

10 th Grade	Quarter 2 Curriculum Map	Weeks 1-9
Introduction		
<p>In 2014, the Shelby County Schools Board of Education adopted a set of ambitious, yet attainable goals for school and student performance. The District is committed to these goals, as further described in our strategic plan, Destination 2025.</p> <p>By 2025,</p> <ul style="list-style-type: none"> ● 80% of our students will graduate from high school college or career ready ● 90% of students will graduate on time ● 100% of our students who graduate college or career ready will enroll in a post-secondary opportunity. <p>In order to achieve these ambitious goals, we must provide our students with high-quality, standards-aligned instruction in English Language Arts (ELA) that prepares them to be strong readers, writers, thinkers, and communicators. High-quality instruction provides quality content, effective teacher practices, and effective student practices every day for every student. In our ELA classrooms, we integrate the elements of literacy instruction and consistently provide opportunities for students to take ownership over their learning, as outlined in the SCS ELA Instructional Framework (see the full Framework on page 3).</p> <p>The curriculum maps are meant to help teachers and their support providers (e.g., coaches, leaders) to provide College and Career Ready (CCR) aligned instruction in pursuit of Destination 2025. The curriculum maps are a resource for organizing instruction to reach the TN State Standards, which define what to teach and what students need to learn at each grade level. The maps also support teachers in reaching the ELA Instructional Framework by providing resources and content that represent our vision for excellent ELA instruction, including the instructional shifts.</p>		
How to Use the Curriculum Maps		
<p>The curriculum map is meant to support effective planning and instruction; it is not meant to replace teacher planning or instructional practice. In fact, our goal is not to merely “cover the curriculum,” but rather to “uncover” it by developing students’ deep understanding of the content and mastery of the standards. While the curriculum map provides the foundation for what is taught in SCS classrooms, and that much is non-negotiable, teacher planning and decision making bring instructional materials to life in the classroom. To this end, the curriculum map should be viewed as a <i>guide</i>, not a <i>script</i>, and teacher should work to become experts in teaching and adapting the curriculum to meet the needs of their students.</p> <p>Curriculum maps outline the content and pacing for each grade and subject. For the 2017-18 school year, the curriculum maps will be based on a variety of curriculum resources intentionally selected to meet the demands of the TN State Standards and instructional shifts. In addition to the district-adopted textbook, units from LA Believes and LearnZillion will be included in the maps to supplement the current curriculum with deep, topic-driven units that include strong anchor texts and text sets that build knowledge that supports comprehension of grade-level text. Also, the HS English Companion Guide outlines a protocol or routine for teachers to prepare for lessons based on the materials provided in the curriculum maps. A few key practices are highlighted in the Companion Guide:</p> <ul style="list-style-type: none"> ● It is critical that teachers not only prepare to deliver <i>lessons</i>, but also prepare to teach from a variety of sources. The HS English Companion Guide outlines how to examine units and modules to understand the instructional logic of the curriculum before beginning lesson preparation. ● HS maps include many links to support instruction, and some instructional materials are digital. Teachers will be able to work more efficiently if they use the maps virtually. ● All HS maps have a section explaining the Culminating Task within the introduction of the unit. Teachers should always keep in mind that the end goal of the unit is the culminating task, so any efforts made to scaffold instruction should be in an effort to further prepare students to be able to complete the culminating task successfully. ● The HS English Companion Guide also outlines a “text talk” process for teachers to read the curriculum texts in advance of instruction and analyze those texts to understand their features and meaning. These text talks are particularly essential in the first year teaching any text. ● The HS English Companion Guide emphasizes that literacy instruction should <i>integrate</i> the elements of literacy instruction, so that reading, writing, speaking, listening, and language instruction work together for students to make meaning of texts and express their understanding. 		

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Guidance for ELA Lessons and Units		
<p>One of the most challenging choices we make as educators is how to spend our time with students, especially when no one structure or recipe will work for all students in all contexts. But, research suggests that some elements of instruction should happen daily, while others can occur less frequently. In order for our students to meet the literacy demands of the Standards, our students should be reading and discussing text daily. Teachers are encouraged to build structures and protocols into instruction that support student-driven explorations of text and discussions of content. Writing should be an extension of discussion so that students may record thinking or explain thinking. This may be done formally or informally, on graphic organizers or in journals, as a quick response or an extended response. The more authentic the writing experience, the more students will build knowledge while processing the text and discussion.</p> <p>The curriculum map provides resources to make sure students have these opportunities. Content is divided into units of study, and some units combine to create a larger module, depending on the resource used for the curriculum. Units are organized by week to help teachers align Standards and objectives, which are labeled as "Learning Targets." Each week in the map is divided into lessons; however, not all weeks have five lessons. The expectation is that teachers complete all the lessons of the week within that week, but pacing may vary depending on the needs of the students. Therefore, "flex" time has been added to allow teachers to extend critical learning opportunities and to accommodate various scheduling needs.</p>		
Guidance on Assessments and Tasks		
<p>Instructional strategies have been thoughtfully matched to learning targets and student outcomes included in the maps. Almost all of the chosen strategies come from one of the following reliable sources.</p> <ul style="list-style-type: none"> • Louisiana Believes Instructional Strategies, LA Department of Education • LearnZillion Guidebooks 2.0 (more information here) • Facing History and Ourselves Teaching Strategies • EL Education Protocols <p>Teachers are reminded that instruction and assessments must be aligned to TN State Standards. This includes writing assessments. For state-approved writing rubrics for the 2017-2018 school year, click here: https://www.tn.gov/education/topic/tcap-writing-rubrics</p> <p>Daily instruction helps students read and understand text and express that understanding. Within the maps, daily tasks have been provided to help students prepare to successfully complete a culminating task. With proper scaffolding, collaboration and discussion with peers, and teacher modeling, students should have enough practice through the daily tasks to be prepared for the culminating task</p> <p>The culminating task expects students to consolidate their learning and demonstrate mastery of Standards taught in previous lessons. Students express their final understanding of the anchor text and demonstrate meeting the expectations of the standards through a written essay.</p> <p>To assess mastery at a deeper level of understanding, students may also complete cold-read tasks. Students read a text or texts independently and answer a series of multiple-choice and constructed-response questions. While the text(s) relate to the unit focus, the text(s) have not been taught during the unit.</p> <p>Some units include an extension task. Students connect and extend their knowledge learned through texts in the unit to engage in research or writing. The research extension task extends the concepts studied in the set so students can gain more information about concepts or topics that interest them. The writing extension task either connects several of the texts together or is a narrative task related to the unit focus.</p>		

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SCS Instructional Framework		

The purpose of this Instructional Framework is to increase our capacity to improve students' literacy by outlining research-supported instructional practices and a shared language for what effective ELA instruction looks like and sounds like in Shelby County School. We believe that consistent use of these practices in every classroom could make measurable positive differences in SCS literacy achievement.

The recommended practices should occur throughout the day, including being integrated into science and social studies learning. These practices should be viewed as the minimum standard of literacy instruction for SCS, not as an exhaustive list of ELA instructional practices.

In our ELA classrooms, students will:

- **Build strong reading foundational skills, starting in the early grades.** Foundational literacy skills unlock the code of text so that students can read and write. We aim for all students to gain these critical skills in the early grades while supporting students of all ages as they strive towards reading proficiently.
- **Work with worthwhile and complex texts.** By reading, discussing and writing about rich texts students build their understanding of the world and their understanding of language. Students must experience a staircase of text complexity across their K-12 experience to prepare them for college and career.
- **Experience a volume of reading to build knowledge, vocabulary, fluency, and independence.** Reading a large volume and wide variety of texts provides students with critical practice in both skills-based and meaning-based competencies. This practice also builds more confident readers and lifelong habits of reading.
- **Regularly discuss and write about texts, grounded in evidence.** Students read texts closely and are challenged to speak and write about what they have read using evidence to justify their positions. Practice should include a focus on the academic language of texts and using such language in discussions and writing.
- **Own the thinking of the lesson.** Students should do most of the reading, thinking, speaking and talking in our classrooms, supported by their peers and their teacher. Students engage in the work of the lesson and take ownership of their learning.

Effective ELA instruction requires research-based instructional practices which include:

- **Thoughtfully planned and executed lessons.** Teachers use a deep understanding of grade-level standards, literacy development, and the curriculum units to ensure daily lessons have clear objectives, worthwhile texts, and aligned tasks. Lesson implementation supports students in achieving the lesson goals while maintaining the rigor of tasks and requiring students to do the thinking.
- **Attention to both skills-based and meaning-based competencies.** Proficient readers simultaneously use skills-based competencies (including decoding, word recognition, and fluency) and meaning-based competencies (including vocabulary and knowledge) to read and make sense of texts. Our students must receive instruction and practice in both competencies to become strong readers.
- **Daily integration of reading, speaking, listening and writing to understand texts and express understanding.** Literacy skills are complex and intertwined and are best developed when practiced in combination, not in isolation. Students need daily, connected practice with the *inputs* of reading and listening and the *outputs* of speaking and writing to develop and express understanding. Strong environments also provide students with regular opportunities to write about their acquired understanding of text and topics.
- **An environment that supports text-based discourse.** Teachers create habits of culture that provide opportunities for students to engage in text-based discussions. Student discussion in ELA builds understanding of the text and topic being studied.
- **Data-informed instruction.** Teachers develop a clear vision of success and use evidence of student thinking to monitor and adjust instruction. Student mistakes are viewed as opportunities for learning and guide teachers in providing strategic scaffolding for students to access rigorous content.

Research suggests these practices can have a positive impact on students, but they do not prescribe how the practices will be used as we know there is no one set recipe for success. Our students depend on educators making deliberate, researched-informed decisions daily to best meet their students. This document is intended to assist you in making those choices.

ELA Coaching Guide

The ELA Coaching Guide is a tool to diagnose when and if classrooms are meeting the expectations of the Instructional Framework. Designed as a developmental rather than an evaluation tool, it can be used for planning, reflection, and collaboration.

The [2017-18 Coaching Guide](#) can be found here. The Coaching Guide is based on the [Instructional Practice Guide from Achieve the Core](#).

Resource Toolkit	
The Tennessee ELA Standards & TNReady Blueprints	
<p>The Tennessee State ELA Standards: https://www.tn.gov/assets/entities/sbe/attachments/4-15-16_V_B_English_Language_Arts_Standards_Attachment.pdf</p>	Teachers can access the Tennessee State Standards through this link, which are featured throughout this curriculum map and represent college and career ready student learning at each respective grade level. These standards are new for the 2017-18 school year.
<p>TNReady Blueprints https://www.tn.gov/assets/entities/education/attachments/tnready_blueprints_ela_grade_9-12.pdf</p>	This document provides information about the design of TNReady assessments. Keep in mind, the TDOE advises that the blueprint "is not intended to be used solely as an instructional resource or as a pacing guide," instead the Standards (above) should be the primary guide for instructional decision making. The blueprint provides additional clarity about how the Standards will be assessed this year.
Shift 1: Regular Practice with Complex Text and its Academic Language	
<p>Student Achievement Partners Text Complexity Collection: http://achievethecore.org/page/642/text-complexity-collection</p>	Teachers can learn more about how to select complex texts (using quantitative, qualitative, and reader/task measures) using the resources in this collection.
<p>Student Achievement Partners Academic Word Finder: http://achievethecore.org/page/1027/academic-word-finder</p>	Teachers can copy and paste a text into this tool, which then generates the most significant Tier 2 academic vocabulary contained within the text.
Shift 2: Reading, Writing, and Speaking Grounded in Evidence from the Text	
<p>Student Achievement Partners Text-Dependent Questions Resources: http://achievethecore.org/page/710/text-dependent-question-resources</p>	Teachers can use the resources in this set of resources to craft their own text-dependent questions based on their qualitative and reader/task measures text complexity analysis.
Shift 3: Building Knowledge through Content-Rich Non-Fiction	
<p>Student Achievement Partners Text Set Projects Sequenced: http://achievethecore.org/page/1098/text-set-project-sequenced-under-construction</p>	Teachers can use this resource to learn about how to sequence texts into "expert packs" to build student knowledge of the world.

10 th Grade Curriculum At-a-Glance				
Quarter	Length	Unit Title	Anchor Text	Content Connections
1	9 weeks	<i>Rhetoric Unit</i>	"What is Rhetoric?" Brigham Young University	Social Studies, Leadership
2	4 weeks	<i>Edgar Allen Poe</i>	<i>The Masque of the Red Death</i> by Edgar Allen Poe	Social Studies
2	5 weeks	<i>Civil Disobedience</i>	"Civil Disobedience" by Henry David Thoreau	Social Studies, Civic Engagement
3	5 weeks	<i>Julius Caesar</i>	" <i>Julius Caesar</i> " by William Shakespeare	Social Studies and Fine Arts
3	4 weeks	<i>Antigone</i>	" <i>Antigone</i> " by Sophocles	Social Studies, Ancient Greece
4	9 weeks	<i>Henrietta's Dance</i>	<u>Henrietta's Dance</u> by Rebecca Skloot	Science, Ethics in Medical Research

Grade 10		Edgar Allan Poe	4 Weeks
Unit Overview			
Students will read “The Masque of the Red Death” by Edgar Allan Poe and explore how an author may use symbolism and allegory to convey the theme. Students will make connections across multiple texts in response to the essential question: How does figurative language help develop a deeper understanding of a text? In a culminating activity, students will engage in a writing workshop that asks them to synthesize information across texts.			
Essential Questions:			
<ul style="list-style-type: none"> • How does your analysis of figurative language help develop a deeper understanding of a text? • How can writing reflect a person’s life, thoughts, or feelings? • At what point should an obsession stop? • What are the boundaries of revenge? • How do Poe's use of setting, symbolism, personification, and simile impact the overall effect of the story? • Can having power or status change fate? 			
Anchor Text		Qualitative Analysis of Anchor Text	
<ul style="list-style-type: none"> • “The Masque of the Red Death” by Edgar Allan Poe, 1140L 		<p>To assist teachers with scaffolding instruction, the qualitative measures of the anchor text are provided here. These measures are based on the Text Complexity – Qualitative Measures Rubric.</p> <ul style="list-style-type: none"> • Meaning: Very Complex • Text Structure: Very Complex • Language Features: Very Complex • Knowledge Demands: Moderately Complex <p>Edgar Allan Poe’s, “The Masque of the Red Death” is “more accessible” for students based on its quantitative and qualitative measures. Students might have difficulty accessing the text’s multiple meanings and the author’s use of complex language and structure.</p>	
Related Texts			
Literary Texts			
“Annabel Lee” by Edgar Allan Poe “A Dream Within a Dream” by Edgar Allan Poe			
Informational Texts			
“The Puzzle of the Color Symbolism in The Masque of the Red Death,” Zimmerman			
Non- Print Texts			
Edgar Allen Mini Bio (3min. 49sec.) Masque of the Red Death Short Film- Part 1 (7min. 50sec.) Masque of the Red Death Short Film- Part 2 (8min. 20sec.)			

End-of-Unit Assessment:

Poe's works, "Mask of the Red Death," "A Dream Within a Dream," and "Annabel Lee" use specific elements to express meaning and develop theme. Determine a common theme between the works and develop an essay that analyzes and synthesizes the connection between the texts and how the author chooses to develop the theme. Use textual evidence from each text.

Unit Outcomes: Grade Level Standards Addressed**Reading: Literature**

9-10.RL.KID.2, 9-10.RL.KID.3, 9-10.RL.CS.4, 9-10.RL.CS.5, 9-10.RL.CS.6,

Reading: Information

9-10.RI.KID.2, 9-10.RI.KID.3

Language

9-10.L.CSE.1, 9-10.L.CSE.2, 9-10.L.KL.3, 9-10.L.VAU.4

Speaking and Listening

9-10.SL.CC.1, 9-10.SL.CC.2, 9-10.SL.CC.3

Writing

9-10.W.TTP.1, 9-10.W.TTP.2

Week 1**Reading Literature**

- 9-10.RL.KID.2 Determine a theme or central idea of a text and analyze its development; provide an objective or critical summary.
- 9-10.RL.KID.3 Analyze how complex characters, events, and ideas develop and interact over the course of a text to impact meaning.
- 9-10.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone, such as how language evokes a sense of time and place, and how it communicates an informal or formal tone.
- 9-10.RL.CS.5 Analyze how an author's choices concerning text structure, plot structure, and/or time manipulation create effects such as mystery, tension, or surprise.
- 9-10.RL.CS.6 Analyze how point of view and/or author's purpose shapes the content and style of diverse texts.
- 9-10.RL.IKI.7 Evaluate the topic, subject, and/or theme in two diverse formats or media.

Language

- 9-10.L.VAU.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 9th -10th grade-level text by choosing flexibly from a range of strategies.
- Use context as a clue to the meaning of a word or a phrase.
 - Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase.
 - Consult reference materials, both print and digital, to find the pronunciation of a word or phrase.
 - Use etymological patterns in spelling as clues to the meaning of a word or phrase.

Speaking and Listening

9-10.SL.CC.1 Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th - 10th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Writing

9-10.W.TTP.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.

A. Introduce precise claim(s).

B. Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

C. Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence.

D. Provide a concluding statement or section that follows from and supports the argument presented.

E. Use precise language and domain-specific vocabulary to manage the complexity of the topic.

F. Establish and maintain a formal style and objective tone.

Lesson 1	Instructional Plan
<p><u>High Quality Text(s):</u> “The Masque of the Red Death” by Edgar Allan Poe p. 371</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> Literature Textbook 	<p><u>Guiding Question:</u> How does symbolism help the author develop the theme?</p> <p><u>Learning Target:</u> Students read “Masque of the Red Death” and determine the how the author develops the theme of the text. (9-10.RL.KID.2, 9-10.RL.KID.3)</p> <p><u>Agenda</u></p> <ul style="list-style-type: none"> Review the background information of the text to lead into discussion. Activate Prior knowledge by asking about modern day disease and illness protection, mass hysteria, and health concerns. (Textbook page 371-372) Have students discuss in small groups. (Possible discussion questions: Are there modern diseases that people are afraid of to extreme degrees? What types of modern technological/medical advances make the idea of the “Black Death” unrealistic? Do people that have more wealth have better chances of defeating obstacles like disease easier?) Students listen to a masterful read of the first part of the text and read the remaining independently. Students should focus on highlighting and annotation key details that lead to the theme or support the text’s message. Inform students that this information may come in the form of symbolism and prompt students to record this information while reading using a chart like the one found on page 369. Students summarize the events of the story. After summarizing, students share with a small group and

	<p>revise as necessary.</p> <p><u>Text-Dependent/Text-Specific Questions</u> (Sample)</p> <ul style="list-style-type: none"> Identify the symbols presented within the text. What do they symbolize? How do you know? Use evidence from the text. <p><u>Daily Writing Practice</u> As noted in the agenda, students write a summary of the reading.</p>
Lesson 2	Instructional Plan
<p><u>High Quality Text(s):</u> “The Masque of the Red Death” by Edgar Allan Poe p. 371</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> Literature Textbook 	<p><u>Guiding Question:</u> How does symbolism help the author develop the theme?</p> <p><u>Learning Target:</u></p> <ul style="list-style-type: none"> Students read “Masque of the Red Death” and determine the how the author develops the theme of the text. (9-10.RL.KID.2, 9-10.RL.KID.3) <p><u>Agenda</u></p> <ul style="list-style-type: none"> Students reread the text with partners or in small groups. Students annotate with a focus on symbolism and the evidence that supports it. This could be a continuation from the previous day. Students respond (this could be done in small or whole group) to question 3 on page 381 of the textbook. Students complete “Literary Analysis: Symbolism and Allegory” graphic organizer. (See page 368d of textbook). Provide time for students to work independently on the activities before whole group discussion. <p><u>Text-Dependent/Text-Specific Questions</u> (Sample) N/A- See bullet 2 above.</p> <p><u>Daily Writing Practice</u> Students revise/add to their summary from the previous day based on the continued discussion and activities. Encourage students to revisit the text for evidence.</p>
Lesson 3	Instructional Plan

<p><u>High Quality Text(s):</u> “The Masque of the Red Death” by Edgar Allan Poe p. 371</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> • Literature Textbook • Chart Paper • Colored Pencils/Markers 	<p><u>Guiding Question:</u> How does symbolism help the author develop the theme?</p> <p><u>Learning Target:</u></p> <ul style="list-style-type: none"> • Students analyze “Masque of the Red Death” and determine the how the author develops the theme of the text in a group discussion. (9-10.RL.KID.2, 9-10.RL.KID.3) <p><u>Agenda</u></p> <ul style="list-style-type: none"> • Use the chalk talk protocol for a silent discussion using the TDQ’s listed below. • After the silent discussion, allow students the opportunity to process the responses noted in the silent discussion in writing. After the silent discussion, engage students in a verbal discussion using the same questions. <p><u>Text-Dependent/Text-Specific Questions (Sample)</u></p> <ul style="list-style-type: none"> • Use details from the story to describe the rooms where the masquerade is held (General Understandings). What is significant about these descriptions? • Compare and contrast life inside the castle / abbey to that across the country. (General Understandings) • What do the room descriptions suggest about the prince’s tastes and values? (Author’s Purpose) What does this suggest about society then and now? • In the story, the stranger might be viewed as a symbol of death. Describe how this manifests itself in the text. What is the conflict being described here? (Vocab and Text Structure) • What is the significance of the Prince holding a masquerade? (Inferences) • What is the significance of the last room? (Inferences) • How are the rooms representative of the conflict mankind experiences in the face of death? (Inferences) • What message does Poe convey about attempting to avoid conflict? Explain your answer. (Opinions, Arguments, and Text Connections) • What progress do you think is made as a result of the conflict that exists between mankind and death in this text? (Inferences/Opinions, Arguments, and Text Connections) • Using evidence from the text, does it appear that progress can occur without this conflict? Explain your answer. (Inferences/Opinions, Arguments, and Text Connections) <p><u>Daily Writing Practice</u></p> <p>As an exit ticket or for homework, have students respond in writing to question 8 as listed above. Encourage students to use the space of a couple paragraphs and specific evidence from the text to support their thinking.</p>
<p>Lesson 4</p>	<p>Instructional Plan</p>

<p><u>High Quality Text(s):</u> “The Masque of the Red Death” by Edgar Allan Poe p. 371 Masque of the Red Death Short Film- Part 1 (7min. 50sec.) Masque of the Red Death Short Film- Part 2 (8min. 20sec.)</p> <p><u>Materials:</u> Literature Textbook</p>	<p><u>Guiding Question:</u> How does symbolism help the author develop the theme?</p> <p><u>Learning Target:</u></p> <ul style="list-style-type: none"> Students analyze a film version of “Masque of the Red Death” and evaluate the development of theme in comparison to the written text. (9-10.RL.IK1.7) <p><u>Agenda</u></p> <ul style="list-style-type: none"> Students view the film versions of the text. Ask that students consider the question listed below as they watch the film. After viewing film, provide students with time to write out responses to the questions before engaging in a whole group discussion. <p><u>Text-Dependent/Text-Specific Questions (Sample)</u></p> <ul style="list-style-type: none"> What is the effect of hearing the clock? How does this sound effect impact the theme of the text? Does this actor’s portrayal match Poe’s characterization of Prince Prospero? Why or why not? Does this support or contradict the that the character is used to develop the theme of the text in the written version? Which images stand out throughout the video, specifically in the conclusion, and why does the director make the choice to spotlight that image. What does it add to the story? The theme? Does the film version produce any new symbolism? Does it highlight any? <p><u>Daily Writing Practice</u> As an exit ticket or for homework, have students respond to the following prompt: Compare and contrast the development of theme through symbolism in the film version and the written version of “Masque of the Red Death.”</p>
<p>Lesson 5</p>	<p>Instructional Plan</p>

<p><u>High Quality Text(s):</u> “The Masque of the Red Death” by Edgar Allan Poe p. 371</p> <p><u>Materials:</u> Literature Textbook</p>	<p><u>Guiding Question:</u> How does symbolism help the author develop the theme?</p> <p><u>Learning Target:</u></p> <ul style="list-style-type: none"> Students analyze “Masque of the Red Death” and determine the how the author develops the theme of the text in a timed writing activity. (9-10.RL.KID.2, 9-10.RL.KID.3) <p><u>Agenda</u></p> <ul style="list-style-type: none"> Students draft a response to the following timed writing prompt: What is the overall theme of the story? What are the most significant symbols and how do they work to develop the theme of the text? Students should share their response with a partner for feedback and revise/edit as necessary. <p><u>Text-Dependent/Text-Specific Questions (Sample)</u> N/A</p> <p><u>Daily Writing Practice</u> Timed writing activity as listed above.</p>
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Week 2

Instructional Focus

Reading: Informational Text

- 9-10.RI.KID.2 Determine a central idea of a text and analyze its development; provide an objective or critical summary.
- 9-10.RI.KID.3 Analyze how an author presents and develops key ideas and events to impact meaning.

Reading Literature

- 9-10.RL.KID.2 Determine a theme or central idea of a text and analyze its development; provide an objective or critical summary.
- 9-10.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone, such as how language evokes a sense of time and place, and how it communicates an informal or formal tone.
- 9-10.RL.CS.6 Analyze how point of view and/or author's purpose shapes the content and style of diverse texts

Language

- 9-10.L.VAU.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 9th -10th grade-level text by choosing flexibly from a range of strategies.
- A. Use context as a clue to the meaning of a word or a phrase.
- B. Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase.

- C. Consult reference materials, both print and digital, to find the pronunciation of a word or phrase.
D. Use etymological patterns in spelling as clues to the meaning of a word or phrase.

Speaking and Listening

- 9-10.SL.CC.1 Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th - 10th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
9-10.SL.CC.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; identify any fallacious reasoning and/or exaggerated or distorted evidence.

Writing

- 9-10.W.TTP.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.
A. Introduce precise claim(s).
B. Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
C. Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence.
D. Provide a concluding statement or section that follows from and supports the argument presented.
E. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
F. Establish and maintain a formal style and objective tone.

Lesson 6	Instructional Plan
<p><u>High Quality Text(s):</u> “The Puzzle of the Color Symbolism in ‘The Masque of the Red Death’: Solved at Last” Zimmerman</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> Supplemental Article 	<p><u>Guiding Question:</u> How does symbolism help the author develop the theme?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> Read informational text to support analysis of Poe’s literature and the development of theme through the use of symbolism. (9-10.RI.KID.2) <p><u>Agenda</u></p> <ul style="list-style-type: none"> Have students listen to a fluent reading of the text “The Puzzle of the Color Symbolism in ‘The Masque of the Red Death’: Solved at Last.” Students underline/highlight the key ideas presented in the text. In writing, have students summarize the author’s claims and compare their findings in a small group. Use the questions listed below to guide students’ thinking. Students should revise their summaries based on their group discussion. <p><u>Text-Dependent/Text-Specific Questions (Sample)</u></p>

	<ul style="list-style-type: none"> • What claims does the author make about the use of symbolism in the text? • What is the overall perspective of the critics cited in this text? Does this influence Zimmerman’s message? <p><u>Daily Writing Practice</u> Students summarize the reading of the informational text and revise as needed.</p>
Lesson 7	Instructional Plan
<p><u>High Quality Text(s):</u> “The Puzzle of the Color Symbolism in ‘The Masque of the Red Death’: Solved at Last” Zimmerman</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> • Supplemental Article 	<p><u>Guiding Question:</u> How does symbolism help the author develop the theme?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> • Participate in a discussion of “The puzzle of the Color of Symbolism in ‘The Masque of the Red Death’: Solved as Last” to support analysis of Poe’s literature and the development of theme through the use of symbolism. (9-10.RI.KID.2, 9-10.SL.CC.1) <p><u>Agenda</u></p> <ul style="list-style-type: none"> • Students prepare for a whole group silent discussion by rereading the text and collecting evidence and support. Have students reread the text with a partner or in small groups and annotate and highlight for specific details and evidence that speak to the key ideas as discussed during the previous lesson. • Students should engage in a small group discussion considering the relationship between color and time in the short story and the claims Zimmerman makes. Think about colors associated with spring, fall, night, day, etc. Read selections from Zimmerman’s article to support this discussion. The section on page 1 that begins with “H.H Bell reads...” spends time speaking to different perspectives of the color symbolism. <p><u>Text-Dependent/Text-Specific Questions (Sample)</u></p> <ul style="list-style-type: none"> • What is the relationship between color and time in the short story? How is this discussed in the Zimmerman article? <p><u>Daily Writing Practice</u> For homework, have students continue to revise their summaries as needed.</p>
Lesson 8	Instructional Plan

<p><u>High Quality Text(s):</u> “The Puzzle of the Color Symbolism in ‘The Masque of the Red Death’: Solved at Last” Zimmerman</p> <p><u>Materials:</u> Supplemental Article</p>	<p><u>Guiding Question:</u> How does symbolism help the author develop the theme?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> Participate in a discussion of “The puzzle of the Color of Symbolism in ‘The Masque of the Red Death’: Solved as Last” to support analysis of Poe’s literature and the development of theme through the use of symbolism. (9-10.RI.KID.2, 9-10.SL.CC.1) <p><u>Agenda</u></p> <ul style="list-style-type: none"> Use the chalk talk protocol for a silent discussion using the TDQ’s listed below. After the silent discussion, allow students the opportunity to process the responses noted in the silent discussion in writing. After the silent discussion, engage students in a verbal discussion using the same questions. <p><u>Text-Dependent/Text-Specific Questions (Sample)</u></p> <ul style="list-style-type: none"> What does the word “chromatic” mean as it is used in the text? What impact does this have on the text? Use evidence from the text to support your response. Throughout the text, there are many opinions about the symbolism of the colors of the rooms. Which room/color interpretations seems most consistent among the critics? Use evidence from the text to support your response. Which critic has the most valid interpretation? Why? Use evidence from the text to support your response. How does the author feel about the possibility of the colors of the rooms being symbols? Explain his justification for this belief. Summarize the overall perspectives of the critics as presented in the text. Use evidence from the text to support your thinking. During the first half of the text. The author uses words and phrases like “jarringly disparate nuances”, “visual shock”, and “disharmonious”. Why does the author choose to use such strong language? What message is he conveying and what impact does it have his argument. <p><u>Daily Writing Practice</u></p> <p>As an exit ticket or for homework, have students respond in writing to question 8 as listed above. Encourage students to use the space of a couple paragraphs and specific evidence from the text to support their thinking.</p>
<p>Lesson 9</p>	<p>Instructional Plan</p>

<p><u>High Quality Text(s):</u> “The Puzzle of the Color Symbolism in ‘The Masque of the Red Death’: Solved at Last” Zimmerman</p> <p><u>Materials:</u> Supplemental Article</p>	<p><u>Guiding Question:</u> How does symbolism help the author develop the theme?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> Evaluate the use of colors of the short story as symbolism in a writing activity. (9-10.RI.KID.2, 9-10.RL.KID.2, 9-10.W.TTP.1) <p><u>Agenda</u></p> <ul style="list-style-type: none"> Have students reread sections of the text that speak to a different perspective of the color symbolism in Poe’s short story. Students write a critique in which they evaluate the colors of the rooms as symbols based on their reading of the text and the short story. Students should use evidence from both texts to support their critique. <p><u>Text-Dependent/Text-Specific Questions (Sample)</u></p> <ul style="list-style-type: none"> Identify the frequent use of color in the short story. What role does the use of color play in the text? What does each color symbolize? Use specific evidence from the text to support your thinking. <p><u>Daily Writing Practice</u> Students engage in writing task as outlined above.</p>
Lesson 10	Instructional Plan
<p><u>High Quality Text(s):</u> “The Puzzle of the Color Symbolism in ‘The Masque of the Red Death’: Solved at Last” Zimmerman</p> <p><u>Materials:</u> Supplemental Article</p>	<p><u>Guiding Question:</u> How does symbolism help the author develop the theme?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> Evaluate the use of colors of the short story as symbolism in a writing activity. (9-10.RI.KID.2, 9-10.RL.KID.2, 9-10.W.TTP.1) <p><u>Agenda</u></p> <ul style="list-style-type: none"> Students share their response/critique from the previous day in small group. Students provide oral peer feedback regarding the content of the critique using guiding questions. (Possible guiding questions: Does the student make a clear statement as to what each color represents? Does this interpretation make sense logically for the time period of the text? Does the writer provide support from multiple sources for their interpretation of the colors as symbols? Students may revise and edit their critique based on feedback from peers. <p><u>Text-Dependent/Text-Specific Questions (Sample)</u></p>

N/A

Daily Writing Practice

Students engage in writing task as outlined above.

Week 3**Instructional Focus****Reading Literature**

- 9-10.RL.KID.2 Determine a theme or central idea of a text and analyze its development; provide an objective or critical summary.
- 9-10.RL.CS.5 Analyze how an author's choices concerning text structure, plot structure, and/or time manipulation create effects such as mystery, tension, or surprise.
- 9-10.RL.IKI.7 Evaluate the topic, subject, and/or theme in two diverse formats or media.

Language

- 9-10.L.VAU.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 9th -10th grade-level text by choosing flexibly from a range of strategies.
- A. Use context as a clue to the meaning of a word or a phrase.
 - B. Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase.
 - C. Consult reference materials, both print and digital, to find the pronunciation of a word or phrase.
 - D. Use etymological patterns in spelling as clues to the meaning of a word or phrase.

Speaking and Listening

- 9-10.SL.CC.1 Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th - 10th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Writing

- 9-10.W.TTP.2 Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.
- A. Provide an introduction that is relevant to the rest of the text and effectively engages the audience.
 - B. Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions.
 - C. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
 - D. Provide a concluding statement or section that follows from and supports the information or explanation presented.
 - E. Use appropriate formatting, graphics, and multimedia to aid comprehension.
 - F. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
 - G. Establish and maintain a formal style and objective tone.

Lesson 11	Instructional Plan
<p><u>High Quality Text(s):</u> “Anabelle Lee” by Edgar Allan Poe</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> • Poem Printed Text 	<p><u>Guiding Question:</u> How does the author use structure to help develop the theme?</p> <p><u>Learning Targets</u> Students read and analyze “Annabel Lee” to determine the poem’s theme and how it is developed. (9-10.RL.KID.2)</p> <p><u>Agenda</u></p> <ul style="list-style-type: none"> • Students listen to a masterful read of the poem. During the reading, students note words that are repeated throughout the text. Students discuss the significance of these words as they relate to the overall meaning of the poem. Students briefly summarize their findings. • Have students (working in small groups) draw a circle on a piece of paper (as modeled by teacher) and start a cluster diagram labeled “Loss.” Students will add to it by naming important losses people suffer. Have students begin a second cluster diagram labeled “Emotions That Go with a Loss.” Students will compare the emotions in the diagram with those expressed by the speaker in “Annabelle Lee.” • Students use their diagram to discuss the following prompt: Compare and contrast the emotions of the speaker in the poem, “Annabel Lee” to the emotions of the main character towards the end of the story, “The Masque of the Red Death.” Students also use the diagram to discuss the key message and how it is communicated. • Students take time to respond independently in writing. <p><u>Text-Dependent/Text-Specific Questions (Sample)</u></p>

	<ul style="list-style-type: none"> • Compare and contrast the emotions of the speaker in the poem, “Annabel Lee” to the emotions of the main character towards the end of the story, “The Masque of the Red Death.” • What is the key message of “Annabel Lee” and how is it communicated? How is this similar to the short story? <p><u>Daily Writing Practice</u> Students take time to respond independently in writing to the TDQs.</p>
Lesson 12	Instructional Plan
<p><u>High Quality Text(s):</u> “A Dream Within a Dream” by Edgar Allan Poe</p> <p><u>Materials:</u> Poem Printed Text</p>	<p><u>Guiding Question:</u> How does the author use structure to help develop the theme?</p> <p><u>Learning Targets</u> Students read and analyze “A Dream Within a Dream” to determine the poem’s theme and how it is developed. (9-10.RL.KID.2)</p> <p><u>Agenda</u></p> <ul style="list-style-type: none"> • Students listen to a masterful read of the poem. During the reading, students note words that are repeated or speak to the overarching themes that are present to the Poe works in this unit. Students discuss the significance of these words as they relate to the overall meaning of the poem. • In a T-chart format, students paraphrase the stanzas of the poem with a partner. • Students summarize their findings independently and then discuss in small group. • Students use their findings to respond to the following prompt: Compare and contrast the two poems, “Annabel Lee” and “A Dream Within a Dream”. What common theme is shared among them? How does this compare to “Masque of the Red Death?” What symbolism does the author use and how does this impact the poem’s message? <p><u>Text-Dependent/Text-Specific Questions (Sample)</u></p> <ul style="list-style-type: none"> • Compare and contrast the two poems, “Annabel Lee” and “A Dream Within a Dream”. What common theme is shared among them? How does this compare to “Masque of the Red Death?” • What symbolism does the author use and how does this impact the poem’s message? • What is the theme of the poem and how is it communicated? <p><u>Daily Writing Practice</u> Students summarize the key message of the poem.</p>

Lesson 13	Instructional Plan
<p><u>High Quality Text(s):</u> “A Dream Within a Dream” by Edgar Allan Poe “Annabel Lee” by Edgar Allan Poe “Masque of the Red Death” by Edgar Allan Poe</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> Poems Printed Text 	<p><u>Guiding Question:</u> How does the author use structure to help develop the theme?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> Synthesize information from Poe works to determine a common theme. (9-10.RL.IKI.7) <p><u>Agenda</u></p> <ul style="list-style-type: none"> Students reread both poems and discuss the theme of each. Independently students complete a bubble map for each poem and the short story. Students should use the map to identify potential themes of each and the textual evidence that support those themes. As a small group have students decide on a common theme among the three. Then have students complete a 3 component venn diagram that compares and contrasts the development of the selected theme in each of the selections. Students should be prepared to discuss in whole group. <p><u>Text-Dependent/Text-Specific Questions (Sample)</u></p> <ul style="list-style-type: none"> What theme is common among the Poe works in this unit? How is that theme developed in each text? <p><u>Daily Writing Practice</u> Students outline their thoughts using a graphic organizer.</p>
Lesson 14	Instructional Plan
<p><u>High Quality Text(s):</u> “A Dream Within a Dream” by Edgar Allan Poe “Annabel Lee” by Edgar Allan Poe “Masque of the Red Death” by Edgar Allan Poe</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> Poems Printed Text 	<p><u>Guiding Question:</u> How does the author use structure to help develop the theme?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> Synthesize information from Poe works to determine a common theme. (9-10.RL.IKI.7) <p><u>Agenda</u></p> <ul style="list-style-type: none"> Students engage in a timed writing activity: Compare and contrast the themes of the texts, focusing on the larger ideas of each text. Is there a significant difference? Is there a significant similarity? How are these ideas developed? Use evidence from the texts to explain your thinking. <p><u>Text-Dependent/Text-Specific Questions (Sample)</u> N/A</p>

	<p><u>Daily Writing Practice</u> Timed writing activity as listed above.</p>
Lesson 15	Instructional Plan
<p><u>High Quality Text(s):</u> “A Dream Within a Dream” by Edgar Allan Poe “Annabel Lee” by Edgar Allan Poe “Masque of the Red Death” by Edgar Allan Poe</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> Poems Printed Text 	<p><u>Guiding Question:</u> How does the author use structure to help develop the theme?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> Synthesize information from Poe works to determine a common theme. (9-10.RL.IK1.7) <p><u>Agenda</u></p> <ul style="list-style-type: none"> Provide students with the opportunity to share their quick write from the previous class with a small group. Students should focus the discussion on textual evidence. Students should share feedback and revise as necessary. This activity can be used as a resources for the EOU assessment. <p><u>Text-Dependent/Text-Specific Questions (Sample)</u> N/A</p> <p><u>Daily Writing Practice</u> Timed writing activity as listed above.</p>

Week 4

Instructional Focus

Writing	
9-10.W.TTP.2	Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content. A. Provide an introduction that is relevant to the rest of the text and effectively engages the audience. B. Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions. C. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. D. Provide a concluding statement or section that follows from and supports the information or explanation presented. E. Use appropriate formatting, graphics, and multimedia to aid comprehension. F. Use precise language and domain-specific vocabulary to manage the complexity of the topic. G. Establish and maintain a formal style and objective tone.
9-10.W.PDW.4,	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.)
9-10.W.PDW.5	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Lesson 16	Instructional Plan
<p><u>High Quality Text(s):</u> “The Masque of the Red Death” p. 371</p> <p>“Annabel Lee” by Edgar Allan Poe</p> <p>“A Dream within Dreams” by Edgar Allan Poe</p> <p><u>Materials:</u> N/A</p>	<p><u>Guiding Question:</u> How does symbolism help the author develop the theme?</p> <p><u>Learning Targets</u> End of Unit Assessment</p> <p><u>Agenda</u> Students complete the End of Unit Assessment as outlined below</p> <p>Poe’s works, “Mask of the Red Death,” “A Dream Within a Dream,” and “Annabel Lee” use specific elements to express meaning and develop theme. Determine a common theme between the works and develop an essay that analyzes and synthesizes the connection between the texts and how the author chooses to develop the theme. Use textual evidence from each text.</p> <p>Be sure to:</p> <ul style="list-style-type: none"> • Closely read the prompt • Address all elements of the prompt in your response

- | | |
|--|--|
| | <ul style="list-style-type: none">• Paraphrase, quote, and reference relevant evidence to support your claim• Organize your ideas in a cohesive and coherent manner• Maintain a formal style of writing• Follow the conventions of standard written English |
|--|--|

**This is an extended writing task that students should be engaged in for 3-5 days. Teachers should pace the lesson according to student need, allowing time for the entire writing process and peer review.

Grade 10		Civil Disobedience	5 Weeks
Unit Overview			
In this unit, students first read “Ideas Live On,” a speech that Benazir Bhutto delivered in 2007. Students consider how Bhutto introduces and develops central ideas in the text, such as exercise of power and the relationship between the individual and the state, paying particular attention to her use of rhetoric. Next, students analyze the complex ideas and language in Henry David Thoreau’s essay, “Civil Disobedience.” In addition to exploring Thoreau’s ideas, students consider the power of his language, in particular, how his use of rhetoric and figurative language establishes his point of view.			
Essential Questions:			
<ul style="list-style-type: none"> • What does Thoreau mean by a “better government”? • How is rhetoric used in texts to make a point about the relationship between a government and its citizens? 			
Anchor Text		Qualitative Analysis of Anchor Text	
Civil Disobedience by Henry David Thoreau, 1340L		<p>To assist teachers with scaffolding instruction, the qualitative measures of the anchor text are provided here. These measures are based on the Text Complexity – Qualitative Measures Rubric.</p> <ul style="list-style-type: none"> • Meaning: Moderately Complex • Text Structure: Very Complex • Language Features: Exceedingly Complex • Knowledge Demands: Very Complex <p>Both the quantitative and qualitative measures of Thoreau’s <i>Civil Disobedience</i> are on the higher end of text complexity for this grade level. The text has language and structure that will need to be addressed throughout the reading.</p>	
Related Texts			
Informational Text			
“Ideas Live On” by Benazir Bhutto			
Detailed materials, including lesson pacing, TDQs, daily activities, performance tasks, and scoring rubrics can be found at https://www.engageny.org/resource/grade-12-ela-module-2 (full module).			
End-of-Unit Assessment:			
Rely on your reading and analysis of “Civil Disobedience” to write a well-developed essay to the following prompt: What does Thoreau mean by “a better government”? Use evidence from throughout the text to support your response.			
Unit Outcomes: Grade Level Standards Addressed			
Reading: Informational Texts			
9-10.RI.KID.1, 9-10.RI.KID.2, 9-10.RI.KID.3, 9-10.RI.CS.5, 9-10.RI.CS.6			
Language			
9-10.L.CSE.1, 9-10.L.CSE.2, 9-10.L.VAU.4, 9-10.L.VAU.5, 9-10.L.VAU.6			
Speaking & Listening			
9-10.SL.CC.1			

Writing

9-10.W.TTP.2, 9-10.W.PDW.4, 9-10.W.PDW.5, 9-10.W.RBPK.9

Week 5**Instructional Focus****Reading: Informational Texts**

- 9-10.RI.KID.1 Analyze what the text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.
- 9-10.RI.KID.2 Determine a central idea of a text and analyze its development; provide an objective or critical summary.
- 9-10.RI.CS.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose

Language

- 9-10.L.CSE.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; use effective parallel structure and various types of phrases and clauses to convey specific meaning and add variety and interest to writing or presentations.
- 9-10.L.CSE.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, use knowledge of punctuation to enhance sentence style to support the content of the sentence; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.
- 9-10.L.VAU.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 9th -10th grade-level text by choosing flexibly from a range of strategies.
- A. Use context as a clue to the meaning of a word or a phrase.
- B. Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase.
- C. Consult reference materials, both print and digital, to find the pronunciation of a word or phrase.
- D. Use etymological patterns in spelling as clues to the meaning of a word or phrase.
- 9-10.L.VAU.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings in grades 9-10 reading and content; interpret figures of speech in context and analyze their role in the text; analyze nuances in the meaning of words with similar denotations.

Speaking & Listening

- 9-10.SL.CC.1 Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th - 10th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Writing

- 9-10.W.RBPK.9 Support and defend interpretations, analyses, reflections, or research with evidence found in literature, applying grade band 9-10 standards for reading to source material.

Lesson 1**Instructional Plan**

<p><u>High Quality Text(s):</u> “Ideas Live On” by Benazir Bhutto</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> Printed Copy of Text 	<p><u>Guiding Question:</u> What is the author’s point of view and how is it conveyed throughout the text?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> Read “Ideas Live On” and summarize the key information. (9-10.RI.KID.2) <p><u>Agenda</u></p> <ul style="list-style-type: none"> Have students listen to a masterful reading of “Ideas Live On” by Benazir Bhutto. Ask students to focus on Bhutto’s ideas about effective government. Students should annotate these instances on the printed text. In pairs, reread paragraphs 1-3 and annotate and take note of key ideas and the evidence that support the writer’s ideas about effective government. Students should answer the following questions listed below. This can be done in small group or as a part of class discussion during and after reading. <p><u>Text-Dependent/Text-Specific Questions (Sample)</u></p> <ul style="list-style-type: none"> What point of view does Bhutto establish in paragraphs 1–3? What is the impact of Bhutto’s use of quotes in the first two paragraphs on the meaning of her speech? <p><u>Daily Writing Practice</u> After reading the text, have students summarize the text on their own. Encourage students to speak to the author’s point of view and what the author says and does to communicate this. Students will have the opportunity to revise their summary during a later lesson.</p>
Lesson 2	Instructional Plan
<p><u>High Quality Text(s):</u> “Ideas Live On” by Benazir Bhutto</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> Printed Copy of Text 	<p><u>Guiding Question:</u> What is the author’s point of view and how is it conveyed throughout the text?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> Reread sections of “Ideas Live On” to determine how the author develops his point of view. (9-10.RI.CS.6) <p><u>Agenda</u></p> <ul style="list-style-type: none"> Have students review the text as discussed the previous day. In pairs, reread paragraphs- 4-10 and annotate and take note of key ideas and the evidence that supports it. Students should answer the following questions listed below. This can be done in small group or as a part of class discussion during and after reading. <p><u>Text-Dependent/Text-Specific Questions (Sample)</u></p>

	<ul style="list-style-type: none"> • How do the ideas that you have underlined support Bhutto’s point of view? • How does Bhutto’s question in paragraph 7 develop the point of view Bhutto establishes in paragraphs 1–3? • How does Bhutto further develop her point of view when she states, “The reflection and thought of the past is giving way to the speed of the future” (par. 10)? <p><u>Daily Writing Practice</u> As an ongoing assignment for this week, students should spend time revising and adding to their summary from the first lesson in this unit based on the class discussion and activity.</p>
Lesson 3	Instructional Plan
<p><u>High Quality Text(s):</u> “Ideas Live On” by Benazir Bhutto</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> • Printed Copy of Text 	<p><u>Guiding Question:</u> What is the author’s point of view and how is it conveyed throughout the text?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> • Reread sections of “Ideas Live On” to determine how the author develops his point of view. (9-10.RI.CS.6) <p><u>Agenda</u></p> <ul style="list-style-type: none"> • Have students review the text as discussed the previous day. • In pairs, reread paragraphs 11-23 and annotate and take note of key ideas and the evidence that supports it. • Students should answer the following questions listed below. This can be done in small group or as a part of class discussion during and after reading. <p><u>Text-Dependent/Text-Specific Questions (Sample)</u></p> <ul style="list-style-type: none"> • Identify an idea that is common to both paragraphs 3 and 11. • Which areas does Bhutto identify as key to Pakistan’s future in paragraph 11? • How does Bhutto support her criticism of the military in paragraphs 12–23? • How does Bhutto develop her criticism of the political system in paragraph 14? • What criticisms does Bhutto make of the military dictatorship’s economic approach in paragraphs 18–23? • In paragraph 18, what kind of relationship does Bhutto suggest that the military government has with its citizens? • How does Bhutto's criticism of military rule develop a central idea? • Based on Bhutto’s statement in paragraph 13, what can you infer about the purpose of her speech? <p><u>Daily Writing Practice</u> As an ongoing assignment for this week, students should spend time revising and adding to their summary from the first lesson in this unit based on the class discussion and activity.</p>

Lesson 4	Instructional Plan
<p><u>High Quality Text(s):</u> “Ideas Live On” by Benazir Bhutto</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> Printed Copy of Text 	<p><u>Guiding Question:</u> What is the author’s point of view and how is it conveyed throughout the text?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> Reread sections of “Ideas Live On” to determine how the author develops his point of view. (9-10.RI.CS.6) <p><u>Agenda</u></p> <ul style="list-style-type: none"> Have students review the text as discussed the previous day. In pairs, reread paragraphs 24-28 and annotate and take note of key ideas and the evidence that supports it. Students should answer the following questions listed below. This can be done in small group or as a part of class discussion during and after reading. <p><u>Text-Dependent/Text-Specific Questions (Sample)</u></p> <ul style="list-style-type: none"> How does Bhutto use figurative language to develop a central idea in paragraphs 24–27? How does Bhutto’s claim in the first sentence of paragraph 26 relate to a central idea in the speech? How does Bhutto use rhetoric to develop a central idea in paragraph 27? How do the words Bhutto use to describe the society and citizens of Pakistan impact the tone of paragraph 27? What is Bhutto’s call to action in paragraph 28 and how does it develop central ideas from her speech? How do Bhutto’s choices about how to end her speech relate to the choices she made about how to begin her speech? <p><u>Daily Writing Practice</u></p> <p>As an ongoing assignment for this week, students should spend time revising and adding to their summary from the first lesson in this unit based on the class discussion and activity.</p>
Lesson 5	Instructional Plan

<p><u>High Quality Text(s):</u> “Ideas Live On” by Benazir Bhutto</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> Printed Copy of Text 	<p><u>Guiding Question:</u> What is the author’s point of view and how is it conveyed throughout the text?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> Reread sections of “Ideas Live On” to determine how the author develops his point of view. (9-10.RI.CS.6) <p><u>Agenda</u></p> <ul style="list-style-type: none"> Have students review and discuss the text’s central message and how the author develops it throughout the course of the text. Students should respond to the following writing prompt in reflection of the close reading of the text: <ul style="list-style-type: none"> Bhutto quotes Kennedy saying, “Men die, nations may rise and fall, but an idea lives on.” She goes on to ask a rhetorical question: Can we cope if we continue to stress the values of the past in seeking greatness while ignoring the demands of a new century very different in its direction? How do these sections of the text speak to the author’s message? Explain the connection and use other sections of the text to support your thinking. <p><u>Text-Dependent/Text-Specific Questions (Sample)</u> N/A</p> <p><u>Daily Writing Practice</u> Students should use the responses to the questions this week as well as their summary to respond to the writing task above.</p>
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Week 6

Instructional Focus

Reading: Informational Text

- 9-10.RI.KID.1 Analyze what the text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.
- 9-10.RI.KID.2 Determine a central idea of a text and analyze its development; provide an objective or critical summary.
- 9-10.RI.KID.3 Analyze how an author presents and develops key ideas and events to impact meaning.
- 9-10.RI.CS.5 Analyze how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
- 9-10.RI.CS.6 Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose

Language

- 9-10.L.VAU.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 9th -10th grade-level text by choosing flexibly from a range of strategies.
- A. Use context as a clue to the meaning of a word or a phrase.
- B. Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase.

<p>9-10.L.VAU.6 C. Consult reference materials, both print and digital, to find the pronunciation of a word or phrase. D. Use etymological patterns in spelling as clues to the meaning of a word or phrase. Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>Speaking & Listening 9-10.SL.CC.1 Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th - 10th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>Writing 9-10.W.TTP.2 Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content. A. Provide an introduction that is relevant to the rest of the text and effectively engages the audience. B. Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions. C. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. D. Provide a concluding statement or section that follows from and supports the information or explanation presented. E. Use appropriate formatting, graphics, and multimedia to aid comprehension. F. Use precise language and domain-specific vocabulary to manage the complexity of the topic. G. Establish and maintain a formal style and objective tone. 9-10.W.RBPK.9 Support and defend interpretations, analyses, reflections, or research with evidence found in literature, applying grade band 9-10 standards for reading to source material.</p>	
Lesson 6	Instructional Plan
<p><u>High Quality Text(s):</u> <u>Civil Disobedience</u> by Henry David Thoreau</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> Printed Copy of the Text 	<p><u>Guiding Question:</u> How is the author's point of view conveyed throughout the text?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> Read paragraph 1 of part 1 of Civil Disobedience to determine the author's point of view and how it is developed. (9-10.RI.KID.2, 9-10.RI.CS.6) <p><u>Agenda</u></p> <ul style="list-style-type: none"> Have students listen to a masterful reading of part 1, paragraph 1 (From "I heartily" to "this measure") of <i>Civil Disobedience</i> by Henry David Thoreau. Ask students to focus on Thoreau's views on government. Students should answer the following questions listed below. This can be done in small group or as a part of class discussion during and after reading.

	<p><u>Text-Dependent/Text-Specific Questions</u> (Sample)</p> <ul style="list-style-type: none"> • What belief does Thoreau present in the first sentence of the essay? • How does the statement about a government “which governs not at all” develop an idea introduced in the first sentence of the essay (part 1, par. 1)? • What is the meaning of the sentence “Government is at best but an expedient” (part 1, par. 1)? How does the word <i>but</i> clarify the meaning of the sentence? • What can you infer about Thoreau’s point of view regarding the military? • How does the final sentence of paragraph 1 clarify the meaning of “abused and perverted” in the preceding sentence? • How does Thoreau develop the relationship between “the people” and the “government” in part 1, paragraph 1? <p><u>Daily Writing Practice</u> Have students complete the following as a quick write or an exit ticket: What does Thoreau believe? How do you know? What in the text supports this? Students will continue to add to and revise this writing piece.</p>
Lesson 7	Instructional Plan
<p><u>High Quality Text(s):</u> <u><i>Civil Disobedience</i></u> by Henry David Thoreau</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> • Printed Copy of the Text 	<p><u>Guiding Question:</u> How is the author’s point of view conveyed throughout the text?</p> <p><u>Learning Targets</u> Read paragraph 2 of part 1 of <i>Civil Disobedience</i> to determine the author’s point of view and how it is developed. (9-10.RI.KID.2, 9-10.RI.CS.6)</p> <p><u>Agenda</u></p> <ul style="list-style-type: none"> • Have students listen to a masterful reading of part 1, paragraph 2 (From "This American government" to "on the railroads") of <i>Civil Disobedience</i> by Henry David Thoreau. • In pairs, reread part 1, paragraph 2 and answer the questions below. This can be done in small group or as a part of class discussion during and after reading. <p><u>Text-Dependent/Text-Specific Questions</u> (Sample)</p> <ul style="list-style-type: none"> • How does Thoreau express his beliefs about the American government? • How does the comparison to “a single living man” develop an idea about government? • How does the wooden gun metaphor in paragraph 2 develop an idea about government and the people? • How does Thoreau’s reference to “complicated machinery” develop an idea about government?

	<ul style="list-style-type: none"> • What does Thoreau mean when he says that “government never of itself furthered any enterprise, but by the alacrity with which it got out of its way”? To which enterprises is he referring? • What is the italicized “it” in paragraph 2, and how does placing it in italics affect the meaning of the text? • How does Thoreau support his claim that government “never of itself furthered any enterprise”? • How does the meaning of expedient change within part 1, paragraph 2? • What is the meaning of “letting one another alone” and “let alone” in part 1, paragraph 2? <p><u>Daily Writing Practice</u> Based on the reading today, students should add to/revise their response. What does the author Believe? How do you know? What in the text supports this?</p>
Lesson 8	Instructional Plan
<p><u>High Quality Text(s):</u> <u>Civil Disobedience</u> by Henry David Thoreau</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> • Printed Copy of the Text 	<p><u>Guiding Question:</u> How is the author’s point of view conveyed throughout the text?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> • Read paragraphs 3 and 4 of part 1 of Civil Disobedience to determine the author’s point of view and how it is developed. (9-10.RI.KID.2, 9-10.RI.CS.6) <p><u>Agenda</u></p> <ul style="list-style-type: none"> • Have students listen to a masterful reading of part 1, paragraphs 3-4 (From "But, to speak" to "hero we buried") of <i>Civil Disobedience</i> by Henry David Thoreau. Ask students to focus on Thoreau’s views on law and power. • In pairs, reread part 1, paragraphs 3-4 and answer the questions below. <p><u>Text-Dependent/Text-Specific Questions</u> (Sample)</p> <ul style="list-style-type: none"> • How does Thoreau’s statement, “I ask for, not at once no government, but at once a better government” relate to his earlier idea that “government is best which governs least” (part 1, par. 1)? • What distinction does Thoreau draw in paragraph 3 and how does it support his point of view? • What does Thoreau recommend as a step toward establishing a better government? • How does Thoreau develop the relationship between conscience and government? • What distinction does Thoreau establish between “law” and “the right”? • How does Thoreau’s description of the “undue respect for law” develop a central idea? • Consider Bhutto’s “Ideas Live On” and Thoreau’s ideas in part 1, paragraphs 3–4. Compare how each author develops a similar central idea. <p><u>Daily Writing Practice</u></p>

Based on the reading today, students should add to/revise their response. What does the author Believe? How do you know? What in the text supports this?

Lesson 9

Instructional Plan

High Quality Text(s):

[*Civil Disobedience*](#) by Henry David Thoreau

Materials:

- Printed Copy of the Text

Guiding Question: How is the author’s point of view conveyed throughout the text?

Learning Targets

- Read paragraphs 5-7 of part 1 of *Civil Disobedience* to determine the author’s point of view and how it is developed. (9-10.RI.KID.2, 9-10.RI.CS.6)

Agenda

- Have students listen to a masterful reading of part 1, paragraphs 5-7 (From "The mass of" to "government also") of *Civil Disobedience* by Henry David Thoreau. Ask students to focus on Thoreau’s views on how to serve the state.
- In pairs, reread part 1, paragraphs 5-7 and answer the questions below:

Text-Dependent/Text-Specific Questions (Sample)

- What distinction does Thoreau make between the ways in which men serve the state?
- How does Thoreau’s description of those who serve the state with their bodies develop the ideas that Thoreau introduces in part 1, paragraph 4?
- How does Thoreau’s use of figurative language develop a central idea in the text?
- What does Thoreau mean when he says that those who serve the state with their consciences resist it?
- How does Thoreau’s reference to “clay” further develop his ideas in part 1, paragraph 5?
- Paraphrase Thoreau’s description of how men who give themselves “entirely” and those who give

	<p>themselves “partially” are treated by their “fellow-men”.</p> <ul style="list-style-type: none"> How does Thoreau develop a central idea in part 1, paragraphs 5–6? <p><u>Daily Writing Practice</u> Based on the reading today, students should add to/revise their response. What does the author Believe? How do you know? What in the text supports this?</p>
Lesson 10	Instructional Plan
<p><u>High Quality Text(s):</u> <u>Civil Disobedience</u> by Henry David Thoreau</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> Printed Copy of the Text 	<p><u>Guiding Question:</u> How is the author’s point of view conveyed throughout the text?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> Read paragraph 8 of part 1 of Civil Disobedience to determine the author’s point of view and how it is developed. (9-10.RI.KID.2, 9-10.RI.CS.6) <p><u>Agenda</u></p> <ul style="list-style-type: none"> Have students listen to a masterful reading of part 1, paragraph 8 (From "All men recognize" to "the invading army") of <i>Civil Disobedience</i> by Henry David Thoreau. Ask students to focus on Thoreau’s use of figurative language to develop a central idea. In pairs, reread part 1, paragraph 8 and answer the questions below. For homework, students should read paragraph 9 and write a paragraph in response to the following prompt: How does this paragraph develop Thoreau’s point of view about conscience? <p><u>Text-Dependent/Text-Specific Questions</u> (Sample)</p> <ul style="list-style-type: none"> How does the first sentence of part 1, paragraph 8 develop a central idea in the text? How does Thoreau’s reference to the “Revolution of ’75” develop his ideas about revolution? What does Thoreau mean by “friction” (part 1, par. 8)? How do “oppression and robbery” become “organized”? How does Thoreau use the metaphor of the machine differently in part 1, paragraph 5 compared to part 1,

paragraph 8?

- How does this paragraph develop Thoreau's point of view about conscience?

Daily Writing Practice

Based on the reading today, students should add to/revise their response. What does the author Believe? How do you know? What in the text supports this?

Week 7

Instructional Focus

Reading: Informational Texts

- 9-10.RI.KID.1 Analyze what the text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.
- 9-10.RI.KID.2 Determine a central idea of a text and analyze its development; provide an objective or critical summary.
- 9-10.RI.KID.3 Analyze how an author presents and develops key ideas and events to impact meaning.
- 9-10.RI.CS.5 Analyze how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
- 9-10.RI.CS.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose

Language

- 9-10.L.VAU.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 9th -10th grade-level text by choosing flexibly from a range of strategies.
- A. Use context as a clue to the meaning of a word or a phrase.
- B. Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase.
- C. Consult reference materials, both print and digital, to find the pronunciation of a word or phrase.
- D. Use etymological patterns in spelling as clues to the meaning of a word or phrase.
- 9-10.L.VAU.6 Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Speaking & Listening

9-10.SL.CC.1 Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th - 10th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Writing

- 9-10.W.TTP.2 Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.
- A. Provide an introduction that is relevant to the rest of the text and effectively engages the audience.
 - B. Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions.
 - C. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
 - D. Provide a concluding statement or section that follows from and supports the information or explanation presented.
 - E. Use appropriate formatting, graphics, and multimedia to aid comprehension.
 - F. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
 - G. Establish and maintain a formal style and objective tone.
- 9-10.W.PDW.4 Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- 9-10.W.RBPK.9 Support and defend interpretations, analyses, reflections, or research with evidence found in literature, applying grade band 9-10 standards for reading to source material.

Lesson 11	Instructional Plan
<p><u>High Quality Text(s):</u> <i>Civil Disobedience</i> by Henry David Thoreau</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> • Printed Copy of the Text 	<p><u>Guiding Question:</u> How is the author's point of view conveyed throughout the text?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> • Read paragraphs 10-12 of part 1 of <i>Civil Disobedience</i> to determine the author's point of view and how it is developed. (9-10.RI.KID.2, 9-10.RI.CS.6) <p><u>Agenda</u></p> <ul style="list-style-type: none"> • Have students listen to a masterful reading of part 1, paragraphs 10-12(From "Practically speaking" to "bury him decently") of <i>Civil Disobedience</i> by Henry David Thoreau. • In pairs, reread part 1, paragraphs 10-12 and answer the questions below: <p><u>Text-Dependent/Text-Specific Questions</u> (Sample)</p> <ul style="list-style-type: none"> • How does Thoreau use metaphor to develop his point of view on voting? • How do Thoreau's ideas about voting develop a central idea in the text? • What does Thoreau claim is the difference between a "wise man" and one who votes?

	<ul style="list-style-type: none"> • How does the phrase “[t]here is but little virtue in the action of masses of men” (part 1, par. 11) develop your understanding of Thoreau’s ideas about citizenship? • Write a 2-3 sentence summary of paragraph 12. <p><u>Daily Writing Practice</u> Students complete the summary as outlined in question 5.</p>
Lesson 12	Instructional Plan
<p><u>High Quality Text(s):</u> <u><i>Civil Disobedience</i></u> by Henry David Thoreau</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> • Printed Copy of the Text 	<p><u>Guiding Question:</u> How is the author’s point of view conveyed throughout the text?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> • Read paragraph 13 of part 1 of <i>Civil Disobedience</i> to determine the author’s point of view and how it is developed. (9-10.RI.KID.2, 9-10.RI.CS.6) <p><u>Agenda</u></p> <ul style="list-style-type: none"> • Have students listen to a masterful reading of part 1, paragraph 13 (“It is not a man’s” to “which we have made”) of <i>Civil Disobedience</i> by Henry David Thoreau. • In pairs, reread part 1, paragraphs 13 and answer the questions below: <p><u>Text-Dependent/Text-Specific Questions</u> (Sample)</p> <ul style="list-style-type: none"> • How does Thoreau’s distinction between what <i>is</i> and <i>is not</i> a man’s duty develop a central idea in the text? How does Thoreau use figurative language to develop this idea? • What effect does supporting an unjust government have on the individual? • According to Thoreau, how does this sin make people feel at first? How do feelings change over time? • How does Thoreau’s explanation of sin clarify the distinction he establishes between immoral and unmoral? • What happens to “life” when people “sustain” an “unjust government”? <p><u>Daily Writing Practice</u> Have students respond to question 5 as a quick write or exit ticket.</p>
Lesson 13	Instructional Plan

<p><u>High Quality Text(s):</u> <u><i>Civil Disobedience</i></u> by Henry David Thoreau</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> Printed Copy of the Text 	<p><u>Guiding Question:</u> How is the author’s point of view conveyed throughout the text?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> Read paragraphs 1-9 of part 2 of <i>Civil Disobedience</i> to determine the author’s point of view and how it is developed. (9-10.RI.KID.2, 9-10.RI.CS.6) <p><u>Agenda</u></p> <ul style="list-style-type: none"> Have students listen to a masterful reading of part 2, paragraphs 1-9 ("It is not a man's" to "which we have made") of <i>Civil Disobedience</i> by Henry David Thoreau. In pairs, reread part 2, paragraphs 1-9 (From "The broadest" to "blood flowing now") and answer the questions below. <p><u>Text-Dependent/Text-Specific Questions (Sample)</u></p> <ul style="list-style-type: none"> What examples does Thoreau provide of how to be a “counter-friction”? How does Thoreau’s opinion of “the ways, which the State has provided for remedying ... evil” further develop the relationship between the individual and the state (part 2, par. 6)? What does Thoreau believe is necessary for “change” (part 2, par. 2)? How does Thoreau’s concept of revolution develop the central idea of the relationship between the individual and the state? Why does Thoreau claim that the “true place for a just man is also a prison”? What role does prison play in Thoreau’s “peaceable revolution”? How does Thoreau use figurative language to reinforce his idea of “[a]ction from principle” in this passage? <p><u>Daily Writing Practice</u> Have students discuss the development of the author’s ideas in the text. How does the author develop his ideas? What words, phrases, key details develop these ideas?</p>
Lesson 14	Instructional Plan

<p><u>High Quality Text(s):</u> <u><i>Civil Disobedience</i></u> by Henry David Thoreau</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> Printed Copy of the Text 	<p><u>Guiding Question:</u> How is the author’s point of view conveyed throughout the text?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> Read paragraphs 10-14 of part 2 of <i>Civil Disobedience</i> to determine the author’s point of view and how it is developed. (9-10.RI.KID.2, 9-10.RI.CS.6) <p><u>Agenda</u></p> <ul style="list-style-type: none"> Have students listen to a masterful reading of part 2, paragraph 10-14 (From "I have contemplated" to "and so a man") of <i>Civil Disobedience</i> by Henry David Thoreau. In pairs, reread part 2, paragraphs 10-14 and answer the questions below. <p><u>Text-Dependent/Text-Specific Questions (Sample)</u></p> <ul style="list-style-type: none"> Summarize paragraphs 10-12 What advice does Thoreau offer those who are afraid to “deny the authority of the State” (part 2, par. 11)? How much control does Thoreau believe the state has over an individual? How does Thoreau’s experience in jail support his point of view that jail is a “foolish[] ... institution”? How does Thoreau’s night in jail affect his relationship with the state? According to Thoreau, with what are he and the state “armed” (page 3, par. 14)? How does Thoreau’s account of his night in jail support this point of view? How does Thoreau develop his point of view in part 2, paragraphs 13 and 14? <p><u>Daily Writing Practice</u></p> <p>Have students complete the writing assignments as outlined in question 1.</p>
<p>Lesson 15</p>	<p>Instructional Plan</p>

<p><u>High Quality Text(s):</u> <i>Civil Disobedience</i> by Henry David Thoreau</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> Printed Copy of the Text 	<p><u>Guiding Question:</u> How is the author’s point of view conveyed throughout the text?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> Read paragraphs 1-8 of part 3 of <i>Civil Disobedience</i> to determine the author’s point of view and how it is developed. (9-10.RI.KID.2, 9-10.RI.CS.6) <p><u>Agenda</u></p> <ul style="list-style-type: none"> Have students listen to a masterful reading of part 3, paragraph 1-8(From "The night in prison" to "My Prisons") of <i>Civil Disobedience</i> by Henry David Thoreau. In pairs, reread part 3, paragraphs 1-8 and answer the questions below. <p><u>Text-Dependent/Text-Specific Questions (Sample)</u></p> <ul style="list-style-type: none"> How does Thoreau use figurative language to describe the experience of spending a night in jail? What effect does Thoreau create on the reader through his description of the jail? What does Thoreau do when he is freed from jail? How do his actions develop a central idea? How does Thoreau describe the changes he observes in his town? How does Thoreau describe those around him after his experience in prison? <p><u>Daily Writing Practice</u></p> <p>Have students continue their analysis of the development of the author’s ideas by considering the how the descriptions in this section of the text help to develop larger ideas.</p>
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Week 8

Instructional Focus

Reading: Informational Texts

- 9-10.RI.KID.1 Analyze what the text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.
- 9-10.RI.KID.2 Determine a central idea of a text and analyze its development; provide an objective or critical summary.
- 9-10.RI.KID.3 Analyze how an author presents and develops key ideas and events to impact meaning.
- 9-10.RI.CS.5 Analyze how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
- 9-10.RI.CS.6 Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose
- 9-10.RI.IKI.7 Evaluate the topic or subject in tow diverse formats or media.

Language

- 9-10.L.CSE.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; use effective parallel structure and various types of phrases and clauses to convey specific meaning and add variety and interest to writing or presentations.

- 9-10.L.VAU.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 9th -10th grade-level text by choosing flexibly from a range of strategies.
- A. Use context as a clue to the meaning of a word or a phrase.
 - B. Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase.
 - C. Consult reference materials, both print and digital, to find the pronunciation of a word or phrase.
 - D. Use etymological patterns in spelling as clues to the meaning of a word or phrase.
- 9-10.L.VAU.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings in grades 9-10 reading and content; interpret figures of speech in context and analyze their role in the text; analyze nuances in the meaning of words with similar denotations.
- 9-10.L.VAU.6 Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Speaking & Listening

- 9-10.SL.CC.1 Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th - 10th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Writing

- 9-10.W.TTP.2 Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.
- A. Provide an introduction that is relevant to the rest of the text and effectively engages the audience.
 - B. Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions.
 - C. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
 - D. Provide a concluding statement or section that follows from and supports the information or explanation presented.
 - E. Use appropriate formatting, graphics, and multimedia to aid comprehension.
 - F. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
 - G. Establish and maintain a formal style and objective tone.
- 9-10.W.PDW.4 Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- 9-10.W.PDW.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
- 9-10.W.RBPK.9 Support and defend interpretations, analyses, reflections, or research with evidence found in literature, applying grade band 9-10 standards for reading to source material.

<p><u>High Quality Text(s):</u> <i>Civil Disobedience</i> by Henry David Thoreau</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> Printed Copy of the Text 	<p><u>Guiding Question:</u> How is the author’s point of view conveyed throughout the text?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> Read paragraphs 9-16 of part 3 of <i>Civil Disobedience</i> to determine the author’s point of view and how it is developed. (9-10.RI.KID.2, 9-10.RI.CS.6) <p><u>Agenda</u></p> <ul style="list-style-type: none"> Have students read and annotate part 3, paragraphs 9–16 (From "I have never" to "they never will") of “<i>Civil Disobedience</i>” and develop 2–3 discussion questions focused on how specific individuals, ideas, or events interact and develop over the course of the text. Students should also prepare possible answers to their questions for discussion. <p><u>Text-Dependent/Text-Specific Questions (Sample)</u> N/A</p> <p><u>Daily Writing Practice</u> N/A</p>
Lesson 17	Instructional Plan
<p><i>Civil Disobedience</i> by Henry David Thoreau</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> Printed Copy of the Text 	<p><u>Guiding Question:</u> How is the author’s point of view conveyed throughout the text?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> Read paragraphs 17-19 of part 3 of <i>Civil Disobedience</i> to determine the author’s point of view and how it is developed. (9-10.RI.KID.2, 9-10.RI.CS.6) <p><u>Agenda</u></p> <ul style="list-style-type: none"> Have students listen to a masterful reading of part 3, paragraph 17-19 (From "They who know" to "anywhere seen") of <i>Civil Disobedience</i> by Henry David Thoreau. In pairs, reread part 3, paragraphs 17-19 and answer the questions below. <p><u>Text-Dependent/Text-Specific Questions (Sample)</u></p> <ul style="list-style-type: none"> Explain Thoreau’s use of metaphor in part 3, paragraph 17. What does Thoreau’s metaphor suggest about the authority of the Bible and the Constitution in paragraph 17? How does Thoreau’s metaphor develop a central idea of the text? What distinction does Thoreau make between the “man with a genius for legislation” and “orators,

	<p>politicians, and eloquent men” in part 3, paragraph 18?</p> <ul style="list-style-type: none"> • What criticism does Thoreau make of legislators in part 3, paragraph 18? • How does Thoreau’s criticism of legislators develop his ideas about the exercise of power in part 3, paragraph 18? • What would make the authority of a government “just,” according to Thoreau in paragraph 19? • What is Thoreau’s view of democracy in part 3, paragraph 19? • What does Thoreau suggest is the basis of a “free and enlightened” state in part 3, paragraph 19? • Which sentence of part 3, paragraphs 17–19 is most critical to your understanding of “Civil Disobedience” and why? <p><u>Daily Writing Practice</u> Provide students with the opportunity to think about and write a response to the last question in the list above. Students should respond to the question in the space of about a paragraph.</p>
Lesson 18	Instructional Plan
<p><u>Civil Disobedience</u> by Henry David Thoreau</p> <p><u>Materials:</u> Printed Copy of the Text</p>	<p><u>Guiding Question:</u> How is the author’s point of view conveyed throughout the text?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> • Write a summary of Civil Disobedience. (9-10.W.TTP.2) <p><u>Agenda</u></p> <ul style="list-style-type: none"> • Have students reread the entire text and summarize the message of the text. Students should write a summary considering the following questions: What is the author’s message? How does the author choose to convey the message? What intertextual connections does the author make throughout the text? What details and evidence support this? <p><u>Text-Dependent/Text-Specific Questions</u> (Sample)</p> <ul style="list-style-type: none"> • What is the author’s message? How does the author choose to convey the message? What intertextual connections does the author make throughout the text? What details and evidence supports this? <p><u>Daily Writing Practice</u> Students complete the assignment as detailed above.</p>
Lesson 19	Instructional Plan

<p><u>Civil Disobedience</u> by Henry David Thoreau</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> Printed Copy of the Text 	<p><u>Guiding Question:</u> How is the author’s point of view conveyed throughout the text?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> Compare and contrast the central ideas of each of the texts read during the unit. (9-10.RI.IK1.7) <p><u>Agenda</u></p> <ul style="list-style-type: none"> Provide students with time in small groups to discuss the central message and point of views of both texts read during this unit. Students respond to the following writing prompt in reflection of their reading of the two texts: <ul style="list-style-type: none"> Compare and contrast the central ideas of each of the texts. Spend some time identifying and explaining the similarities and differences of the ideas presented in each text and how the author chose to convey those ideas. What is Thoreau’s point of view as it relates to government? What is Bhutto’s point of view as it relates to government? Use evidence from both texts to support your response. <p><u>Text-Dependent/Text-Specific Questions</u> (Sample)</p> <ul style="list-style-type: none"> What is Thoreau’s point of view as it relates to government? What is Bhutto’s point of view as it relates to government? Use evidence from both texts to support your response. <p><u>Daily Writing Practice</u> Students complete the writing assignment as listed above.</p>
<p>Lesson 20</p>	<p>Instructional Plan</p>
<p><u>Civil Disobedience</u> by Henry David Thoreau</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> Printed Copy of the Text 	<p><u>Guiding Question:</u> How is the author’s point of view conveyed throughout the text?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> Compare and contrast the central ideas of each of the texts read during the unit. (9-10.RI.IK1.7) <p><u>Agenda</u></p> <ul style="list-style-type: none"> Provide students with time to share their response from the previous class in small group and the opportunity to provide peer feedback. Students should apply peer feedback and complete their draft. <p><u>Text-Dependent/Text-Specific Questions</u> (Sample) N/A</p> <p><u>Daily Writing Practice</u></p>

	Students complete the writing assignment as listed above.
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Week 9

Instructional Focus

Writing

- 9-10.W.TTP.2 Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.
- A. Provide an introduction that is relevant to the rest of the text and effectively engages the audience.
 - B. Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions.
 - C. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
 - D. Provide a concluding statement or section that follows from and supports the information or explanation presented.
 - E. Use appropriate formatting, graphics, and multimedia to aid comprehension.
 - F. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
 - G. Establish and maintain a formal style and objective tone.
- 9-10.W.PDW.4 Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- 9-10.W.PDW.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
- 9-10.W.RBPK.9 Support and defend interpretations, analyses, reflections, or research with evidence found in literature, applying grade band 9-10 standards for

reading to source material.	
Lesson 21	Instructional Plan
<p><i>Civil Disobedience</i> by Henry David Thoreau</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> Printed Copy of the Text 	<p><u>Guiding Question:</u> Culminating Task</p> <p><u>Learning Targets</u> Culminating Task</p> <p><u>Agenda</u></p> <ul style="list-style-type: none"> Students will complete the end-of-unit assessment task. This writing task should span 3-5 days. Teachers should pace the lesson based on student needs. <ul style="list-style-type: none"> Teacher introduces writing task instructions and expectations. Teacher and students review and discuss both texts with a focus on key details and themes presented across each. Students should focus discussion on synthesizing information from each text to include in writing task. <p><u>Writing Task:</u> Rely on your reading and analysis of “Civil Disobedience” to write a well-developed essay to the following prompt: What does Thoreau mean by “a better government”? Use evidence from throughout the text to support your response.</p> <p>Be sure to:</p> <ul style="list-style-type: none"> Closely read the prompt Address all elements of the prompt in your response Paraphrase, quote, and reference relevant evidence to support your claim Organize your ideas in a cohesive and coherent manner Maintain a formal style of writing Follow the conventions of standard written English <p>**This is an extended writing task that students should be engaged in for 3-5 days. Teachers should pace the lesson according to student need.</p>