




Vision – Empowering diverse career and college ready innovators to evolve with the world.

Mission – Science, technology, engineering and math: Embracing diversity and inspiring critical thinking through innovative career and college pathways.

Gateway STEM High School – Biweekly Virtual Learning Planner

Teacher	Del Bosque, Analia	Grade	10 th	Subject	English 2
Week of	October 5 th to October 16 th	Topic/Title	The Journey Towards Social Justice		

Lesson/Topic	Lesson Target/Objective	Synchronous/Live Instruction	Asynchronous Playlist	Assessment/Performance Task	Due Date
Lesson 1 10/19 Dolores Huerta, “Being a Good Mother Requires Activism”	<ul style="list-style-type: none"> I can identify the main idea in a passage I can cite relevant and thorough textual evidence to support inferences drawn from the text. I can analyze how an author uses rhetoric to advance point of view and purpose 	<p>Do Now: What does it mean to be a “good” parent? What do you believe “good” parents do? Respond with at least 5 criteria of “good” parents.</p> <p>Learn: Who was Dolores Huerta? Students independently read through the information from the site about Dolores Huerta and write down 3 main ideas about her</p> <p>Defining Activist & Activism</p> <ul style="list-style-type: none"> Activist: a person who uses or supports strong actions (such as public protests) to help make changes in politics or society Activism: the policy or action of using vigorous campaigning to bring about political or social change <p>Notice & Note: Look at the graph showing the rise of the use “activism.” When did the use of this term become widespread? Why do you think that may be?</p> <p></p>	<p>SOAPS: “Being A Good Mother Requires Activism” Identify the Speaker, Occasion, Audience, Purpose, & Subject of “Being a Good Mother Requires Activism.” Cite evidence from the text to support your responses.</p> <p>Resource: Definition of terms from College Board’s AP Central https://apcentral.collegeboard.org/courses/resources/soapstone-strategy-reading-and-writing</p>	<p>Classwork, Lesson 1:</p> <ul style="list-style-type: none"> R11A (Inferences) R11D (Main Ideas) <p>SOAPS: “Being a Good Mother Requires Activism”</p> <ul style="list-style-type: none"> R11A (Inferences) R11D (MI/Subject) R12B (Purpose) 	10/05 11:59 pm

		<p>Class Reading: "Being More than A Good Mother Requires Activism"</p> <p>As a class, read article by Huerta</p> <ul style="list-style-type: none"> Article available on site Original through Sun Journal <p>Begin SOAPS on "Being More than a Good Mother Requires Activism"</p> <p>See <i>Asynchronous Playlist</i></p>			
<p>Lesson 2</p> <p>10/21</p> <p>Text to Text Connections: Dolores Huerta & Tamika Palmer</p>	<ul style="list-style-type: none"> I can draw conclusions by citing textual evidence to support analysis of what a text says explicitly. I can make inferences based on an analysis of what the text says explicitly. I can cite relevant and thorough textual evidence to support inferences drawn from the text. I can review, revise and edit writing with consideration for the task, purpose and audience. I can evaluate how effectively two or more texts develop similar ideas/topics 	<p>Do Now: Watch & Respond</p> <ul style="list-style-type: none"> In 2012, President Barack Obama awarded the Presidential Medal of Freedom (the highest civilian honor) to Dolores Huerta for her work as an activist and labor organizer. Watch the video created for that occasion, and respond: What main ideas does Huerta share? Do you agree with her? Why or why not? Video: https://youtu.be/pDtKc4BDQFY <p>Class Reading: Read/listen to Tamika Palmer reflect on the life and death of her daughter, Breonna Taylor, as reported by Ta-Nehisi Coates for Vanity Fair</p> <p>https://www.vanityfair.com/culture/2020/08/breonna-taylor</p> <p>Discuss</p> <p>Apply: Students begin writing letter to Ms. Palmer from the perspective of Dolores Huerta (see asynchronous playlist)</p>	<p>Letter to Tamika Palmer from the point of view of Dolores Huerta</p> <p>How would Dolores Huerta respond to Tamika Palmer, Breonna Taylor's mother? Using information from the texts [(1) "Being More than a Good Mother Involves Activism," (2) Dolores Huerta interview, and (3) Tamika Parler interview], write a letter from Dolores Huerta's point of view to Tamika Palmer.</p>	<p>Classwork, Lesson 2: - R11A (Inferences) - R11D (Main Ideas)</p> <p>Letter to Tamika Palmer: - R11A (Inferences) - R11D (MI/Subject) - W3A (Review, Revise, & Edit Writing) - R13B</p>	<p>10/07 11:59 pm</p>
<p>Lesson 3</p> <p>10/26</p> <p>Poetry as Protest: Paul Laurence Dunbar, "Little Brown Baby," Vernacular</p>	<ul style="list-style-type: none"> I can analyze how an author uses rhetoric to advance point of view I can analyze how an author uses rhetoric to advance purpose 	<p>Do Now: Watch the video (6:36 min). Respond. https://youtu.be/9iVOZ_-Xwrc</p> <p>Discussion</p> <p>Define Vernacular</p> <p>Class Reading: "Little Brown Baby"</p>	<p>Vernacular in Hamilton & CSPAN</p> <p>Watch the two video clips. For each...</p> <ol style="list-style-type: none"> Find examples of the vernacular. Explain: How does the vernacular relate to the content? Identify: who is the audience? Assess: Is this vernacular appropriate? Explain why or why not. 	<p>Classwork, Lesson 3 - R12B (Analyze Rhetoric)</p> <p>Vernacular in Hamilton & CSPAN - R12B (Analyze Rhetoric)</p>	<p>10/12 11:59 pm</p>

		Vernacular in “Little Brown Baby” 1) Find examples of the vernacular. 2) Explain: How does the vernacular relate to the content? 3) Identify: who is the audience? 4) Assess: Is this vernacular appropriate? Explain why or why not. Discuss: How is vernacular a form of protest?			
Lesson 4 10/28 Poetry as Protest: Paul Laurence Dunbar’s “We Wear the Mask” & Introducing our Unit 1 Essay	<ul style="list-style-type: none"> I can draw conclusions by citing textual evidence to support analysis of what a text says explicitly. I can make inferences based on an analysis of what the text says explicitly. I can cite relevant and thorough textual evidence to support inferences drawn from the text. 	<p>Do Now: Over the course of the past several weeks, we’ve examined various examples of protest and their impact. Based on the work we’ve done so far, what do you think about the role & importance of protesting for social justice?</p> <p>Class Reading: We Wear the Masks</p> <p>Infer & Conclude: How can this poem be used as an argument for or against the need to protest? Cite evidence from the text to support your response.</p> <p>Introduce Essay Prompt</p> <p>Model Essay Planning Worksheet: model how to use Worksheet to organize ideas for their essay using example from earlier in class</p> <p>Begin Essay Planning Worksheet: Students begin to plan their essays by filling out their worksheets</p>	Essay Planning Worksheet Students plan their essay by identifying evidence from each of the core texts we read this quarter	Classwork, Lesson 4 - R11A (inferencing, conclusion making) Essay Planning Worksheet - R11A (inferencing, conclusion making)	10/13 11:59 pm
Lesson 5 10/30 (A Day)	<ul style="list-style-type: none"> I can draw conclusions by citing textual evidence to support analysis of what a text says explicitly. I can make inferences based on an analysis of what the text says explicitly. I can cite relevant and thorough textual evidence to support inferences drawn from the text. 	<i>Essay Planning Work Day OR Audre Lorde Day</i>	Essay Planning Worksheet Students plan their essay by identifying evidence from each of the core texts we read this quarter	Classwork, Lesson 5 Essay Planning Worksheet - R11A (inferencing, conclusion making) - RL3B (text)	10/15 11:59 pm