

Unit 6: Caribbean/ South & Central America

Start day: 101

Meetings: 20 days

Skills and Concepts

Student objectives/skills (what will students be able to do at the end of the unit?):

- Identify beliefs and values of Caribbean and South and Central American cultures.
- Demonstrate understanding of definitions and context of difficult vocabulary words.
- Understand the stages of a revolution.
- Understand literature as a vehicle for social awareness /justice.
- Demonstrate understanding of revolution/ characteristics of revolutionaries as shown through literature.

Unit Summary

Students will read a variety of literature from the Caribbean and South and Central America in order to understand the core values of these cultures. This unit incorporates literature which demonstrates conflicts with governments and their people, as well as the power of revolution. Students will demonstrate inquiry into this central idea through a multiple-intelligence project/presentation.

Essential Questions

- How does the literature of this region reflect the values of these cultures?
- What happens when there is a conflict within a culture and its government, and what happens when the integrity of a people goes unrecognized?
- How does literature of this region reflect struggles between government and its people?

Learning Progressions

	Before	During	After
Reading			
Writing			
Speaking/Listening			

Language			
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Academic Vocabulary Tier II

Domain Specific Vocabulary

stages of revolution

Literary Texts

Anchor texts:

In the Time of Butterflies Julia Alvarez

Supplemental:

- “The Handsomest Drowned Man in the World” Garcia-Marquez
- *Annie John* Jamaica Kincaid
- “City of God”
- *The Motorcycle Diaries* film or book
- *Evita*

Resources:

1. eNotes.com
2. Gutenberg Files
3. Novels for Students
4. Literature Resource Center
5. youtube.com
6. <http://www.readwritethink.org/>
7. Ted.com
8. <http://www.let.rug.nl/usa/essays/before-1800/was-the-american-revolution-a-revolution/crane-brintons-theory-of-revolution.php>

Informational Texts

Suggested Interims - Benchmarks

Reading comprehension quizzes; short, informal writing; informal class discussion activities

End of Unit Common Task

Multiple intelligences project

Learning Plan Instructional Strategies

Core Shifts to be Incorporated

Research

Webquests

Group research assignments

Photographic Images/graphics

Compare/Contrast

Top Hat

Venn Diagrams

Reading for Meaning

Guided reading chart

Guided reading questions

Note-taking guides

Active reading

Preview questions (prior knowledge)

Reflective response

KWL

Turn and talk

Annotative Reading

Vocabulary CODE

Fist lists

power decoding

concept maps

use it or lose

metaphor and similes

3-way tie

use it or lose it

3's a crowd

Write to Learn

Pre-writing activities

Journal writing

Warm-up writing

Focus Correction Area Writing

Preview questions (prior knowledge)

Stop and write

Reflective response

Exit tickets

Circle of Knowledge

Socratic seminars

Group Discussions

Group projects/presentations

Shared inquiry questions

X2 Discussion forums

Webinar

Parking lots

Chalk talk

Inductive Learning

Socratic seminars

Focus Correction Area Writing

Vocabulary Strategies

Differentiation for Struggling Learners

mentor texts, graphic organizers, study guides, chunking text, cubing, guided reading questions,

Differentiation for ELLs

Differentiation for Extension

Supplemental readings, opportunities for independent research, additional sources for essay

Common Misconceptions

- Students may not realize the instability that has plagued the governments of these nations.
- Students may not realize how people become revolutionaries.

Instructional Resources

Suggested and Required Text