Unit Name	Unit Description
Life of Pi	*Coming Soon*
Hamilton	Students will listen to and read *Hamilton: An American Musical* by Lin-Manuel Miranda, read a series of related texts (literary, informational, primary source documents), and view multimedia to explore the essential question: How does Lin-Manuel Miranda tell Hamilton's story? Students will express their understanding by writing an essay that analyzes the choices that Lin-Manuel Miranda makes in portraying history and discusses the effect of these choices on our understanding of our understanding of either the character, time period, or musical.
Things Fall Apart	Students will read *Things Fall Apart* by Chinua Achebe and a series of related literary and informational texts to explore the question: What is the danger of a single story? Students will express their understanding through an essay that analyzes how the differing perspectives of various characters in Things Fall Apart reveal themes about humanity.
The Immortal Life of Henrietta Lacks	Students will read *The Immortal Life of Henrietta Lacks* by Rebecca Skloot and a series of related literary and informational texts to explore the question: How can we leave a legacy through our language, our families, and even our cells? Students will express their understanding through an essay that analyzes how different authors with different interests develop claims to advance their points of view in regard to the legacy of Henrietta Lacks and her immortal cells.
Bioethics	*Coming Soon*

Life of Pi

Coming Soon

Hamilton

About this Unit

By the end of this unit, your student will have read and listened to *Hamilton: An American Musical* by Lin-Manuel Miranda and a series of related literary, informational, and primary sources to explore the following question: How does Lin-Manuel Miranda tell Hamilton's story? Students will express their understanding through a literary analysis.

The main text they will read in this unit is *Hamilton: An American Musical* by Lin-Manuel Miranda which tells the story of American Founding Father Alexander Hamilton. Throughout this unit students will examine ways in which Lin-Manuel made decisions about information to emphasize, deprioritize, or leave out when depicting Hamilton through primary and secondary sources. At the end of the unit, students will be asked to write a literary analysis to answer the questions: How does Miranda both accurately and inaccurately portray history within the musical *Hamilton*? How do these choices in portrayal impact the reader or listener's understanding of either the character, time period, or musical?

Unit Texts

In this unit, students will read the following texts:
- "Lin-Manuel Miranda Performs at the White House Poetry Jam" by Lin-Manuel Miranda
- 70th Annual Tony Awards 'Hamilton' by 70th Annual Tony Awards
- "The Battle Over the Creation of a National Bank" by Middlemarch Films, Inc.
- Fightin' Words, or "Who are you calling a puppy?" by Joanne Freeman
- "Alexander Hamilton" by Lin-Manuel Miranda
- "Aaron Burr, Sir" by Lin-Manuel Miranda
- "My Shot" by Lin-Manuel Miranda
- "The Schuyler Sisters" by Lin-Manuel Miranda
- "Right Hand Man" by Lin-Manuel Miranda
- "A Winter's Ball" by Lin-Manuel Miranda
- "Helpless" by Lin-Manuel Miranda
- "Satisfied" by Lin-Manuel Miranda
- "Wait For It" by Lin-Manuel Miranda
- "Stay Alive" by Lin-Manuel Miranda
- "Ten Duel Commandments" by Lin-Manuel Miranda
- "Guns & Ships" by Lin-Manuel Miranda
- "Nonstop" by Lin-Manuel Miranda
- "Cabinet Battle #1" by Lin-Manuel Miranda
- "The Room Where It Happens" by Lin-Manuel Miranda
- "One Last Time" by Lin-Manuel Miranda
- "The Election of 1800" by Lin-Manuel Miranda
- "Your Obedient Servant" by Lin-Manuel Miranda
- "The World Was Wide Enough" by Lin-Manuel Miranda
- "Who Lives, Who Dies, Who Tells Your Story?" by Lin-Manuel Miranda
- From Alexander Hamilton to The Royal Danish American Gazette, 6 September 1772 by Alexander Hamilton
- From Alexander Hamilton to John Jay, [14 March 1779] by Alexander Hamilton

- From Abigail Adams to John Adams, 31 March 1776 by Abigail Adams
- John Adams to Abigail Adams, 14 April 1776 by John Adams
- Excerpts from *Alexander Hamilton* by Ron Chernow
- "Washington's Runaway Slave" from The Granite Freeman, Concord, New Hampshire (May 22, 1845) by Thomas H. Archibald
- To Alexander Hamilton from Harrison Gray Otis, 17 December 1800 by Harrison Gray Otis
- From Alexander Hamilton to Harrison Gray Otis, [23 December 1800] by Alexander Hamilton
- "Why Hamilton Has Heat" by Erik Piepenburg
- "Hamilton's America | Hamilton and the Election of 1800" by Great Performances

Possible Supports

Support for Background Knowledge
Students might need extra support with the content and texts before starting the unit. See the support suggestions in the teaching notes for the unit.

Support for Reading
Students who are still learning English may need to use native language to English dictionaries/translators, native language texts (when available) and other supports to make the texts more accessible. They will need more time to read the texts.

Support for Organization
If students struggle with organization, you should
- consider printing and using a self-monitoring checklist[1] to help them stay on task;
- consider creating or asking students to help you create a daily or weekly to-do list[2] to help them stay on task and understand their responsibilities each day for school and at home;
- consider visual/pictorial directions[3] to help them understand what they should be doing at certain times throughout the day;
- provide clear, realistic expectations for the recommended duration of work sessions, and break assignments into manageable work periods with suggested break times throughout materials to support student needs; and/or
- provide visual support like social stories[4] and choice boards to reinforce expectations and support communication.

Support for Writing
If your student struggles to write, you should
- consider using tools such as transitions, grades 9-12, evidence sentence starters, grades 7-12, and organizational frames. If you are unsure of how to use these tools, you should request a telephone conference with the student's teacher for additional guidance.
- consider allowing students to respond orally while you write down their responses, **if they qualify for an**

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[1] https://goalbookapp.com/toolkit/v/strategy/self-monitoring
[2] https://web.uri.edu/teachonline/the-power-of-to-do-lists/
[3] https://catapultlearning.com/2016/05/17/using-visual-supports-for-students-with-developmental-disabilities/
[4] http://www.researchautism.net/interventions/168/social-stories-and-autism?print=1

accommodation of transcribed answers; and/or
● consider having students write in their native language if English is not their first language, then translate their written responses into English on another day.

Things Fall Apart

About this Unit

By the end of this unit, your student will have read *Things Fall Apart* by Chinua Achebe and a series of related literary and informational texts to explore the following question: What is the danger of a single story? Students will express their understanding through a literary analysis.

The main text they will read in this unit is *Things Fall Apart* by Chinua Achebe which explores pre-colonial life in the southeastern part of Nigeria and the arrival of Europeans during the late 19th century. Throughout this unit students will analyze how a secondary character impacts the development of Okonkwo's story. At the end of the unit, students will be asked to write a literary analysis how the differing perspectives of various characters in *Things Fall Apart* reveal themes about humanity.

Unit Texts

In this unit, students will read the following texts:
- *Things Fall Apart* by Chinua Achebe
- "The Danger of the Single Story" by Chimamanda Ngozi Adichie
- Lines 1-8 from "The White Man's Burden" by Rudyard Kipling
- Page 82 from *Heart of Darkness* by Joseph Conrad
- Excerpts from "Chinua Achebe, The Art of Fiction No. 139" by Jerome Brooks, *Paris Review*
- Excerpts from "An African Voice" by Katie Bacon, *The Atlantic*
- Ancient West African Megacities by ViewPure
- "African Civilizations Map Pre-Colonial"
- "Pre-Colonial Africa" from *Slavery and Remembrance* by Colonial Williamsburg
- "Igbo Land" by Music Africa Awake
- Excerpt from *Ezi Na Ulo: The Extended Family in Igbo Culture* by Victor Chikezie Uchendu
- Minutes 26:53-36:40 from "An Evening with Chinua Achebe" by Library of Congress
- "Overview of Christianity" by Anonymous
- "The Second Coming" by William Butler Yeats
- "Ozymandias" by Percy Bysshe Shelley
- *Homegoing* by Yaa Gyasi
- *Heart of Darkness* by Joseph Conrad
- *And the Mountains Echoed* by Khaled Hosseini
- *Nervous Conditions* by Tsitsi Dangarembga
- *The Poisonwood Bible* by Barbara Kingsolver

Possible Supports

Support for Background Knowledge
Students might need extra support with the content and texts before starting the unit. See the support suggestions in the teaching notes for the unit. Some support options are also available in the Distance Learning Guidebook Companion Feedback Guide.

Support for Reading
Students who are still learning English may need to use native language to English dictionaries/translators, native language texts (when available) and other supports to make the texts more accessible. They will need more time to read the texts.

Support for Organization
If students struggle with organization, you should
- consider printing and using a self-monitoring checklist[5] to help them stay on task;
- consider creating or asking students to help you create a daily or weekly to-do list[6] to help them stay on task and understand their responsibilities each day for school and at home;
- consider visual/pictorial directions[7] to help them understand what they should be doing at certain times throughout the day;
- provide clear, realistic expectations for the recommended duration of work sessions, and break assignments into manageable work periods with suggested break times throughout materials to support student needs; and/or
- provide visual support like social stories[8] and choice boards to reinforce expectations and support communication.

Support for Writing
If your student struggles to write, you should
- consider using tools such as transitions, grades 9-12, evidence sentence starters, grades 7-12, and organizational frames. If you are unsure of how to use these tools, you should request a telephone conference with the student's teacher for additional guidance.
- consider allowing students to respond orally while you write down their responses, **if they qualify for an accommodation of transcribed answers**; and/or
- consider having students write in their native language if English is not their first language, then translate their written responses into English on another day.

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[5] https://goalbookapp.com/toolkit/v/strategy/self-monitoring
[6] https://web.uri.edu/teachonline/the-power-of-to-do-lists/
[7] https://catapultlearning.com/2016/05/17/using-visual-supports-for-students-with-developmental-disabilities/
[8] http://www.researchautism.net/interventions/168/social-stories-and-autism?print=1

DEPARTMENT of
EDUCATION
Louisiana Believes

The Immortal Life of Henrietta Lacks

About this Unit

By the end of this unit, your student will have read *The Immortal Life of Henrietta Lacks* by Rebecca Skloot and a series of related literary and informational texts to explore the following question: How can we leave a legacy through our language, our families, and even our cells? Students will express their understanding through a literary analysis.

The main text they will read in this unit is *The Immortal Life of Henrietta Lacks* by Rebecca Skloot which explores the collision between ethics, race, and medicine; of scientific discovery and faith healing; and of a daughter consumed with questions about the mother she never knew. Throughout this unit students will analyze Skloot's unique use of language to advance a particular point of view on the legacy of Henrietta Lacks. At the end of the unit, students will be asked to write a literary analysis that analyses how different authors with different interests develop claims to advance their points of view in regard to the legacy of Henrietta Lacks and her immortal cells.

Unit Texts

In this unit, students will read the following texts:
- *The Immortal Life of Henrietta Lacks* by Rebecca Skloot
- *The Immortal Life of Henrietta Lacks* film trailer by HBO
- "How to Write About Science" by Rebecca Skloot
- "How to Write About an Event in History" by Rebecca Skloot
- "Rebecca Skloot: How Fannie Flagg and Hurricane Carter Shaped The Immortal Life of Henrietta Lacks" by Rebecca Skloot
- "Everyday Use" by Alice Walker
- "Women" by Alice Walker
- "'Immortal Cells', Moral Issues" by Ruth R. Faden
- "AP WAS THERE: Black Men Untreated in Tuskegee Syphilis Study" by Jean Heller
- "Paying Patients for Their Tissue: The Legacy of Henrietta Lacks" by Robert D. Truog, Aaron S. Kesselheim, and Steven Joffe
- "Letting Your Personal Health Information Be Used and Shared for Research" by NIH
- "The Paradox of Science and Privacy" by Michael White
- "Henrietta Lacks, HeLa Cells, and Cell Culture Contamination" by Brendan P. Lucey, MD, Walter A. Nelson-Rees, PhD, and Grover M. Hutchins, MD
- "Your Cells. Their Research. Your Permission?" by Rebecca Skloot
- "No, Donating Your Leftover Tissue to Research Is Not Like Letting Someone Rifle Through Your Phone" by Michelle Meyer
- *Henrietta Lacks (HeLa): The Mother of Modern Medicine* by Kadir Nelson
- "HeLa" by L. Lamar Wilson

Possible Supports

Support for Background Knowledge
Students might need extra support with the content and texts before starting the unit. See the support suggestions in the teaching notes for the unit.

Support for Reading

A downloadable audio recording of *The Immortal Life of Henrietta Lacks* is available at:
https://www.audible.com/pd/The-Immortal-Life-of-Henrietta-Lacks-Audiobook/B0035FVJQQ?qid=1596746414&sr=1-1&ref=a_search_c3_lProduct_1_1&pf_rd_p=e81b7c27-6880-467a-b5a7-13cef5d729fe&pf_rd_r=7Q9PXXTTSHK30JZD79WH.

Students who are still learning English may need to use native language to English dictionaries/translators, native language texts (when available) and other supports to make the texts more accessible. They will need more time to read the texts.

Support for Organization

If students struggle with organization, you should

- consider printing and using a self-monitoring checklist[9] to help them stay on task;
- consider creating or asking students to help you create a daily or weekly to-do list[10] to help them stay on task and understand their responsibilities each day for school and at home;
- consider visual/pictorial directions[11] to help them understand what they should be doing at certain times throughout the day;
- provide clear, realistic expectations for the recommended duration of work sessions, and break assignments into manageable work periods with suggested break times throughout materials to support student needs; and/or
- provide visual support like social stories[12] and choice boards to reinforce expectations and support communication.

Support for Writing

If your student struggles to write, you should

- consider using tools such as transitions, grades 9-12, evidence sentence starters, grades 7-12, and organizational frames. If you are unsure of how to use these tools, you should request a telephone conference with the student's teacher for additional guidance.
- consider allowing students to respond orally while you write down their responses, **if they qualify for an accommodation of transcribed answers**; and/or
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[10] https://web.uri.edu/teachonline/the-power-of-to-do-lists/
[11] https://catapultlearning.com/2016/05/17/using-visual-supports-for-students-with-developmental-disabilities/
[12] http://www.researchautism.net/interventions/168/social-stories-and-autism?print=1

Bioethics

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