

Newark Board Of Education

ELA Curriculum Grade 11 - Unit 2



Roger León, Superintendent

Nicole T. Johnson, Deputy Superintendent

Dr. Mary Ann Reilly, Assistant Superintendent for Teaching and
Learning

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- Tiffany Wicks, ELA Supervisor, Office of Teaching and Learning
- Jennifer Killeen, Teacher, Rafael Hernandez Elementary School
- Melissa Scheider, Teacher, Ann Street School
- Diane Tavares, Teacher, Park Elementary School
- Maria Witt, Teacher, Mount Vernon School
- Jacqueline Peguero, Teacher Coach, Luis Munoz Marin Elementary School
- Dawn Freeman, Teacher, Chancellor Avenue School
- Sheila Concepcion, Teacher, Park Elementary
- Katie Krommenhoek, Teacher, Salomé Urena Elementary School

Curriculum Reviewers

Dr. Mary Ann Reilly, Assistant Superintendent for Teaching and Learning

Jennifer Beaugris, ELA Supervisor, Office of Teaching and Learning

Office of Teaching and Learning Philosophy

The Office of Teaching and Learning believes that educating our students requires children to pursue learning in ways that are culturally engaging and academically rigorous. In order to accomplish this goal, we understand curriculum as dynamic rather than static. This means the teacher is always in conversation with the curriculum as informed by student voice, needs, strengths, culture, interests, and the world. Curriculum documents are not meant as scripts to dictate what happens each moment in the classroom, but instead serve as guides to create lived moments that are full of invention, inquiry, joy, creativity, and academic rigor. We believe that curriculum should be culturally responsive and sustaining, putting the student at the center of the learning process.

The success of curricular implementation calls for teachers to make informed choices as they use the materials in meaningful and purposeful ways. These choices include, but are not limited to making learning student-centered, differentiating learning, and infusing past and current events to critique the world. Both teachers and students bring with them a wealth of knowledge and experience to the classroom. These experiences are a resource that should be leveraged to make choices that continually invent and reinvent the curriculum.

The Office of Teaching & Learning values:

- Teachers as Intellectuals,
- Culturally Responsive and Sustaining Teaching,
- Equity, and
- Academic Rigor.

The Office of Teaching & Learning affirms the following beliefs:

- We believe in the power and freedom of inquiry, imagination, and joy.
- We believe that all students bring with them valuable knowledge.
- We believe that the knowledge and expertise of teachers is critical to the development, implementation, and success of the curriculum process.
- We believe that teachers should co-construct curriculum with students.
- We believe that teachers are advocates of students.
- We believe in teaching and learning that is culturally responsive and sustaining.
- We believe that teaching, learning, and curriculum, as Bettina Love reminds us, should help students thrive instead of merely survive.
- We believe that teaching, learning, and curriculum should move us toward social justice and a more equitable society.
- We believe teaching, learning, and curriculum should develop the critical consciousness of learners and asks them to identify, analyze, and deconstruct various forms of oppression that affect their lived realities.
- We believe teaching, learning, and curriculum should be trauma-informed and consider the ways young people are affected by their environments.
- We believe, as bell hooks reminds us, that teachers, like any helping professional, are healers and that curriculum should be a reflection of a healing environment.
- We believe that teaching, learning, and curriculum should be anti-racist and help students identify bias, reduce stereotypes, and develop a sense of social justice.
- We believe that curriculum and instruction should be inclusive, valuing all students as an asset to the learning environment.
- We believe in the importance of continuous professional growth for all educators in order to develop a growth mindset and remain intellectually stimulated.
- We believe in the importance of preparing students for college and careers in the twenty-first century.

Statement on Culturally Responsive-Sustaining Education

Through a Culturally Responsive-Sustaining Education (CR-SE) framework for curriculum and instruction, each content area includes inquiry-based, culturally responsive, and student-centered prekindergarten to grade twelve curricula that is designed to meet the needs of all students. In a districtwide effort to establish a culture of equity, *Clarity 2020* calls for a “A Rigorous and Relevant Framework for Curriculum & Instruction” (Priority 2). This means reimagining the landscape of teaching and learning to see diversity and difference as indispensable assets that should be leveraged for student engagement in classrooms with high expectations.

Our curriculum draws on the backgrounds, identities, and experiences of our students to make their connections to learning relevant and meaningful. Understanding the role of culture in the process of education means thinking about the ways identity (race, ethnicity, gender, sexual orientation, language, social class, nationality, ability, and religion) influences teaching and learning, gets reflected in the curriculum, and affects each individual student’s educational experience.

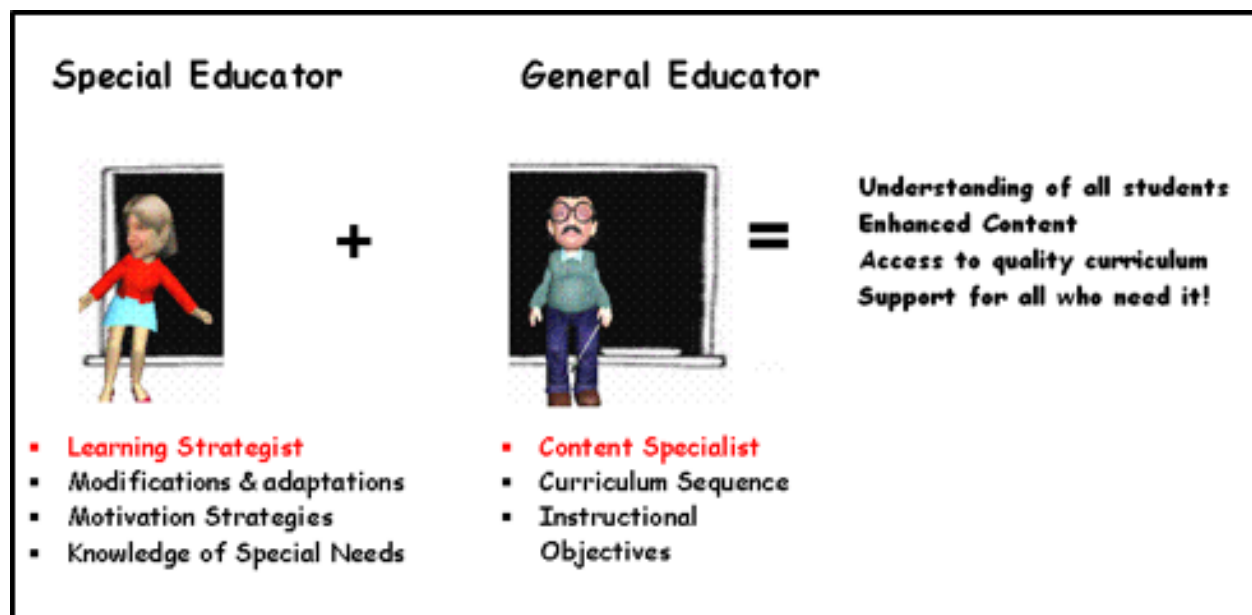
Developing the media literacy, critical consciousness, and civic engagement of students in the twenty-first century is a priority that must happen alongside the growth of academic skills. This is an interdisciplinary, democratic, and socially just approach to culturally responsive teaching that highlights the injustices that have characterized vast inequalities in the education system. A culturally responsive-sustaining approach to teaching necessitates that teachers and students work alongside one another to confront bias and disrupt educational inequities.

Studies across the country have shown that Culturally Responsive-Sustaining Education (CR-SE), “increases student participation, attendance, grade point averages, graduation rates, civic engagement, self-image, and critical thinking skills” (NYC DOE). This approach to teaching and learning requires an inclusive curriculum that integrates support for English Language Learners, students with disabilities, students at risk of school failure, gifted and talented students, and students with 504 plans. It is a framework for teaching that means advocating for students who have been historically marginalized and denied access to an equal education by creating opportunities for these students to be educated alongside their general education peers. It also involves the identification of successful practices that reduce referrals and placements in more restrictive environments.

Through the implementation of a plan to integrate civics, the Amistad Curriculum, and Holocaust/Genocide studies at all grade levels across the district, students will learn about the history of Newark, the contributions of African Americans and other ethnic groups to the city, and how to become civically engaged, democratic citizens in the twenty first century. Further, students will learn about the evils of bias, prejudice and bigotry and how these may lead to a genocide and that the evil period of slavery in the United States exhibited a

number of components seen in genocides throughout the centuries. This curricula, project-based and interdisciplinary in nature, spans the content areas and grade levels.

Integrated Accommodations and Modifications for Special Education Students, English Language Learners, Students At Risk of School Failure, Gifted and Talented Students, and Students with 504 Plans



Co-Teaching Handbook

Co-Teaching Models

One Teach, One Observe: One of the advantages in co-teaching is that more detailed observation of students engaged in the learning process can occur. With this approach, for example, co-teachers can decide in advance what types of specific observational information to gather during instruction and can agree on a system for gathering the data. Afterward, the teachers should analyze the information together. The teachers should take turns teaching and gathering data, rather than assuming that the special educator is the only person who should observe.

Station Teaching: In this co-teaching approach, teachers divide content and students. Each teacher then teaches the content to one group and subsequently repeats the instruction for the other group. If appropriate, a

third "station" could give students an opportunity to work independently. As co-teachers become comfortable with their partnership, they may add groups or otherwise create variations of this model.

Parallel Teaching: On occasion, students' learning would be greatly facilitated if they just had more supervision by the teacher or more opportunity to respond. In parallel teaching, the teachers are both teaching the same information, but they do so to a divided class group within the same room. Parallel also may be used to vary learning experiences, for example, by providing manipulatives to one group but not the other or by having the groups read about the same topic but at different levels of difficulty.

Alternative Teaching: In most class groups, occasions arise in which several students need specialized attention. In alternative teaching, one teacher takes responsibility for the large group while the other works with a smaller group. These smaller groups could be used for conferences, remediation, pre-teaching, to help students who have been absent catch up on key instruction, assessment, and so on.

How can the various models and co-partner roles help?

- It increases the Instructional Intensity for students. Instruction is least effective if one teacher is “off” while the other teacher is “on”. For example the most common ICS model, “One Teach One Assist” is the least effective if implemented every day. For improved results, both teachers should be engaged with students at the same time.
- The use of various ICS Models promotes and embeds differentiation of instruction, flexible grouping, unique discussion and questioning techniques.
- Be sure to explain to students and parents the benefits of two teachers. Avoid using the term “special education or special education teacher” to describe the environment. Instead, use terms such as Content Specialist and Learning Strategist to define your roles.
- When providing feedback, consider using different pen/ink colors (stay away from red). This reduces confusion when students have a question to ask.
- It helps to establish a more balanced role of authority between co-partners. Students need to experience instruction and directives from both co-partners.

Adaptations

Instructional adaptations for students with disabilities, English Language Learners, students At Risk of School Failure, Gifted and Talented students, and students with 504 plans include, but are not limited to, the below

approaches. For students with disabilities, self-determination and interdependence are two core principles of citizenship education that applies directly to their educational needs and interests.

Student Motivation: Expanding student motivation to learn content and acquire skills in English Language Arts can occur through: activity choice, appeal to diverse learning styles, choice to work with others or alone, hands-on activities, and multimodal activities.

Instructional Presentations: The primary purpose of these adaptations is to provide special education students with teacher-initiated and teacher-directed interventions that prepare students for learning and engage students in the learning process (Instructional Preparation); structure and organize information to aid comprehension and recall (Instructional Prompts); and foster understanding of new concepts and processes (Instructional Application) e.g. relating to personal experiences, advance organizers, pre-teaching vocabulary and/or strategies; visual demonstrations, illustrations, models.

Instructional Monitoring: Social Studies and English Language Arts instruction should include opportunities for students to engage in goal setting, use of anchor papers, work with rubrics and checklists, reward systems, conferences.

Classroom Organization: The primary purpose of classroom organization adaptations is to maximize student attention, participation, independence, mobility, and comfort; to promote peer and adult communication and interaction; and to provide accessibility to information, materials, and equipment.

Student Response: The primary purpose of student performance responses is to provide students with disabilities a means of demonstrating progress toward the lesson objectives related to reading and writing activities.

SAMPLE DIFFERENTIATION STRATEGIES AND ACTIVITIES TO ENRICH LEARNING FOR ADVANCED STUDENTS

Anchor Activities: Self-directed specified ongoing activities in which students work independently.

Curriculum Compacting: Curriculum Compacting is an instructional technique that is specifically designed to make appropriate curricular adjustments for students in any curricular area and at any grade level. Essentially, the procedure involves (1) defining the goals and outcomes of a particular unit or segment of instruction, (2) determining and documenting which students have already mastered most or all of a specified set of learning outcomes, and (3) providing replacement strategies for material already mastered through the use of instructional options that enable a more challenging and productive use of the student's time.

Flexible Grouping: Flexible grouping is a range of grouping students together for delivering instruction. This can be as a whole class, a small group, or with a partner. Flexible grouping creates temporary groups that can last an hour, a week, or even a month.

Jigsaw Activities: Jigsaw is a strategy that emphasizes cooperative learning by providing students an opportunity to actively help each other build comprehension. Use this technique to assign students to reading groups composed of varying skill levels. Each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team.

Differentiated Instruction - English Language Learners

English Language Development Standards

ENGLISH LANGUAGE LEARNERS

Instructional Supports:

- Hands-on materials
- bilingual dictionaries
- visual aids
- teacher made adaptations, outlines, study guides
- varied leveled texts of the same content
- assisted technologies

Preparing students for lessons:

1. Building Background Information through brainstorming, semantic webbing, use of visual aids and other comprehension strategies.
2. Simplifying Language for Presentation by using speech that is appropriate to students' language proficiency level. Avoid jargon and idiomatic speech.

3. Developing Content Area Vocabulary through the use of word walls and labeling classroom objects. Students encounter new academic vocabulary in literature, editing conventions, and the study of language arts.
4. Giving Directions - Stated clearly and distinctly and delivered in both written and oral forms to ensure that LEP students understand the task. In addition, students should be provided with/or have access to directional words such as: circle, write, draw, cut, underline, etc.
5. Leveraging assisted technologies.

WIDA Language Proficiency Levels

Performance Definitions for the levels of English language proficiency

At the given level of English language proficiency, English language learners will process, understand, produce, or use:

6 Reaching	<ul style="list-style-type: none"> • specialized or technical language reflective of the content area at grade level • a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level • oral or written communication in English comparable to proficient English peers
5 Bridging	<ul style="list-style-type: none"> • the technical language of the content areas; • a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports; • oral or written language approaching comparability to that of English proficient peers when presented with grade level material
4 Expanding	<ul style="list-style-type: none"> • specific and some technical language of the content areas; • a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related paragraphs; • oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with occasional visual and graphic support
3 Developing	<ul style="list-style-type: none"> • general and some specific language of the content areas; • expanded sentences in oral interaction or written paragraphs; • oral or written language with phonological, syntactic, or semantic errors that may impede the communication but retain much of its meaning when presented with oral or written, narrative or expository descriptions with occasional visual and graphic support
2 Beginning	<ul style="list-style-type: none"> • general language related to the content areas; • phrases or short sentences; • oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one to multiple-step commands, directions, questions, or a series of statements with visual and graphic support
1 Entering	<ul style="list-style-type: none"> • pictorial or graphic representation of the language of the content areas; • words, phrases, or chunks of language when presented with one-step commands, directions, WH-questions, or statements with visual and graphic support

The five language proficiency levels outline the progression of language development implied in the acquisition of English as an additional language, from 1, Entering the process, to 6, Reaching the attainment of English language proficiency. The language proficiency levels delineate expected performance and describe

what ELLs can do within each domain of the standards. The Performance Definitions define the expectations of students at each proficiency level. The definitions encompass three criteria: linguistic complexity—the amount and quality of speech or writing for a given situation; vocabulary usage—the specificity of words or phrases for a given context; and language control—the comprehensibility of the communication based on the amount and types of errors.

Assessments (including, formative, summative, benchmark, and alternative assessments)

- o *NJSLA* (Grades 5, 8, and 11)
- o Daily Instructional Tasks
- o Culminating Tasks
- o Extended Learning Tasks
- o Entry Tasks
- o Independent Practice
- o Observation
- o Lab Reports
- o Performance tasks
- o Exhibitions and demonstrations
- o Portfolios
- o Journals/Notebooks
- o Teacher-created tests
- o Rubrics
- o Self- and peer-evaluation

Core Instructional Materials

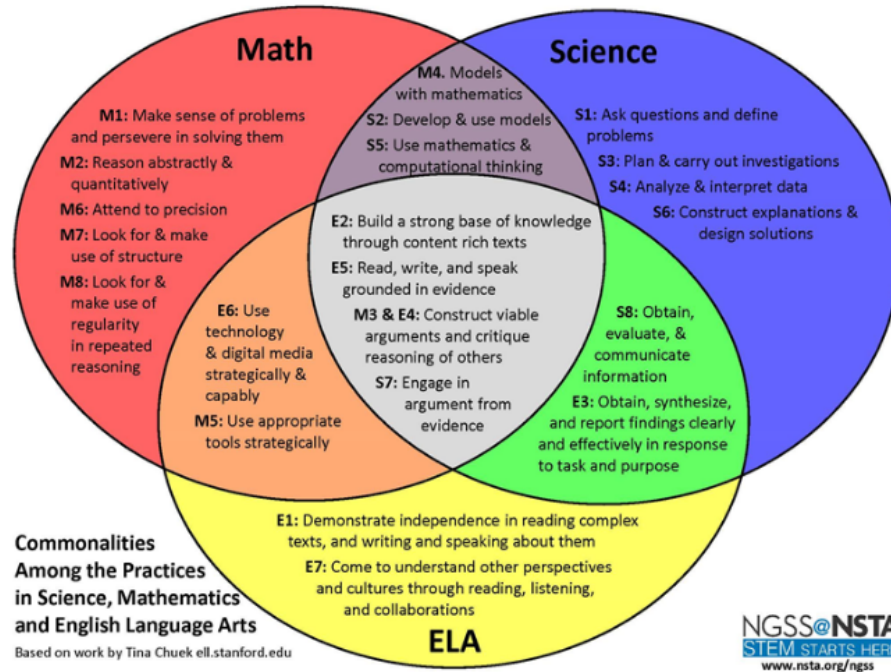
Houghton Mifflin Harcourt Reading Program

Interdisciplinary Connections

Integrating Language Arts Literacy and Science

In order to support student learning, teachers need to emphasize the mutual skill sets that occur in two very important and nicely aligned subject areas. Making explicit connections to ELA and Science will help students

see the natural relationships to science. The curricular documents call out Science and ELA standards that appear in each unit of study.



Integration of 21st Century Skills

The following standards are addressed within the units:

- 9.1.4.A.1 Explain the difference between a career and a job and identify various jobs in the community and the related earnings.
- 9.1.4.A.2 Identify potential sources of income.
- 9.1.4.A.3 Explain how income affects spending and take-home pay.
- 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
- 9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.
- 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
- 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Grade 11 - Unit 2: Building a Democracy

Grade 11 - Unit 2: Building a Democracy		
ASSESSED FOCUS STANDARDS:	<i>Unit Description</i>	
<ul style="list-style-type: none"> ● RI/RL.11-12.1 ● RI/RL.11-12.2 ● RI/RL.11-12.3 ● RI/RL.11-12.4 ● RI/RL.11-12.5 ● RI/RL.11-12.6 ● RI/RL.11-12.7 ● W.11-12.2 ● W.11-12.4 	<p>This unit is an adaptation of the HMH Unit <i>Building a Democracy</i>, which focuses on the Declaration of Independence and the forming of our nation’s government. In this unit, we will analyze historical texts, as well as poetry and fiction/narrative writing. We will end the unit with an essay that explores how two of the texts respond to the question: <i>Does freedom belong to everyone?</i></p>	
	<i>Meaning</i>	
SUPPORTING STANDARDS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> ● RL.11-12.5 ● RL.11-12.6 ● RL.11-12.7 ● SL.11-12.1 ● SL.11-12.3 ● L.11-12.2 ● L.11-12.3 	<ul style="list-style-type: none"> ● Democracy is a work in progress. ● Authors use different rhetorical devices to strengthen their arguments & persuade their audience. ● Democracy requires the participation and dissent of citizens. ● When the U.S. was established as a democracy, it was only for a select segment of the population. 	<ul style="list-style-type: none"> ● What, fundamentally, is a democracy? ● What are the limitations of American democracy? ● Does freedom belong to everyone? ● Is America a <i>true</i> democracy?
CONTENT CONNECTIONS:	<i>What students will know and be able to do</i>	
	KNOWLEDGE	SKILLS
	<ul style="list-style-type: none"> ● Students will know how to interpret the purpose of a text. ● Students will understand the realities of the foundation and promises of democracy in the United States. ● Students will examine the impact of citizens’ voices within a democracy. ● Students will know rhetorical devices, and how they are implemented to strengthen an argument. 	<ul style="list-style-type: none"> ● Students will analyze rhetorical devices and choices authors make in their writing to persuade their audience. ● Students will interpret the purpose through the author’s rhetoric, audience, and occasion. ● Students will analyze the diction and tone of a text. ● Students will create their own rhetorical analysis of a text.
FORMATIVE ASSESSMENTS:		

Mini-Project (student choice):

- Students will create (in groups of 3-4) a poem for two voices, using excerpted pieces from *The Declaration of Independence* and one other text from the unit that creates a dialogue between these historical texts. *How do these texts “speak” to one another? How does one respond to the other?*
- Written responses in Digital Double-entry journal: 11th Grade Double-Entry Journal

SUMMATIVE ASSESSMENT:

Students’ essays will answer the following Essential Question:

- *Does freedom belong to everyone?*

They can choose from any of the texts in the unit to help them answer the question:

- [*The Declaration of Independence*](#) (1776)
- [*Declaration of Sentiments*](#) by Elizabeth Cady Stanton (1848)
- [*What, to the Slave, is the 4th of July?*](#) ([Close Reading Document](#)) (1852)
- [*Ain’t I A Woman?*](#) Speech by Sojourner Truth (1851)
- [*Democracy, a poem*](#) by Langston Hughes (Analysis [Document](#)) (1949)

Select pieces of evidence from a minimum of **two texts** that best supports your argument/claim.

PRE-ASSESSMENT

Central Essential Question: *Does freedom belong to everyone?*

Use Discussion Protocol: Think, Write, Talk to Team, Share/Discuss with Class.

On the Jamboard, students will write initial responses to the **Central Essential Question:** *Does freedom belong to everyone?*

Students will return to this question periodically throughout the unit as they encounter new texts.

Integration of 21st Century Skills

- Group Discussion skills
- Collaboration vs. Cooperation

Integration of Technology

Tik Tok
Digital Double-entry journals
Digital feedback

Career Education

- Reading, Writing, Listening, Speaking Skills
- Providing peer feedback

UNIT VOCABULARY (Teachers: Add words as deemed necessary)

- Founder
- Contrary
- Ideological
- Revolution
- Declaration
- Self-evident
- Proposition
- Consecrate
- Hallow
- Inalienable
- Pursuit
- Nobly
- Usurpations
- Dissolve
- Grievance

- Rhetorical Appeals (ethos, pathos, logos)
- Repetition
- Parallel Structure
- Rhetorical Questions
- Similes/metaphors
- Hyperbole
- Allusion
- Symbolism
- Rhetorical situation

Texts

HMH; Other resources & texts are linked in document

Introducing Protocols and Procedures

Learning Intention(s):	I am learning how to use protocols and procedures for academic discussions, and using the digital double-entry journal.
Success Criteria:	I can follow the discussion protocol and make contributions to the class. I can write my responses in my digital double-entry journal.
Standards:	RI.12.7; SL.12.2, 4; W12.4, 10.
Links/Resources:	Academic Discussion Reference Guide ; Digital Double-entry journal Discussion Norms Discussion Stems
Lesson Sequence:	<p>Practice using Discussion Protocol (see below). Teacher models:</p> <p>Teacher introduces Discussion Norms and Discussion stems. (These are protocols that students, through regular use, will begin to internalize and use automatically. However, this needs to be <i>taught</i> and practiced <i>regularly</i> for consistency.)</p> <p>Prompt (Pre-Assessment): <i>Does freedom belong to everyone?</i> Use Jamboard Make a copy and share editing privileges.</p> <p>Students will follow Discussion Protocol: Think, Write, Talk to Team, Share/Discuss with Class.</p> <p>*Reflection: Historically, whose freedoms have been limited in this country? Create a list, and provide a brief explanation/elaboration for each example.</p> <p>Use Digital Double-entry notebooks (Reflection section) for their written responses. (Teachers should model this process for students so that they know how to use these and that they will be expected to use these protocols throughout the entire unit)</p>
Skill(s):	Using double-entry journal for writing; discussion stems and norms; academic discussion
Daily Instructional Task:	*Reflection: Historically, whose freedoms have been limited in this country? Create a list, and provide a brief explanation/elaboration for each example.

**Introducing Unit 2:
Building a Democracy**

Learning Intention(s):	I am learning how to form opinions and defend my argument in an academic discussion. <u>I am learning how to use my listening skills to make observations, and ask questions.</u>
Success Criteria:	I can express my thoughts on a topic, and engage in an academic discussion with my peers. I can follow an academic discussion by listening and taking notes that express my observations, noticings and wonderings.
Standards:	RI.12.7; SL.12.2, 4.
Links/Resources:	Digital Double-entry Journal
Lesson Sequence:	<p><u>Anticipatory Set:</u> Students will read the Essential Questions for the Unit:</p> <ul style="list-style-type: none"> ● What, fundamentally, is a democracy? ● What are the limitations of democracy? ● What are the roles and responsibilities of citizens in a democratic society? ● Does freedom belong to everyone? ● How important are the rights of the individual vs. the rights of the majority? <p><u>Introduce Summative Assessment:</u> <u>Students’ essays will answer the following question:</u></p> <ul style="list-style-type: none"> ● <i>Does freedom belong to everyone?</i> <p>They can choose from any of the texts in the unit to help them answer the question:</p> <ul style="list-style-type: none"> - <i><u>The Declaration of Independence:</u></i> - <i><u>Declaration of Sentiments</u></i> by Elizabeth Cady Stanton (1848) - <i>What, to the Slave, is the 4th of July?</i> (Close Reading Document) (1852) - <i><u>Ain’t I A Woman?</u></i> Speech by Sojourner Truth (1851) - <i><u>Democracy, a poem</u></i> by Langston Hughes (Analysis Document) (1949) <p>Select pieces of evidence from a minimum of two texts that best supports your argument/claim.</p> <p><u>Read the Unit Quote:</u> “A nation is formed by the willingness of each of us to share the responsibility for upholding the common good.” - Barbara Jordan</p> <p>Barbara Jordan was a pioneering legislator from Texas and a leader of the civil rights movement. She was the first African American woman elected to the Texas Senate, and the first woman elected by Texas to serve in the U.S. House of Representatives. She fought for voting rights for all citizens, including language minorities. She believed all citizens had the right to participate in our democracy and the responsibility to do so.</p>

	<p>Discuss the importance of sharing the responsibilities of democracy and what those responsibilities are. “Upholding the common good” means making sure everyone is taken care of. Restate the quote in your own words (i.e. A nation is formed when people are willing to make sure everyone is taken care of). Support your answers with examples. Voting, being informed citizens, advocating for one’s beliefs, and volunteering can all be discussed.</p> <ul style="list-style-type: none"> - What does this quote mean to you? - What are the roles and responsibilities of citizens in a democratic society? - How important are the rights of the individual vs. the rights of the majority? <p>Students will use Digital Double-entry notebooks to respond individually. Then, use Discussion Protocol: Think, Write, Talk to Team, Share/Discuss with Class.</p> <p>Reflection (Exit Ticket): Which is more important: individual rights or the rights of the majority? Choose a position and defend your position.</p>
Skill(s):	Speaking and listening skills; discussion skills

<i>The Declaration of Independence</i>	
<p>Learning Intention(s):</p> <p>Success Criteria:</p>	<p>I am learning to analyze a document to determine authors’ purpose, meaning, and importance.</p> <p>I am learning to support my position with textual evidence.</p> <p>I can cite textual evidence to support my opinions and writing.</p> <p>I can determine authors’ purpose, and the meaning of a text.</p>
Standards:	RI.12.1; RI.12.10
Links/Resources:	Digital Double-entry notebook

Lesson Sequence:

Opening Question/Do Now: What, fundamentally, is a democracy?

Look at the origin of the word **democracy**.

Is America a true democracy? Yes/No/ Sometimes. 1-2 sentences to support your position. Use [Jamboard](#) (Frame 1).

Read this section of *The Declaration of Independence*:

Teacher will read Sections 1 & 3 (below) with students. *Students will work in groups to read and discuss Section 2.*

Teacher reads **Section #1** aloud (students should be able to see the text as well): When in the Course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.

Students explore **Section #2** in small groups: We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.--That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, --That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness.

In groups, students will discuss and answer the following questions:

- What is this section of the Declaration of Independence saying?
- How do you know? (cite specific words/phrases that support your response)
- Why is this excerpt important?

Teacher can review **Section #3** so students understand why declaring independence was necessary: Prudence, indeed, will dictate that Governments long established should not be changed for light and transient causes; and accordingly all experience hath shewn, that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and

	<p>usurpations, pursuing invariably the same Object evinces a design to reduce them under absolute Despotism, it is their right, it is their duty, to throw off such Government, and to provide new Guards for their future security.--Such has been the patient sufferance of these Colonies; and such is now the necessity which constrains them to alter their former Systems of Government. The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute Tyranny over these States. To prove this, let Facts be submitted to a candid world.</p> <p><u>Teachers will facilitate a conversation that asks the following questions:</u></p> <ul style="list-style-type: none"> ● <i>What were the writers trying to accomplish with this document?</i> ● <i>What is potentially problematic about the assertions being made in this text?</i> ● <i>Who is not considered in the statement that “all men are created equal, that they are endowed by their Creator with certain unalienable rights”?</i> <p><u>Note for Teachers:</u> Be sure to position the students’ understanding around the notion of freedom, and that it was not applied equally to all. Subsequent texts will explore this same hypocrisy.</p> <p>Individual Written Reflection: Based on the ideals articulated in <i>The Declaration of Independence</i>, whose freedom is not included?</p>
Skills:	Discussion, citing textual evidence, identifying assertions made by the authors.

Declaration of Sentiments	
Learning Intention(s):	<p>I am learning to determine authors’ purpose, claim, and central message.</p> <p>I am learning how to compare and contrast two texts to explore similarities in structure, and differences in their central messages.</p>
Success Criteria:	<p>I can determine authors’ purpose, claim, and central message.</p> <p>I can compare and contrast two texts to explore similarities in structure, and differences in their central messages.</p>
Standards:	RI.1; RI.2; RI.3; RI.9; W.10
Links/Resources:	Digital Double-entry notebook ; Comparing Declarations Document

<p>Lesson Sequence:</p>	<p><u>Opening Question/Do Now:</u> What rights are women still looking for in 2022?</p> <p>Students will receive <i>The Declaration of Independence & The Declaration of Sentiments</i> side-by-side on one document: Document Comparing Declarations</p> <p>Look at both documents simultaneously. What do you notice about their structure?</p> <p>Then, look at <i>The Declaration of Sentiments</i> through the lens of these questions:</p> <ul style="list-style-type: none"> ● Why was this document written? ● What is the purpose of this document? ● What is the claim? ● What solution is offered? ● What contribution does this text make towards America becoming a <i>true</i> democracy? <p>Note to Teachers: (This set of questions will be used for all/most of the texts students will read in this unit.)</p> <p>Students will follow Discussion Protocol: Think, Write, Talk to Team, Share/Discuss with Class.</p> <p><u>Exit Ticket:</u> Which <u>one</u> of the Essential Questions is answered by this document?</p>
<p>Skill(s):</p>	<p>Compare and contrast, analyzing paired texts/text structure.</p>
<p>Modifications:</p>	

<p>Learning Intention(s):</p>	<p>I am learning to determine authors' purpose, claim, and central message. I am learning how authors use specific rhetorical devices to strengthen their arguments.</p>
<p>Success Criteria:</p>	<p>I can determine authors' purpose, claim, and central message. I can identify specific rhetorical devices used by an author, and their impact on the audience.</p>
<p>Standards:</p>	<p>RI.1; RI.2; RI.3; RI.6; RI.9; W.10</p>
<p>Links/Resources:</p>	<p>Digital Double-entry notebook; "Ain't I A Woman?";</p>

Lesson Sequence:

Opening Question/Do Now: What rights did Black women have in 1851?

Sojourner Truth (1797-1883) “Ain’t I A Woman?” Delivered at the 1851 Women’s Convention, Akron, Ohio.

Well, children, where there is so much racket there must be something out of kilter. I think that 'twixt the negroes of the South and the women at the North, all talking about rights, the white men will be in a fix pretty soon. But what's all this here talking about? That man over there says that women need to be helped into carriages, and lifted over ditches, and to have the best place everywhere. Nobody ever helps me into carriages, or over mud-puddles, or gives me any best place! And ain't I a woman? Look at me! Look at my arm! I have ploughed and planted, and gathered into barns, and no man could head me! And ain't I a woman? I could work as much and eat as much as a man - when I could get it - and bear the lash as well! And ain't I a woman? I have borne thirteen children, and seen most all sold off to slavery, and when I cried out with my mother's grief, none but Jesus heard me! And ain't I a woman? Then they talk about this thing in the head; what's this they call it? [member of audience whispers, "intellect"] That's it, honey. What's that got to do with women's rights or negroes' rights? **If my cup won't hold but a pint, and yours holds a quart, wouldn't you be mean not to let me have my little half measure full?** Then that little man in black there, he says women can't have as much rights as men, 'cause Christ wasn't a woman! Where did your Christ come from? Where did your Christ come from? From God and a woman! Man had nothing to do with Him. If the first woman God ever made was strong enough to turn the world upside down all alone, these women together ought to be able to turn it back, and get it right side up again! And now they is asking to do it, the men better let them. Obligated to you for hearing me, and now old Sojourner ain't got nothing more to say.

Students will read the text, and respond to the following questions (Students will follow **Discussion Protocol:** Think, Write, Talk to Team, Share/Discuss with Class):

- *What rhetorical devices does Sojourner Truth use in her speech?*

(Students may use this information to help them: [Rhetorical Devices](#) (definitions and examples for selected devices))

- *What impact are these rhetorical devices designed to have on the audience?*

	<p>Students will discuss these questions in groups:</p> <ul style="list-style-type: none"> ● Why was this document written? ● What is the purpose of this document? ● What is the claim? ● What solution is offered? ● What contribution does this text make towards America becoming a <i>true</i> democracy? <p>Then, students will write their responses in their Digital Double-entry journals.</p> <p><u>Exit Ticker</u>: Which <u>one</u> of the Essential Questions is answered by this document? How does this text build upon the previous texts?</p>
Skills:	Identifying rhetorical devices; analyzing the impact of rhetorical devices on the audience; synthesizing information from multiple texts.

<p>Learning Intention(s):</p> <p>Success Criteria:</p>	<p>I am learning to determine authors’ purpose, claim, and central message. I am learning how authors use specific rhetorical devices to strengthen their arguments.</p> <p>I can determine authors’ purpose, claim, and central message. I can identify specific rhetorical devices used by an author, and their impact on the audience.</p>
Standards:	RI.1; RI.2; RI.3; RI.6; RI.9; W.10
Links/Resources:	Digital Double-entry notebook ; Rhetorical Devices ; <i>What, to the Slave, is the 4th of July?</i> (Close Reading Document) (1852)
Lesson Sequence:	<p><u>Lesson Opening</u>: Over the next few days, we are going to follow a close-reading protocol that will walk you through an excerpt of a new text, “What, to the Slave, is the Fourth of July?”</p> <p>Students will use these two documents for this close reading: Rhetorical Devices ; <i>What, to the Slave, is the 4th of July?</i> (Close Reading Document) (1852)</p> <p>Teachers will monitor and circulate to assess student understanding and engagement.</p> <p>Think, Pair, Share: Students will work in pairs to complete the close-reading activities.</p> <p><u>Teacher Note</u>: Use your discretion to complete as much of the lesson as possible. Use subsequent lessons to finish the Close Reading Protocol (- this is not a one period lesson).</p>

Skill(s):	Identifying rhetorical devices; analyzing the impact of rhetorical devices on the audience; synthesizing information from multiple texts; summarizing; word study; analyzing author's craft; identifying text genre.
Modifications:	

“Democracy,” by Langston Hughes

Learning Intention(s):	I am learning how to analyze a poem to determine the author's message, and purpose. I am learning how to synthesize texts to understand common, and/or conflicting themes.
Success Criteria:	I can analyze a poem to determine the author's message, and purpose. I can synthesize texts to understand common, and/or conflicting themes.
Standards:	RL.1; R.2; R.4; RL.6; W.10
Links/Resources:	Digital Double-entry notebook: <i>Democracy, a poem by Langston Hughes</i> (Analysis Document) (1949)
Lesson Sequence:	<p><u>Opening Question/Do Now:</u> <i>Have the ideals of The Declaration of Independence been realized?</i></p> <p>- Students will choose one of the following: Yes, No, Not Yet, and be able to defend their choice. Use Jamboard (Frame 2).</p> <p>Today, students will read the final text of the unit: Democracy, a poem by Langston Hughes. They will work through the poem using the document linked above.</p> <p>Think, Pair, Share: Students will work in pairs to complete the text analysis.</p> <p>Teachers will monitor and circulate to assess student understanding and engagement.</p>
Skills:	Analyzing a poem's theme; synthesizing texts to understand common and/or conflicting themes.

Summative Assessment

Learning Intention(s):	I am learning how to synthesize information from multiple texts to explore the common and conflicting messages.
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<p>Success Criteria:</p>	<p>I am learning how to develop a claim and support my reasoning by citing textual evidence from multiple texts that supports my claim.</p> <p>I can synthesize information from multiple texts to explore the common and conflicting messages.</p> <p>I can develop a claim and support my reasoning by citing textual evidence from multiple texts that supports my claim.</p>
<p>Standards:</p>	<p>W.1, W.2, W.4</p>
<p>Links/Resources:</p>	<ul style="list-style-type: none"> - <u><i>The Declaration of Independence</i></u> - <u><i>Declaration of Sentiments</i></u> by Elizabeth Cady Stanton (1848) - <u><i>What, to the Slave, is the 4th of July?</i></u> (<u>Close Reading Document</u>) (1852) - <u><i>Ain't I A Woman?</i></u> Speech by Sojourner Truth (1851) - <u><i>Democracy, a poem</i></u> by Langston Hughes (<u>Analysis Document</u>) (1949)
<p>Lesson Sequence:</p>	<p><u>Summative Assessment:</u> Students' essays will answer the following question:</p> <ul style="list-style-type: none"> • <i>Does freedom belong to everyone?</i> <p>They can choose from any of the texts in the unit to help them answer the question:</p> <ul style="list-style-type: none"> - <u><i>The Declaration of Independence</i></u> - <u><i>Declaration of Sentiments</i></u> by Elizabeth Cady Stanton (1848) - <u><i>What, to the Slave, is the 4th of July?</i></u> (<u>Close Reading Document</u>) (1852) - <u><i>Ain't I A Woman?</i></u> Speech by Sojourner Truth (1851) - <u><i>Democracy, a poem</i></u> by Langston Hughes (<u>Analysis Document</u>) (1949) <p>Select pieces of evidence from a minimum of two texts that best supports your argument/claim.</p>
<p>Skill(s):</p>	<p>Synthesizing texts to understand common and/or conflicting themes.</p>
<p>Modifications:</p>	