

Unit 5: Africa

Start day: 81

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 African cultures
- Demonstrate understanding of definitions and context of difficult vocabulary words
- Structure and deliver an argumentative paper

Unit Summary

Students will read a variety of African literature in order to understand the core values of these cultures. This unit incorporates literature which demonstrates how colonization (specifically the colonization of Africa) impacts the culture and history of indigenous people. Students will demonstrate inquiry into this central idea through a text based seminar and an argumentative essay.

Essential Questions

- What makes a culture *civilized* or valued?
- Why does it matter who tells a culture's story?
- In what ways have the core values of this civilization been impacted by others?

Learning Progressions

	Before	During	After
Reading			
Writing			
Speaking/Listening			
Language			

Academic Vocabulary Tier II

Domain Specific Vocabulary

Ethnocentrism, Nigerian/Ibo terms

Literary Texts

Anchor texts:

***Things Fall Apart*—Chinua Achebe**

Supplemental: texts

- *The Power of One*—Bryce Courtenay
- *Heart of Darkness*—Joseph Conrad
- *The Poisonwood Bible*—Barbara Kingsolver
- *Hotel Rwanda*
- *Little Bee*—Chris Cleave
- *A Long Way Gone*—Ishmael Beah
- Short stories
- *They Poured Fire on Us from the Sky*—Ben Ajak, et. al.
- *Kaffir Boy*—Mark Mathabane

Resources:

1. eNotes.com
2. Gutenberg Files
3. Novels for Students
4. Literature Resource Center
5. youtube.com
6. <https://learning.blogs.nytimes.com/>
7. <http://www.readwritethink.org/>
8. Ted.com

9. <http://www.cbsnews.com/60-minutes/>

Informational Texts

Suggested Interims - Benchmarks

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

End of Unit Common Task

Argumentative essay, Text-based seminar

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

Instructional Resources

Suggested and Required Text