
- **Language features are very complex.** Igbo words are intermixed with English throughout the text. While the text itself includes a glossary to help students understand this language, students will need to continually look them up. The text is also filled with figurative phrases, idiomatic expressions, and parables which reveal aspects of Igbo culture. At times the text provides contextual clues to understand the language, but other times it does not. Additionally, core and optional activities for vocabulary and syntax are provided in the unit.
- **Meaning is very complex.** Given the complexity of the characters and the gradual development of multiple themes, the text's meaning is very complex. Okonkwo's character is complex, as is the cultural context in which he acts, so understanding his motivations and interactions with other characters will be difficult for many students. Activities encourage students to make many evidence-based claims about the various characters and their contributions to the story. There are also several activities focused on defining and determining themes and making connections among texts with similar themes.
- **Knowledge demands are exceedingly complex.** Most students will have little or no knowledge of the historical, cultural, and linguistic setting, making the knowledge demands exceedingly

complex. The cultural details of pre-colonial West Africa and Igbo culture, including names, social structures, and traditions will likely be new and difficult to comprehend. Additional support with the knowledge demands of the text, such as viewing a map of pre-colonial West Africa and having a pronunciation guide of the characters' names will support students with understanding the culture and societal structure of the Igbo people. Additionally, optional activities for background knowledge and core activities around culture are provided in the unit.

Text Ratings

Below you will find additional information regarding the text which can be used to inform instruction and each category is rated on a scale of 1 to 5. One indicates this category has a minimal presence in the text and five indicates this category has a strong presence in the text.

- **Positive Messages: 3** - There are numerous, repeated examples of positive messages. Some examples of the positive messages are: the value of hard work, the importance of family, the need for grit and perseverance, respect for traditions, and enacting justice when someone is wronged.
- **Violence: 3** - There are many examples of violence in this text. These examples include ritual mutilation of babies, heads being severed with machetes, mentions of war, killings, and wrestling. Additionally, the main character has a temper and beats his wives and child. However, despite numerous occurrences of violence, almost all of them are described in a clinical manner with no explicit details in the text.
- **Sex: 2** - This text contains a few, barely noticeable, references to sex. However, there are about two paragraphs in one chapter that are dedicated to village men inspecting a 16-year old female's body to ensure she will be presentable for marriage.
- **Addictive Substances: 1** - This text contains references throughout to palm wine. There are also one or two references to liquor and three references to tobacco which is referred to as snuff. However, no actions related to addictive substances are described in great detail.

Text Notes for page 82 of *Heart of Darkness*, Joseph Conrad

Overview

In this excerpt from Conrad's classic novel, the narrator, Marlow, describes a horrific scene of African natives left to die beside the Belgian mine where they work. Published the same year as Kipling's "The White Man's Burden," *Heart of Darkness* offers clear glimpses of the atrocities and violence of colonial Belgium in the Congo, yet describes Africans in equally unsettling ways as they are given no names, are sometimes characterized as "cannibals," and are generally incomplete characters. Students read Kipling's poem along with the excerpt of *Heart of Darkness* to understand westerners' prevailing understanding of peoples from colonized areas of the world.

Lexile: 910

Text Ratings

Below you will find additional information regarding the text which can be used to inform instruction. Each category is rated on a scale of 1 to 5, one indicating that this category has a minimal presence in the text and five indicating that this category has a strong presence in the text.

- **Positive Messages: 1** - *Heart of Darkness* has a theme of loyalty and pushes the reader to question Charlie Marlow's definition of it as he meets the mysterious Mr. Krutz and learns of Mr. Krutz's life in the Congo. It also explores why Mr. Krutz has decided to stay in the deserted land rather than returning to the company after he acquires ivory and studies the natives. The novel will push students to question their own definitions and examples of loyalty throughout Charlie's mission.
- **Violence: 3** - The novel contains numerous instances of violence which includes an assortment of events from an individual being hung to slaves being beaten. There are also some descriptions of dead bodies. However, none of the scenes are gruesomely described and the text does not go into great detail about any of the violent scenes in the novel.
- **Sex: 1** - There are no reference to sex in the novel.
- **Addictive Substances: 1** - The use of tobacco is seldom mentioned in the novel and is not described with any great detail.

**Text Notes for Excerpt from *Ezi Na Ulo: The Extended Family in Igbo Culture*,
Victor Chikezie Uchendu****Overview**

In this excerpt from *Ezi Na Ulo: The Extended Family in Igbo Culture*, anthropologist Professor Victor Chikezie Uchendu provides a brief overview of basic anthropological understandings as they apply to the Igbo, and lists seven succinct propositions about the worldview of the Igbo people of Nigeria. Students read parts of the text in groups to further their understanding of Igbo culture and compare its portrayal of the Igbo to that of *Things Fall Apart*.

Text Ratings

Below you will find additional information regarding the text which can be used to inform instruction. Each category is rated on a scale of 1 to 5, one indicating that this category has a minimal presence in the text and five indicating that this category has a strong presence in the text.

- **Positive Messages: 1** - This text tells the worldviews of the Igbo people and the content is presented in an informational manner.
- **Violence: 2** - The Igbo people will sometimes resort to unorthodox measures of removing themselves from an unpleasant life which includes suicide.
- **Sex: 1** - There is no reference to sex in the text.
- **Addictive Substances: 1** - There is no reference to addictive substances in this text.

Additional Notes

- This text mentions the Igbo people's belief in reincarnation.
- Suicide is mentioned in this text as a way that the Igbo people would escape becoming enslaved.

Text Notes for *Homegoing*, Yaa Gyasi

Overview

The novel *Homecoming*, depicts the lineage and impact that the slave trade in both Ghana and the United States has on the families in the novel. The author, Yaa Gyasi, accomplishes this by alternating the novel's point of view, time periods, and settings throughout each chapter of the novel. Through numerous lenses readers are able to see how the lives of Africans and African Americans were impacted by slavery for generations.

Lexile: 910

Text Ratings

Below you will find additional information regarding the text which can be used to inform instruction. Each category is rated on a scale of 1 to 5, one indicating that this category has a minimal presence in the text and five indicating that this category has a strong presence in the text.

- **Positive Messages: 3** - The major themes of heritage and ancestry throughout the novel include both positive and negative images of family dynamics. Some of the negative aspects of family dynamics include several scenes that may trigger students, but the overall purpose of showing how interconnected generations of families are is not lost.
- **Violence: 4** - There are instances of abuse within families as well as a couple instances of rape which are not gruesomely described, but it is evident to readers what is happening in each of the scenes. Additionally, largely due to parts of the novel being set during slavery and the slave trade, it includes scenes where the enslavers beat the enslaved people. There is also one scene that includes an enslaved person being hung to death.
- **Sex: 3** - Throughout the novel there are numerous instances of sex and sexual acts with some scenes being explicitly described while other scenes are loosely described. Sometimes sex is also discussed openly among characters in the novel who are teenagers and young adults either in regards to themselves or those around them.
- **Addictive Substances: 1** - There are several instances of characters drinking wine but the topic of drinking is not illustrated an overwhelming number of times. Additionally, there is a very brief scene that depicts drug use and drug addiction.

Additional Notes

- There are two instances of rape are present in the text.
- This text shows the atrocities committed against enslaved people by their enslavers as well as discussions about the trade and sale of enslaved people.

Text Notes for *And the Mountains Echoed*, Khaled Hosseini

Overview

The novel follows the journey of Pari and her brother, Abdullah, who are separated from one another when they are children which causes them to live two very different lives. Throughout the novel the author, Khaled Hosseini, chronicles their lives and the lives of those who they interact with and alternates point of view to show how intertwined strangers, neighbors, and distant relatives are in the text and the impact they have on one another.

Text Ratings

Below you will find additional information regarding the text which can be used to inform instruction. Each category is rated on a scale of 1 to 5, one indicating that this category has a minimal presence in the text and five indicating that this category has a strong presence in the text.

- **Positive Messages: 1** - One of the major themes of the novel is family and the author continuously illustrates the impact that biological family and others have on the characters. Additionally, at the center of the novel are two siblings who yearn for one another in differing ways. Their journey to reconnect with one another is interwoven throughout the novel and through multiple characters' lenses. The values of family, loyalty, and love reoccur numerous times in the novel and leads the characters to finding and understanding their roots.
- **Violence: 2** - Several chapters discuss wars and the effects of wars on individuals, cities, and countries with some descriptions of bombings and gun shots but none are described in great detail. There is also one scene where the novel alludes to a character being murdered but the scene is not described explicitly.
- **Sex: 2** - The novel includes a couple scenes that hint at sexual acts; however, the acts are vaguely described. It also includes one description of nudity and a character witnessing intercourse, but it is not illustrated in great detail.
- **Addictive Substances: 2** - The novel includes incidents of drinking at parties and one of the main characters suffers from alcoholism. However, there is no drug use and no instances of smoking outside of characters occasionally smoking a hookah.

Text Notes for *Nervous Conditions*, Tsitsi Dangarembga

Overview

The novel follows the life of Tambudzai and her family as she navigates acquiring her education and coming to terms with societal standards for women throughout her teenage years. Throughout the novel we see the main character grow in her autonomy as she begins to question what her family and society has deemed appropriate for women to do inside and outside of their homes. She also witnesses what happens when it is nearly impossible to escape sexism in every facet of her life.

Lexile: 1030

Text Ratings

Below you will find additional information regarding the text which can be used to inform instruction. Each category is rated on a scale of 1 to 5, one indicating that this category has a minimal presence in the text and five indicating that this category has a strong presence in the text.

- **Positive Messages: 3** - One of the major themes in the novel is family and the author constantly enforces both the importance of family and how sometimes family can be a hindrance. Additionally, the novel pushes readers to question systems that hinder women's success, voice, and prosperity throughout the novel.
- **Violence: 2** - There are several instances in the novel where children are beaten and in one chapter, the incident of a father beating his daughter is described in great detail. These beatings are also sometimes described as a result of the father's daughter's refusal to eat which ends up being because she suffers from depression and anorexia.
- **Sex: 1** - There is only one brief mention of sex in one chapter of the novel and it is not described in great detail.
- **Addictive Substances: 1** - One of the teenage main characters smokes throughout the novel. However, there is only one mention of drinking beer and there are no mentions of drugs.

Additional Notes:

- This text contains mild discussion of anorexia and children are frequently abused.

Text Notes for *The Poisonwood Bible*, Barbara Kingsolver

Overview

The novel follows the journey of a missionary, Nathan Price, and his family as they move from Georgia to the Congo. It shows how the characters' lives are impacted by this shift and the family's struggle when attempting to adapt to their new lives. The novel also follows their lives after leaving the Congo and highlights the lasting impact that the Congo has on them.

Lexile: 960

Text Ratings

Below you will find additional information regarding the text which can be used to inform instruction. Each category is rated on a scale of 1 to 5, one indicating that this category has a minimal presence in the text and five indicating that this category has a strong presence in the text.

- **Positive Messages: 3** The novel centers itself around the theme of family and loyalty. Readers witness the family's highs and lows as they try to stick together despite the many issues that they endure.
- **Violence: 3** - The father in the novel physically abuses his children and his wife repeatedly with some of these incidents being explicitly described while others are passively mentioned. There is also a description of the father being set on fire which is described in great detail.
- **Sex: 1** - Sex is subtly mentioned in the novel, but it is only mentioned on very few occasions.
- **Addictive Substances: 1** - There is a brief mention of drinking but there is no mention of drugs or smoking.

Additional Notes

- This novel has heavily religious moments and also includes instances where religion and God are questioned.

The Immortal Life of Henrietta Lacks Guidebook Unit Text Access

| Text Title | Author, Source | Genre/Format | Guidebook Use | Access Point |
|---|----------------|--------------|--|--|
| <i>The Immortal Life of Henrietta Lacks</i> | Rebecca Skloot | Biography | Sections one, two, three, four, and five; Core | Novel (Purchase) |
| The Immortal Life of Henrietta Lacks film trailer | HBO | Video | Section one; Core | Digital Access |
| “How to Write About Science” | Rebecca Skloot | Video | Section one; Optional | Digital Access |
| “How to Write About an Event in History” | Rebecca Skloot | Video | Section one; Optional | Digital Access |
| “Rebecca Skloot: How Fannie Flagg and Hurricane Carter Shaped The Immortal Life of Henrietta Lacks” | Rebecca Skloot | Video | Section one; Optional | Digital Access |
| “Everyday Use” | Alice Walker | Short Story | Section one; Core | The Immortal Life of Henrietta Lacks Unit Reader |
| “Women” | Alice Walker | Poem | Section one; Core | The Immortal Life of Henrietta Lacks Unit Reader |

| Text Title | Author, Source | Genre/Format | Guidebook Use | Access Point |
|--|--|---------------------|-----------------------|--|
| “Immortal Cells’, Moral Issues” | Ruth R. Faden | Article | Section two; Core | The Immortal Life of Henrietta Lacks Unit Reader |
| “AP WAS THERE: Black Men Untreated in Tuskegee Syphilis Study” | Jean Heller | Article | Section two; Optional | The Immortal Life of Henrietta Lacks Unit Reader |
| “Paying Patients for Their Tissue: The Legacy of Henrietta Lacks” | Robert D. Truog, Aaron S. Kesselheim, and Steven Joffe | Article | Section two; Core | The Immortal Life of Henrietta Lacks Unit Reader |
| “Letting Your Personal Health Information Be Used and Shared for Research” | NIH | Government Document | Section two; Core | The Immortal Life of Henrietta Lacks Unit Reader |
| “The Paradox of Science and Privacy” | Michael White | Article | Section two; Core | The Immortal Life of Henrietta Lacks Unit Reader |

| Text Title | Author, Source | Genre/Format | Guidebook Use | Access Point |
|--|--|--------------|---------------------|--|
| “Henrietta Lacks, HeLa Cells, and Cell Culture Contamination” | Brendan P. Lucey, MD, Walter A. Nelson-Rees, PhD, and Grover M. Hutchins, MD | Article | Section two; Core | The Immortal Life of Henrietta Lacks Unit Reader |
| “Your Cells. Their Research. Your Permission?” | Rebecca Skloot | Article | Section three; Core | The Immortal Life of Henrietta Lacks Unit Reader |
| “No, Donating Your Leftover Tissue to Research Is Not Like Letting Someone Rifle Through Your Phone” | Michelle Meyer | Article | Section three; Core | The Immortal Life of Henrietta Lacks Unit Reader |
| Henrietta Lacks (HeLa): The Mother of Modern Medicine | Kadir Nelson | Art | Section four; Core | Digital Access |
| “HeLa” | L. Lamar Wilson | Poem | Section four; Core | The Immortal Life of Henrietta Lacks Unit Reader |

Text Notes for *The Immortal Life of Henrietta Lacks*, Rebecca Skloot

Overview

The Immortal Life of Henrietta Lacks tells the personal and medical history of Henrietta Lacks, a Black woman whose body produced cells that have been rigorously studied by the medical and scientific community and have led to numerous breakthroughs in medicine. This book explores the effects of Henrietta Lacks and her family not being compensated for her cells and challenges readers to evaluate the ethical nature of the medical use of her cells.

Lexile: 1140

Analysis

This text is within the grades 9-10 text complexity band. Additional features of this text make it complex and appropriate for grade 9.

- **Text structure is slightly complex.** *The Immortal Life of Henrietta Lacks* infuses a straightforward narrative with the complex scientific structure of an informational text. Although the text is mainly organized in a chronological manner, there is a shift of perspective, depending on the chapter, from narrator or family member to scientific research. Given the slightly complex structure of the text, core activities ask students to express how the author develops her point of view regarding the legacy of Henrietta Lacks.
- **Language features are very complex.** This text consists mainly of easily understood sentence structures. The vocabulary used in the text is very subject-specific and technical, but the author provides an explanation of unfamiliar terms. Core activities require students to use the language understanding tool to ensure students are supported with the complex vocabulary.
- **Meaning is very complex.** The purpose of this text is easily identified, although not explicitly stated, based on the context. The purpose deals with medical ethics and therefore is more abstract than concrete. Although the meaning of this text is very complex, core activities require students to analyze how the author advances her ideas through the use of language to better understand the meaning.
- **Knowledge demands are very complex.** Most students will have little to no knowledge of the many references to specific medical terms, knowledge, and procedures. However, these topics are explained well by the author. This text also has a mixture of recognizable ideas and challenging concepts which makes it a challenging read.

Text Ratings

Below you will find additional information regarding the text which can be used to inform instruction. Each category is rated on a scale of 1 to 5, one indicating that this category has a minimal presence in the text and five indicating that this category has a strong presence in the text.

- **Positive Messages: 3** - This text explores the issue of medical ethics and presents the topic in such a way that the reader is sympathetic to what is clearly unethical treatment of a human being by the medical community.
- **Violence: 1** - There is no reference to violence in the novel.
- **Sex: 1** - This text contains very few passing references to sex. However, there is no descriptive language with regards to sex and it is not a focus of the text.
- **Addictive Substances: 1** - In this text there are one or two passing references to alcohol.

Text Notes for *Stiff: The Curious Lives of Human Cadavers*, Mary Roach**Overview**

Stiff: The Curious Lives of Human Cadavers is a nonfiction book about the cultural history of the human cadaver. Through investigative reporting and engaging historical accounts, the author explores how the deceased human body has been used in research and experimentation leading to some of the most consequential innovations of the medical, scientific, and mechanical fields throughout human history.

Lexile: 1230

Text Ratings

Below you will find additional information regarding the text which can be used to inform instruction. Each category is rated on a scale of 1 to 5, one indicating that this category has a minimal presence in the text and five indicating that this category has a strong presence in the text.

- **Positive Messages: 2** - The author uses humor to explore the use of cadavers throughout history.
- **Violence: 4** - There are several references in this text that describe gruesome scenes of the treatment of human cadavers and animals, both dead and alive.
- **Sex: 1** - There is a reference to necrophilia, prostitution and homosexuality. However, there are no offensive details mentioned.
- **Addictive Substances: 1** - In this text there are one or two references to drinking alcohol.

Additional Notes

- There are several gory scenes described in this text. Additionally, the chapter “Eat Me” discusses cannibalism.
- There is some humor in the book that might be perceived as disrespectful.

Text Notes for *The Man Who Mistook His Wife for a Hat and Other Clinical Tales*, Oliver Sacks

Overview

The Man Who Mistook His Wife for a Hat is a compilation of 24 short essays that survey a broad and complex range of neurological disorders, from agnosia, aphasia, Korsakoff's syndrome to epilepsy, Tourette's, and autism.

Text Ratings

Below you will find additional information regarding the text which can be used to inform instruction. Each category is rated on a scale of 1 to 5, one indicating that this category has a minimal presence in the text and five indicating that this category has a strong presence in the text.

- **Positive Messages: 3** - The author gives the reader a look into neurological disorders by writing short stories about his patients.
- **Violence: 1** - There is no reference to violence in the text.
- **Sex: 1** - There is no reference to sex in the text.
- **Addictive Substances: 1** - There is no reference to addictive substances in the text.

Text Notes for *What If? Serious Scientific Answers to Absurd Hypothetical Questions*, Randall Munroe

Overview

What If? Serious Scientific Answers to Absurd Hypothetical Questions is based upon the webcomic xkcd where Randall Munroe uses comics and humor to answer hypothetical questions.

Text Ratings

Below you will find additional information regarding the text which can be used to inform instruction. Each category is rated on a scale of 1 to 5, one indicating that this category has a minimal presence in the text and five indicating that this category has a strong presence in the text.

- **Positive Messages: 2** - The author uses humor to answer questions and discuss science and technology. The book is filled with researched-based information about hypothetical questions and is written using humor which makes it more appealing to the millions of people that follow the author, Randall Munroe.
- **Violence: 2** - In this text there are some references to using machine guns, but the references are limited to Chapter 12.
- **Sex: 2** - In Chapter 30 there is a discussion of sperm and DNA. Also, there is mention of in-breeding. This reference is limited and does not go into detail.
- **Addictive Substances: 1** - This text contains no references to any addictive substances.

Bioethics Guidebook Unit Text Access

| Text Title | Author, Source | Genre/Format | Guidebook Use | Access Point |
|---|--|--------------|---------------|-----------------------|
| <u>What is Bioethics?</u> | NYU School of Global Public Health | Video | Section one | Digital Access |
| <u>Why Bioethics Matters</u> | Robert Klitzman, M.D., Talks at Columbia | Video | Section one | Digital Access |
| “Bioethics and Policy-A History” | Daniel Callahan | Article | Section one | Bioethics Unit Reader |
| “Principles of Bioethics” | Thomas McCormick | Article | Section one | Bioethics Unit Reader |
| “This Quote From ‘The Bell Jar’ is Always Used Out-Of-Context & It Changes The Whole Meaning” | Charlotte Ahlin | Article | Section two | Bioethics Unit Reader |
| “Labeling People as ‘The Mentally Ill’ Increases Stigma” | Darcy Haag | Article | Section two | Bioethics Unit Reader |
| <u>“What is Mental Illness”</u> | American Psychiatric Association | Article | Section two | Digital Access |
| “What is Mental Health” | Adam Felman | Article | Section two | Bioethics Unit Reader |

| Text Title | Author, Source | Genre/Format | Guidebook Use | Access Point |
|---|----------------------------------|--------------|---------------|-----------------------|
| “Can People with Mental Illness Consent to Research?” | Charles Lids, Ph.D. | Article | Section two | Bioethics Unit Reader |
| <u>Our Lonely Society Makes it Hard to Come Home from War</u> | Sebastian Junger, TEDtalks | Video | Section three | Digital Access |
| “‘I Very Quickly Went Into Debt’: The Struggle to Find Affordable Therapy” | Allyson Byers | Article | Section three | Bioethics Unit Reader |
| “A Mother Struggles To Care For Her Adult Son With Schizophrenia” | Syeda Hasan | Article | Section three | Bioethics Unit Reader |
| “Removing the Stigma from Men’s Mental Health” | Kevin Delano | Article | Section three | Bioethics Unit Reader |
| “Mental Health Disparities: Women’s Mental Health” | American Psychiatric Association | Article | Section three | Bioethics Unit Reader |
| “Stigma Regarding Mental Illness Among People of Color” | Victor Armstrong | Article | Section three | Bioethics Unit Reader |

| Text Title | Author, Source | Genre/Format | Guidebook Use | Access Point |
|---|------------------|--------------|---------------|-----------------------|
| “Taraji P. Henson Explains Why We Must ‘Be Careful’ About Terms Like ‘Black Girl Magic’” | Kayleigh Roberts | Article | Section three | Bioethics Unit Reader |
| “Out of the Asylum, Into the Cell” | Sally Satel | Article | Section four | Bioethics Unit Reader |
| <u>Mobile Crisis Intervention Team Responding to Mental Health Calls Without Police</u> | Nora O’Donnel | Video | Section four | Digital Access |
| “Mental Health and Police Violence: How Crisis Intervention Teams Are Failing” | Eric Westervelt | Article | Section four | Bioethics Unit Reader |
| “Why Mental Health Disorders Co-Exist With Substance Abuse” | Sheri Gordon | Article | Section four | Bioethics Unit Reader |

The Great Gatsby Guidebook Unit Text Access

| Text Titles | Author, Source | Genre/Format | Guidebook Use | Access Point |
|--|-----------------------|--------------|--|------------------------------|
| <i>The Great Gatsby</i> | F. Scott Fitzgerald | Novel | Sections one, two, three, and four; Core | Novel (Purchase) |
| “What Reality are You Creating for Yourself?” | Isaac Lidsky | TEDTalk | Section one; Core | Digital Access |
| “The 1920s - An Overview” | S. Mintz & S. McNeil | Video | Section two; Core | Digital Access |
| “Lost Generation” | | Definition | Section one; Core | The Great Gatsby Unit Reader |
| “The Man Who Rigged The World Series: The Making of the Mob: New York” | AMC | Video | Section two; Optional | Digital Access |
| Blank Map of New York City | | Map | Section two; Core | Digital Access |
| Excerpt from <i>Staying Put: Making a Home in a Restless World</i> | Scott Russell Sanders | Essay | Section three; Core | The Great Gatsby Unit Reader |
| “The Golden Touch” from <i>A Wonder-book for Girls and Boys</i> | Nathaniel Hawthorne | Short Story | Section three; Core | The Great Gatsby Unit Reader |



| Text Titles | Author, Source | Genre/Format | Guidebook Use | Access Point |
|--|-----------------------|--------------|---------------------|------------------------------|
| "Causes of the Restless Spirit of Americans in the Midst of Their Prosperity" from <i>Democracy in America</i> | Alexis de Tocqueville | Essay | Section three; Core | The Great Gatsby Unit Reader |

Text Notes for *The Great Gatsby*, F. Scott Fitzgerald

Overview

The Great Gatsby is a timeless tale of one man's quest to fulfill his life's dreams. Through this story, Fitzgerald forces readers to question if the ability to attain dreams is real, or is it simply a fruitless effort driven by hope.

Lexile: 1010

Analysis

This text is within the grades 11-12 text complexity band and multiple features of this text make it complex and appropriate for grade 11.

- **Text structure is very complex.** The text does not contain any actual shifts in narration; however, there are several shifts in dialogue that can impede comprehension. Additionally, there are occasional flashbacks and changes in time, but they are not difficult to follow.
- **Language features are very complex.** The language of the text is sophisticated and uses multiple varieties of figurative language as well as various rhetorical devices to set the mood of this novel and to fully convey the tone and feelings of the characters. Though the language is sophisticated, there are only occasional instances where it would be considered overly academic or unfamiliar.
- **Meaning is exceedingly complex.** The text contains multiple themes and layers of meaning. One complex layer of meaning is the connection Fitzgerald makes between Gatsby's dream and the American Dream; this theme will require deep analysis for students to fully understand. However, the additional layers of meaning and themes related to this text are not as difficult to grasp. Additionally, core activities require students to use unit specific tools to ensure students are supported with understanding the meaning of the text.
- **Knowledge demands are very complex.** The cultural context of the US during the 1920's, the use of multiple allusions, and the life experiences of the characters being strikingly different from that of our student readers makes the knowledge demands of this book very complex. Background knowledge will have to be built for students to fully understand and appreciate the novel. However, students will engage with additional texts in both core and optional activities to support the knowledge demands of this text.

Text Ratings

Below you will find additional information regarding the text which can be used to inform instruction. Each category is rated on a scale of 1 to 5, one indicating that this category has a minimal presence in the text and five indicating that this category has a strong presence in the text.

- **Positive Messages: 2** - Positive messages in this novel are not extremely prevalent because many of the characters in this book behave poorly and irresponsibly throughout. However, there are

some lessons learned in this novel through the characters' mistakes. It is through witnessing these mistakes that the positive themes about love and morality can be gleaned from the text.

- **Violence: 2** - The text does have some mild instances of violence in it. For example, there is a domestic dispute between two characters, a car accident, and a murder/suicide that takes place in the later chapters of the book. These instances are mentioned as the plot moves forward and changes because of them, but they are not described in graphic detail.
- **Sex: 1** - *The Great Gatsby* contains little to no references to sex throughout the novel. Mentions of kissing and the several extramarital affairs are present, but it never explicitly refers to any type of sexual contact.
- **Addictive Substances: 4** - There are repeated instances of drinking and smoking throughout the novel as it is set during the 1920's when Prohibition was being enforced in the United States. There are also many times when the characters are described and characterized as being drunk and it is speculated that Gatsby is involved in the illegal selling of alcohol or "bootlegging."

Additional Notes

- This text contains instances of domestic violence.
- There is a murder-suicide in the text.

Friday Night Lights Guidebook Unit Text Access

| Text Title | Author, Source | Genre/Format | Guidebook Use | Access Point |
|---|---------------------------------|------------------|--|---------------------------------|
| <i>Friday Night Lights</i> | H.G. Bissinger | Nonfiction Novel | Sections one, two, three, four, and five; Core | Novel (Purchase) |
| “Pride on the Gridiron: Football Fandom at Cary-Grove” | Paul Arco | Article | Section one; Core | Friday Night Lights Unit Reader |
| “Unchecked, Unchallenged and Unabashed: Is Racism in High School Sports Being Tolerated” | Ivey DeJesus | Article | Section two; Core | Friday Night Lights Unit Reader |
| “Team Sports Provide A Hopeful Example of Racial Harmony In U.S.” | Leigh Steinberg | Op Ed | Section two; Optional | Friday Night Lights Unit Reader |
| “The White Flight From Football” | Alana Semuels | Article | Section two; Core | Friday Night Lights Unit Reader |
| “Women and Men in Sports: Separate Is Not Equal” | Laura Pappano & Eileen McDonagh | Article | Section three; Core | Friday Night Lights Unit Reader |
| “Who says girls can’t play football? Certainly not 13-year-old Auburn Roberson” | Melissa Isaacson | Video | Section three; Core | Digital Access |
| “Baseball for Life” | Sara Corbett | Article | Section four; Core | Friday Night Lights Unit Reader |



| Text Title | Author, Source | Genre/Format | Guidebook Use | Access Point |
|---|--------------------------|--------------|----------------------------|---------------------------------|
| “The Case Against High-School Sports” | Amanda Ripley | Article | Section four; Core | Friday Night Lights Unit Reader |
| “Brown versus the Board of Education” | Bill of Rights Institute | Video | Section two; Optional | Digital Access |
| Map of West Texas | | Map | Section three; Optional | Digital Access |

Text Notes for *Friday Night Lights*, Buzz Bissinger

Overview

Friday Night Lights is a nonfiction book that tells the story of a football team's state championship run in Odessa, Texas and how it benefits and harms the town and its residents. The author explores the town's life as it relates to and revolves around high school football and gives a detailed account of the feelings and actions of the team members, coaches, and citizens.

Lexile: 1220

Analysis

This text is within the grades 11-12 text complexity band and multiple features of this text make it complex and appropriate for grade 11.

- **Text structure is slightly complex.** The structure of the book is straightforward as it follows a football season and the ideas are all clearly connected. Additionally, the text features help to delineate between chapters and sections. Images are also used throughout the book to give readers visuals of the content.
- **Language features are moderately complex.** The vocabulary and conventionality are very easy to understand and written in a contemporary way, using easily-understood and modern conversational language. The sentence structure is considerably more complex, but should be easily read by readers due to the familiarity with the language. Additionally, core activities ask students to determine how the author's use of metaphors and figurative language affect meanings within the text.
- **Meaning is slightly complex.** The purpose of the text is very easy to identify and any confusion about the purpose and meaning of the text is made clear in the afterword by the author. Additionally, core activities require students to make meaning of the characterization that develops the central message. Students are also required to identify the tone of the author towards topics to determine how the tone contributes to the overall meaning of the text.
- **Knowledge demands are moderately complex.** The text relies on common practical knowledge, but it also assumes the reader's familiarity with the game of football.

Text Ratings

Below you will find additional information regarding the text which can be used to inform instruction. Each category is rated on a scale of 1 to 5, one indicating that this category has a minimal presence in the text and five indicating that this category has a strong presence in the text.

- **Positive Messages: 2** - This book explores high school football--both its ups and downs--and is critical of how much pressure is placed on the members of the high school football team.

- **Violence: 3** - Since the book is about football, which is a physically violent sport, there are descriptions of physical violence. Additionally, there are some more graphic descriptions of violence at a party.
- **Sex: 2** - This text contains very few, passing references to sex, but no references are discussed in great detail.
- **Addictive Substances: 4** - This text contains multiple references to drinking, especially underage drinking. The underage athletes have easy access to alcohol and are encouraged to drink and party.

Additional Notes

- Strong language is present throughout the text.

Film In America Guidebook Unit Text Access

| Text Title | Author, Source | Genre/Format | Guidebook Use | Access Point |
|---|-------------------------|--------------|-------------------------------|-----------------------------|
| <i>Invasion of the Body Snatchers</i> | Don Siegel, Director | Film | Section one | Purchase (DVD) |
| “Movies and Culture” from <i>Understanding Media and Culture: An Introduction to Mass Communication</i> | University of Minnesota | Article | Section one | Film In America Unit Reader |
| “The Culture of the 1950s” | University of Groningen | Article | Section one | Film In America Unit Reader |
| “Invasion of the Body Snatchers Analysis” | Robert Skyler | Article | Section one | Film In America Unit Reader |
| Excerpt from “A Machine that Generates Empathy” | Roger Ebert | Article | Section one | Film In America Unit Reader |
| “Invasion of the Body Snatchers (1956) Analysis” | Ryan Thompson | Article | Section one | Film In America Unit Reader |
| Film Trailer Suggested Viewing List | Various | Videos | Sections two, three, and four | Digital Access |
| “The Importance of Representation in Film and Media” | Lauren Washington | Article | Sections two and four | Digital Access |

| Text Title | Author, Source | Genre/Format | Guidebook Use | Access Point |
|---|-----------------------------------|--------------|---------------|-----------------------------|
| <u><i>The Importance of Representation in Film and Media</i></u> | Lauren Washington | Video | Section two | Digital Access |
| “Report outlines integrated strategy toward diversity and inclusion in Hollywood” | Jessica Wolf | Article | Section two | Film In America Unit Reader |
| <u><i>“The Ableist Lens of Hollywood”</i></u> | Val Vera | Article | Section two | Digital Access |
| <u><i>How Movies Teach Manhood</i></u> | Colin Tokes | Video | Section two | Digital Access |
| “Do Films Need to Reflect Society?” | Nishal Shah | Article | Section two | Film In America Unit Reader |
| “Extraordinary Circumstances for Ordinary Relationships” | Louisiana Department of Education | Article | Section three | Film In America Unit Reader |
| “The Portrayal of Families across Generations in Disney Animated Films” | Zurcher, Webb, and Robinson | Article | Section three | Film In America Unit Reader |
| “Our Future, As Seen Throughout the History of Film” | Tanya Feldman | Article | Section four | Film In America Unit Reader |
| “How Hollywood Movies and TV Shows Impact Real Science” | Molly Glick | Article | Section four | Film In America Unit Reader |



| Text Title | Author, Source | Genre/Format | Guidebook Use | Access Point |
|---|------------------|--------------|---------------|-----------------------------|
| “Imagining decline or Sustainability: Hope, Fear, and Ideological Discourse in Hollywood Speculative Fiction” | Clayton Dasilvia | Article | Section four | Film In America Unit Reader |

The Warmth of Other Suns Guidebook Unit Text Access

| Text Title | Author, Source | Genre/Format | Guidebook Use | Access Point |
|--|---------------------------|------------------|--|--------------------------------------|
| <i>The Warmth of Other Suns</i> | Isabel Wilkerson | Historical Novel | Sections one, two, three, four, and five; Core | Novel (Purchase) |
| US Census Population Change Maps 1910-1970: “The First Great Migration: 1910-1940” and “The Second Great Migration: 1940-1970” | US Department of Commerce | Map | Section one; Core | The Warmth of Other Suns Unit Reader |
| “The Great Migration, 1916-1930” Map | Michael Siegel | Map | Section one; Core | The Warmth of Other Suns Unit Reader |
| “The Great Migration and the Power of a Single Decision” | Isabel Wilkerson | TEDTalk | Section one; Core | Digital Access |
| “Definition of Migration” from <i>Theory of Migration</i> | Everett S. Lee | Definition | Section one; Core | The Warmth of Other Suns Unit Reader |
| “The Lynching” | Claude McKay | Poem | Section two; Core | The Warmth of Other Suns Unit Reader |

| Text Title | Author, Source | Genre/Format | Guidebook Use | Access Point |
|--|--------------------------|--------------|------------------------|--------------------------------------|
| "One-Way Ticket" | Langston Hughes | Poem | Section two; Core | The Warmth of Other Suns Unit Reader |
| "The South" | Langston Hughes | Poem | Section three; Core | The Warmth of Other Suns Unit Reader |
| "Where We Are Lacking" and "Some Don'ts" | Chicago Defender | Article | Section three; Core | The Warmth of Other Suns Unit Reader |
| Excerpt of "Slavery by Another Name" (0:00-13:11) | PBS | Video | Section two; Core | Digital Access |
| "Sharecropping" and "Jim Crow and Plessy v Ferguson" from <i>Slavery by Another Name Theme Gallery</i> | PBS | Images | Section two; Core | Digital Access |
| "Penalties of Migration" | The Atlanta Constitution | Article | Section three; Core | The Warmth of Other Suns Unit Reader |
| "The Great Migration Series" | Kelly Simpson | Website | Section three; Core | Digital Access |

| Text Title | Author, Source | Genre/Format | Guidebook Use | Access Point |
|--|---|--------------|--------------------|----------------|
| <u><i>The Great Migration: An American Story</i></u> | Jacob Lawrence and Museum of Modern Art | Images | Section four; Core | Digital Access |

Text Notes for *The Warmth of Other Suns*, Isabel Wilkerson

Overview

The Warmth of Other Suns is an informational text which documents the history of racism in the South and follows the stories of three Black Americans who left their homes in the South for better opportunities in other parts of the country. Even though the book focuses on the stories of these three individuals, it explores the struggles, hardships, and sacrifices of many others who are just like them during The Great Migration.

Lexile: 1160

Analysis

This text is within the grades 11-12 text complexity band and multiple features of this text make it complex and appropriate for grade 11.

- **Text structure is exceedingly complex.** This novel follows multiple characters, storylines, and details throughout it. However, since students are required to read only one character's experience, it will be less complex for them. Additionally, unit specific tools will support the students as they navigate the text structure.
- **Language features are moderately complex.** The language features of *The Warmth of Other Suns* is explicit, easy to understand, and written in a very conversational manner due to its narrative form.
- **Meaning is moderately complex.** The author's message and theme is quite clear to readers. The text requires little inferring to determine meaning and purpose. Additionally, core activities support students with understanding the meaning of the text.
- **Knowledge demands are exceedingly complex.** *The Warmth of Other Suns* has exceedingly complex knowledge demands because it follows the life experiences of people living between 1915-1970. This alone makes the experiences of the characters distinctly different from that of the modern student readers and there are multiple allusions embedded in the text. However, unit specific tools support students as they navigate the knowledge demands of the text.

Text Ratings

Below you will find additional information regarding the text which can be used to inform instruction. Each category is rated on a scale of 1 to 5, one indicating that this category has a minimal presence in the text and five indicating that this category has a strong presence in the text.

- **Positive Messages: 4** - Even though the content in this text can be sensitive for readers, the overall purpose is to express a positive message about race relations in America. This novel includes themes of prejudice, injustice, poverty, salvation, and redemption, and it shows that views, opinions, and beliefs can be changed. The subjects of this text become champions

through their incredible sacrifices and determination to make change happen for themselves and their families.

- **Violence: 5** - Due to the time period and social issues covered, violence within this novel is widely prevalent, and described in some detail. There are also some instances where the violence is extremely brutal, graphic, and intense.
- **Sex: 3** - The references to sex in the text are not frequent or graphic, but they do include references to extramarital affairs, premarital sex, and prostitution. Some references are descriptive enough that the sexual act taking place is obvious, but these instances are only included a few times toward the end of the novel.
- **Addictive Substances: 3** - The text mentions drinking as an aspect of social gatherings among the Black Americans in the North. As the book reaches its end, there are more references to drug use and drug dealing rather than drinking.

Additional Notes

- This text does use quite a bit of derogatory racial slurs throughout to convey the treatment of the migrants on their paths to freedom and self respect.

Use the following texts for core and optional activities in the Homeownership Unit.

| Text Title | Author or Source | Genre/Format | Guidebook Use | Access |
|---|---|--------------|-------------------|---------------------------|
| "The Dark Side of Suburbia" | Dr. Kimberly Kutz Elliot | Article | Section one, Core | Homeownership Unit Reader |
| "Here's How the Housing Market has been Impacted from the 2008 crash " | Jonathan Garber | Article | Section one, Core | Homeownership Unit Reader |
| "How Mortgages Work" | LeAnn Obringer and David Roos | Article | Section one, Core | Homeownership Unit Reader |
| "The 2008 Financial Crisis: Crash Course Economics #12" | Crash Course | Video | Section one, Core | Digital Access |
| "Having a Secure Job Replaces Homeownership as the Key to Being Middle Class" | Bruce Drake | Article | Section one, Core | Homeownership Unit Reader |
| "Five Facts about Millennial Households" | Richard Fry | Article | Section one, Core | Homeownership Unit Reader |
| "Minorities, Immigrants, and Homeownership" | Pew Research | Article | Section one, Core | Homeownership Unit Reader |
| "More U.S. Households are Renting than at Any Point in the last 50 Years" | Anthony Cilluffo, A.W Geiger, Richard Fry | Article | Section one, Core | Homeownership Unit Reader |

| Text Title | Author or Source | Genre/Format | Guidebook Use | Access |
|---|---|------------------|---------------------|---------------------------|
| "The Rise of Suburban Areas During the 1950s" | | Video | Section one, Core | Digital Access |
| "The Rise of the Suburbs" | | Article | Section one, Core | Digital Access |
| "Average Sales Price of Houses Sold for the United States" | U.S. Census Bureau retrieved from FRED, Federal Reserve Bank of St. Louis | Graphic | Section two, Core | Homeownership Unit Reader |
| "History of the FHA" | | Video | Section two, Core | Digital Access |
| "Where Should a Poor Family Live?" | Thomas Edsell | Article | Section two, Core | Homeownership Unit Reader |
| "Disarming the Great Affordable Housing Debate" | Greene and Turner | Article | Section two, Core | Homeownership Unit Reader |
| "Everything You Need to Know About the Affordable Housing Debate" | Matthew Yglesias | Article | Section two, Core | Homeownership Unit Reader |
| "A Dream Deferred" | Langston Hughes | Poem | Section three, Core | Homeownership Unit Reader |
| "Gentrification" | Sherman Alexie | Poem | Section three, Core | Homeownership Unit Reader |
| "Gentrification Doesn't Trickle Down..." | Dave Madden | Nonfiction Essay | Section three, Core | Homeownership Unit Reader |

| Text Title | Author or Source | Genre/Format | Guidebook Use | Access |
|---|------------------|------------------|---------------------|---------------------------|
| "In Defense of Gentrification" | Joe Cortright | Nonfiction Essay | Section three, Core | Homeownership Unit Reader |
| "The Unfulfilled Promise of Fair Housing" | Abdallah Fayyad | Article | Section three, Core | Homeownership Unit Reader |
| "Race the House We Live in" | | Video | Section three, Core | Digital Access |
| "The Racist History of Chicago's Housing" | | Video | Section three, Core | Digital Access |
| Excerpts from "The Case for Reparations" | Ta-Nehisi Coates | Nonfiction Essay | Section three, Core | Homeownership Unit Reader |

Education Guidebook Unit Text Access

| Text Title | Author, Source | Genre/Format | Guidebook Use | Access Point |
|---|-------------------------------------|-----------------|--|-----------------------|
| <i>Educated</i> | Tara Westover | Memoir | Sections one, two, three, four, and five; Core | Novel (Purchase) |
| “The Joy of Reading and Writing: Superman and Me” | Sherman Alexie | Essay | Section two; Core | Education Unit Reader |
| “High School Training Ground” | Malcolm London | TEDTalk | Section two; Core | Digital Access |
| “When I Heard the Learn’d Astronomer” | Walt Whitman | Poem | Section one; Core | Education Unit Reader |
| Excerpts from <i>The Opportunity Myth</i> | TNTP | Research Report | Sections two and three; Core | Education Unit Reader |
| Bipolar Disorder | National Institute of Mental Health | Article | Section three; Core | Education Unit Reader |
| Excerpts from <i>Jane Eyre</i> | Charlotte Bronte | Novel | Sections one and three; Core | Education Unit Reader |
| Mormons | History.com editors | Article | Section one; Core | Education Unit Reader |

Text Notes for *Educated*, Tara Westover

Overview

Educated is a memoir about a woman's upbringing in a large, anti-establishment Mormon family. The memoir explores the difficulty of accurately remembering the past, as well as the importance (and extreme difficulty) of independence and education.

Lexile: 870

Analysis

This text is below the grades 11-12 text complexity band, but multiple features of this text make it complex and appropriate for grade 12.

- **Text structure is moderately complex.** The structure of this text is moderate because it is in chronological order, and it uses well-organized and easily-understood text features. However, students may not be familiar with reading the epigraph and prologue as part of the text. Unit core activities support students in using these text features.
- **Language features are moderately complex.** Most of the sentences are very easy to understand and explicit in meaning and most of the vocabulary is contemporary and conversational.
- **Meaning is very complex.** The book has layers of themes throughout which are woven subtly and intricately through the story. They are more theoretical or abstract concepts than concrete, but they are fairly easy to infer. However, core and optional activities incorporate the use of unit-specific tools to support students' comprehension.
- **Knowledge demands are exceedingly complex.** There are numerous religious references that are not explained in detail. There are also numerous references to construction work and specific tools for that line of work. However, core and optional activities provide students with support in understanding the religious background knowledge.

Text Ratings

Below you will find additional information regarding the text which can be used to inform instruction. Each category is rated on a scale of 1 to 5, one indicating that this category has a minimal presence in the text and five indicating that this category has a strong presence in the text.

- **Positive Messages: 5** - This book explores, in depth, the importance of education, independence, and removing oneself from abusive situations. Above all, this story gives hope, because the author successfully completed her Ph.D. and becomes proud of herself despite her extremely challenging family upbringing.
- **Violence: 3** - The book explores removing oneself from abusive situations which requires it to describe abuse in some instances.

- **Sex: 1** - There are no reference tosex in this text.
- **Addictive Substances: 1** - This text contains mentions of alcoholism.

Text Notes for *The Book Thief*, Markus Zusak

Overview

The Book Thief tells the story of Liesel Meminger, a nine-year-old German girl and the story takes place shortly before World War II in 1939. The explores what happens when Liesel obtains a book in a scandalous manner after a traumatic experience and is taught to read by her father.

Lexile: 730

Text Ratings

Below you will find additional information regarding the text which can be used to inform instruction. Each category is rated on a scale of 1 to 5, one indicating that this category has a minimal presence in the text and five indicating that this category has a strong presence in the text.

- **Positive Messages: 3** - A strong message in the text is that people must learn to overcome obstacles. The text shows us the power of words and how reading can bring empowerment.
- **Violence: 5** - This text contains many references to violence, including a scene of suicide. There are also several references to the Nazis and the Jews. Additionally, the violence of the war is found throughout the novel.
- **Sex: 1** - There is no reference to sex in this text.
- **Addictive Substances: 2** - A main character smokes throughout the text and on one occasion gets drunk at a bar. Additionally, some citizens are described as drunks and a child takes a sip of champagne during one chapter.

Additional Notes

- This text contains strong language.
- There is a suicide discussed in the text.

Text Notes for *I Am Malala*, Malala Yousafzai and Patricia McCormick

Overview

I Am Malala tells the heroic story of Malala Yousafzai, a young Pakistani girl who was shot on October 9, 2012 and almost lost her life. She felt that she had a right to be educated which caused her to be targeted. The novel explores Malala's story and explores the impact that her story had on her, those around her and the nation.

Lexile: 830

Text Ratings

Below you will find additional information regarding the text which can be used to inform instruction. Each category is rated on a scale of 1 to 5, one indicating that this category has a minimal presence in the text and five indicating that this category has a strong presence in the text.

- **Positive Messages: 3** - This is a powerful story that focuses on the importance of standing up for what you believe.
- **Violence: 5** - This text contains several verbal threats and frequent second-hand reports of violence that involve the violent reign of the Taliban. There are also several instances of violence including physical beatings and gunfire and the illustration of property being destroyed by floods and bombings. Additionally, there are frequent non-detailed scenes of violent deaths that include citizens being killed by suicide bombers, bombings, earthquakes, building collapses, and gunfire. Lastly, there is an individual shot at close range in a scene that is described with blood and gore but the victim survives.
- **Sex: 1** - This text contains very few mentions of sex.
- **Addictive Substances: 2** - There were some references to smoking throughout the text.

Hamlet Guidebook Unit Text Access

| Text Title | Author, Source | Genre/Format | Guidebook Use | Access Point |
|---|---------------------|---------------|--|--------------------|
| <i>Hamlet</i> | William Shakespeare | Play | Sections one, two, three, four, and five; Core | Play |
| The Tragedy of Hamlet | Audiovov | Audio of Text | Sections one, two, three, four, and five; Core | Digital Access |
| Act I and Act II from <i>Rosencrantz and Guildenstern are Dead</i> | Tom Stoppard | Play | Section two; Core | Play |
| <i>Rosencrantz and Guildenstern are Dead</i> ; Clip One ; Clip Two ; Clip Three | Tom Stoppard | Film | Section two; Core and Optional | Digital Access |
| <i>Hamlet</i> (1996) Act 2 Scene 2 soliloquy ; Act 3 soliloquy | Kenneth Brannagh | Film | Sections two and three; Core | Digital Access |
| Hamlet (2000) - Ethan Hawke | Michael Almereyda | Film | Section three; Core | Digital Access |
| Hamlet (1990) - Mel Gibson | Franco Zeffirelli | Film | Section three; Core | Digital Access |
| “Entirely” | Louis MacNeice | Poem | Section one; Optional | Hamlet Unit Reader |
| “On Being Just Crazy Enough” | Joshua Walters | TEDTalk | Section three; Optional | Digital Access |

| Text Title | Author, Source | Genre/Format | Guidebook Use | Access Point |
|---|----------------------|--------------|---------------------------|--------------------|
| “Much Madness in its Divinest Sense” | Emily Dickenson | Poem | Section five; Optional | Hamlet Unit Reader |
| Excerpt of “On Human Nature” from <i>The Essays of Arthur Schopenhauer</i> | Arthur Schopenhauer | Essay | Section one; Optional | Hamlet Unit Reader |
| Excerpt from “Hamlet and His Problems” | T.S. Eliot | Essay | Section three; Core | Hamlet Unit Reader |
| Excerpt from “The Real or Assumed Madness of Hamlet” | Simon Blackmore | Essay | Section three; Core | Hamlet Unit Reader |
| Ophelia | John Everett Millais | Art/Image | Section four; Core | Digital Access |
| Ophelia | Henrietta Rae | Art/Image | Section four; Core | Digital Access |
| “Introduction to Hamlet” | Amanda Mabillard | Article | Section one; Core | Hamlet Unit Reader |
| “Why Should You Read Hamlet?” | Iseult Gillespie | Video | Section one; Optional | Digital Access |
| Beckett, Ionesco, and the Theater of the Absurd: Crash Course Theater #45 | Crash Course | Video | Section two; Optional | Digital Access |
| Rosencrantz and Guildenstern are Dead trailer (Minutes 0-1:30; 1:50-3:00) | Tom Stoppard | Video | Section two; Optional | Digital Access |

Text Notes for *Hamlet*, William Shakespeare

Overview

Hamlet is a revenge tragedy by William Shakespeare that explores a young prince's declining mental state after the death of his father. The main character, Hamlet, goes to great lengths to discover the truth of what happened and will stop at nothing for revenge.

Analysis

This text is within the grades 11-12 text complexity band and multiple features of this text make it complex and appropriate for grade 12.

- **Text structure is slightly complex.** This text is straightforward and is in chronological order which makes it easy to predict. However, this is a play and some students may not be familiar with the format of the text. Also there is a “play within the play” that makes this format additionally challenging.
- **Language features are exceedingly complex.** This is a Shakespearean play and as a result, the language is exceedingly complex to modern readers. Shakespeare uses archaic language, puns, multiple meanings for words and phrases, complex sentence structure, and reordered subject-verb-object pairings. However, Core and optional activities provide opportunities for students to make meaning of the archaic language. Additionally, students are provided with specific tools to use to support their understanding.
- **Meaning is very complex.** The themes are a mixture of subtle and overt and are revealed over the course of the text. Many of the text's conflicts and plotlines do not resolve until the final scene. Additionally, core and optional activities provide students with tools to support them in understanding the meaning as the story evolves.
- **Knowledge demands are very complex.** This play contains themes of varying levels of abstraction. Also, many of the experiences of the characters in this play will be theoretically familiar to readers, though most readers will not have personal experience with the exact experiences of the characters. Because of this, some of the subtleties and nuances of social status in the play will not be familiar to readers.

Text Ratings

Below you will find additional information regarding the text which can be used to inform instruction. Each category is rated on a scale of 1 to 5, one indicating that this category has a minimal presence in the text and five indicating that this category has a strong presence in the text.

- **Positive Messages: 1** - This is a revenge play, and it mainly focuses on Hamlet's desire for vengeance.

- **Violence: 3** - This play contains violence throughout nearly the entire text. The play centers around the main character's desire to kill his uncle and many deaths happen throughout the play. However, all of the violence happens "onstage" and because of this, readers are not given a description apart from "[Character] dies."
- **Sex: 3** - As is characteristic of Shakespeare, there are numerous references to and jokes about sex and/or genitals in the play. Most high school-aged readers will not pick up on this, though, due to the archaic language.
- **Addictive Substances: 1** - There are one or two references to alcohol in the text..

Text Notes for *Stiff: The Curious Lives of Human Cadavers*, Mary Roach

Overview

Stiff: The Curious Lives of Human Cadavers is a nonfiction book about the cultural history of the human cadaver. Through investigative reporting and engaging historical accounts, Mary Roach explores how the deceased human body has been used in research and experimentation leading to some of the most consequential innovations of the medical, scientific, and mechanical fields throughout human history.

Lexile: 1230

Text Ratings

Below you will find additional information regarding the text which can be used to inform instruction. Each category is rated on a scale of 1 to 5, one indicating that this category has a minimal presence in the text and five indicating that this category has a strong presence in the text.

- **Positive Messages: 2** - The author uses humor to explore the use of cadavers throughout history.
- **Violence: 4** - There are several references in this text that describe gruesome scenes of the treatment of human cadavers and animals, both dead and alive.
- **Sex: 1** - There is a reference to necrophilia, prostitution and homosexuality. However, there are no offensive details mentioned.
- **Addictive Substances: 1** - There are minimal references to addictive substances in this text.

Additional Notes

- There are several gory scenes described in this text.
- The chapter Eat Me discusses cannibalism.
- There is some humor in the book that might be perceived as disrespectful.

Text Notes for *The Man Who Mistook His Wife for a Hat and Other Clinical Tales*, Oliver Sacks

Overview

The Man Who Mistook His Wife for a Hat is a compilation of 24 short essays that survey a broad and complex range of neurological disorders, from agnosia, aphasia, and Korsakoff's syndrome to epilepsy, Tourette's, and autism.

Text Ratings

Below you will find additional information regarding the text which can be used to inform instruction. Each category is rated on a scale of 1 to 5, one indicating that this category has a minimal presence in the text and five indicating that this category has a strong presence in the text.

- **Positive Messages: 3** - The author gives the reader a look into neurological disorders by reporting on them by writing short stories about his patients.
- **Violence: 1** - There is no reference to any violence in this text.
- **Sex: 1** - There is no reference to sex in this text.
- **Addictive Substances: 1** - There are no references to addictive substances in this text.

Text Notes for *What If? Serious Scientific Answers to Absurd Hypothetical Questions*, Randall Munroe

Overview

What If? Serious Scientific Answers to Absurd Hypothetical Questions is based upon the webcomic xkcd where Randall Munroe uses comics and humor to answer hypothetical questions.

Text Ratings

Below you will find additional information regarding the text which can be used to inform instruction. Each category is rated on a scale of 1 to 5, one indicating that this category has a minimal presence in the text and five indicating that this category has a strong presence in the text.

- **Positive Messages: 2** - The author uses humor to answer questions and discuss science and technology. The book is filled with researched-based information about hypothetical questions and is written using humor which makes it more appealing to readers.
- **Violence: 2** - In this text there are some references to using machine guns, but the references are limited to Chapter 12.
- **Sex: 2** - In Chapter 30 there is a discussion of sperm and DNA. Also, there is mention of in-breeding. The reference to in-breeding is limited and does not go into detail.
- **Addictive Substances: 1** - There are no references to any addictive substances in this text.

Use the following texts for core and optional activities in the In the Time of Butterflies Unit.

| Text Title | Author or Source | Genre/Format | Guidebook Use | Access |
|---|----------------------------------|---------------|-------------------------------------|--|
| <i>In the Time of the Butterflies</i> | Julia Alvarez | Fiction Novel | Sections two, three, four, and five | Novel |
| “International Day for the Elimination of Violence Against Women” | World Health Organization | Article | Section one | In the Time of the Butterflies Unit Reader |
| "Dominican Republic" | Encyclopedia Britanica | Encyclopedia | Section one | In the Time of the Butterflies Unit Reader |
| <i>Tribute to the Mirabal Sisters</i> | Elsa Nuñez | Art/Image | Section one | In the Time of the Butterflies Unit Reader |
| <i>The Obelisco Macho</i> , original | | Art/Image | Section one | In the Time of the Butterflies Unit Reader |
| <i>The Obelisco Mirabal</i> , current | | Art/Image | Section one | In the Time of the Butterflies Unit Reader |
| “Casa Museo Hermanas Mirabal” | Enmanuel Parache and Paola Gomez | Website | Section one | Digital Access |
| “How the Mirabal Sisters Helped Topple a Dictator” | Sarah Pruitt | Article | Section one | In the Time of the Butterflies Unit Reader |

| Text Title | Author or Source | Genre/Format | Guidebook Use | Access |
|---|---|------------------|-----------------------|--|
| "The Metamorphosis of Las Mariposas: The Politics of Memory of the Mirabal Sisters in the Dominican Republic" | Lisa Krause | Article | Sections one and four | In the Time of the Butterflies Unit Reader |
| "Chasing the Butterflies" from <i>Something to Declare</i> | Julia Alvarez | Nonfiction Essay | Section two | In the Time of the Butterflies Unit Reader |
| Interview with Julia Alvarez, 2009 F. Scott Fitzgerald Award Honoree | Montgomery College | Video | Section two | Digital Access |
| "Catan a las Mirabals"/"They Sing to the Mirabal Sisters" from <i>Yania Tierra</i> | Aida Cartagena Portalatin, translated by M.J. Fenwick and Rosabelle White | Poem | Section three | In the Time of the Butterflies Unit Reader |
| Introduction to <i>Anything We Love Can Be Saved</i> | Alice Walker | Article | Section four | In the Time of the Butterflies Unit Reader |
| Nobel Acceptance Speech | Elie Wiesel | Speech | Section four | In the Time of the Butterflies Unit Reader |

1984 Guidebook Unit Text Access

| Text Title | Author, Source | Genre/Format | Guidebook Use | Access Point |
|--|--------------------------|-----------------|--------------------------------|------------------|
| 1984 | George Orwell | Novel | Sections one, two, three; Core | Novel |
| “The Unknown Citizen” | W.H. Auden | Poem | Section one; Core | 1984 Unit Reader |
| “The Pedestrian” | Ray Bradbury | Short Story | Section one; Core | 1984 Unit Reader |
| Excerpt from “Why I Write” | George Orwell | Essay | Section one; Core | 1984 Unit Reader |
| “Government” | Scholastic | Article | Section one; Core | 1984 Unit Reader |
| <u>“Are We in Control of Our Own Decisions?”</u> | Daniel Ariely | TEDTalk | Section three; Core | Digital Access |
| “No One Died in Tiananmen Square” | William Lutz | Article | Section two; Core | 1984 Unit Reader |
| “The Science Behind Why People Follow the Crowd” | Rob Henderson | Article | Section three; Core | 1984 Unit Reader |
| “Privacy and Information Sharing” | Lee Raine & Maeve Duggan | Research Report | Section two; Core | 1984 Unit Reader |
| <u>“What Orwellian Really Means”</u> | Noah Tavlin | TEDTalk | Section one; Core | Digital Access |
| “When China Massacred Its Own People” | Nicholas Kristof | Article | Section two; Core | 1984 Unit Reader |

| Text Title | Author, Source | Genre/Format | Guidebook Use | Access Point |
|---|----------------|--------------|------------------------------|------------------|
| "Memories of Tiananmen Square" | Jiayang Fan | Article | Section two; Core | 1984 Unit Reader |
| Pages 174-175, 250-256, 267-269 from <i>Ministry of Truth</i> | Dorian Lynskey | Biography | Sections two and three; Core | 1984 Unit Reader |

Text Notes for 1984, George Orwell

Overview

In George Orwell's classic novel 1984, the main protagonist, Winston, is living in a futuristic, dystopian society under the direct control of Big Brother and the Party. Winston begins to seek knowledge of the past and truth of the present in this totalitarian system, and he begins to plan a revolt. By the end of the novel, Winston has discovered that every truth he thought he was discovering throughout his journey is just a creation of the Party to maintain inescapable control over the citizens and we see Winston's courage and zeal leave.

Lexile: 1090

Analysis

This text is within the grades 11-12 text complexity band and multiple features of this text make it complex and appropriate for grade 12.

- **Text structure is very complex.** The text structure of the text is very complex because there are shifts in time within the novel because of Winston's flashbacks and his journal entries. It is also complex structurally because of the details omitted about other characters' storylines due to Winston's limited knowledge of them. However, core activities support students in understanding the flashbacks and journal entries.
- **Language features are very complex.** While the sentence structure used in the text is fairly simple and void of intricate clauses and phrases, the multiple uses of invented languages and several different types of interpretive figurative language devices such as symbolism, irony, and paradox make this text very complex. However, unit specific tools are used to support students in understanding the language features of the text.
- **Meaning is exceedingly complex.** The text is an exceedingly complex text for students because it contains multiple levels of meaning and themes that may be challenging for some readers to identify and express. Much of the meaning that is derived from the text is very subtle and ambiguous and only revealed after much analysis upon the completion of the novel. However, core activities support students in making meaning of the text.
- **Knowledge demands are very complex.** This novel has very complex knowledge demands because it follows the life experiences of people living in a totalitarian political system. This alone makes the experiences of the characters distinctly different from that of the modern student readers. There are also a few allusions embedded throughout the text in addition to complex themes. However, core activities support students with the knowledge demands required of the text.

Text Ratings

Below you will find additional information regarding the text which can be used to inform instruction. Each category is rated on a scale of 1 to 5, one indicating that this category has a minimal presence in the text and five indicating that this category has a strong presence in the text.

- **Positive Messages: 4** - Although Winston is not successful in defeating the Party as he had hoped to do in the beginning of the novel, readers are immediately attached to him and rooting for him. His ability to think and act for himself in the face of such oppression and his quest for truth is admirable and courageous. This sends a positive message to readers as we seek truth and acceptance in our most authentic identities.
- **Violence: 4** - Violence is widely prevalent in this novel, but not graphic or brutal.
- **Sex: 4** - The references to sex in *1984* are very frequent, but not graphic. There are some mentions to pronography and prostitution as well as other "sex crimes" deemed unacceptable by the party.
- **Addictive Substances: 2** - Alcohol and cigarettes are consumed in the novel.

Additional Notes

- There is one instance where intense profanity is used.

Use the following texts for core and optional activities in the Artificial Intelligence Unit.

| Text Title | Author or Source | Genre/Format | Guidebook Use | Access |
|--|------------------|------------------|---------------------|-------------------------------------|
| Chapter 16 from <i>Frankenstein, or The Modern Prometheus</i> | Mary Shelley | Fiction Novel | Section one, Core | Artificial Intelligence Unit Reader |
| pages 1-8 from <i>Digital Soul: Intelligent Machines and Human Values</i> | Thomas Georges | Nonfiction Novel | Section one, Core | Artificial Intelligence Unit Reader |
| <i>The Fourth Age: Smart Robots, Conscious Computers, and the Future of Humanity</i> | Byron Reese | Nonfiction Novel | Section three, Core | Artificial Intelligence Unit Reader |
| "Modern Jewish History: The Golem" | Alden Oreck | Article | Section one, Core | Artificial Intelligence Unit Reader |
| "There Will Come Soft Rains" | Ray Bradbury | Short Story | Section one, Core | Artificial Intelligence Unit Reader |
| "Isaac Asimov's Three Laws of Robotics" | | Article | Section one, Core | Artificial Intelligence Unit Reader |
| "The promise and pitfalls of using robots to care for the elderly" | Luke Dormehl | Article | Section one, Core | Artificial Intelligence Unit Reader |
| "Hey Buddy, Can You Give Me a Hand?" | BostonDynamics | Video | Section two, Core | Digital Access |

| Text Title | Author or Source | Genre/Format | Guidebook Use | Access |
|---|------------------|--------------|---------------------|-------------------------------------|
| "What's New, Atlas?" | BostonDynamics | Video | Section two, Core | Digital Access |
| "Artificial Intelligence: Past and Future" | Moshe Y. Vardi | Article | Section two, Core | Artificial Intelligence Unit Reader |
| "Before we give them fuzzy robots, let's try solving elderly loneliness with people" | Leng Leng Thang | Article | Section two, Core | Artificial Intelligence Unit Reader |
| "The wonderful and terrifying implications of computers that can learn" | TED Talk | Speech | Section two, Core | Digital Access |
| "How AI is Dangerous" | Elon Musk | Video | Section three, Core | Digital Access |
| 2001: A Space Odyssey - "Frank's Death" | Stanley Kubrick | Video | Section three, Core | Digital Access |
| 2001: A Space Odyssey - "I'm Sorry Dave, I Can't Do That" | Stanley Kubrick | Video | Section three, Core | Digital Access |
| 2001: A Space Odyssey - "Deactivating HAL 9000" | Stanley Kubrick | Video | Section three, Core | Digital Access |
| The Terminator - Trailer | James Cameron | Video | Section three, Core | Digital Access |

| Text Title | Author or Source | Genre/Format | Guidebook Use | Access |
|---|------------------------------------|--------------|------------------------|-------------------------------------|
| The Matrix - Trailer | Larry Wachowski, Andy Wachowski | Video | Section three, Core | Digital Access |
| "AI won't takeover the world, and what our fears of the Robopocalypse reveal" | Steven Pinker | Video | Section three, Core | Digital Access |
| WALL-E - Trailer | Andrew Stanton | Video | Section three, Core | Digital Access |
| Her- Trailer | Spike Jonez | Video | Section three, Core | Digital Access |
| Artificial Intelligence: Mankind's Last Invention | Aperture | Video | Section three, Core | Digital Access |
| "Known Unknowns" | James Bridle | Article | Section three, Core | Artificial Intelligence Unit Reader |
| "The Luddite Fallacy" | Pettinger, Tejvan | Article | Section three, Core | Artificial Intelligence Unit Reader |
| "Do Robots Deserve Rights? What if Machines Become Conscious?" | Kurzgesagt (In a Nutshell) | Video | Section three, Core | Digital Access |