

11th Grade English Classroom

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NEH Implementation Plan: Incorporating Ping Chong and Co.'s Work

Unit Title	<i>Heart of Darkness</i>
Unit Length	10 Class Days (90 Min Class Length)
Texts	<i>Heart of Darkness</i> by Joseph Conrad, Excerpts from <i>King Leopold's Ghost</i> , Ping Chong and Co.'s "Blindness", Chinua Achebe's essay "An Image of Africa: Racism in <i>Heart of Darkness</i> ", Hunt Hawkin's essay " <i>Heart of Darkness</i> and Racism", "Paul B. Armstrong's Essay "Reading, Race, and Representing Others", "The Hollow Men" by T.S. Eliot
Essential Question(s)	What does it mean to be human? What does it mean to act humanely? Does man control his/her own destiny? How can we analyze a complex literary work? How does the point of view in a narration impact our reading?
Assessment(s)	<ul style="list-style-type: none">• In Class Group Scene Performance• In-class Commentary Timed Writing• Dialectical Journal Entries• Reading Check Quizzes• Literature Circles Group Discussions• Literary Analysis Essay• Socratic Seminar Discussions• Individual Oral Presentation (IB Diploma Requirement)
Enduring Understandings	<ul style="list-style-type: none">➤ Interpreting a difficult text is a skill that can be mastered with hard work and attention to detail.➤ Valid interpretation of literature must be substantiated with evidence logically analyzed.➤ Knowledge of the historical and cultural context of a work is essential to understanding the work.

Standards	<p>Common Core ELA Standards</p> <p>Reading 1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>Reading 2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>Reading 3: Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p>Reading 4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.</p> <p>Reading 5: Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p>Writing 2a-e: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>Speaking 1a-d: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>Speaking 2: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>Speaking 4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>
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Lesson Sample from this Unit

Unit Pacing:	1 st Day in Unit Cycle	9/19/16
Objective(s):	Students will be able to explain the cultural and historical background to Joseph Conrad's <i>Heart of Darkness</i> .	-Knowledge will be exhibited through quick write, class discussion, and end of reflective class writing.
	Students will walk away from this lesson with a	

Lesson Goal:	beginning understanding of King Leopold as a ruler and the setting of the Congo in the late 1800s. This background knowledge will prepare students to begin reading <i>Heart of Darkness</i> .	This is the foundation for beginning our unit on <i>Heart of Darkness</i> .
Prior Knowledge/ Assignments:	Students will have read the introduction to Adam Hochschild's <i>King Leopold's Ghost</i> before entering class.	
Agenda:	<p>Activate Knowledge: Based on your homework reading:</p> <ol style="list-style-type: none"> 1. Who was King Leopold? 2. How would you characterize his reign? <p>Whole Class Notes/Discussion: Contextual Background Overview</p> <ul style="list-style-type: none"> ➤ King Leopold ➤ Map of the Congo ➤ “White Man’s Burden” <p>Whole Class Reading: “Blindness” by Ping Chong and Co.</p> <ul style="list-style-type: none"> ➤ Assign roles to students to read particular part. ➤ Read through out loud as a class once. <p>Independent Quickwrite: Based on your reading, how is King Leopold portrayed in “Blindness”? What power dynamics exist? Cite specific evidence from the text and comment on the significance of this evidence. What message is “Blindness” conveying about this time period? Cite specific evidence fro the text and support your evidence with commentary.</p> <p>Performance: Students are assigned into groups of four. Students are then given 20 minutes to develop a short performance of the Ping Chong and Co.’s “Blindness” representing the text.</p> <p>Performance Presentations: Students present for their classmates their interpretations of “Blindness”. Class debriefs presentations.</p>	<p>Lesson Pacing:</p> <p>(5 minutes)</p> <p>(15 minutes)</p> <p>(20 minutes)</p> <p>(10 minutes)</p> <p>(20 minutes)</p> <p>(10 minutes)</p>

	<p>End of Class Writing Reflection: How did reading, interpreting, and performing “Blindness” help you begin to understand the cultural and historical context of Joseph Conrad’s <i>Heart of Darkness</i> that we will begin next class? Include any reflections on the performance aspect as well.</p> <p>Homework: Read and annotate the introduction to Hochschild’s <i>King Leopold’s Ghost</i>.</p>	(10 minutes)
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Other NEH Seminar Strategies Incorporated later in this Unit:

- **Ping Chong and Co. with Sara**
The following class after this lesson, students will begin the class viewing clips from Ping Chong and Co.’s “Blindness” before beginning their reading of *Heart of Darkness* in class.
- **Matthew Spangler’s Strategies for Adapting Literature**
 - Students will adapt a critical scene from *Heart of Darkness* into a script. This will lead to a deeper understanding of narrative structures and point of view in a work.
- **Ping Chong and Co. Personal Narrative Strategies;**
Upon the end of this unit, students will read and view clips from Ping Chong and Co’s performance “Cry for Peace: Voices from the Congo”.

Additional Resources:

Aguada, Ludy. “Moving Beyond ‘Huh?’: Ambiguity in *Heart of Darkness*”. Yale National Initiative. http://teachers.yale.edu/curriculum/viewer/initiative_13.02.01_u.

Chong, Ping and Co. “Blindness: The Irresistible Light of Encounter” 2004. <http://www.pingchong.org/interdisciplinary-performance/production-archive/blind-ness/>.