**B10 – Equity and Ethics Unit**

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| **Sub-Theme** | **Outcome/Indicator** | **Literature Used** | **Plan** |
| **Justice and Fairness** | CR B10.1.a – Read and respondCR B10.4.f – CharacterizationCCB10.4.a - description | “The Wars” | Read and discuss characterization of Robert RossStudents complete handout, including Found Poem on characterization of Robert and his emotions |
| CCB10.4.h – fictionalized journal entryCR B10.2 – view artwork related to poetry CR B10.4.a – read and interpret poetryCC B10.3 – group discussion | Poetry – First They Came, Nazis, What do I Remember of the Evacuation, Child in a Prison Camp | Questions on poetryViewing pictures related to poetry – Japanese Internment camps – and write headlinesFictionalized Journal Entry as poem characterDiscuss how poems also fit into “Degrees of Responsibility” and what they would do |
| CRB10.1.c and 1.b | “Going Home to Auschwitz” | Respond critically and personally – double entry journalsMake connections to self, text, world |
| CRB10.1.b and 1.d | “The Survivor” | Respond personally and critically to the idea of burning books and discuss the individual/community values shown in this behaviorRespond to questions from poem – 1 b and 2a and then look up information (KWL?)\*Use this shorter class to also give INS time |
| CRB10.1.a and 1.d | “After You, My Dear Alphonse” | SWBS chartChart to show assumptions, stereotypes, reality of situations (using CR 1.d - showing individual values and behaviours)Reader response |
| CRB10.3.a, CRB10.1.c | “Day Work” | Complete Listening guide while story is read. Respond personally and critically afterwards using Reader Response |
| CRB10.1.a and 1.b and 1.e | “Panache” | SWBS chart and questions on stereotypes and racism |
| CRB10.1.c and 1.dCCB10.3.h and 3.j | “The Ballad of Alice Moonchild” and “I Lost My Talk” | KWL of Residential SchoolsPoetry analysis and find another poem related to theme – present an oral reading to class |
| CCB10.2.a | David Sapp First Nations Art | Have students use one of Sapp’s paintings and create a tableau of the picture. Walk around and tap students on the shoulder and ask sense questions (what are you hearing/smelling/touching/tasting/seeing?). Then as a group have students write short poems about the picture and their senses and come back into their tableau statues to present to the class. Students must each have a role in the presentation, even if the role they are depicting is an animal in the picture. |
| CCB10.2.e (dramatize) and CCB10.4.i (write a short script) | Using All Literature from section**\*\*move this to end of unit** | **(Justice and Fairness) Final Project** – Choose one selection of literature to use as a basis for a dramatization. With a group, prepare a short (1-2 minutes worth) script to practice and present to the class. Scripts can be versions of the actual piece or extensions of them. See handout. |
| **Degrees of Responsibility/ Rights and Responsibilities** | CRB10.4.iCRB10.2 | “Internet is Hero’s Window” | Hero’s site: <http://atschool.eduweb.co.uk/hojoy/> Read for comprehension and answer 1 a, b, c, e – add to “b” – choose one of Hero’s articles to summarize and shareQuestion 3: Using NY Times articles, read to understand the use of Cause and Effect, Compare and Contrast, Problem and Solution in newspaper articles:[**http://learning.blogs.nytimes.com/2011/12/12/compare-contrast-cause-effect-problem-solution-common-text-types-in-the-times/**](http://learning.blogs.nytimes.com/2011/12/12/compare-contrast-cause-effect-problem-solution-common-text-types-in-the-times/) |
| CRB10.3.d and 1.a | “It’s like your favorite blog, but on paper” | Before: What are the responsibilities of people posting online – what about themselves and their blogs?? Discuss reading blogs online and read each other’s, grade 11-12’s student blogs. Any other blogs they read?Listen for effectiveness of message – what is the message?After: Responses from text (see handout)Blog site: <http://1000awesomethings.com/> and Times list of best blogs of 2011 (choose one to read and write a response about): [http://www.time.com/time/specials/packages/completelist /0,29569,2075431,00.html](http://www.time.com/time/specials/packages/completelist%20/0%2C29569%2C2075431%2C00.html)  |
| CCB10.3.a and b | “Stains” | Read to discuss message with partner/groupResponding (in discussion) to #1 a-e on story handout and look at concept of suspense – how does the way this story is written show suspense? |
| CCB10.1.a and CCB10.4.d (point of view); CRB10.1.f | “What the Defense Plant Worker Said” and “Richard Cory” | Read poems and respond: what poem is about, what the speaker/character is feeling (with examples), what the poetic devices used are, who is responsible in these situationsDefense plant worker - Write a journal entry as character defending your choice. Then, compare own values with those shown in text.  |
| CRB10.1.d and 1.e | “Who Cares” and “The Good Samaritan” | Questions on handout – responsibility of members of society |
| CRB10.1.d and 1.e and 1.f and 3.dCCB10.4.a | “Firing Squad” | After Reading assignment – characterization and responsibility of men in charge of the firing squadDetermining fact from opinion and persuasive writing assignment re. Death Penalty in Canada (see handout) |
| CRB10.1.c | “Conversation of Birds” | Responding to literature - # 1 a-d and DEJ |
| **Who and What is Right?** | CRB10.4.j | “Haroon” | Zoom in Responses re. racial prejudice |
| CRB10.1.b | “Burke Lauded for Support of Gay Son” | Make connections (sticky notes) and write business letter (CCB10.4.g) to Toronto Star? |
| **Empowerment** | CRB10.3.d and 4.d (mng in a historical text) | “I Have a Dream” | Listen for message #1 b, eNotemaking while listening – parts that stand out AND/OR DEJ to respond critically to speech (CRB10.1.c) |
| CRB10.1.f  | “Take a Stand” | Discuss votingDiscuss main ideas with partner – find/list 5 human/environmental needs of our generation |
| CCB10.2.a and 2.h (imaginative presentations) | “Give Peace a Chance” | Discuss how to work towards peace – Zoom in and Zoom Out (on text)Create a storyboard for film – multimedia presentation on researched topic (give talk with/to explain?) |
| Move J and F final project here | CCB10.2.e (dramatize) and CCB10.4.i (write a short script) | Using All Literature from section(s)\*\*move this to end of unit | **(Justice and Fairness) Final Project** – Choose one selection of literature to use as a basis for a dramatization. With a group, prepare a short (1-2 minutes worth) script to practice and present to the class. Scripts can be versions of the actual piece or extensions of them. See handout. |
| **EXAM** |