BCS Literacy Vision

Grade 11

Unit Overview

In this unit,

Students will be able to:

- Read and analyze a variety of texts to gain the knowledge and insight needed to write about the struggle for freedom.
- Expand your knowledge and use of academic and concept vocabulary.
- Write an informative essay that has a clear structure and that draws evidence from texts and original research.
- Conduct research projects of various lengths to explore a topic and clarify meaning.
- Use appropriate and varied sentence structures to create cohesion and clarify relationships.
- Collaborate with your team to build on the ideas of others, develop consensus, and communicate.
- Integrate audio, visuals, and text in presentations.

Essential Questions:

- ***In what ways does the struggle for freedom change with history?***

Anchor Text(s):

- **The Zigzag Road to Rights** (1160L)
- Speech: **from What to the Slave is the Fourth of July?,** Frederick Douglass (1220L)
- Speech: **Second Inaugural Address**, Abraham Lincoln (1490)
- Historical Perspectives**: Focus Period 1850-1890: Civil War and Social Change**

Related Texts:

Informational Texts

- History: from **the Warmth of Other Suns**, Isabel Wilkerson (1330L)
- **Was Brown v. Board a Failure?,** Sarah Garland (1340L)
- Legal Opinion: **Brown v. Board of Education: Opinion of the Court**, Earl Warren (1370L)
- Memoir: **from Life on the Mississippi**, Mark Twain, (1060L)
- Public Document: **Declaration of Sentiments**, Elizabeth Cody Stanton (1490L)
- Essay: **"What a Factory Can Teach a Housewife",** Ida Tarbell (1210L)
- Personal Essay: **from Books as Bomb**s, Louis Menand (1260L)

Literary Texts

- Short Story: **"The Story of an Hour",** Kate Chopin (960L)
- Short Story: **"Occurrence at Owl Creek Bridge**", Ambrose Bierce
- Poetry Collection 1: **The Poetry of Langston Hughes,** Langston Hughes (NP)
- Poetry Collection 2: **Douglass,** Paul Laurence Dunbar (NP)
- Poetry Collection 2: **The Fifth Fact,** Sarah Browning (NP)
- Poetry Collection 2: **Who Burns for the Perfection of Paper**, Martin Espade (NP)

Nonprint Text

- Media, Podcast: **Giving Women the Vote**, Sandra Sleight-Brennan
- Media, Podcast: **A Balance Between Nature and Nurture**, Gloria Steinem
- Speech: **Ain't I a Woman?,** Sojourner Truth (750L)

End-of-Unit Assessment:

Part 1: Writing to Sources:

Students will write an informative essay on the following topic: What motivates people to struggle for change?

Part 2: Speaking & Listening:

After writing their essay, students use it as a foundation for a podcast.

Week 1	
Day 1	**Instructional Plan**
Text(s): **"The Zigzag Road to Rights"**	**Student Learning Target:** **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. • Students will: ○ Deepen their perspective on the literature of protest and change by reading, writing, speaking, listening, and presenting. ○ Read and participate in discussions about extending freedom's reach. ○ Add new words to their Word Network as they read texts in the unit. ○ Write a summary of the Launch Text. ○ Participate in an activity related to the unit theme. ○ Write a response to prompt "How words have the power to provoke, calm, or inspire". ○ Add notes and evidence that will be used to inform the Performance-Based Assessment.
Day 2	**Instructional Plan**
Text(s): SE pp 400-401	**Student Learning Target:** **11.RI.RRTC.10** Read and comprehend a variety of literary nonfiction and fiction throughout the grades 11-12 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed. • Students will: ○ Preview the selections in the unit and discuss how they relate to the EQ and unit topic.

Day 3	**Instructional Plan**
Text(s): Historical Perspective Focus Period 1850-1890 SE pp 402-405	**Student Learning Target:** Students analyze the words of key people during slavery and Civil War, including an author, a resident, and an abolitionist. • Students will: ○ Discuss how the Civil War and the expansion afterwards make it possible for the United States and its people to grow and mature. ○ Discuss why and how place plays such an important role in literature. ○ Explore the different ways fiction and nonfiction selections of the time present events.

Day 4	Instructional Plan
Text(s): Anchor Text from **What to the Slave Is the Fourth of July** Frederick Douglass	**Student Learning Target:** **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. • Students will: o Review the Close Read Model and complete the close read sections in the selection. o **Notice:** The general idea of the text. What is it about? Who is involved? o **Annotate:** Mark vocabulary and key passages to revisit o **Connect**: Ideas within selection to what you already know and have read o **Respond**: Complete Comprehension check and writing a brief summary of the selection o Complete comprehension questions. o Research one unfamiliar detail from the text. o Research something that interests them from the text and formulate a research question. o Review the Close Read Model and complete the close read sections in the selection.

Day 5	Instructional Plan
Text(s): Anchor Text from **What to the Slave Is the Fourth of July** Frederick Douglass	**Student Learning Target:** **11-12.RI.KID.1** Analyze what a 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.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.8** Evaluate how an author incorporates evidence and reasoning to support the argument and specific claims in a text. • Students will: o Review the Close Read Model and complete the close read sections in the selection. o Respond to questions about the text, citing textual evidence. o Discuss Frederick Douglass's arguments in his speech.

Week 2	
Day 6	**Instructional Plan**
Text(s): Anchor Text from **What to the Slave Is the Fourth of July** Frederick Douglass SE pp 296-297	**Student Learning Target:** **11-12.L.CSE.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; consider complex and contested matters of usage and convention. **11-12.L.KL.3** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening; consult references for guidance; and apply an understanding of syntax to the study of complex texts. **11-12.L.VAU.4.c** Consult reference materials, both print and digital, to find the pronunciation of a word or phrase. • Students will: ○ Complete activities related to the Concept Vocabulary words: obdurate; stolid; disparity; denounce; equivocate; conceded. ○ Complete activities with the Latin root ob-. ○ Add new words to their Word Network as they read texts in the unit. ○ Complete activities locating noun phrases and verb phrases.
Day 7	**Instructional Plan**
Text(s): Anchor Text from **What to the Slave Is the Fourth of July** Frederick Douglass SE p 298	**Student Learning Target:** **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. **11-12.W.TTP.2.e** Use appropriate formatting, graphics, and multimedia to aid comprehension. • Students will: ○ Write a paragraph drawing connection between their research and Douglass's speech.
Day 8	**Instructional Plan**
Text(s): from **What to the Slave Is the Fourth of July** Frederick Douglass . SE p 299	**Student Learning Target:** **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. • Students will: ○ Give a dramatic reading of a passage from the speech. ○ Add notes and evidence that will be used to inform the Performance-Based Assessment. ○ Complete Selection Test: What to the Slave is the Fourth of July?

Day 9	Instructional Plan
Text(s): **Second Inaugural Address** Abraham Lincoln SE pp 300-303	**Student Learning Target:** **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. • Students will: ○ **Notice:** The general ideas of the text. What is it about? Who is involved? ○ **Annotate:** Mark vocabulary and key passages to revisit ○ **Connect:** Ideas within selection to what you already know and have read ○ **Respond**: Complete Comprehension check ○ Complete comprehension questions. ○ Research one unfamiliar detail from the text.

Day 10	Instructional Plan
Text(s): **Second Inaugural Address** Abraham Lincoln SE pp 304-305	**Student Learning Targets:** **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. • Students will: ○ Respond to questions about the text, citing textual evidence. ○ Review the Close Read Model and complete the close read sections in the selection. ○ Analyze the differences between Lincoln's inaugural speeches.

Week 3

Day 11	Instructional Plan
Text(s): **Second Inaugural Address** Abraham Lincoln SE pp 306-307	**Student Learning Target:** **11-12.SL.CC.1** Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th and 12th grade topics, texts, and issues, building on others' ideas and expressing one's own ideas 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. **11-12.SL.PKI.5** Make strategic use of digital media and visual displays in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. **11-12.SL.PKI.**6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. • Students will: ○ Complete activities related to the Concept Vocabulary words: insurgent; perish; rend; scourge; unrequited; malice. ○ Complete activities related to the synonyms. ○ Add new words to their Word Network as they read texts in the unit. ○ Identify adverb and adjective phrases.

Day 12	Instructional Plan
Text(s): **Second Inaugural Address** Abraham Lincoln SE pp 308-309	**Student Learning Target:** **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. **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. **11-12.W.TTP.3** Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences. • Students will: o Write an eyewitness account in the form of a letter or journal entry. o Prepare a reading and discussion of key passages from Lincoln's speech. o Add notes and evidence to evidence log that will be used to inform the Performance-Based Assessment. o Complete Selection test.
Day 13	**Instructional Plan**
Text(s): Media: Image Gallery **Perspectives on Lincoln** SE pp 310-317	**Student Learning Target:** **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.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. **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. **11-12.SL.PKI.5** Make strategic use of digital media and visual displays in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. • Students will: o **Look:** at each image and determine whom or what it portrays. o **Note:** elements in each image you find interesting and want to revisit o **Connect:** details in the images to other media you've experienced, texts you've read, or images you've seen. o **Respond:** Complete Comprehension check o Complete comprehension questions. o Listen to the broadcast again and write down new observations. o Will respond to questions about the interview. o Complete activities related to the media. o Create an image gallery with accompanying informative script. o Add notes and evidence to evidence log that will be used to inform the Performance-Based Assessment.

Day 14	Instructional Plan

Text(s):
 	
Write an Informative Essay
 	
SE pp 318-322
	Student Learning Target:
	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.
	11-12.W.TTP.2.a Provide an introduction that is relevant to the rest of the text and effectively engages the audience.
	11-12.W.TTP.2.b Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and variedtransitions.
	11-12.W.TTP.2.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.
	11-12.W.TTP.2.d Provide a concluding statement or section that follows from and supports the information or explanation presented.
	11-12.W.TTP.2.e Use appropriate formatting, graphics, and multimedia to aidcomprehension.
	11-12.W.TTP.2.f Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of thetopic.
	11-12.W.RBPK.7 Conduct and write short as well as more sustained research projects to answer a question (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.
	11-12.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.
	
	• Students will:
	  ○ Write an Informative Essay-Students write an essay that looks at American history after the Civil War.
	  ○ Pre-Writing/Planning-Students write a working thesis, compare and contrast, gather evidence, and connect across texts.
	  ○ Drafting-Students organize and write a first draft.

Day 15	Instructional Plan
Text(s): WRITING FOCUS Write an Informative Essay SE pp 323-325	**Student Learning Targets:** **11-12.L.VAU.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 11th and 12th grade-level text by choosing flexibly from a range of strategies. **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. **11-12.W.TTP.2.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. **11-12.W.TTP.2.d** Provide a concluding statement or section that follows from and supports the information or explanation presented. **11-12.W.TTP.2.f** Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. **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. (Editing for conventions should demonstrate command of Foundational Literacy standard 6 and Language standards 1-3 up to and including grades 11-12.) • Students will: ○ Identify sentence patterns. ○ Evaluate and revise draft utilizing peer reviews. ○ Edit for conventions and proofread for accuracies. ○ Create a final version of their essays and share in small groups. ○ Reflect on their informative essays

Week 4

Day 16	Instructional Plan
Text(s): OVERVIEW Small-Group Learning SE pp 458-461	**Student Learning Targets:** • Students will: ○ Make a schedule with group for completing tasks. ○ Choose specific roles for each member. ○ Take a position. ○ List your rules. ○ Apply the rules. ○ Name your group. ○ Create a communication plan.

Day 17	Instructional Plan
Text(s): Ain't I A Woman? Sojourner Truth SE pp 330-337	**Student Learning Targets:** **11-12.L.CSE.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; consider complex and contested matters of usage and convention. **11-12.L.KL.3** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening; consult references for guidance; and apply an understanding of syntax to the study of complex texts. **11-12.L.VAU.4.a** Use context as a clue to the meaning of a word or a phrase. **11-12.L.VAU.4.d** Use etymological patterns in spelling as clues to the meaning of a word or phrase.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.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. **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. • Students will: ○ **Notice:** General ideas of the text. What is it about? Who is involved? ○ **Annotate:** Mark vocabulary and key passages to revisit ○ **Connect:** Ideas within selection to what you already know and have read ○ **Respond**: Complete Comprehension check and write a brief summary of the selection ○ Complete comprehension questions. ○ Choose one unfamiliar detail of the text to research. ○ Choose something interesting about the author, the text, or the era and research. ○ Review the Close Read Model and complete the close read sections in the selection. ○ Respond to questions about the text, citing textual evidence. ○ Complete activities related to the Concept Vocabulary words: racket; fix; obliged. ○ Add new words to their Word Network as they read texts in the unit. ○ Identify ways Sojourner Truth uses refrain to build her argument. ○ Cite examples of formal diction and the colloquial in the reading. ○ Write an essay that presents facts about a topic. ○ Add notes and evidence to evidence log that will be used to inform the Performance-Based Assessment. ○ Complete Selection test.

Day 18	Instructional Plan
Text(s): **Declaration of Sentiments** Elizabeth Cady Stanton SE pp 338-343	**Student Learning Target:** **11-12.L.VAU.4.a** Use context as a clue to the meaning of a word or a phrase. **11-12.L.VAU.4.d** Use etymological patterns in spelling as clues to the meaning of a word or phrase. **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. • Students will: ○ **Notice:** General ideas of the text. What is it about? Who is involved? ○ **Annotate:** Mark vocabulary and key passages to revisit ○ **Connect**: Ideas within selection to what you already know and have read ○ **Respond:** Complete Comprehension check and write a brief summary of the selection ○ Complete comprehension questions. ○ Choose something interesting about the author, the text, or the era and research. ○ Review the Close Read Model and complete the close read sections in the selection. ○ Respond to questions about the text, citing textual evidence.

Day 19	Instructional Plan
Text(s): **Declaration of Sentiments** Elizabeth Cady Stanton SE pp 343-345	**Student Learning Target:** **11-12.L.CSE.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; consider complex and contested matters of usage and convention. **11-12.L.VAU.4.c** Consult reference materials, both print and digital, to find the pronunciation of a word or phrase. **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. • Students will: ○ Complete activities related to the Concept Vocabulary words: degraded; oppressed; subordinate. ○ Add new words to their Word Network as they read texts in the unit. ○ Analyze how the extended allusion to the Declaration of Independence helped with the development of ideas in the Declaration of Sentiments. ○ Cite examples of independent clauses and subordinate clauses. ○ Add notes and evidence to evidence log that will be used to inform the Performance-Based Assessment. ○ Complete selection Test: Declaration of Sentiments.

Day 20	Instructional Plan
Text(s): **Giving Women the Vote** Sandra Sleight-Brennan SE pp 346-351	**Student Learning Target:** **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. **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.7** Evaluate the topic or subject in multiple diverse formats and media. **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. • Students will: ○ **Listen:** note who is speaking, what they're saying, and how they're saying it. ○ **Note:** elements you find interesting and want to revisit ○ **Connect**: ideas in the audio to other media you've experienced, texts you've read, or images you've seen. ○ **Respond:** Complete Comprehension check ○ Complete comprehension questions. ○ Choose one unfamiliar detail of the text to research. ○ Will listen to the podcast again and record any new observations. ○ Will respond to questions about the podcast. ○ Complete activities related to the media Vocabulary words: frame; special elements; tone. ○ Write an essay analyzing how each selection shows persuasion at work. ○ Add notes and evidence that will be used to inform the Performance-Based Assessment.

Week 5

Day 21	Instructional Plan
Text(s): **The Story of an Hour** Kate Chopin SE pp 352-356	**Student Learning Target:** **11-12.L.VAU.4.b** Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase. **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. • Students will: ○ **Notice:** whom the story is about, what happens, where and when it happens, and why those involved react as they do. ○ **Annotate**: Mark vocabulary and key passages to revisit ○ **Connect:** Ideas within selection to what you already know and have read ○ **Respond:** Complete Comprehension check and write a brief summary of the selection ○ Research a relevant topic that interests them. ○ Review the Close Read Model and complete the close read sections in the selection. ○ Respond to questions about the text, citing textual evidence.

Day 22	Instructional Plan
Text(s): **The Story of an Hour** Kate Chopin SE pp 356-359	**Student Learning Target:** **11-12.L.VAU.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings in grades 11-12 reading and content; interpret figures of speech in context and analyze their role in a text; analyze nuances in the meaning of words with similar denotations. **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.KID.3** Analyze how an author's choices regarding the development and interaction of characters, events, and ideas over the course of a text impact meaning. **11-12.RL.CS.6** Analyze how point of view and/or author purpose requires distinguishing what is directly stated in texts and what is implied. **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 one's own ideas clearly and persuasively. • Students will: o Complete activities related to the Concept Vocabulary words: persistence; imploring; importunities. o New words to their Word Network as they read texts in the unit. o Will analyze the author's theme about the status of women in the society of her era. o Cite examples of irony from the reading. o Discuss various reactions to the story. o Add notes and evidence that will be used to inform the Performance-Based Assessment. o Complete Selection test.

Day 23	Instructional Plan
Text(s): **Brown v. Board of Education: Opinion of the Court** SE pp 360-371	**Student Learning Target:** **11-12.L.CSE.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; consider complex and contested matters of usage and convention. **11-12.L.KL.3** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening; consult references for guidance; and apply an understanding of syntax to the study of complex texts. **11-12.L.VAU.4.b** Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase. **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. **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.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. **11-12.W.RBPK.8** Use advanced searches effectively assessing the credibility and effectiveness of sources in answering a research question; integrate relevant and credible information selectively, while avoiding plagiarism and overreliance on any one source and following a standard format for citation. • Students will: ○ **Notice:** the general ideas of the text. What is it about? Who is involved? ○ **Annotate**: Mark vocabulary and key passages to revisit ○ **Connect:** Ideas within selection to what you already know and have read ○ **Respond:** Complete Comprehension check and write a brief summary of the selection ○ Complete comprehension questions. ○ Choose one unfamiliar detail of the text to research. ○ Review the Close Read Model and complete the close read sections in the selection. will respond to questions about the text, citing textual evidence. ○ Complete activities related to the Concept Vocabulary words: plaintiffs; jurisdiction; disposition. ○ Add new words to their Word Network as they read texts in the unit. ○ Analyze the structure of the Court's opinion. ○ Cite examples of coordinating conjunctions from the reading. ○ Add notes and evidence that will be used to inform the Performance-Based Assessment. ○ Complete Selection test.

Day 24	**Instructional Plan**
Text(s): PERFORMANCE TASK: Speaking and Listening Focus Panel Discussion SE pp 372-3	**Student Learning Targets:** **11-12.SL.CC.1** Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th and 12th grade topics, texts, and issues, building on others' ideas and expressing one's own ideas clearly and persuasively. **11-12.SL.PKI.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 and style appropriate to task, purpose, and audience. **11-12.SL.PKI.6** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. • Students will: o Hold a panel discussion and make a video recording of the discussion. o Analyze the text, gather evidence, and organize ideas for the presentation. o Practice the discussion, fine-tune the content, improve use of media and brush-up on presentation technique. o Present as a group and use checklist items to evaluate.
Day 25	Instructional Plan
Text(s): Research Discussion SE pp 374-381	**Student Learning Targets:** **11-12.W.RBPK.7** Conduct and write short as well as more sustained research projects to answer a question (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. **11-12.W.RBPK.8** Use advanced searches effectively assessing the credibility and effectiveness of sources in answering a research question; integrate relevant and credible information selectively, while avoiding plagiarism and overreliance on any one source and following a standard format for citation. **11-12.SL.PKI.6** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. • Students will: o Read primary sources, form additional research questions, and synthesize their learning to answer the research question. o Analyze the text, formulate a Research Question, and synthesize their findings for the presentation. o Create a detailed outline of their presentations, indicating order of presenters, their scripts, and how to transition from one speaker to another. o Practice the presentations, fine-tune the content, improve use of media and brush-up on presentation technique. o Present as a group and use checklist items to evaluate.

Week 6	
Day 26	**Instructional Plan**
Text(s): Research Research Discussion SE pp 374-381	**<u>Student Learning Target</u>:** **11-12.W.RBPK.7** Conduct and write short as well as more sustained research projects to answer a question (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. **11-12.W.RBPK.8** Use advanced searches effectively assessing the credibility and effectiveness of sources in answering a research question; integrate relevant and credible information selectively, while avoiding plagiarism and overreliance on any one source and following a standard format for citation. **11-12.SL.PKI.6** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. • Students will: As a group, ○ Read primary sources. ○ Form additional research questions. ○ Synthesize their learning to answer the research question. ○ Analyze the text. ○ Formulate a Research Question. ○ Synthesize their findings for the presentation. ○ Develop a Script. ○ Create a detailed outline of their presentations, indicating order of presenters, their scripts, and how to transition from one speaker to another. ○ Rehearse with Group. ○ Practice the presentations. ○ Fine-tune the content. ○ Improve use of media. ○ Brush-up on presentation technique. ○ Present and Evaluate. ○ Present as a group. ○ Use checklist items to evaluate.
Day 27	**Instructional Plan**
Text(s): SE pp 382-383	**<u>Student Learning Target</u>:** • Students will: ○ Create a Schedule. ○ Practice what you have learned. ○ Take notes. ○ Preview the selections in the unit. ○ Discuss how they relate to the EQ and unit topic.

Day 28	Instructional Plan
Text(s): INDEPENDENT LEARNING SE pp 384-386	**Student Learning Target:** **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. **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. **11-12.SL.CC.1** Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th and 12th grade topics, texts, and issues, building on others' ideas and expressing one's own ideas clearly and persuasively. • Students will: o Notice, Annotate, Connect, Respond as they read the selection the first time. o Review the Close Read Model and complete the close read sections in the selection. o Respond to questions about the text, citing textual evidence. o Write about a paragraph that grabbed their interest. o Share what they learned from independent learning with a group and reflect on how it adds to their understanding of the struggle for freedom. o Add notes and evidence to the evidence log that will be used to inform the Performance-Based Assessment.

Day 29	Instructional Plan
Text(s): PERFORMANCE-BASED ASSESSMENT SE pp 387-389	**Student Learning Target:** **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. **11-12.W.TTP.2.a** Provide an introduction that is relevant to the rest of the text and effectively engages the audience. **11-12.W.TTP.2.b** Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and variedtransitions. **11-12.W.TTP.2.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. **11-12.W.TTP.2.d** Provide a concluding statement or section that follows from and supports the information or explanation presented. **11-12.W.TTP.2.e** Use appropriate formatting, graphics, and multimedia to aidcomprehension. **11-12.W.TTP.2.f** Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. **11-12.W.RBPK.9** Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 11-12 standards for reading to source material. **11-12.W.RW.10** Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences. • Students will: ○ Evaluate the strength of their evidence. ○ Add notes and evidence to evidence log that will be used to inform the Performance-Based Assessment. ○ Write an informative essay exploring what motivates people to struggle for change. ○ Use the rubric to guide their revisions.
Day 30	**Instructional Plan**
Text(s): PERFORMANCE-BASED ASSESSMENT SE pp 390-391	**Student Learning Target:** **11-12.SL.CC.1** Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th and 12th grade topics, texts, and issues, building on others' ideas and expressing one's own ideas clearly and persuasively. • Students will: ○ Use their essay to create a podcast. ○ Reflect on Unit goals, learning strategies, and the text.