

11 th Grade	Quarter 3 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"> • LearnZillion Guidebooks 2.0 (www.scsk12.learnzillion.com) • 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/assessment/tcap-writing-rubrics.html</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](#).

HS ELA Resource Toolkit

Literacy Shifts	Reading	Writing	Speaking and Listening
<ul style="list-style-type: none"> • College- and Career-Ready Shifts in ELA / Literacy • Key Shifts in ELA • Using Evidence From the Text • Evidence Sentence Starters • Reading Complex Text • Close Reading • Text Complexity and Vocabulary Analysis • Close Reading Poetry • Determine a Deeper meaning of the text • How do the materials support all learners? 	<ul style="list-style-type: none"> • Word Choice and Tone • Reading with Purpose and understanding • Reading with accuracy, rate, and expression • Annotating Text • Jigsaw • Notice and Note Signposts • SOAPstone • TP-CASST • Reading Log 	<ul style="list-style-type: none"> • Opinion Writing • Argumentative Writing • Informational Writing • Narrative Writing • Parts of Speech • Verb and Pronoun Agreement • Capitalization and Punctuation • Sentence Structure • Tenses • Word Choice and Stone • Research Skills • Transitions 	<ul style="list-style-type: none"> • Discussion Reflection • Reading with accuracy, rate, and expression • Conversation Guide • Evidence Sentence Starters • Accountable Talk • Gallery Walk • Philosophical Chairs Debate • Student-led Discussions (Socratic Seminar, Fishbowl)
Language	Vocabulary	Scaffolding	Differentiation
<ul style="list-style-type: none"> • ACT Knowledge of Language Standards and Conventions of Standard English Grammar, Usage, and Punctuation • 11th Grade Language Standard Expectations: • Grammar – Parts of Speech: • Grammar – Subject/Verb and Pronoun/Antecedent Agreement: • Grammar – Capitalization and Punctuation: • Grammar – Sentence Structure: • Grammar – Tenses: • Grammar – Word Choice, Tone, Style: 	<ul style="list-style-type: none"> • 15 Free Resources for Teaching High Frequency Vocabulary (TESOL) • Adlit.org – Improving Literacy Instruction in the Classroom • Vocabulary Based Activities for the High School Classroom • NEA Spelling and Vocabulary for Grades 9-12 • Edutopia: Tips for Teaching Vocabulary • Effective Strategies for Teaching Vocabulary • Teaching Vocabulary Skills • Paper: Effective Vocabulary Instruction 	<ul style="list-style-type: none"> • Writing and Grammar Interventions • Using Evidence from the Text • Research Skills • Reading with Purpose and Understanding • Reading with Accuracy, Rate, and Expression • Teaching Vocabulary in Context • 20 Vocabulary Lesson Ideas • Complete ACT Grammar and Punctuation Rules • Grammar Exercises at MyEnglishGrammar • GrammarBook.com – English Grammar Rules • Merriam Webster: 8 	<ul style="list-style-type: none"> • Writing and Grammar Interventions • Using Evidence from the Text • OTHER/ESL: Duolingo • ESL/ELL Resources to Succeed in School • 50 Essential Sources for ESL Students • 43 Excellent Resources for ESL Students • Reading Rockets – Teaching Vocabulary • Grammar Alive: pdf book text (includes resource for non-native speakers) • Perfect English Grammar

<ul style="list-style-type: none"> • Basic Grammar Guide • Capella University – Grammar Handbook • Grammar Alive – pdf book text • Purdue Writing Lab – Grammar Exercises • Grammar Exercises at ChompChomp • Merriam Webster Online Dictionary • Merriam Webster – Word of the Day • Merriam Webster – Grammar Check 	<ul style="list-style-type: none"> • Paper: A “word” about Vocabulary Considerations Packets 	<p>Grammar Terms You Knew But Forgot</p> <ul style="list-style-type: none"> • Basic English Grammar Rules with Example Sentences 	
Intervention/ Remediation	ACT/ PSAT	State and District Resources	Other Resources
<ul style="list-style-type: none"> • RTI • Student Supports • Dropout Prevention • Remediation Strategies 	<ul style="list-style-type: none"> • TDOE ACT and SAT Resources – • ACT Standards Connections • ACT ELA Readiness Writing Standards • ACT Reading Standards • ACT English Standards • ACT/SAT Prep • Khan Academy-SAT • Official ACT Practice Tests • Power Score • SAT Connections- • SAT Teacher Implementation Guide 	<ul style="list-style-type: none"> • State Standards • State Blueprint • Writing Rubrics • TNReady Assessment 	<ul style="list-style-type: none"> • Edugoodies • Clever • Learnzillion Resources • Discovery Education • Schoolology • TedED • Classroom Management • Edutopia

11 th Grade At-a-Glance				
Quarter	Length	Unit Title	Anchor Text	Content Connections
1	9 weeks	<i>The Scarlet Letter</i>	<i>The Scarlet Letter</i> by Nathaniel Hawthorne	Social Studies, Early American Culture
2	9 weeks	<i>Our Town</i>	<i>Our Town</i> by Thornton Wilder	Social Studies, Government
3	6 weeks	<i>A More Perfect Union</i>	Excerpt from <i>My Bondage and My Freedom</i> by Frederick Douglass	Social Studies, Civic Engagement
3	3 weeks	<i>Transcendentalism</i>	Excerpt from <i>Walden</i> by Henry David Thoreau	Science, Conservation
4	9 weeks	<i>The American Dream</i>	<i>The Great Gatsby</i> by F. Scott Fitzgerald	Social Studies, 20 th Century America

Social Emotional Learning

Central to the HS ELA curriculum, is a focus on students becoming effective learners, developing mindsets and skills for success in college, career, and life (e.g., initiative, patience, self-management, responsibility, perseverance, collaboration); becoming ethical people, treating others well and standing up for what is right (e.g., morality, justice, empathy, integrity, respect, compassion); and working to contribute to a better world, putting their learning to use to improve communities (e.g., citizenship, service).

In the 11th grade, students focus on the importance and role of religion in the *Scarlet Letter* unit. They learn about the importance of community in the *Our Town* unit. Finally, students study themes related to equality of opportunity in the A More Perfect Union and American Dream Units.

You will notice throughout this curriculum map that opportunities for students to engage in social emotional learning are highlighted in blue. This could be discussion related to the mindsets and skills as listed above or opportunities for students to interactively engage in their learning communities.

Grade 11	A More Perfect Union Unit	6 Weeks
Unit Overview		
<p>American Democracy is a fragile philosophical ideal that requires thoughtful participation from all citizens. Students will examine the state of democracy from the 1700s to present-day, at moments when the fundamental ideals of America were put at risk. <i>Multiple perspectives will be presented, and students will evaluate facts, develop their own opinions, and discuss the current state of our country with their peers. Through writing and discourse, students will be compelled to examine their own beliefs about what makes America great and what needs to happen to create a “more perfect” union.</i></p>		
Essential Questions:		
<ul style="list-style-type: none"> • <i>What role do laws play in discrimination?</i> • What elements of narrative nonfiction contribute to the effectiveness of the author’s message or theme? • How does an argument’s structure and style affect the audience’s reaction to the meaning of the words? • What can a nation’s laws reveal about that nation’s universe of obligation? • What would make modern-day America a “perfect union”? • What makes an argument clear? • <i>How does our experience and memory of the past affect our choices and beliefs in the present?</i> • Why has democracy been called a “work in progress”? • <i>What can individuals do to help bring about a more just and equal society?</i> 		
Anchor Text	Qualitative Analysis of Anchor Text	
<p><i>A More Perfect Union</i> by Barack Obama, 1300L</p>	<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> <ol style="list-style-type: none"> a. Knowledge Demands – Very Complex b. Text Structure – Moderately Complex c. Language Features – Moderately Complex d. Meaning – Very Complex e. Overall Complexity – Very Complex 	
Related Texts/ Anchor Text Connections		
<p>Build Knowledge: The texts (print and non-print) listed below build student knowledge around the topic (American Democracy, America, etc.) to make the anchor text accessible for students.</p>		
Informational Texts		
<ul style="list-style-type: none"> • <i>The Gettysburg Address</i> by Abraham Lincoln, 1490L (p. 538) • From <i>What to the Slave is the Fourth of July</i> by Frederick Douglass, 1040L (p. 97) • <i>Speech in the Virginia Convention</i> by Patrick Henry, 980L (p.100) • <i>Speech in the Convention</i> by Benjamin Franklin, 1490L (p.105) • <i>The Civil Rights Act of 1866</i> (Lesson 7 Texts from Facing History Resource) • <i>The Fourteenth Amendment</i> (Lesson 7 Texts from Facing History Resource) 		

- *Congress Debates the Fourteenth Amendment* ([Lesson 7 Texts](#) from Facing History Resource)
- *The Reconstruction Acts of 1867* ([Lesson 7 Texts](#) from Facing History Resource)
- *The U.S. Constitution – 13th Amendment, 14th Amendment, 15th Amendment, Three-Fifths Clause*
- [Brown v. Board of Education](#)
- [Grutter v. Bollinger](#)
- [Voting Rights Act of 1965](#)
- *A More Perfect Union? Barack Obama and the Politics of Unity* by Thomas J. Sugrue, 1420L
- *The Declaration of Independence* by Thomas Jefferson, 1390L (p.112)
- From *The American Crisis, Number 1* by Thomas Paine, 1200L (p. 117)
- *The Birth of a Nation Summarizes Reconstruction* ([Lesson 15 Texts](#) from Facing History Resource)
- *The Importance of Getting History Right* ([Lesson 15 Texts](#) from Facing History Resource)
- *W.E.B. DuBois Reflects on the Purpose of History* ([Lesson 15 Texts](#) from Facing History Resource)
- *Making Real the Promises of Democracy* ([Lesson 16 Texts](#) from Facing History Resource)
- *We Need to Talk About an Injustice* ([Lesson 16 Texts](#) from Facing History Resource)
- *A Lifeline for Democracy* ([Lesson 16 Texts](#) from Facing History Resource)

Nonprint Texts (Fiction or Nonfiction)

- [Obama’s “A More Perfect Union” Speech](#) from *The Washington Post* (video)
- [Obama and the Rev. Wright Controversy: What Really Happened](#) (documentary film)
- Movie Poster for *The Birth of a Nation* (1915) (image) ([Lesson 15 Texts](#) from Facing History Resource)
- *The Birth of a Nation* Depicts the South Carolina Legislature (film – 1:53-1:56) ([Lesson 15 Texts](#) from Facing History Resource)
- *The Birth of a Nation* Depicts Klansmen as Heroes (film – 2:45-2:59) ([Lesson 15 Texts](#) from Facing History Resource)
- [We Need to Talk About an Injustice](#) by Bryan Stevenson (TED Talk video)

Make Connections: The texts listed below provide students with the opportunity to analyze multiple texts for common messages/purposes, make thematic connections across texts, and prepare for the End-of-unit assessment.

Literary Texts

- From [Black Boy](#) by Richard Wright, 950L (p. 517)
- Excerpt from [My Bondage and My Freedom](#) by Frederick Douglass, 1110L (p. 520)
- [“A Lifeline for Democracy”](#) by Ruth Simmons, 1220L

Nonprint Texts (Fiction or Nonfiction)

- Movie Poster for *The Birth of a Nation* (1915) (image) ([Lesson 15 Texts](#) from Facing History Resource)

- [We Need to Talk About an Injustice](#) by Bryan Stevenson (TED Talk video)

End-of-Unit Assessment:

“Laws are the most important factor in overcoming discrimination.”

Given your study of Reconstruction in the United States following the Civil War, as well as your reading of more modern texts, support, refute, or modify the statement above in a formal argumentative essay. Introduce a precise claim and develop it fully, citing relevant and sufficient evidence from historical texts and primary resources.

Unit Outcomes: Grade Level Standards Explicitly Taught

Reading: Informational Texts

11-12.RI.KID.1, 11-12.RI.KID.2, 11-12.RI.KID.3, 11-12.RI.CS.4, 11-12.RI.CS.5, 11-12.RI.CS.6, 11-12.RI.IKI.7, 11-12.RI.IKI.8, 11-12.RI.IKI.9, 11.RI.RRTC.10

Writing

11-12.W.TTP.1, 11-12.W.TTP.2, 11-12.W.PDW.5, 11-12.W.RBPK.7, 11-12.W.RBPK.9, 11-12.W.RW.10

Speaking & Listening

11-12.SL.CC.1, 11-12.SL.CC.2, 11-12.SL.CC.3, 11-12.SL.CC.4

January 6, 2020- January 7, 2020

January 6, 2020- January 7, 2020	
	Instructional Plan
	<p><i>Flex Day</i></p> <p>Teachers may use this time to:</p> <ul style="list-style-type: none"> • Build classroom community using student data • Focus on components of SEL. <ul style="list-style-type: none"> ○ What is SEL? ○ SEL in HS ELA Instruction ○ Sample Teaching Activities to Support the Core Competencies of SEL ○ Social Emotional Learning • Practice close reading using LZ mini lessons found here.
	Instructional Plan
	<p><i>Flex Day</i></p>

	<p>Teachers may use this time to:</p> <ul style="list-style-type: none"> • Build classroom community using student data • Focus on components of SEL. <ul style="list-style-type: none"> ○ What is SEL? ○ SEL in HS ELA Instruction ○ Sample Teaching Activities to Support the Core Competencies of SEL ○ Social Emotional Learning • Practice close reading using LZ mini lessons found here.
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January 8, 2020- January 14, 2020

Reading: Informational Texts

- 11-12.RL.KID.1 Analyze what the text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.
- 11-12.RI.KID.2 Determine multiple central ideas of a text or texts and analyze their development; provide a critical summary.
- 11-12.RI.KID.3 Analyze how an author’s choices regarding the ordering of ideas and events, the introduction and development of ideas, and connections among ideas impact meaning.
- 11.RI.RRTC.10 Read and comprehend a variety of literary nonfiction throughout the grades 11-12 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.

Writing

- 11-12.W.TTP.2 Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.

Speaking and Listening

- 11-12.SL.CC.1 Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th-12th grade topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
- 11-12.SL.CC.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric; assess the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Lesson 1	Instructional Plan
<u>High-Quality Text(s)</u>	<u>Guiding Question:</u> What role do laws play in discrimination?

[Anticipation Guide: The Power of Laws, Handout 1.7](#) from Facing History and Ourselves “The Reconstruction Era” Unit

Materials:

One copy per teacher of the lesson plan resource: <http://bit.ly/2s5YsXj>

One copy per student of p. 18 (Anticipation Guide)

One copy of the prompt for each group in each class

Learning Targets

- Develop an initial position for an argumentative essay. (11-12.SL.CC.1)
- Craft historical arguments from historical evidence. (11-12.SL.CC.1)
- [Engage with others who hold different perspectives.](#) (11-12.SL.CC.3)

Agenda

Follow the **Introducing the Writing Prompts** lesson plan from the Facing History resource: <http://bit.ly/2s5YsXj>

PART ONE:

- Print out the prompt in a larger font and tape it to the center of a piece of paper.
- Ask students, in pairs, to dissect the prompt. As they read the prompt, direct them to make the following notations:
- Circle words you do not know or understand in the context of the prompt.
- Star words that seem to be the central ideas of the prompt.
- Underline the verbs that represent what you, the writer, are supposed to do.
- Cross out any extra information that does not seem specifically relevant to the writing task.
- Next, ask students to do a “Think-Pair-Share” activity with the prompt. Individually, students should try to answer the prompt simply based on their “gut reaction” or personal philosophy. If possible, ask students to try to support their current thinking with an example from history or their own lives. After a few minutes, ask each pair to share their thinking with each other. Finally, ask students to share a few opinions or ideas with the larger group.
- Before moving on, ask students to write the prompt in their journals. As they have new thoughts about it throughout the unit, they can make notes to themselves.

PART TWO:

- Pass out the Lesson 2 anticipation guide (Handout 1.7, “The Power of Laws”).
- Ask students to read the statements and decide if they strongly agree, agree, disagree, or strongly disagree with each one. They should circle their responses and then write a brief explanation for each choice.
- After students have filled out their guides, organize the room into four “corners.” Each corner should have one of the following four signs: “strongly agree,” “agree,” “disagree,” and “strongly disagree.”
- Next, use the “Four Corners” strategy to share ideas. Read each statement aloud and ask students to stand in the corner that best represents their current thinking. After students move, ask them to explain their thinking to others in their corner.
- Next, ask students in each corner to share their ideas with the rest of the class. As one corner disagrees with another, encourage students to respond directly to each other’s statements and have a mini-debate about the prompt. If students’ ideas change due to the debate, tell them that they are free to switch corners.

PART THREE:

- Close this lesson by returning to the argumentative prompt, introduced earlier: *Laws are the most important factor in*

	<p><i>overcoming discrimination</i>. Support, refute, or modify this statement.</p> <ul style="list-style-type: none"> • Ask students to revise their “gut reaction” to the prompt that they wrote as part of the “Dissecting the Prompt” activity above. In particular, you might have them reflect on how the “Four Corners” activity in this lesson affected their thinking. • Tell students that they will return to these ideas as they learn about the history of Reconstruction. They can keep all their notes about these ideas in their journals. <p><u>Text-Dependent/Text-Specific Questions:</u> (Sample) Introduce students to the prompt for the final lesson of this unit: <i>Laws are the most important factor in overcoming discrimination.</i></p> <p>Given your study of Reconstruction in the United States following the Civil War, as well as your reading of more modern texts, support, refute, or modify the statement above in a formal argumentative essay. Introduce a precise claim and develop it fully, citing relevant and sufficient evidence from historical texts and primary resources.</p> <p><u>Daily Writing Practice</u> PART ONE: Before moving on, ask students to write the prompt in their journals. As they have new thoughts about it throughout the unit, they can make notes to themselves.</p> <p>PART THREE: Ask students to revise their “gut reaction” to the prompt that they wrote as part of the “Dissecting the Prompt” activity above.</p>
Lesson 2	Instructional Plan
<p><u>High-Quality Text(s)</u></p> <p>From <i>Black Boy</i> by Richard Wright (p 517)</p> <p>Excerpt from <i>My Bondage and My Freedom</i> by Frederick Douglass, 1110L (p. 520)</p> <p><u>Materials:</u> Pearson English III textbooks, p.</p>	<p><u>Guiding Question:</u> What type of narrative nonfiction is <i>Black Boy</i>?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> • Review the traits of narrative nonfiction. (11.RI.KID.1) • Read two different texts that examine similar themes. (11-12.RI.KID.2) • Compare and contrast ideas presented in two texts with similar themes. (11-12.RI.KID.2) • Write a critical summary of the excerpt from <i>My Bondage and My Freedom</i>. (11-12.RL.KID.2, 11-12.W.TTP.2) <p><u>Agenda</u> From <i>Black Boy</i> by Richard Wright</p> <ul style="list-style-type: none"> • Defining Narrative Nonfiction, p. 516

516-524

Share this video on Narrative Nonfiction:

<http://study.com/academy/lesson/narrative-nonfiction-definition-books.html> (Watch as much as you can without the subscription. You may need to delete your cookies if the site blocks you after a few viewings.)

- Types of Nonfiction, p. 516
- Style and Tone, p. 516
- Think Aloud, p. 516
- Share this video on Narrative Nonfiction: <http://study.com/academy/lesson/narrative-nonfiction-definition-books.html>
- First Read: Students read “from *Black Boy*” silently and independently.
- Second Read: Guide students through traits of narrative nonfiction.
 - Telling Details, p. 517
 - Rhetorical Devices, p. 517
 - Syntax, p. 517
 - Diction, p. 517

From *My Bondage and My Freedom* by Frederick Douglass

- Literary Analysis, p. 518
- Reading Strategy, p. 518
- Students should read p. 519
- Using the background information on TE p. 519, discuss the setting for Douglass’s account.
- *Levels of Meaning* – If students will have difficulty with levels of meaning, have them list (1) past facts and (2) Douglass’s comments as he reviews them. Then have students reread the text.
- *Synthesizing* – If students will have difficulty with levels of meaning, have them explain how they would adapt into a play the reviewing “voice” of Douglass.
- Humanities, p. 520
- First Read: Students should read p. 521-524, stopping at the paragraph ending with “no ordinary precaution could prevent me from taking the ‘ell’.”
- Second Read: Guide students through the text with these TDQs:
 - Review paragraph one. What inferences can you make about the relationship between the slave and his mistress? How does this compare between the relationship between the slave and his master?
 - Explain the author’s meaning in this phrase, given the context: “or she lacked the depravity indispensable to shutting me up in mental darkness.”
 - How does being able to read make the author feel? Use text evidence to support your answer.
 - How is the author’s feelings about his mistress revealed in the text?
 - How do the ethical conflicts of slavery affect everyone in the Auld household?
 - What elements in this section help to develop the central idea of the text?
 - What historical influence can be inferred about the roles of men and women?

	<ul style="list-style-type: none"> • Reading Strategy, p. 524 • Critical Thinking, p. 524 <p><u>Text-Dependent/Text-Specific Questions:</u> (Sample) From My Bondage and My Freedom by Frederick Douglass Second Read: Guide students through the text with these TDQs:</p> <ul style="list-style-type: none"> • Review paragraph one. What inferences can you make about the relationship between the slave and his mistress? How does this compare between the relationship between the slave and his master? • Explain the author’s meaning in this phrase, given the context: “or she lacked the depravity indispensable to shutting me up in mental darkness.” • How does being able to read make the author feel? Use text evidence to support your answer. • How is the author’s feelings about his mistress revealed in the text? • How do the ethical conflicts of slavery affect everyone in the Auld household? • What elements in this section help to develop the central idea of the text? • What historical influence can be inferred about the roles of men and women? <p><u>Daily Writing Practice</u> Students should write a critical summary of their reading, possibly as an Exit Ticket. Consider using this template provided by the state: http://bit.ly/2jvB6J1</p>
Lesson 3	Instructional Plan
<p><u>High-Quality Text(s)</u></p> <p>Excerpt from <i>My Bondage and My Freedom</i> by Frederick Douglass, 1110L (p. 520)</p> <p><u>Materials:</u> Pearson English III textbooks, p. 521-528</p>	<p><u>Guiding Question:</u> What elements of narrative nonfiction contribute to the effectiveness of the author’s message or theme?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> • Read literary nonfiction independently. (11.RI.RRTC.10) • Analyze character interactions in literary nonfiction. (11-12.RI.KID.3) • Discuss historical context that affects the plot and characters in literary nonfiction. (11-12.RI.KID.3) <p><u>Agenda</u></p> <ul style="list-style-type: none"> • <u>First Read:</u> Students read independently from the second paragraph on p. 521 to the end of the excerpt on p. 527. • <u>Second Read:</u> Guide students through the text with these TDQs: <ul style="list-style-type: none"> ○ How do the interactions between the speaker and the “young white playmates” contribute to the overall theme

	<p>of the excerpt?</p> <ul style="list-style-type: none"> ○ Explain the significance of the first complete sentence at the top of p. 525. (“I do not remember ever...) ○ What information in the text support the claim that “Nature had made us <i>friends</i>; slavery made us <i>enemies</i>.” ○ What in the last paragraph points to Douglass’s moral character that supports his becoming an effective champion of human rights? <ul style="list-style-type: none"> ● Literary Analysis, p. 525 ● “The American Experience”, p. 526. ● Students should discuss several questions from the Reading Strategy on p. 528. Consider using Conver-Stations, demonstrated here: https://www.teachingchannel.org/videos/conver-stations-strategy <p><u>Text-Dependent/Text-Specific Questions:</u> (Sample)</p> <p>Second Read: Guide students through the text with these TDQs:</p> <ul style="list-style-type: none"> ● How do the interactions between the speaker and the “young white playmates” contribute to the overall theme of the excerpt? ● Explain the significance of the first complete sentence at the top of p. 525. (“I do not remember ever...) ● What information in the text support the claim that “Nature had made us friends; slavery made us enemies.” ● What in the last paragraph points to Douglass’s moral character that supports his becoming an effective champion of human rights? <p><u>Daily Writing Practice</u></p> <p>Students should write a critical summary of their reading, possibly as an Exit Ticket. Consider using this template provided by the state: http://bit.ly/2jvB6J1</p>
Lesson 4	Instructional Plan
<p><u>High-Quality Text(s)</u></p> <p><i>The Gettysburg Address</i> by Abraham Lincoln, 1490L (p. 538)</p> <p><u>Materials:</u> Pearson English III textbooks, p. 538-539 Teacher copy of the Achieve the Core Lesson – Section 1:</p>	<p><u>Guiding Questions:</u> In the first sentence, what does Lincoln tells us about this new nation? What happened four score and seven years ago? What is being tested by this war?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> ● Read literary nonfiction independently. (11.RI.RRTC.10) ● Analyze character interactions in literary nonfiction. (11-12.RI.KID.3) ● Discuss historical context that affects the plot and characters in literary nonfiction. (11-12.RI.KID.3) <p><u>Agenda</u></p> <ul style="list-style-type: none"> ● Literary Analysis, p. 536

<p>http://bit.ly/2yODuCN</p>	<ul style="list-style-type: none"> • Reading Strategy, p. 536 • Using the Background information on TE p. 537, discuss Lincoln’s legacy as a skilled speechwriter. • <i>Structure/Language</i> – If students will have difficulty with Lincoln’s parallelism, guide them in deconstructing the first sentence. As students reread, have them apply that technique to the rest of the speech. • <i>Synthesizing</i> – If students will not have difficulty with Lincoln’s parallelism, invite them to create a formal tribute to a historical figure whom they admire, following the progression of ideas in the Gettysburg Address. • Complete the Achieve the Core Lesson – Section 1. <p><u>Text-Dependent/Text-Specific Questions:</u> (Sample) All TDQs listed in the lesson plan resource from Student Achievement Partners: http://bit.ly/2yODuCN</p> <p><u>Daily Writing Practice</u> Students answer guiding questions regarding each section of the Gettysburg Address.</p>
<p>Lesson 5</p>	<p>Instructional Plan</p>
<p><u>High-Quality Text(s)</u></p> <p><i>The Gettysburg Address by Abraham Lincoln, 1490L (p. 538)</i></p> <p><u>Materials:</u> Pearson English III textbooks, p. 538-539 Teacher copy of the Achieve the Core Lesson – Section 2: http://bit.ly/2yODuCN</p>	<p><u>Guiding Questions:</u> What are the people who are assembled at Gettysburg there to do? What did those who fought at Gettysburg do that those who have gathered cannot? What is the unfinished work that those listening to the speech are asked to achieve?</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Read literary nonfiction independently. (11.RI.RRTC.10) • Analyze character interactions in literary nonfiction. (11-12.RI.KID.3) • Discuss historical context that affects the plot and characters in literary nonfiction. (11-12.RI.KID.3) <p><u>Agenda</u> Complete the Achieve the Core Lesson – Section 2.</p> <p><u>Text-Dependent/Text-Specific Questions:</u> (Sample) All TDQs listed in the lesson plan resource from Student Achievement Partners: http://bit.ly/2yODuCN</p> <p><u>Daily Writing Practice</u> Students write a brief essay on the structure of Lincoln’s argument.</p>

January 15, 2020 – January 22, 2020

Instructional Focus

Reading: Informational Texts

- 11-12.RI.KID.2 Determine multiple central ideas of a text or texts and analyze their development; provide a critical summary.
- 11-12.RI.CS.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her own exposition or argument, including whether the structure makes points clear, convincing, and engaging.
- 11-12.RI.CS.6 Determine an author's point of view and/or purpose in a text, analyzing how style and content contribute to its effectiveness.
- 11-12.RI.IKI.8 Evaluate how an author incorporates evidence and reasoning to support the argument and specific claims in a text.

Writing

- 11-12.W.TTP.2 Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.

Speaking & Listening

- 11-12.SL.CC.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; assess the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Lesson 6

Instructional Plan

High-Quality Text(s)

From *What to the Slave is the Fourth of July* by Frederick Douglass, 1040L (p. 97)

Materials:

One copy of the lesson plan for the teacher: <http://bit.ly/2Jd20QY>
 One copy per student of this handout: <http://bit.ly/2HkaGTP>
 Pearson English III Textbook, p. 97

Supporting resources:

<http://www.democracynow.org/20>

Guiding Question: What arguments and rhetorical strategies did Frederick Douglass use to persuade a northern, white audience to oppose slavery and favor abolition?

Learning Targets:

- Identify elements of formal rhetoric. (11-12.RI.CS.5)
- Conduct a text analysis on a speech to analyze author's intention and effect. (11-12.RI.CS.6)
- Identify speaker's point of view. (11-12.SL.CC.3)

Agenda

- Literary Analysis Workshop, p. 96
- Review elements of a speech, including rhetorical devices.
- Preview exemplar text, p. 97. This excerpt contains paragraphs 21-25 of the actual speech. The full speech can be found here: <http://bit.ly/2xIOXoY>
- Close read highlighted portions that exemplify rhetorical devices.

<p>15/7/3/what to the slave is 4th (Text read aloud by James Earl Jones)</p> <p>http://americainclass.org/what-to-the-slave-is-the-fourth-of-july/#close (Lesson from National Humanities Center)</p> <p>Tiered vocabulary words for excerpt in textbook: http://achievethecore.org/academic-word-finder/#results/38105</p> <p>Tiered vocabulary words for full text: http://achievethecore.org/academic-word-finder/#results/38104</p>	<ul style="list-style-type: none"> • Begin Lesson on What to the Slave Is the Fourth of July from Achieve the Core and the National Humanities Center. Consider projecting paragraphs for close reading or making copies of key portions for students. *This lesson is dynamic, meaning that the online version has links to animated slides and other resources that can enhance your lesson. Read the TEACHING THE TEXT section of the lesson plan to understand what elements are contained within the resource. • This PDF provides spaces for students to write answers to TDQs: http://bit.ly/2HkaGTP • Culminating Task: Students should write a multi-paragraph response to the following prompt. <ul style="list-style-type: none"> ○ Evaluate the topic presented in the Douglass’s speech to the reality depicted in Black Boy and My Bondage My Freedom. How do the author’s perspectives convey similar ideas? How do their writings differ based on focus and theme or central idea? • Pacing suggestion: Take two days to complete this lesson. Day one focus on the first two sections, paragraphs 1-29. Day two focus on the last two sections, paragraphs 30-71. If more scaffolding is required, add an additional day to your plans. The writing piece can be completed in class or as homework. <p><u>Text-Dependent/Text-Specific Questions:</u> (Sample) Included in student handout and on website here: http://bit.ly/2HkaGTP</p> <p><u>Daily Writing Practice</u> Day One: Have students summarize their reading or expound on one of the TDQs from the handout. Day Two: Students should complete the culminating task independently.</p>
<p>Lesson 7</p>	<p>Instructional Plan</p>
<p>Text(s) <u>High-Quality Text(s)</u></p> <p><i>Speech in the Virginia Convention by Patrick Henry, 980L (p.100)</i></p> <p><u>Materials:</u> One copy of the lesson plan for the teacher: http://bit.ly/2Cqngzp One copy per student of this handout: http://bit.ly/2HjmdCl Pearson English III textbooks, p. 100</p>	<p><u>Guiding Question:</u> What arguments, appeals, and rhetorical strategies did Patrick Henry use in 1775 to persuade reluctant members of the Second Virginia Convention to develop a military response to British aggression?</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Examine the structure of the speech to identify the four parts of a classical argument. (11-12.RI.CS.5) • Discuss the intention of the speaker and his effect on the audience. (11-12.RI.CS.6) • Identify speaker’s point of view. (11-12.SL.CC.3) • Write a critical summary of Patrick Henry’s speech. (11-12.RI.KID.2, 11-12.W.TTP.2) <p><u>Agenda</u></p> <ul style="list-style-type: none"> • Lesson Plan: http://bit.ly/2Cqngzp. This is another lesson plan from the National Humanities Center. Reading the

<p><u>Supporting Resources:</u></p> <ul style="list-style-type: none"> • http://bit.ly/2LWBehx • http://bit.ly/2HjmdCl 	<p>Teacher’s Note on the site explains the structure of the lesson and resources provided on the site.</p> <ul style="list-style-type: none"> • Using the background information on TE p. 99, discuss Henry as a firebrand in the years before the American Revolution. • Ask students what kind of language they might use to persuade an uncertain audience. • Guide students to use Multidraft Reading strategies (TE p. 99). • <i>Structure/Language</i> – If students will have difficulty with structure, have them skim the selection, looking for the persuasive questions that Henry asks. As students reread, have them find an answer for each question. • <i>Analyzing</i> – If students will not have difficulty with structure, have them give an example of parallel language. Discuss how the parallelism reinforces Henry’s persuasive appeal. • <i>Context/Knowledge Demands</i> – For students who need more information about the context of the speech, use this resource: http://www.history.com/news/patrick-henrys-liberty-or-death-speech-240-years-ago <p><u>Text-Dependent/Text-Specific Questions:</u> (Sample) Included in student handout on website here: http://bit.ly/2HjmdCl (Answer Key: http://bit.ly/2Cqngzp)</p> <p><u>Daily Writing Practice</u> Have students write a critical summary of the speech, which should include information about the intention of the speaker and his effect on the audience.</p>
<p>Lesson 8</p>	<p>Instructional Plan</p>
<p><u>High-Quality Text(s)</u></p> <p><i>Speech in the Convention by Benjamin Franklin, 1490L (p.105)</i></p> <p><u>Materials:</u> Pearson English III textbooks, p. 104-107 Paper/pen</p>	<p><u>Guiding Questions:</u> How does Franklin develop his argument? What is his purpose in suppressing his “opinions” for the “public good”?</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Analyze an author’s development of an argument. (11-12.RI.CS.5) • Identify speaker’s point of view. (11-12.SL.CC.3) • Critique Franklin’s appeal to the audience. (11-12.RI.IK1.8) <p><u>Agenda</u></p> <ul style="list-style-type: none"> • Using the information on TE p. 104-105, discuss Franklin’s role after the American Revolution. • Ask students how they would prepare if they knew their speech might be historic. • Guide students to use Multidraft Reading strategies to deepen their comprehension (TE p. 99). • <i>Structure/Language:</i> If students will have difficulty with syntax, guide them in paraphrasing a few sentences.

Encourage students to continue paraphrasing as they reread, focusing on what Franklin suggests about the serious nature of this moment in history.

- *Evaluating*: If students will not have difficulty with syntax, ask them if they think that the speech would have been more persuasive (or more historic) had Franklin not voiced his initial doubts. (Relate to claim/counterclaim.)
- Reading Strategy (p. 105) – Critiquing Appeal to Audiences
- Critical Reading, p. 107, Questions 3 and 4 – Have students generate a written response independently then allow them to do a Think-Pair-Share or small group discussion to share answers. Ask students to share out whole group to check answers and clear up misunderstandings.
- Culminating Task: Have students write a multi-paragraph response to the following prompt. (The purpose of the prompt is to consolidate learning from the historical texts before adding the layer of modern text to the key understandings of the unit.)
 - *Analyze the focus and organization of the historical speeches. What elements of rhetoric and structure of argument provide stronger claims for a speaker’s message? Identify each and include evidence from the text to support your choices.*

Text-Dependent/Text-Specific Questions: (Sample)

Pearson textbook

- p. 105: In his reference to “faults”, is Franklin appealing to those who are happy with the Constitution or those who are not? Explain.
- p. 106: What is Franklin trying to persuade the delegates to do?
- p. 106: What is Franklin’s purpose in suppressing his opinions for the “public good”?
- p. 108, After You Read, Question #6, Comparing Literary Works: (a) What political assumptions does Henry make? (b) Does Franklin make similar assumptions? Defend and clarify your interpretation with elements from the texts.

Daily Writing Practice

Have students complete the culminating task independently.

January 23, 2020-January 28, 2020

Instructional Focus

Reading: Informational Texts

11-12.RI.KID.2 Determine multiple central ideas of a text or texts and analyze their development; provide a critical summary.

11-12.RI.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

<p>11-12.RI.CS.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her own exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>11-12.RI.IKI.8 Evaluate how an author incorporates evidence and reasoning to support the argument and specific claims in a text.</p> <p>11-12.RI.IKI.9 Analyze and evaluate a variety of thematically-related texts of historical and literary significance for their topics, facts, purposes, and rhetorical features.</p> <p>Writing</p> <p>11-12.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.</p> <p>Speaking & Listening</p> <p>11-12.SL.CC.1 Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th-12th grade topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>11-12.SL.CC.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric; assess the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>11-12.SL.CC.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective so that listeners can follow the line of reasoning; address alternative or opposing perspectives; and organize and develop substance an style appropriate to task, purpose, and audience.</p>
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Lesson 9	Instructional Plan
<p><u>High-Quality Text(s)</u></p> <p><u>Lesson 7 Texts from Facing History and Ourselves “The Reconstruction Era” Unit</u></p> <ul style="list-style-type: none"> • <i>The Civil Rights Act of 1866</i> • <i>The Fourteenth Amendment</i> • <i>Congress Debates the Fourteenth Amendment</i> • <i>The Reconstruction Acts of 1867</i> <p><u>Materials:</u> One copy per student of Handout 2.3</p>	<p><u>Guiding Question:</u> What can a nation’s laws reveal about that nation’s universe of obligation?</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Understand that one way a nation can define, both explicitly and implicitly, its universe of obligation is through its constitution and laws. (11-12.RI.KID.2) • Understand that a nation’s requirements for citizenship are one way that it uses laws to define who belongs, but nations do not always treat citizens as equals. (11-12.RI.KID.2) • Understand that by striving for the goal of equality of opportunity, democracy can be strengthened. (11-12.RI.KID.2) • Know that the Civil Rights Act of 1866 and the Fourteenth Amendment expanded the universe of obligation of the United States by making freed people citizens and promising equal protection of the law to all people. (11-12.RI.IKI.9) <p><i>Note: All Learning Targets center around students understanding the main concepts of these documents, which serve to build content knowledge needed for both subsequent readings and successful completion of the culminating task.</i></p> <p><u>Agenda</u></p> <ul style="list-style-type: none"> • Opening: Guide students through completing Handout 2.3 (http://bit.ly/2t5e1BH) to help them understand the

<p>One copy per teacher of the lesson plan from Facing History: Lesson 7</p> <p><i>Consider how to use the Facing History documents. The lesson makes suggestions of how to share these documents with students that would not require printing one copy per student of Lesson 7.</i></p>	<p>concept of “universe of obligation.”</p> <ul style="list-style-type: none"> • Explain to students the definition of “universe of obligation”: <i>The circle of individuals and groups toward whom obligations are owed, to whom rules apply, and whose injuries call for amends. In other words, those that a society believes have rights that are worthy of respect and protection.</i> Explain that we can adapt this concept to describe the levels of responsibility individuals feel toward others. • Follow Lesson 7 (http://bit.ly/2tZfVSN) from the Facing History resource. • Connect class discussion to learning from the previous lesson as well as the quote for the End-of-Unit Assessment: <i>Laws are the most important factor in overcoming discrimination.</i> <p><u>Text-Dependent/Text-Specific Questions:</u> (Sample) Included in student handout and on website here: http://bit.ly/2tZfVSN</p> <p><u>Daily Writing Practice</u> Exit Ticket: Ask students to respond to one of the following questions in writing.</p> <ul style="list-style-type: none"> • What does the Fourteenth Amendment say about the universe of obligation of the United States over time? • Through what other words, actions, or events might American citizens and their government contribute to a definition of who belongs in the United States?
<p>Lesson 10</p>	<p>Instructional Plan</p>
<p><u>High-Quality Text(s)</u></p> <p>A More Perfect Union by Barack Obama, 1300L</p> <p>Obama’s “A More Perfect Union” Speech from <i>The Washington Post</i> (video)</p> <p>The U.S. Constitution – 13th Amendment, 14th Amendment, 15th Amendment, Three-Fifths Clause</p> <p>Brown v. Board of Education</p>	<p><u>Guiding Question:</u> What solutions does Senator Barack Obama provide that can make our Union more perfect?</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Analyze the Constitution, selected legislation, and Supreme Court decisions relating to race. (11-12.RI.IKI.9) • Explain what the phrase, “a more perfect union” means and identify it in the Constitution. (11-12.RI.CS.4) • Identify and evaluate solutions proposed by then Senator Barack Obama in his A More Perfect Union speech for resolving racial tensions. (11-12.RI.IKI.8, 11-12.SL.CC.3) • Understand current issues that exist regarding race relations in the United States. (11-12.RI.KID.2) • Propose/Discuss actions they can take to improve race relations in the United States. (Optional) (11-12.SL.CC.1) <p><u>Agenda</u></p> <ul style="list-style-type: none"> • Follow Lesson Plan from the National Constitution Center. This link contains all the texts needed for this lesson. • Notes: <ul style="list-style-type: none"> ○ At the time Obama delivered this speech, he was a presidential candidate. This is why he is referred to as Senator

<p><u>Grutter v. Bollinger</u></p> <p><u>Voting Rights Act of 1965</u></p> <p><u>Materials:</u> Follow Lesson Plan from the National Constitution Center. This link contains all the texts needed for this lesson. <u>(http://bit.ly/2rLbUQU)</u></p> <ul style="list-style-type: none"> • One copy of full attachment per teacher • One copy per student of p. 5-12 • Consider how to use p. 13-16, possibly as a class set. <p>Technology needed to project and hear this video: <u>http://wapo.st/2eORjVD</u></p>	<p>Obama.</p> <ul style="list-style-type: none"> ○ Students will read the text of the speech at the start of class to get the gist or main message of Senator Obama’s speech. ○ Students may annotate the text during the first read and answer the questions provided on a second read before or after the jigsaw activity of the other primary documents. ○ After Activity 9, show the annotated video. Students need to pay attention and watch the video as the annotations will add depth to the message of the speech and support the following discussion. <ul style="list-style-type: none"> ● The Action Plan is optional but might be a great way for students to articulate their feelings and beliefs about the text. <p><u>Text-Dependent/Text-Specific Questions:</u> (Sample) Included in student handout and on website here: <u>http://bit.ly/2rLbUQU</u></p> <p><u>Daily Writing Practice</u> Exit Ticket – Option One: Students complete p. 17 of the packet.</p> <p>Exit Ticket – Option Two: Students write a critical summary of Obama’s speech, commenting on both his craft and tone as well as his message and if he successfully conveys his meaning.</p>
<p>Lesson 11</p>	<p>Instructional Plan</p>
<p><u>High-Quality Text(s)</u></p> <p><u>A More Perfect Union? Barack Obama and the Politics of Unity</u> by Thomas J. Sugrue, 1420L</p> <p><u>Materials:</u> One copy per student of Sugrue’s article: <u>http://bit.ly/2s5hfoL</u> Paper/pen Highlighter (Optional)</p>	<p><u>Guiding Question:</u> What is Sugrue’s opinion of President Obama’s speech?</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Read and annotate an essay that critiques a speech. (11-12.RI.CS.5) • Evaluate an analysis and cite evidence to support a claim. (11-12.SL.CC.3, 11-12.SL.CC.4) • Complete a quick response to an argumentative prompt analyzing Sugrue’s speech. (11-12.W.TTP.1) <p><u>Agenda</u></p> <ul style="list-style-type: none"> • <u>First Read:</u> Students read the article silently and independently, annotating unfamiliar words and phrases. • <u>Second Read:</u> Students answer the TDQs listed below.

- Third Read: Connect the article to “A More Perfect Union” using the TDQs listed below.
- Have students respond to this prompt in writing: Sugrue provides a thorough analysis of President’s Obama’s speech. Are his claims fair and accurate? Do you agree or disagree with Sugrue’s analysis? Use evidence from both the “More Perfect Union” text and the Sugrue text to support your claims.

Text-Dependent/Text-Specific Questions: (Sample)

Second Read

- According to the essay, what was President Obama’s ideological and political commitment?
- Cite two quotations from Obama in this essay that express his belief in the importance of finding common ground.
- President Obama believes we cannot solve the challenges of our time unless we do what?
- According to Obama, what are “the challenges of our time”? Support your answer with evidence from the essay.
- Why might finding common ground be important to the future of the United States? Use evidence from the text to support your answer.
- What allusions or references were made in President Obama’s First Inaugural Address? Cite specific evidence.

Third Read

- This essay references the “More Perfect Union” speech given by President Obama in March of 2008. How does the essay sum up the speech?
- What sentence in the essay highlights that Sugrue believes the “More Perfect Union” speech was effective in shifting the audience’s focus on progress instead of discrimination?
- Besides race and political references, what other types of symbolism were used in this speech, according to the essay? Does the writer of this essay believe the references were effective? Cite evidence to support your claim.

Daily Writing Practice

Writing prompt listed in the agenda is an argumentative essay. Consider choosing one graphic organizer from this resources from Facing History and Ourselves: <http://bit.ly/2krB11Z>

January 29, 2020-February 4, 2020

Instructional Focus

Reading: Informational Texts

- 11-12.RI.CS.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her own exposition or argument, including whether the structure makes points clear, convincing, and engaging.
- 11-12.RI.IKI.7 Evaluate the topic or subject in multiple diverse formats and media.
- 11-12.RI.IKI.9 Analyze and evaluate a variety of thematically-related texts of historical and literary significance for their topics, facts, purposes, and rhetorical

features.

Writing

11-12.W.RBPK.7 Conduct and write short as well as more sustained research projects to answer a questions (including a self-generated question) or solve a problem by narrowing or broadening the inquiry when appropriate, synthesizing multiple sources on the subject, and demonstrating a new understanding of the subject under investigation.

Speaking & Listening

11-12.SL.CC.2 Integrate multiple sources of information presented in diverse media formats in order to make informed decisions and solve problems; evaluate the credibility and accuracy of each source and note any discrepancies among the data.

Lesson 12	Instructional Plan
<p><u>High-Quality Text(s)</u></p> <p><i>Obama and the Rev. Wright Controversy: What Really Happened</i> (documentary film)</p> <p><u>Materials:</u> Technology to show a video (projector, speakers, Internet, etc.) Access to: Obama and the Rev. Wright Controversy: What Really Happened (documentary film)</p> <p>chart paper</p> <p>markers</p>	<p><u>Guiding Question:</u> Does viewing this topic in a different format alter your perception of Obama’s speech?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> • Analyze a non-print resource based on a familiar text. (11-12.RI.IKI.7) • Complete the Chalk Talk Protocol to respond to key elements of the video. (11-12.W.RBPK.7, 11-12.SL.CC.2) <p><u>Agenda</u></p> <ul style="list-style-type: none"> • Show students the video. Students may choose to take notes to help them cite evidence during the class discussion. • Use a protocol similar to the Chalk Talk Protocol to help students unpack ideas from the video. <ul style="list-style-type: none"> ○ Post several sheets of chart paper around the room. The title of the sheets should be a thoughtful question about the text set and its historical significance. ○ Consider using questions listed below and reading the questions aloud before students watch the video. ○ After the video, divide the students into the same number of groups as you have pieces of chart paper. Each group is assigned to a question/paper. ○ Set up the norms for the protocol: This technique only works if everyone is writing and responding throughout the designated time period. Everyone is responsible for writing, reading other people’s comments, and responding. There is to be NO talking. No one is to sit down or leave the group until the full rotation is complete. Opinions must be freely expressed and honored, and no personal attacks are allowed.

	<ul style="list-style-type: none"> ○ Allow 10-20 minutes for the chalk talk. Student groups should rotate. Ex. If you chose 4 questions and have four groups, they should rotate every 4-5 min. If you have 7 questions with 7 groups, they should rotate every 2-3 minutes. ○ Students should then return to their seats and partner up with someone who was not in the original group. In pairs, participants should carousel around the room and read through all the postings to search for patterns, themes, or wonderings. This should take about 5-7min. ○ Whole-group share: Pairs should report out patters and themes, round-robin style, until all perceptions are shared. ○ Process debrief: What was the experience like of “talking” silently? <p><u>Text-Dependent/Text-Specific Questions:</u> (Sample) Consider using questions from these suggestions and reading the questions aloud before students watch the video:</p> <ul style="list-style-type: none"> ● What is the premise for why Obama is able to run as a “post-racial candidate”? ● What is the purpose of any campaign releasing inflammatory video about an opposing candidate? Did this particular release of video have the intended effect on Obama’s campaign? ● What is the significance about when the story hit the news? Does the video suggest it was coincidence or intentional? ● How does the news cycle encourage these “fire storms”? ● What is the danger of reducing a presidential election to race and religion? ● How does Hillary Clinton react to this news story? What does her reaction to the story convey about elections in general? ● What are the strengths of Obama’s speech? ● What choices did Obama make in this situation that demonstrate that he is a strong leader? <p><u>Daily Writing Practice</u> Exit Ticket: In a paragraph or two, answer this question: <i>After reading Obama’s speech and now viewing President Obama delivering his speech himself during his campaign, which method of delivery has more impact on an audience? Use evidence from both the text and the video to support your claim.</i></p>
<p>Lesson 13</p>	<p>Instructional Plan</p>
<p><u>High-Quality Text(s)</u></p>	<p><u>Guiding Question:</u> How does Jefferson present a clear argument in <i>The Declaration of Independence</i>?</p>

The Declaration of Independence by Thomas Jefferson, 1390L (p.112)

Materials:

Technology to show a video (projector, speakers, Internet, etc.)

Access to: 3m video on Jefferson and the Declaration: <http://bit.ly/Doflvideo>

Pearson textbook

Paper/pen

Learning Targets

- Read a primary source that is important to U.S. History. (11-12.RI.IK1.9)
- Examine key elements of the document to determine how style contributes to its effectiveness. (11-12.RI.CS.5)

Agenda

- Literary Analysis, p. 110
- Think Aloud, Model the Skill, p. 110
- Reading Strategy, p. 110
- Watch 3m video on Jefferson and the Declaration: <http://bit.ly/Doflvideo>
- Ask students why it would have been essential for the Declaration of Independence to present a clear and logical argument.
- *Structure/Language* – If students will have difficulty with structure, point out the “He has” charges against the king. Then, have students read the text aloud to “hear” the clarity of its structure and argument.
- *Synthesizing* – If students will not have difficulty with structure, have them present a logical argument for a change that they would like to see happen, using Jefferson’s text as a model.
- Students will read *The Declaration of Independence*.
 - First Read: Students read silently and independently to review the gist of the document.
 - Return to the first sentence. Ask students what the notice about the first sentence. (Possible answers: It’s very long. There are many phrases. It’s the entire first paragraph. Etc.)
 - Ask students what Jefferson’s purpose was in writing this sentence? What in the sentence supports that answer? Students should acknowledge that the first sentence explains the purpose of the entire document and explains why it was created.
 - What does it mean when something is self-evident or unalienable? Reread the bottom of p. 112 if necessary.
 - Literary Analysis, p. 113 (top and bottom)
 - Note the last sentence of that paragraph on p. 113 – “To prove this, let facts be submitted to a candid world.” There was no social media back in these days. What is the significance of this phrase? Who is the intended audience of this document?
 - Allow students to discuss with a partner or in small groups: Why does Jefferson begin with observations about human rights before addressing the colonists’ situation?
 - The next group of paragraphs starts with the word “He.” Who is “He”? Why does Jefferson use this

	<p>technique?</p> <p><u>Supporting Resources:</u></p> <ul style="list-style-type: none"> • http://www.ushistory.org/declaration/lessonplan/lesson0.html (Resources to build knowledge) • http://www.ride.ri.gov/Portals/0/Uploads/Documents/Common-Core/TD3_DecOfInd_Questions.pdf (More TDQs) <p><u>Text-Dependent/Text-Specific Questions:</u> (Sample)</p> <p>First Read: Students read silently and independently to review the gist of the document.</p> <ul style="list-style-type: none"> • Return to the first sentence. Ask students what the notice about the first sentence. (Possible answers: It’s very long. There are many phrases. It’s the entire first paragraph. Etc.) • Ask students what Jefferson’s purpose was in writing this sentence? What in the sentence supports that answer? Students should acknowledge that the first sentence explains the purpose of the entire document and explains why it was created. • What does it mean when something is self-evident or unalienable? Reread the bottom of p. 112 if necessary. • Literary Analysis, p. 113 (top and bottom) • Note the last sentence of that paragraph on p. 113 – “To prove this, let facts be submitted to a candid world.” There was no social media back in these days. What is the significance of this phrase? Who is the intended audience of this document? • Allow students to discuss with a partner or in small groups: Why does Jefferson begin with observations about human rights before addressing the colonists’ situation? • The next group of paragraphs starts with the word “He.” Who is “He”? Why does Jefferson use this technique? <p><u>Daily Writing Practice</u></p> <p>Exit Ticket: In a paragraph or two, answer this question: <i>How does the argument in the introduction advance from a trivial dispute with England to a monumental occurrence that changed the course of history?</i></p>
<p>Lesson 14</p>	<p>Instructional Plan</p>
<p><u>High-Quality Text(s)</u></p>	<p><u>Guiding Question:</u> How does Jefferson present a clear argument in <i>The Declaration of Independence</i>?</p>

<p><i>The Declaration of Independence</i> by Thomas Jefferson, 1390L (p.112)</p> <p><u>Materials:</u> Pearson textbook Paper/pen</p>	<p><u>Learning Targets</u></p> <ul style="list-style-type: none"> • Read a primary source that is important to U.S. History. (11-12.RI.IK1.9) • Examine key elements of the document to determine how style contributes to its effectiveness. (11-12.RI.CS.5) <p><u>Agenda</u></p> <ul style="list-style-type: none"> • Students should read “The American Experience” on p. 114 to build knowledge. (You may mention that students will read Locke’s work in English IV.) • Reading Strategy, p. 114 • Literary Analysis, p. 115 • Differentiated Instruction, p. 115 • Students will reread <i>The Declaration of Independence</i>. <ul style="list-style-type: none"> ○ <u>Second Read</u>: Students read from the beginning to the end, noting the organization of the document. ○ Use the TDQs below to guide understanding of the text. • Critical Reading: Integration of Knowledge and Ideas, p. 115 <ul style="list-style-type: none"> ○ Allow students to discuss with a partner or in small groups. • For students struggling with the question, ask, “Why does Jefferson believe that because he used <i>reason</i> to argue his points that the audience must believe that he is right? What evidence in the text prove he trusted that he thought being reasonable was enough to persuade his audience?” <p><u>Text-Dependent/Text-Specific Questions:</u> (Sample) Second Read: Students read from the beginning to the end, noting the organization of the document. Allow students to discuss with a partner or in small groups:</p> <ul style="list-style-type: none"> • What is the most convincing evidence that Jefferson cites to support his points? • Where is that evidence recorded in the document? • How does the organization of the document strengthen its argument? <p><u>Daily Writing Practice</u> Exit Ticket: After reading “The American Experience” on p. 114, answer this question in a paragraph or two: <i>Where in “The Declaration” does Jefferson echo Locke’s idea that the people have the right to overthrow a government that breaks the social contract?</i></p>
Lesson 15	Instructional Plan

High-Quality Text(s)

**From *The American Crisis*,
Number 1" by Thomas Paine, 1200L (p. 117)**

Materials:

Pearson textbook

Paper/pen

Technology to show a video (projector, speakers, Internet, etc.)

Access to: this commercial (1:07) that aired shortly after 911 as an example:

<https://www.youtube.com/watch?v=IOImTwInYv4>

Paper/pen

Answer Key for TDQs on the Second Read:

<http://bit.ly/2DgPo9g>

Guiding Question: How does Paine present a clear argument in *The American Crisis*?

Learning Targets:

- Read a primary source that is important to U.S. History. (11-12.RI.IK1.9)
- Examine key elements of the document to determine how style contributes to its effectiveness. (11-12.RI.CS.5)

Agenda

- Using the information on TE p. 116, discuss how Paine exhibited an uncompromising spirit.
- Ask students how they would rally a group to take an action that could prove very dangerous.
- Guide students to use Multidraft Reading strategies to deepen their comprehension (TE p. 111).
- *Levels of Meaning* – If students will have difficulty with meaning, have them summarize the first paragraph. Then, have students reread the text to verify that their summaries reflect the call that Paine makes.
- *Analyzing* – If students will not have difficulty with meaning, discuss how Paine makes it clear that everyone in his audience has a stake in the outcome of the action that he is proposing.
- First Read: Students read the entire text silently and independently. After reading, students should be able to explain the gist of the text and the purpose of the author.
 - Read aloud the first sentence of the text. Ask students if that sentence is familiar to them. Explain that the beginning of this text is used often to rally the American spirit. Show students this commercial (1:07) that aired shortly after 911 as an example: <https://www.youtube.com/watch?v=IOImTwInYv4>
- Second Read: Review the text in chunks and check for understanding using the text-dependent questions listed below:
- Third Read: Students should review the text to find answers to Critical Reading, p. 119. After completing the task, students could work in groups to discuss answers and evaluate text evidence.

Text-Dependent/Text-Specific Questions: (Sample)

Second Read: Review the text in chunks and check for understanding using these text-dependent questions: *Answer Key: <http://bit.ly/2DgPo9g>

- According to the first paragraph, who will shrink from the service of his country? What will the people who do not shrink from service deserve?
- According to the first paragraph, what has Britain declared?
- Of what is Paine confident in the third paragraph?

- According to the final paragraph, what will a person whose heart is firm pursue until death?
- What opinion of offensive war does Paine express in the final paragraph?
- What does Paine mean when he refers to summer soldier and the sunshine patriot?
- What is the point of Paine’s story about the tavern keeper at Amboy?
- Name two emotions to which Paine appeals in his essay?
- What is the main idea of this essay? How does Paine support his idea?
- How might a colonist who had remained loyal to the British react to Paine’s argument?

Daily Writing Practice

Exit Ticket: In a paragraph or two, answer this question:

Both Jefferson and Paine used the charged words “tyrant” and “tyranny” frequently. Do these words carry the same meaning for both writers? Explain using evidence from both texts.

February 5, 2020 – February 11, 2020

Instructional Focus

Reading: Informational Texts

11-12.RI.KID.2 Determine multiple central ideas of a text or texts and analyze their development; provide a critical summary.

11-12.RI.IKI.7 Evaluate the topic or subject in multiple diverse formats and media.

11-12.RI.IKI.9 Analyze and evaluate a variety of thematically-related texts of historical and literary significance for their topics, facts, purposes, and rhetorical features.

Writing

11-12.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Speaking & Listening

11-12.SL.CC.1 Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th-12th grade topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

11-12.SL.CC.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective so that listeners can follow the line of reasoning; address alternative or opposing perspectives; and organize and develop substance an style appropriate to task, purpose, and audience.

Lesson 16

Instructional Plan

High-Quality Text(s)**Lesson 15 Texts from Facing History and Ourselves “The Reconstruction Era” Unit**

- Movie Poster for *The Birth of a Nation* (1915) (image)
- *The Birth of a Nation Summarizes Reconstruction*
- *The Importance of Getting History Right*
- *W.E.B. DuBois Reflects on the Purpose of History*
- *The Birth of a Nation Depicts the South Carolina Legislature* (film – 1:53-1:56)
- *The Birth of a Nation Depicts Klansmen as Heroes* (film – 2:45-2:59)

Materials:

- Handouts 15.1 and 15.2 can be copied per student, per group of students, or be projected for whole-class viewing.
- Handouts 15.3 and 15.4 should be provided for students but could be printed in a class set.
- The close reading handout (p. 281-285) should be provided one per student to allow students to mark up the text and record answers.
- The entire packet is located

Guiding Question: How does our experience and memory of the past affect our choices and beliefs in the present?

Learning Targets:

- Analyze visual images using handout 15.1. (11-12.RI.IKI.7)
- Use the “Big Paper” silent-conversation strategy (similar to Chalk Talk) to invite students to critique the brief introduction of the era that appears on-screen in the movie. (11-12.RI.IKI.7, 11-12.W.RW.10)
- Close read a historical text and evaluate the facts within. (11-12.RI.IKI.9)

Agenda

- Follow [Lesson 15](#) from the Facing History resource.
- Use the Guided Close Reading and TDQs Teacher Guide and/or Student Handout if possible.
- Connect class discussion to the quote for the End-of-Unit Assessment: *Laws are the most important factor in overcoming discrimination.*

Text-Dependent/Text-Specific Questions: (Sample)

All are included in the resource online at: <http://bit.ly/2rMI8LD>

Daily Writing Practice

Conclude this lesson by asking students to write a one-page letter to D. W. Griffith, the director of *The Birth of a Nation*. In the letter, students should identify a scene or portrayal in the film that is not accurate and use what they have learned in this unit to explain why it is inaccurate. They should then argue why it is important that Griffith’s portrayal of Reconstruction be corrected.

<p>online here: http://bit.ly/2rMI8LD</p> <ul style="list-style-type: none"> • Chart paper • paper/pen 	
<p>Lesson 17</p>	<p>Instructional Plan</p>
<p><u>High-Quality Text(s)</u></p> <p><i>We Need to Talk About an Injustice</i> by Bryan Stevenson (TED Talk video)</p> <p><u>Materials:</u> Video/projector/ speakers Paper/pen Printed copy of quotes – one per group</p>	<p><u>Guiding Question:</u> What are the central ideas presented in Bryan Stevenson’s speech?</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Listen to a speech that explores the power of identity. (11-12.RI.IKI.7) • Discuss central ideas from the speech in small groups. (11-12.RI.KID.2, 11-12.SL.CC.1) • Write a response to the speech. (11-12.W.RW.10) <p><u>Agenda</u></p> <ul style="list-style-type: none"> • Frame the video by asking students these questions and allowing them to discuss these words. Consider taking notes on the board on the meaning of these words for reference by students while watching the video. <ul style="list-style-type: none"> ○ culpability ○ disenfranchisement ○ litigation ○ reconciliation ○ apartheid ○ degradation • Show the students the video. (23:15) For this viewing, allow students to simply listen and watch. (Direct link: https://www.ted.com/talks/bryan_stevenson_we_need_to_talk_about_an_injustice/up-next) • Write/display these four quotes on the board/SmartBoard – or print the quotes on different sheets of paper. <ul style="list-style-type: none"> ○ “In 1972, there were 300,000 people in jails and prisons. Today, there are 2.3 million. The United States now has the highest rate of incarceration in the world.” ○ “We’re actually projecting in another 10 years the level of disenfranchisement will be as high as it’s been since prior to the passage of the Voting Rights Act.” ○ “For every nine people who have been executed, we’ve actually identified one innocent person who’s been exonerated and released from death row.” ○ "I came into this courtroom to tell this young man, keep your eyes on the prize, hold on."

	<ul style="list-style-type: none"> • Allow students to choose which quote each wants to discuss and to create small groups based on those choices. • Give students about 15 minutes to discuss the quote, its significance, what it means, etc. • Students then write a multi-paragraph response to the following prompt listed below. <p><u>Text-Dependent/Text-Specific Questions:</u> (Sample) Write/display these four quotes on the board/SmartBoard – or print the quotes on different sheets of paper.</p> <ul style="list-style-type: none"> • “In 1972, there were 300,000 people in jails and prisons. Today, there are 2.3 million. The United States now has the highest rate of incarceration in the world.” • “We’re actually projecting in another 10 years the level of disenfranchisement will be as high as it’s been since prior to the passage of the Voting Rights Act.” • “For every nine people who have been executed, we’ve actually identified one innocent person who’s been exonerated and released from death row.” • “I came into this courtroom to tell this young man, keep your eyes on the prize, hold on.” <p>Students should relate these facts to reading from the previous lesson and text from this lesson’s video. Push students to identify if their quote supports or does not support the quote used in the culminating task: “Laws are the most important factor in overcoming discrimination.”</p> <p><u>Daily Writing Practice</u> Students then write a multi-paragraph response to the following prompt: <i>Bryan Stevenson’s style is to support his claims with personal stories. Write a letter to Bryan Stevenson in response to his speech, either to support or to disagree with his views. In the letter, explain your defense or disagreement with a personal story of your own that proves your claims.</i></p>
<p>Lesson 18</p>	<p>Instructional Plan</p>
<p><u>High-Quality Text(s)</u></p> <p>Lesson 16 Texts from Facing History and Ourselves “The Reconstruction Era” Unit</p> <ul style="list-style-type: none"> • <i>Making Real the Promises of Democracy</i> • <i>We Need to Talk About an Injustice</i> 	<p><u>Guiding Question:</u> Why has democracy been called a “work in progress”? What can individuals do to help bring about a more just and equal society?</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Answer text-dependent questions about the meaning of equality using multiple texts. (11-12.RI.IK1.9) • Participate in a “Fishbowl” discussion to present opinions, ask questions, and share information on the identity charts for Stevenson and Simons. (11-12.SL.CC.4) <p><u>Agenda</u></p>

<ul style="list-style-type: none"> • <i>A Lifeline for Democracy</i> <p><u>Materials:</u> The entire packet is located online here: http://bit.ly/2rMI8LD Paper/pen One copy of Handouts 16.1, 16.2, and 16.3 per student (p. 291-296 of this text: http://bit.ly/2C16fuE)</p>	<ul style="list-style-type: none"> • Follow Lesson 16 from the Facing History resource. • Connect class discussion to the quote for the End-of-Unit Assessment: <i>Laws are the most important factor in overcoming discrimination.</i> <p><u>Text-Dependent/Text-Specific Questions:</u> (Sample) All are included in the resource online at: http://bit.ly/2C16fuE</p> <p><u>Daily Writing Practice</u></p> <ul style="list-style-type: none"> • To prepare for writing the end-of-unit paper, give students the opportunity to review the documents they encountered in Lessons 15 and 16. Which events, arguments, and other information in the documents connect to the writing prompt? • Give students with the opportunity to continue their evidence logs. Ask students to reflect on the new evidence they have recorded. Does it confirm or conflict with their thinking about the question posed in the prompt? Has what they have learned about the purpose of history and the legacies of Reconstruction changed their thinking about the prompt? Have students record their thinking in their journals.
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February 12, 2020- February 19, 2020

Instructional Focus

Writing

- 11-12.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.
- Introduce precise claim(s).
 - 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.
 - Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence.
 - Provide a concluding statement or section that follows from and supports the argument presented.
- 11-12.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.
- 11-12.W.RBPK.9 Support and defend interpretations, analyses, reflections, or research with evidence found in literature, applying grade band 11-12 standards for reading to source materials.

Lesson 19

Instructional Plan

<p><u>High-Quality Text(s)</u> N/A</p> <p><u>Materials:</u> Paper/pen</p> <p>The prompt can be written on the board or projected on a screen. Students will need all of their notes and copies of the texts from the unit.</p>	<p><u>Guiding Question:</u> N/A - End-of-Unit Assessment</p> <p><u>Learning Target</u></p> <ul style="list-style-type: none"> Identify several possible thesis statements that address the same essay prompt and evaluate the strengths and weaknesses of each. (11-12.W.PDW.5) <p><u>Agenda</u></p> <ul style="list-style-type: none"> Students begin drafting the argumentative essay response to the End-of-Unit Assessment prompt. Use Writing Strategies for the Reconstruction Unit by Facing History and Ourselves to guide students through the writing process. <ul style="list-style-type: none"> Strategy 4 – Thesis Sorting (p. 11 of http://bit.ly/2rMgcYs) <p><u>Text-Dependent/Text-Specific Questions:</u> (Sample) N/A – Writing Assessment</p> <p><u>Daily Writing Practice</u> Students spend time in the lesson writing and revising the culminating task.</p>
Lesson 20	Instructional Plan
<p><u>High-Quality Text(s)</u> N/A</p> <p><u>Materials:</u> Paper/pen</p> <p>The prompt can be written on the board or projected on a screen. Students will need all of their notes and copies of the texts from the unit.</p>	<p><u>Guiding Question:</u> N/A - End-of-Unit Assessment</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> Write and challenge counterarguments. (11-12.W.TTP.1B) Provide and receive feedback from a partner on the counterarguments in a rough draft. (11-12.W.PDW.5) <p><u>Agenda</u></p> <ul style="list-style-type: none"> Students continue drafting the argumentative essay response to the End-of-Unit Assessment prompt. Use Writing Strategies for the Reconstruction Unit by Facing History and Ourselves to guide students through the writing process. <ul style="list-style-type: none"> Strategy 6 – Refuting Counterarguments (p. 14 of http://bit.ly/2rMgcYs) <p><u>Text-Dependent/Text-Specific Questions:</u> (Sample) N/A – Writing Assessment</p>

	<p><u>Daily Writing Practice</u> Students spend time in the lesson writing and revising the culminating task.</p>
Lesson 21	Instructional Plan
<p><u>High-Quality Text(s)</u></p> <p>N/A</p> <p><u>Materials:</u> Paper/pen</p> <p>The prompt can be written on the board or projected on a screen. Students will need all of their notes and copies of the texts from the unit.</p>	<p><u>Guiding Question:</u> N/A - End-of-Unit Assessment</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> Analyze evidence in writing. (11-12.W.RBPK.9) <p><u>Agenda</u></p> <ul style="list-style-type: none"> Students begin drafting the argumentative essay response to the End-of-Unit Assessment prompt. Use Writing Strategies for the Reconstruction Unit by Facing History and Ourselves to guide students through the writing process. <ul style="list-style-type: none"> Strategy 7 – Claims, Data, and Analysis (p. 17 of http://bit.ly/2rMgcYs) <p><u>Text-Dependent/Text-Specific Questions:</u> (Sample) N/A – Writing Assessment</p> <p><u>Daily Writing Practice</u> Students spend time in the lesson writing and revising the culminating task.</p>
Lesson 22	Instructional Plan
<p><u>High-Quality Text(s)</u></p> <p>N/A</p> <p><u>Materials:</u> Paper/pen</p> <p>The prompt can be written on the board or projected on a screen.</p>	<p><u>Guiding Question:</u> N/A - End-of-Unit Assessment</p> <p><u>Learning Target</u></p> <ul style="list-style-type: none"> Identify connections between the ideas in their essays and their own lives and gather ideas they might use in their concluding paragraph. (11-12.W.TTP.1D) <p><u>Agenda</u></p> <ul style="list-style-type: none"> Students begin drafting the argumentative essay response to the End-of-Unit Assessment prompt. Use Writing Strategies for the Reconstruction Unit by Facing History and Ourselves to guide students through the

<p>Students will need all of their notes and copies of the texts from the unit.</p>	<p>writing process.</p> <ul style="list-style-type: none"> Strategy 12 – Conclusions: Text-To-Text, Text-To-Self, Text-To-World (p. 30 of http://bit.ly/2rMgcYs) <p><u>Text-Dependent/Text-Specific Questions:</u> (Sample) N/A – Writing Assessment</p> <p><u>Daily Writing Practice</u> Students spend time in the lesson writing and revising the culminating task.</p>
<p>Lesson 23</p>	<p>Instructional Plan</p>
<p><u>High-Quality Text(s)</u></p> <p>N/A</p> <p><u>Materials:</u> Paper/pen</p> <p>The prompt can be written on the board or projected on a screen. Students will need all of their notes and copies of the texts from the unit.</p>	<p><u>Guiding Question:</u> N/A - End-of-Unit Assessment</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> Read another paper and provide specific feedback. (11-12.W.PDW.5) Receive feedback on your own writing. (11-12.W.PDW.5) <p><u>Agenda</u></p> <ul style="list-style-type: none"> Students begin drafting the argumentative essay response to the End-of-Unit Assessment prompt. Use Writing Strategies for the Reconstruction Unit by Facing History and Ourselves to guide students through the writing process. Strategy 18 – Read-Alouds (p. 41 of http://bit.ly/2rMgcYs) <p><u>Text-Dependent/Text-Specific Questions:</u> (Sample) N/A – Writing Assessment</p> <p><u>Daily Writing Practice</u> Students spend time in the lesson writing and revising the culminating task.</p>

Grade 11		Transcendentalism	3 Weeks
Unit Overview			
<p>Ralph Waldo Emerson and Henry David Thoreau helped define the American character by inspiring people to turn to nature in order to better understand both themselves and the universal truths. Students may be surprised to find that they share many of the views on nature and individuality that Emerson expresses in <i>Nature</i> and “Self-Reliance.” Thoreau’s views in <i>Walden</i> on how to live a productive life may intrigue students. The modern article by Hsu encourages students to put down the technology and immerse themselves in nature. Students finish the unit by evaluating the writings of Emerson, Thoreau, and Whitman to determine which author is the strongest at conveying themes and ideals of transcendentalism to readers.</p>			
Essential Questions:			
<ul style="list-style-type: none"> • What are the ideals of early transcendentalism? • How do writers of transcendental texts advise people to live their lives? • How are the themes of transcendentalism seen in modern-day texts and photography? • How does the use of complex vocabulary and figurative language impact the meaning and tone of a text? 			
Anchor Text		Qualitative Analysis of Anchor Text	
<p>Excerpt from <i>Walden</i> by Henry David Thoreau, 1340L (p. 374)</p>		<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> <ol style="list-style-type: none"> Knowledge Demands – Exceedingly Complex Text Structure – Moderately Complex Language Features – Very Complex Meaning – Exceedingly Complex Overall Complexity – Very Complex 	
Related Texts/ Anchor Text Connections			
<p>Build Knowledge: The texts (print and non-print) listed below build student knowledge around the topic (Transcendentalism, etc.) to make the anchor text accessible for students.</p>			
Informational Texts			
<ul style="list-style-type: none"> • <i>Literary History and Transcendentalism</i> (p. 360) 			
<p>Make Connections: The texts listed below provide students with the opportunity to analyze multiple texts for common messages/purposes, make thematic connections across texts, and prepare for the End-of-unit assessment.</p>			
Literary Texts			
<ul style="list-style-type: none"> • From <i>Nature</i> by Ralph Waldo Emerson, 980L (p. 366) • From “Self-Reliance” by Ralph Waldo Emerson, 1010L (p. 369) • From Preface to the 1855 edition of <i>Leaves of Grass</i> by Walt Whitman, 1900L (p. 426) • From <i>Song of Myself</i> by Walt Whitman (p. 428) 			

- *I Hear America Singing* by Walt Whitman (p. 435)
- *A Noiseless Patient Spider* by Walt Whitman (p. 436)

Informational Texts

- [*Simplify Your Tech Life – Thoreau-Style*](#) by Michael Hsu
- Critical Commentary by James E. Miller, Jr. (p. 437)

Nonprint Texts (Fiction or Nonfiction)

- *Embracing Wilderness* (p. 398-400) (images)

End-of-Unit Assessment:

According to the Merriam-Webster dictionary, transcendentalism is “a philosophy which says that thought and spiritual things are more real than ordinary human experience and material things.” Based on the texts analyzed in this unit, who exemplifies transcendentalism the strongest: Emerson, Thoreau, or Whitman? Write an argumentative essay to defend your choice, and use text evidence to back up your position.

Unit Outcomes: Grade Level Standards Explicitly Taught

Reading: Literature

11-12.RL.KID.1, 11-12.RL.KID.2, 11-12.RL.CS.4, 11-12.RL.CS.5, 11-12.RL.IKI.7, 11.RL.RRTC.10

Reading: Informational Texts

11-12.RI.KID.1, 11-12.RI.KID.2, 11-12.RI.CS.6, 11-12.RI.IKI.7, 11.RI.RRTC.10

Writing

11-12.W.TTP.1, 11-12.W.TTP.2, 11-12.W.PDW.4, 11-12.W.PDW.5

Language

11-12.L.VAU.6

Speaking & Listening

11-12.SL.CC.1

February 24, 2020- February 28, 2020

Instructional Focus

Reading: Literature

- 11-12.RL.KID.1 Analyze what the text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.
- 11-12.RL.KID.2 Determine multiple themes or central ideas of a text or texts and analyze their development; provide a critical summary.
- 11-12.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings and language that is stylistically poignant and engaging.
- 11-12.RL.CS.5 Analyze how an author’s choices concerning structure of specific parts of the text contribute to its overall structure, meaning, and aesthetic impact.

11.RL.RRTC.10 Read and comprehend a variety of literature throughout the grades 11-12 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.

Reading: Informational Texts

11-12.RI.KID.2 Determine multiple central ideas of a text or texts and analyze their development; provide a critical summary.

Writing

11-12.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.

11-12.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.

Speaking & Listening

11-12.SL.CC.1 Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th-12th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Lesson 1	Instructional Plan
<p><u>High-Quality Text(s)</u></p> <p><i>Literary History and Transcendentalism (p. 360)</i></p> <p><u>Materials:</u> Print full lesson for the teacher: http://bit.ly/2LmqO9M</p> <p>Print one copy for each student of the Transcendental Survey (Handout): http://bit.ly/2sxa8oZ</p> <p>Students should read informational text on Transcendentalism (p. 360 of textbook).</p>	<p><u>Guiding Question:</u> What are the ideals of early transcendentalism?</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Explore the key ideas of transcendentalism. (11-12.RI.KID.2) • Begin discussing key writers of the unit.(11-12.SL.CC.1) <p><u>Agenda</u></p> <ul style="list-style-type: none"> • A Transcendental Debate (Lesson): http://bit.ly/2LmqO9M <ul style="list-style-type: none"> ○ Transcendental Survey (Handout): http://bit.ly/2sxa8oZ ○ Students should read informational text on Transcendentalism (p. 360). Use this lesson in conjunction with this task: Transcendentalism Concept Chart (Lesson) - http://bit.ly/2Jbs5E7 • Students may collect notes on this sheet: Transcendentalism Concept Chart (Handout) - http://bit.ly/2suQgmj <ul style="list-style-type: none"> ○ Transcendentalism Concept Chart (Answer Key) - http://bit.ly/2JcGsns • Speaking and Listening: Small Group Discussion, p. 360 – Give students time to discuss these questions in a small group and then share out ideas to the whole group. <p><u>Text-Dependent/Text-Specific Questions:</u> (Sample)</p>

<p>Use this lesson in conjunction with this task: Transcendentalism Concept Chart (Handout) - http://bit.ly/2suOgmi</p>	<p>N/A – Included on linked handouts</p> <p><u>Daily Writing Practice</u> Exit Ticket: Have students write on notebook paper or an index card to answer this question in a paragraph: <i>What is “transcendentalism”?</i></p>
<p>Lesson 2</p>	<p>Instructional Plan</p>
<p><u>High-Quality Text(s)</u></p> <p>From <i>Nature</i> by Ralph Waldo Emerson, 980L (p. 366)</p> <p><u>Materials:</u> Pearson textbook paper/pen Online resource: See Day Five for TDQs - http://bit.ly/2xGZXDd</p>	<p><u>Guiding Question:</u> What are some key elements of Emerson’s writing style?</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Build knowledge about the author’s craft. (11-12.RL.CS.5) • Examine ideas to gain understanding of transcendentalism. (11-12.RL.KID.1) <p><u>Agenda</u></p> <ul style="list-style-type: none"> • Literary Analysis, p. 364 • Reading Strategy, p. 364 • Biographical Information on Ralph Waldo Emerson, p. 365 • Because <i>Nature</i> is a more accessible text, students do not require a lot of frontloading before reading. • Students should read p. 367-368 silently and independently. Then, students could work in groups to discuss answers to Critical Reading, p. 368. Students could meet in different groups for each section in order to hear more diverse ideas. <p><u>Text-Dependent/Text-Specific Questions:</u> (Sample) Choose questions best-suited for your students from the Day Five lesson in this resource: http://bit.ly/2xGZXDd</p> <p><u>Daily Writing Practice</u> Exit Ticket: Literary Analysis, p. 372, Question 4</p>
<p>Lesson 3</p>	<p>Instructional Plan</p>
<p><u>High-Quality Text(s)</u></p> <p>From “Self-Reliance” by Ralph</p>	<p><u>Guiding Questions:</u> How does Emerson use stylistic devices, such as imagery and figurative language?</p> <p><u>Learning Targets:</u></p>

<p>Waldo Emerson, 1010L (p. 369)</p> <p><u>Materials:</u> Pearson textbook Paper/pen One copy per student of handout: Analyze Author’s Argument / Paradox</p>	<ul style="list-style-type: none"> • Read an essay multiple times independently. (11.RL.RRTC.10) • Analyze the structure of Emerson’s writing, particularly the function of the first sentence of each paragraph. (11-12.RL.CS.5) • Identify themes in an essay. (11-12.RL.KID.2) • Interpret figures of speech in the text. (11-12.RL.CS.4) <p><u>Agenda</u></p> <ul style="list-style-type: none"> • Literary Analysis, p. 369 • Reading Check, p. 369 • Strategy for Less Proficient Readers – Encourage students to look closely at the first sentence of each paragraph. These sentences essentially serve as an outline of the key points in the essay. By grasping the ideas in these sentences, students will be well on their way to identifying Emerson’s main ideas. Have students draft a list of the main points and use the list to identify themes of the text. • <u>First Read:</u> Students should read p. 369-370 silently and independently. • <u>Second Read:</u> Students should build meaning by analyzing figures of speech within the text using this document for support: Analyze Author’s Argument / Paradox (http://bit.ly/2swboZH) • Have students reread the last paragraph. Ask students what key words are chosen to make Emerson’s argument stronger. <p><u>Supporting Resources:</u></p> <ul style="list-style-type: none"> • https://math.dartmouth.edu/~doyle/docs/self/self.pdf (Full text) • http://www.transcendentalists.com/self_reliance_analysis.htm (Background information and analysis) • http://americainclass.org/individualism-in-ralph-waldo-emersons-self-reliance/ (Lesson plan with additional TDQs) • http://puebloupulp.com/self-reliance-the-four-exercises-of-ralph-waldo-emerson (Analysis of the author’s main points) <p><u>Text-Dependent/Text-Specific Questions:</u> (Sample) Second Read *Included in this handout: Analyze Author’s Argument / Paradox (http://bit.ly/2swboZH)</p> <p><u>Daily Writing Practice</u> Exit Ticket: Direct students to Question 3 in Critical Reading, p. 370. Answers should be in multi-paragraph form.</p>
<p>Lesson 4</p>	<p>Instructional Plan</p>

<p><u>High-Quality Text(s)</u></p> <p>From “Self-Reliance” by Ralph Waldo Emerson, 1010L (p. 369)</p> <p><u>Materials:</u> Pearson textbook Paper/pen Prompt may be written on the board, on a PPT slide and projected, or printed on a piece of paper for students.</p>	<p><u>Guiding Question:</u> N/A - Formative Writing Assessment</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Summarize key points of an essay. (11-12.RL.KID.2) • Write a critical evaluation of an essay. (11-12.W.TTP.1) • Complete the full writing process by revising and editing an explanatory essay. (11-12.W.PDW.5) <p><u>Agenda</u></p> <ul style="list-style-type: none"> • Students will draft an essay to analyze ideas from Emerson’s texts. • <u>Prompt:</u> (Writing, p. 373) Ever since they were first published, Emerson’s essays have stirred argument and inspired admiration. Now, it is your turn to add your voice. Write a <u>critical evaluation</u> of “Self-Reliance.” Include a summary of Emerson’s points, an assessment of his uses of stylistic devices, such as imagery and figurative language, and a statement of your opinion. • Support for students: <ul style="list-style-type: none"> ○ Support for Writing page (Unit 2 Resources, p. 118) ○ Model: Using Relevant Citations, p. 373 ○ https://ctl.utsc.utoronto.ca/twc/sites/default/files/CritReview.pdf • Students should share drafts with a peer for feedback then be given time to revise writing. Consider using a rubric similar to the state assessment rubric to assess this performance task. <p><u>Text-Dependent/Text-Specific Questions:</u> (Sample) N/A – Formative Writing Assessment</p> <p><u>Daily Writing Practice</u> Students will complete a Formative Writing Assessment.</p>
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March 2, 2020- March 6, 2020

Instructional Focus

Reading: Literature

11-12.RL.IKI.7 Evaluate the topic, subject, and/or theme in multiple diverse formats and media, including how the version interprets the source text.

Reading: Informational Texts

11-12.RI.KID.2 Determine multiple central ideas of a text or texts and analyze their development; provide a critical summary.

- 11-12.RI.CS.6 Determine an author’s point of view and/or purpose in a text, analyzing how style and content contribute to its effectiveness.
- 11-12.RI.IKI.7 Evaluate the topic or subject in multiple diverse formats and media.
- 11.RI.RRTC.10 Read and comprehend a variety of literary nonfiction throughout the grades 11-12 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.

Writing

- 11-12.W.TTP.2 Write informative/explanatory texts to analyze, synthesize, 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 thoroughly by selecting the most significant and relevant 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 and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
 - G. Establish and maintain a formal style and objective tone.
- 11-12.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking & Listening

- 11-12.SL.CC.1 Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th-12th grade topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

Lesson 5	Instructional Plan
<p><u>High-Quality Text(s)</u></p> <p>Excerpt from <i>Walden</i> by Henry David Thoreau, 1340L (p. 374)</p> <p><u>Materials:</u> Pearson textbook Paper/pen</p>	<p><u>Guiding Question:</u> How does Thoreau describe a “simple” life?</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Read background information on the writer. (11.RI.RRTC.10) • Conduct a First Read of the anchor text. (11-12.RI.KID.2) • Answer TDQs to examine the text more closely during a Second Read. (11-12.RI.CS.6) <p><u>Agenda</u></p> <ul style="list-style-type: none"> • Literary Analysis, p. 376

- Reading Strategy, p. 376
- Think Aloud: Model the Skill
- Students should read p. 377 to learn more about the author. Consider sharing Background/ More About the Author, p. 377.
- *Levels of Meaning* – If students will have difficulty with the meaning, have them recall the subtitle “Where I Lived, and What I Lived For” as they skim the excerpt. Then, have them reread to determine how “simple” living addresses both parts of that subtitle.
- *Synthesizing* – If students will not have difficulty with the meaning, discuss whether a person today who attempted Thoreau’s “simple” kind of life would reach the same conclusions.
- First Read: Students should read p. 379-384 silently and independently to get the gist.
- Second Read: Guide students through this first section with TDQs. Examples listed below.
- Reading Check, p. 379
- Literary Analysis, p. 380
- Reading Strategy, p. 381
- To meet the instructional shifts, require students to answer the question with evidence from the text. Answers should be text-based, not opinion-based. Once the text evidence is identified, students may answer the question “Am I Convinced?” (See number 5 flow chart example.)
- Critical Thinking, p. 384

Text-Dependent/Text-Specific Questions: (Sample)

Second Read:

- Look up the various meanings of the word *seat*. How does Thoreau seem to be using the word?
- Explain the meaning of the quote, “A man is rich in proportion to the number of things he can afford to let alone,” and give an example of how it is true.
- What is the paradox of the statement “the refusal is all I wanted?”
- Why does Thoreau let Hollowell keep both the land and the \$10.00?
- What does Thoreau learn from this experience?
- What is the difference between a poet’s and a farmer’s approach to a farm?
- What was the attraction of the Hollowell farm?
- What does the allusion to Atlas add to the discussion?
- Explain the allusion to Cato.
- What does Thoreau describe as his purpose in writing about Walden?
- What is the symbolism behind the date that Thoreau moved into his cabin?
- How does Thoreau’s imagination play into his perception of his living arrangements?

	<ul style="list-style-type: none"> • What kinds of images does Thoreau use to describe Walden Pond? How does this description reflect the characteristics of Romanticism? • How does the Damodara quote apply to Thoreau’s description? • How does Thoreau romanticize his house? Is he thinking about it in concrete or abstract terms? What does this reflect about his personal values? • Find the paragraph that is only one sentence. What point does Thoreau seem to be making here? • How does Thoreau turn his experience into a religious one? How do the various allusions contribute to this sensation? • What does Thoreau think the most important time of day is? Why? • What does Thoreau imply about human life through his allegory of the fire alarm? <p><u>Daily Writing Practice</u> Exit Ticket: In “Self-Reliance,” does Emerson express respect for the expectations of society, or does he criticize society’s expectations? Write a brief essay to give your description of Emerson’s position. Use at least two examples from the selection.</p>
Lesson 6	Instructional Plan
<p><u>High-Quality Text(s)</u></p> <p>Excerpt from <i>Walden</i> by Henry David Thoreau, 1340L (p. 374)</p> <p><u>Materials:</u> Pearson textbook Paper/pen Notes from previous lesson</p>	<p><u>Guiding Question:</u> What claims does Thoreau make in <i>Walden</i>?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> • Discuss claims in a text with peers. (11-12.SL.CC.1) • Use notes from discussion to consolidate learning in a writing task. (11-12.W.PDW.4) <p><u>Agenda</u></p> <ul style="list-style-type: none"> • <u>First Read:</u> Students should read p. 379-384 silently and independently to get the gist. • <u>Second Read:</u> Reading Strategy, p. 386 – Have students note which claims seem sound and logical and which claims do not. Divide students into groups of 3 or 4 to discuss notes as a pre-writing activity. • Writing Task: Reading Strategy, p. 390, Question 8 – Students may use notes from group discussion. • Close the lesson. <p><u>Text-Dependent/Text-Specific Questions:</u> (Sample) N/A (Third Read, evaluation of claims to prepare for writing exercise)</p> <p><u>Daily Writing Practice</u></p>

	Exit Ticket: Writing Task: Reading Strategy, p. 390, Question 8 – Students may use notes from group discussion.
Lesson 7	Instructional Plan
<p><u>High-Quality Text(s)</u></p> <p><i>Simplify Your Tech Life – Thoreau-Style</i> by Michael Hsu</p> <p><u>Materials:</u> Pearson textbook Paper/pen Notes from previous lesson. Student copies (only class set is needed) of the anchor text, online here: http://bit.ly/2swJ6y2</p>	<p><u>Guiding Question:</u> Would Thoreau agree with the points that Michael Hsu makes in his article?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> • Examine the craft and structure of an article. (11-12.RI.CS.6) • Compare the main idea in a modern text to that of the historical anchor text. (11-12.RI.IKI.7) • Compare and contrast two authors’ point of view. (11-12.RI.CS.6) <p><u>Agenda</u></p> <ul style="list-style-type: none"> • Academic Vocabulary: http://achievethecore.org/academic-word-finder/#results/38396 • First Read: Students read the text silently and independently. • Second Read: Students could Turn and Talk to answer the TDQs listed below. • Go back to the main idea of Walden. Ask students: <ul style="list-style-type: none"> ○ Is there evidence in Walden that Thoreau would agree/disagree with Hsu’s article? ○ Based on the Walden text, is there an element or idea that Hsu is missing? Is there another key way we can meet Thoreau’s expectations in the modern world? • Close the lesson. <p><u>Text-Dependent/Text-Specific Questions:</u> (Sample)</p> <p>Second Read:</p> <ul style="list-style-type: none"> • What key phrases on page 1 reveal that the author’s tone is humorous and borderline mocking of the typical twenty-something? • What text evidence explains that the author is not asking the reader to unplug completely? • How is the information in the article organized? What effect does this type of organization have on how information is presented? • What analogies or metaphors are used in Step 1 that strengthen the author’s points about Facebook? • What is the purpose of this article? Give text evidence to support your answer. • Which step/section seems to undermine the overall argument of the article? Explain. <p>Third Read:</p> <ul style="list-style-type: none"> • Is there evidence in Walden that Thoreau would agree/disagree with Hsu’s article? • Based on the Walden text, is there an element or idea that Hsu is missing? Is there another key way we can meet

	<p>Thoreau's expectations in the modern world?</p> <p><u>Daily Writing Practice</u> Exit Ticket: Have students write the answer in paragraph form to either of the Third Read questions.</p>
Lesson 8	Instructional Plan
<p><u>High-Quality Text(s)</u></p> <p><i>Embracing Wilderness (p. 398-400)</i></p> <p><u>Materials:</u> Pearson textbook Paper/pen</p>	<p><u>Guiding Question:</u> How does Thoreau's writing compare to Besaw's photography?</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> Evaluate the topic in multiple diverse formats and media. (11-12.RL.IK1.7) Write an expository essay using precise language to describe multiple formats of a topic. (11-12.W.TTP.2F) <p><u>Agenda</u></p> <ul style="list-style-type: none"> Students answer the following prompt on a sheet of notebook paper: <ul style="list-style-type: none"> Prompt: (Critical Reading, Question 1, p. 400) Select one of these images and describe the relationship between Besaw's images and Thoreau's words. Students who finish early can swap papers with a peer for feedback and discussion. <p><u>Text-Dependent/Text-Specific Questions:</u> (Sample) Prompt: (Critical Reading, Question 1, p. 400) Select one of these images and describe the relationship between Besaw's images and Thoreau's words.</p> <p><u>Daily Writing Practice</u> Students answer the following prompt in an expository essay on a sheet of notebook paper.</p>

March 9, 2020 – March 13, 2020

Instructional Focus

Reading: Literature

- 11-12.RL.KID.1 Analyze what the text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.
- 11-12.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings and language that is stylistically poignant and engaging.

- 11-12.RL.CS.5 Analyze how an author's choices concerning structure of specific parts of the text contribute to its overall structure, meaning, and aesthetic impact.
- 11-12.RL.IKI.7 Evaluate the topic, subject, and/or theme in multiple diverse formats and media, including how the version interprets the source text.
- 11.RL.RRTC.10 Read and comprehend a variety of literature throughout the grades 11-12 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.

Reading: Informational Texts

- 11-12.RI.KID.1 Analyze what the text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.

Writing

- 11-12.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.

Language

- 11-12.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.

Lesson 9	Instructional Plan
<p><u>High-Quality Text(s)</u></p> <p>From Preface to the 1855 edition of <i>Leaves of Grass</i> by Walt Whitman, 1900L (p. 426)</p> <p><u>Materials:</u></p>	<p><u>Guiding Questions:</u> How is Walt Whitman's writing style different from Emerson's and/or Thoreau's?</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Compare two or more writers' style from the same time period. (11-12.RL.IKI.7) • Complete multiple reads of a text. (11-12.RL.KID.1) • Determine if a text is poetry or prose. (11-12.RL.CS.5)

<p>Pearson textbook Paper/pen</p>	<p><u>Agenda</u></p> <ul style="list-style-type: none"> • Students should read about Walt Whitman, p. 422-423. • <i>Structure/Language</i>: If students will have difficulty with the poem’s vocabulary or syntax, have them first read to identify and define unfamiliar words. Then, have them read the text aloud. • <i>Synthesizing</i>: If students will not have difficulty with the poem’s vocabulary or syntax, have students locate challenging words in the text and then use each one in a sentence. • Literary Analysis, p. 424 • Think Aloud, Model the Skill, p. 424 • Reading Strategy, p. 425 • <u>First Read</u>: Students should read p. 426-427 silently and independently. • <u>Second Read</u>: Guide students through main elements of the text. <ul style="list-style-type: none"> ○ Have a student read aloud the “Background” paragraph before the text begins on p. 426. ○ Ask the students if this excerpt from Leaves of Grass is poetry or prose. Require students to use text evidence to clarify their position. ○ Literary Analysis, p. 426 (This section does not follow the usual rules of grammar, so students will need to understand why Whitman is “allowed” to write like this.) ○ Ask the students what the effect of Whitman’s repetition here has on the message he is trying to convey. (Compare the idea of the crescendo here to the crescendo in music. The break in words and repetition of beginning brings an emphasis to what Whitman is trying to explain.) ○ Literary Analysis, p. 427 • Critical Reading, p. 427 – Students should complete answers for Questions 1 and 2 independently then discuss with a partner or within a group. <p><u>Text-Dependent/Text-Specific Questions: (Sample)</u></p> <p>Second Read: Guide students through main elements of the text.</p> <ul style="list-style-type: none"> • Have a student read aloud the “Background” paragraph before the text begins on p. 426. • Ask the students if this excerpt from Leaves of Grass is poetry or prose. Require students to use text evidence to clarify their position. • Literary Analysis, p. 426 (This section does not follow the usual rules of grammar, so students will need to understand why Whitman is “allowed” to write like this.) • Ask the students what the effect of Whitman’s repetition here has on the message he is trying to convey. (Compare the idea of the crescendo here to the crescendo in music. The break in words and repetition of beginning brings an emphasis to what Whitman is trying to explain.) • Literary Analysis, p. 427
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	<p><u>Daily Writing Practice</u> Exit Ticket: Critical Reading, p. 427 – Students could complete answers for Questions 1 and 2 independently as an Exit Ticket, then to begin the next lesson, discuss responses with a partner or within a group.</p>
Lesson 10	Instructional Plan
<p><u>High-Quality Text(s)</u></p> <p>From <i>Song of Myself</i> by Walt Whitman (p. 428)</p> <p><u>Materials:</u> Pearson textbook Paper/pen</p>	<p><u>Guiding Question:</u> How does the use of complex vocabulary and figurative language impact the meaning and tone of a text?</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Acquire and accurately use general academic and domain-specific words and phrases. (11-12.L.VAU.6) • Examine how the use of complex vocabulary and figurative language impacts the meaning and tone of the text. (11-12.RL.CS.4) <p><u>Agenda</u></p> <ul style="list-style-type: none"> • Have students read each section separately with the goal of determining the gist of the section. • Close read lines with complex vocabulary. Ex. Line 4 – What does Whitman mean by “I loaf and invite my soul”? • Academic Vocabulary <ul style="list-style-type: none"> ○ Section 1: http://achievethecore.org/academic-word-finder/#results/38399 ○ Section 6 - http://achievethecore.org/academic-word-finder/#results/38400 ○ Section 9 - No tier vocabulary ○ Section 14 - http://achievethecore.org/academic-word-finder/#results/38401 ○ Section 17 - No tier vocabulary ○ Section 51 - http://achievethecore.org/academic-word-finder/#results/38402 ○ Section 52 - http://achievethecore.org/academic-word-finder/#results/38403 • Literary Analysis, p. 428 • Literary Analysis, p. 429 • Reading Check, p. 429 • Literary Analysis, p. 430 • Reading Strategy, p. 430 • Literary Analysis, p. 431 • Show video from <i>Dead Poets’ Society</i> with Whitman’s “Barbaric Yawp”: https://www.youtube.com/watch?v=S6xyHna-NuM

	<ul style="list-style-type: none"> • Enrichment, p. 430 – Introduce the beliefs of the Chinese philosophy of Taoism. Show students this video (5:29) explaining the philosophy: https://www.youtube.com/watch?v=dFb7Hxva5rg • Resource for struggling students: http://study.com/academy/lesson/song-of-myself-by-walt-whitman-summary-themes-analysis.html <p><u>Text-Dependent/Text-Specific Questions:</u> (Sample) (from agenda above)</p> <ul style="list-style-type: none"> • Literary Analysis, p. 428 • Literary Analysis, p. 429 • Reading Check, p. 429 • Literary Analysis, p. 430 • Reading Strategy, p. 430 • Literary Analysis, p. 431 <p><u>Daily Writing Practice</u> Have students write a short essay comparing the fundamental ideals of Taoism to the American Transcendentalist themes shown in the writing read thus far in the unit.</p>
Lesson 11	Instructional Plan
<p><u>High-Quality Text(s)</u></p> <p><i>I Hear America Singing</i> by Walt Whitman (p. 435)</p> <p><i>A Noiseless Patient Spider</i> by Walt Whitman (p. 436)</p> <p><u>Materials:</u> Pearson textbook Paper/pen Notes from previous lesson.</p>	<p><u>Guiding Question:</u> How does Whitman use the context of nature to convey what he thinks about American life?</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Explore writing by Walt Whitman. (11.RL.RRTC.10) • Evaluate multiple representations of a poem to determine which represents the poet’s intent. (11-12.RL.IKI.7) <p><u>Agenda</u></p> <ul style="list-style-type: none"> • <i>I Hear America Singing</i> <ul style="list-style-type: none"> ○ <u>First Read:</u> Students read p. 435 silently and independently. ○ <u>Second Read:</u> Have students look at each character in the poem. Propose the idea, “Compare the value of one fellow to another.” (Students should note that the poet values all of them equally.) ○ Read the “About the Selection” on p. 434. Ask students how that idea is evident in the painting “Haystack” on p. 434. • <i>A Noiseless Patient Spider</i>

	<ul style="list-style-type: none"> ○ Follow this TedED Lesson plan with video. ○ Note: The first of the three animations reveals a literal depiction of the story. Students may follow along with the text on p. 436 to use this as a First Read. The subsequent videos encourage a deeper, metaphorical interpretation. ○ Students may write answers to these two key questions or discuss answers with a partner/small group: <ul style="list-style-type: none"> ▪ Question 1: Which of the three interpretations seems closer to Whitman’s intent? Use text evidence to support your claim. ▪ Question 2: Thinking metaphorically, how is a modern-day teenager like the spider? How do teenagers use the “world wide web” to “build a bridge”? <p><u>Text-Dependent/Text-Specific Questions:</u> (Sample) (from the agenda above)</p> <p><i>I Hear America Singing</i> <u>Second Read:</u></p> <ul style="list-style-type: none"> • Have students look at each character in the poem. Ask the question, “Compare the value of one fellow to another.” (Students should note that the poet values all of them equally.) • Read the “About the Selection” on p. 434. Ask students how that idea is evident in the painting “Haystack” on p. 434. <p><i>A Noiseless Patient Spider</i> Students may write answers to these two key questions or discuss answers with a partner/small group:</p> <ul style="list-style-type: none"> • Question 1: Which of the three interpretations seems closer to Whitman’s intent? Use text evidence to support your claim. • Question 2: Thinking metaphorically, how is a modern-day teenager like the spider? How do teenagers use the “world wide web” to “build a bridge”? <p><u>Daily Writing Practice</u> Exit Ticket: Have students write out an answer to one of the questions from <i>A Noiseless Patient Spider</i>.</p>
<p>Lesson 12</p>	<p>Instructional Plan</p>
<p><u>High-Quality Text(s)</u></p> <p>Critical Commentary by James E. Miller, Jr. (p. 437)</p> <p><u>Materials:</u> Pearson textbook</p>	<p><u>Guiding Question:</u> N/A - Summative Writing Assessment</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Read a critical commentary. (11-12.RI.KID.1) • Write an essay to integrate ideas from the text sets in this unit. (11-12.W.TTP.1)

Paper/pen	<p><u>Agenda</u></p> <ul style="list-style-type: none"> • Critical Commentary, p. 437 – Introduce/Assess • Students should read the “Critical Commentary” on p. 437 and answer the questions at the bottom of the page (Key Ideas and Details). • Performance Task <ul style="list-style-type: none"> ○ Students will draft an essay to integrate ideas from the text sets in this unit. ○ <u>Prompt</u>: According to the Merriam-Webster dictionary, <i>transcendentalism</i> is “a philosophy which says that thought and spiritual things are more real than ordinary human experience and material things.” Based on the texts analyzed in this unit, who exemplifies transcendentalism the strongest: Emerson, Thoreau, or Whitman? Write an argumentative essay to defend your choice, and use text evidence to back up your position. • Support for students: <ul style="list-style-type: none"> ○ SOAPSTone http://apcentral.collegeboard.com/apc/public/preap/teachers_corner/45200.html ○ http://www.sccresa.org/downloads/writewell_gr_11/11th_grade_unit_of_study_4_20120914_160110_8.pdf (WriteWell Unit) ○ https://www.sbcc.edu/clrc/files/wl/downloads/StructureofaGeneralExpositoryEssay.pdf ○ https://academichelp.net/samples/gwt-samples/essentials-writing-gwt-samples/ • Students should share drafts with a peer for feedback then be given time to revise writing. Consider using a rubric similar to the state assessment rubric to assess this performance task. <p><u>Text-Dependent/Text-Specific Questions:</u> (Sample) N/A - Summative Writing Assessment</p> <p><u>Daily Writing Practice</u> Students will complete a Summative Writing Assessment.</p>
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