

Helena-West Helena School District
Curriculum Document
Grade 12 English

Unit 3: An Exchange of Ideas

Enduring Understanding:

Students will understand that many different factors contributed to making the nation's path.

Essential Question(s):

How did a diversity of views transform American society?
Why is diversity important in a democracy?
How did we get to where we are today?
How did Puritans dictate morality and law?
How did women struggle for equality?
What role did slavery play in America's history?

Time Frame/Concepts & Content:

Day 1: Unit Preview

Blast: *British Literature and History: Puritanism to the Enlightenment* (1640-1780)

Student Learning Expectations: (Objectives)

- Explore background information about the history of politics in colonial America and what led the colonies to consider revolution.
- Research a range of information about ideas that influenced early America, including British history and the Enlightenment.

Standards:

Reading: History/Social Studies

RH.11-12.1

Writing: History/ Social Studies

WHST.11-12.1.A, WHST.11-12.5, WHST.11-12.6

Develop Narrative Writing

W.11-12.3.A

Collaborative Conversations

SL.11-12.1.A, SL.11-12.1.C, SL.11-12.1.D

Key Terminology: (Vocabulary)

British crown, oversight, enlightenment, egalitarianism, consent, precursor, lay people, The Articles of Confederation

Activities & Assessments:

1. As a class read aloud the title and driving question for this Blast. (Remind students that they'll be returning to this question for their formal entries after they've read and discussed the Background and some of the Research Links.)
2. Have students view a photograph of people conducting a peaceful protest, such as the one at: <http://tinyurl.com/omva8yy>
Discuss how the picture represents a diversity of views in American society.

3. Ask students the following questions: *What is happening in this photo? What view do these people have? What view are these people opposing? What emotions and ideas are represented in this photo? How can a diversity of views still change American society today?*
4. Have students read the Blast background to provide context for the essential question.
5. Pair students and have them discuss the following questions: *Why did the pilgrims and Puritans leave England? How might this experience have influenced their political views? Why were the early colonies “not models of democracy”? How might the experience with colonial legislatures have influenced the Founding Fathers? According to the Background, what event was the tipping point for the American Revolution?*
6. In their notebooks or on scrap paper, have students draft their initial responses to the driving question. When drafting their initial response to the driving question, have students refer to this Blast sentence frame on their Access 1 and 2 handouts.

Materials/Resources:

Blast: An Exchange of Ideas
 Access handouts 1, 2, 3, 4
<http://tinyurl.com/omva8yy>

Time Frame/Concepts & Content:

Day 2: First Read

“A Model of Christian Charity” by John Winthrop

Student Learning Expectations: (Objectives)

- Perform an initial reading of a text and demonstrate comprehension by responding to short analysis and inference questions with textual evidence.
- Practice defining vocabulary words using context.
- Learn and practice strategies for identifying and using infinitives and infinitive phrases.
- Participate effectively in a range of conversations and collaborations to express ideas and build upon the ideas of others.
- Practice acquiring and using academic vocabulary correctly.

Standards:

Text Evidence/Central Idea

RI.11-12.1, RI.11-12.2, RI.11-12.4, RI.11-12.10

Collaborative Conversations

SL.11-12.1.A, SL.11-12.1.B, SL.11-12.1.C, SL.11-12.1.D, SL.11-12.2

Syntax/Context Clues

L.11-12.3, L.11-12.4.A, L.11-12.6

Key Terminology: (Vocabulary)

Establish, corruption, sermon, admonishes, discourse, notorious, consortship, conscience, ordinances, transgressions, sanctified, articles, commission, unity, superfluities, clarity, categories, logical, civil, informational text, historical text, text structure, evidence

Activities & Assessments:

1. Individually or as a class, read the introduction for "A Model of Christian Charity." The introduction provides context for the excerpt taken from the sermon.
2. After reading the introduction, facilitate a pre-reading discussion to get students thinking about the ideas in "A Model of Christian Charity." Ask students these questions: *Have you ever moved to a new neighborhood? How did you feel when you arrived? What do you imagine Puritan colonists felt as they made their two-month journey across the ocean to America? The introduction explains "a city upon a hill" as Winthrop's conception of an ideal way of life in America. What do you think the colonists would consider ideal?*
3. Have students work in pairs or small groups, using electronic devices to research different aspects of the Puritan colonists' lives. Assign each group a topic to investigate:
 - *Corruption in the Church of England in the 1620s*
 - *The Massachusetts Bay Colony*
 - *John Winthrop*
 - *The Waldenses (also called the Waldensians)*
4. Have students independently read and annotate the excerpt.
5. Review with students how writers use syntax such as infinitives and infinitive phrases to make effective choices for meaning and style. Point out some examples of the use of infinitives and infinitive phrases in "A Model of Christian Charity."
6. In small groups or pairs, have students discuss the questions and inferences they made while reading. To help facilitate discussions, refer to Collaborative Discussions in the Speaking & Listening Handbook.

Materials/Resources:

First Read lesson on "A Model of Christian Charity"
 Speaking & Listening Handbook
 Access handouts 1, 2, 3, 4

Time Frame/Concepts & Content:

Day 3: Close Read

"A Model of Christian Charity" by John Winthrop

Skill Lesson: Informational Text Structure

Student Learning Expectations: (Objectives)

- Learn the definition of informational text structure.
- Practice using concrete strategies for identifying and analyzing informational text structure in a work of nonfiction
- Complete a close reading of a passage of literature.
- Practice and apply concrete strategies for analyzing informational text structure in an excerpt from "A Model of Christian Charity."
- Participate effectively in a range of conversations and collaborations to express ideas and build upon the ideas of others.
- Prewrite, plan, and produce clear and coherent writing in response to a prompt.

Standards:

Text Structure

RI.11-12.1, RI.11-12.5

Collaborative Conversations

SL.11-12.1.A, SL.11-12.1.C, SL.11-12.2

Key Terminology: (Vocabulary)

Propounded, providence, approbation, posterity, dissimulation, fervently, presumptuously, covenant, counsel

Activities & Assessments:

1. Watch the Concept Definition video on informational text structure with your students. Have your students note the three kinds of informational texts discussed in the video - historical and/or journalism, explanatory, and persuasive
2. After watching the Concept Definition video, have students read the definition of informational text structure. Either in small groups or as a whole class, use these questions to engage students in a discussion about informational text structure.
What are some organizational structures you have used in your most recent pieces of nonfiction writing?
How might a writer combine two types of organizational structures in an informational text?
Do you think text structure is more important in informational writing than it is in fiction? Why or why not?
3. Project the text onto the board and model a close reading of the beginning of the excerpt. Make notes that tie the text to the focus skill and demonstrate what students are looking for as they reread.
4. Read the Skills Focus questions as a class, so your students know what they should pay close attention to as they read. Then have students reread and annotate the excerpt.
5. Read the prompt as a class. Students can brainstorm together either as a class or in small groups to begin planning their responses.
6. Ask students to complete the writing assignment using textual evidence to support their answers.

Materials/Resources:

Skills lesson on informational text structure in "A Model of Christian Charity"
Close Read lesson on "A Model of Christian Charity"
"A Model of Christian Charity" Vocabulary handout
"A Model of Christian Charity" Three-Circle Graphic Organizer
Speaking & Listening Handbook
Access handouts 1, 2, 3, 4

Time Frame/Concepts & Content:**Day 4: First Read**

American Jezebel by Eve LaPlante

Student Learning Expectations: (Objectives)

- Perform an initial reading of a text and demonstrate comprehension by responding to short analysis and inference questions with textual evidence.
- Practice defining vocabulary words using context.
- Participate effectively in a range of conversations and collaborations to express ideas and build upon the ideas of others.
- Practice acquiring and using academic vocabulary correctly.

Standards:

Text Analysis/Evidence

RI.11-12.1, RI.11-12.4, RI.11-12.10

Collaborative Conversations

SL.11-12.1.A, SL.11-12.1.B, SL.11-12.1.C, SL.11-12.1.D, SL.11-12.2

Vocabulary Acquisition & Use

L.11-12.4.A, L.11-12.6

Key Terminology: (Vocabulary)

Emigrated, dynamic, investing, constituted, banished, din, scores, coif, antechamber, doctrine, pretense, propound, eminent, haughty, voluble, enemy of the state, fierce carriage

Activities & Assessments:

1. Individually or as a class, read the introduction for American Jezebel. The introduction provides context for the excerpt.
2. Find out what your students already know about the early American colonies. As a class or in small groups, generate a list (on the board or on paper) of the information and previous knowledge your students have about the early colonies, such as Jamestown or the Plymouth Colony. (If students struggle to come up with prior knowledge about life in the early American colonies, especially regarding the role of religion, point them to a credible website, such as <http://tinyurl.com/8lwr8ne>. Encourage them to discuss how life in the early American colonies was similar to or different from life in the contemporary United States.)
3. Before students begin reading, model the reading comprehension strategy of making, confirming, and revising predictions by using a Think Aloud that talks students through the first paragraph of text.
4. Have students independently read and annotate the excerpt.
5. Pair students and ask them to brainstorm reasons why Anne Hutchinson's behavior was so threatening to her society.
6. Have students watch the dramatization of Anne Hutchinson's trial from the PBS series *God In America* (available here: <https://www.youtube.com/watch?v=O-52HtN2yQU>). Then ask the following discussion questions:
How does the video pose the scene described in the selection? In what ways is it different from what LaPlante describes?
How does watching the video help you understand the events of the trial?
What additional questions does the video raise?
7. Have students answer the comprehension questions to test for understanding.

Materials/Resources:

First Read lesson on American Jezebel

Speaking & Listening Handbook

Access handouts 1, 2, 3, 4

<http://tinyurl.com/8lwr8ne>

<https://www.youtube.com/watch?v=O-52HtN2yQU>

Time Frame/Concepts & Content:**Day 5: Skills Lesson**

Informational Text Elements

Student Learning Expectations: (Objectives)

- Learn the definition of informational text elements.
- Practice using concrete strategies for analyzing informational text elements.
- Participate effectively in a range of conversations and collaborations to express ideas and build upon the ideas of others.

Standards:

Sequence of Events

RI.11-12.1, RI.11-12.3

Collaborative Conversations

SL.11-12.1.A, SL.11-12.1.C, SL.11-12.1.2

Key Terminology: (Vocabulary)

Emphasizing, relevant, prominent, revelation, primes, contradictory

Activities & Assessments:

1. Watch the Concept Definition video on informational text elements with your students. Pause the video at key moments to discuss the information with your students.
2. After watching the Concept Definition video, have students read the definition of informational text elements. Either in small groups or as a whole class, use these questions to engage students in a discussion about informational text elements. *What is an informational text? How might a writer's purpose affect the elements he or she chooses to use in a text? Choose two or three of the types of informational texts listed in the definition. What are some key similarities and differences between the elements used in each type?*
3. Have students independently read the Model section. Have students complete the guided reading questions on the Access 4 handout as they read.
4. Pair or group students and have them return to the excerpt from *American Jezebel*. Have students identify all the examples of transitional words and phrases in the text. Then, students should discuss the purpose of each word or phrase as it is used in the text. How does the writer's use of transitions aid the reader?

Materials/Resources:

Skills lesson on informational text elements in *American Jezebel*

Access handouts 1, 2, 3, 4

Time Frame/Concepts & Content:

Day 6: Close Read

American Jezebel by Eve LaPlante

Student Learning Expectations: (Objectives)

- Complete a close reading of an excerpt from a biography.
- Practice and apply concrete strategies for analyzing informational text elements in an excerpt from *American Jezebel*.
- Participate effectively in a range of conversations and collaborations to express ideas and build upon the ideas of others.
- Prewrite, plan, and produce clear and coherent writing in response to a prompt.

Standards:

Connotative & Technical Meaning

RI.11-12.1, RI.11-12.3, RI.11.12.4

Produce Clear/Coherent Writing

W.11-12.4, W.11-12.5, W.11-12.6, W.11-12.9.B, W.11.12.10

Collaborative Conversations

SL.11-12.1.A, SL.11-12.1.B, SL.11-12.1.C, SL.11-12.1.D, SL.11-12.6

Determine/Clarify Word Meaning

L.11.12.4.A, L.11.12.4.C, L.11.12.4.D

Key Terminology: (Vocabulary)

Auspicious, subjugate, abominable, succinct, constituency

Activities & Assessments:

1. Historians often describe the early days of the Massachusetts Bay Colony as one step below a theocracy, a form of government in which religious leaders rule the country. Have small groups find examples of other theocracies from the 1500s and 1600s. Ask groups to discover what these governments did to control the religious beliefs of their subjects. Have groups discuss their findings. Are they surprised by the information they found? Why or why not? How are theocracies different from the present-day United States government?
2. Project the text onto the board and model a close reading of the first few paragraphs
3. Eve LaPlante titled her biography *American Jezebel*. Have students freewrite for several minutes about the allusion to Jezebel and what they know about that name. Then have students discuss whether they think the title is appropriate for the book. After students have completed their freewrites, discuss their conclusions as a class. For students who did not know the allusion, discuss how knowing it now changes their understanding of the title and the book.
4. Read the prompt as a class and ask students to brainstorm about the sequence of events in *American Jezebel*. Remind your students to look at the excerpt and their annotations to find textual evidence to support their ideas.
5. Have students complete the prewriting activity on the Access 4 handout to organize their thoughts before they write.
6. Encourage students to complete a Cause and Effect graphic organizer to organize their ideas before they construct their responses.
7. Ask students to complete the writing assignment using textual evidence to support their answers.

Materials/Resources:

Close Read lesson on *American Jezebel*

American Jezebel Vocabulary handout

American Jezebel Cause and Effect graphic organizer

Speaking & Listening Handbook

Access handouts 1, 2, 3, 4

Time Frame/Concepts & Content:

Day 7: Blast

Make No Law

Student Learning Expectations: (Objectives)

- Explore background information about the legal basis of freedom of religion in the United States.
- Research using hyperlinks to a range of information about religious freedom in other countries, including Iran, North Korea, and France.

Standards:

Reading: History/Social Studies

RH.11-12.1

Writing: History/Social Studies

WHST.11-12.1.A, WHST.11-12.1.B, WHST.11-12.5, WHST.11-12.6

Collaborative Conversations

SL.11-12.1.A, SL.11-12.1.C, SL.11-12.1.D

Key Terminology: (Vocabulary)

Mosques, synagogues, abridging, redress, favor, universal principle, secularism, vested interest in, conduct, a free pass

Activities & Assessments:

1. As a class, read aloud the title and driving question for this Blast.
2. Ask students what they think when they hear the phrase "religious freedom." Is this something they think much about? Do they know where the title of the Blast comes from? Ask students to share what they know about the state of religious freedom around the world.
3. Have students view a photograph of Christians protecting Muslims as they pray or vice versa, such as the ones at: <http://tinyurl.com/4dbsrnu> and <http://tinyurl.com/nrzthhl>. Point out that these photos were taken in countries where citizens do not share in the same kind of religious freedom we have in the United States. *What is happening in this photo? Why might people need protection like this during a religious service? Do you think religious groups would need protection like this in the United States? Why or why not? What do these actions suggest about the value of religious freedom?*
4. In their notebooks or on scrap paper, have students draft their initial responses to the driving question: **What is the value of religious freedom?**
5. When drafting their initial response to the driving question, have students refer to this Blast sentence frame on their Access 1 and 2 handouts
6. Have students read the Blast background to provide context for the essential question.
7. Pair students and have them discuss the following questions:
*Do you think most Americans think much about religious freedom? When might it become a concern?
 What does the First Amendment cover in addition to religion?
 What is the difference between the Free Exercise Clause and the Free Establishment Clause?
 When debates come up over religious freedom, what legal grounds are they debating? When can the government limit religious conduct?*
8. Ask students to write their Blast response.

Materials/Resources:

Blast: Make No Law

Access handouts 1, 2, 3, 4

<http://tinyurl.com/nrzthh>
<http://tinyurl.com/4dbsmu>

Time Frame/Concepts & Content:

Day 8: First Read

"To My Dear and Loving Husband" by Anne Bradstreet

Student Learning Expectations: (Objectives)

- Perform an initial reading of a poem and demonstrate comprehension by responding to short analysis and inference questions with textual evidence.
- Practice defining vocabulary words using context.
- Participate effectively in a range of conversations and collaborations to express ideas and build upon the ideas of others.
- Practice acquiring and using academic vocabulary correctly.

Standards:

Specific Word Choice

RL.11-12.1, RL.11-12.4, RL.11-12.10

Collaborative Conversations

SL.11-12.1.A, SL.11-12.1.B, SL.11-12.1.C, SL.11-12.1.D, SL.11-12.2

Academic/Domain-Specific Words

L.11.12.4.A, L.11.12.4.B, L.11.12.6

Key Terminology: (Vocabulary)

Fleet, subtle, feminism, declaration, quench, visualizing

Activities & Assessments:

1. Individually or as a class, read the introduction for "To My Dear and Loving Husband." The introduction provides context for the poem.
2. After reading the introduction, facilitate a pre-reading discussion to get students thinking about the themes in "To My Dear and Loving Husband."
 - *What words or phrases would you use to describe marriage today? You can think of married couples you know personally or famous couples you have heard about.*
 - *What words or phrases would you use to describe marriage in the 17th century? How different are these from the words and phrases you used to describe marriage today?*
 - *Does it surprise you that a female poet in 17th-century Massachusetts would write a poem from a devoted wife to her loving husband? Why or why not?*
3. Before reading the text, have students work in small groups to fill out the chart about 17th century life in America on the Access 1 and 4 handouts.
4. Before students begin reading, model the reading comprehension strategy of visualizing using the first two stanzas.
5. Have students independently read and annotate the poem.
6. After students have read the poem, facilitate a whole-group discussion using these questions:

What impression do you get of the speaker from the poem? What kind of person does she seem to be? What does the speaker value more than gold? What does this tell you about the speaker? Why might the speaker keep repeating the words "ever" and "love"? How do these words help you understand the poem?

7. Divide your students into two groups. Have one group research Anne Bradstreet's life. Have the other group research what life was like for women in the American colonies in the 17th century. Create a Padlet (<http://padlet.com/>) and have both groups post their notes. Then discuss as a class how Anne Bradstreet's experience compares to the average woman's during this time period. Ask students how this historical background helps them understand the poem.

Materials/Resources:

First Read lesson on "*To My Dear and Loving Husband*"

Speaking & Listening Handbook

Access handouts 1, 2, 3, 4

<http://padlet.com>

Time Frame/Concepts & Content:

Day 9: Skill Lesson

Figurative Language & Poetic Structure

Student Learning Expectations: (Objectives)

- Learn the definition of figurative language.
- Practice using concrete strategies for analyzing figurative language in a poem.
- Learn the definition of poetic structure.
- Practice using concrete strategies for analyzing structure in a poem.
- Participate effectively in a range of conversations and collaborations to express ideas and build upon the ideas of others.

Standards:

Text Structure

RL.11-12.1, RL.11-12.4, RL.11-12.5

Collaborative Conversations

SL.11-12.1.A, SL.11-12.1.C, SL.11-12.2

Interpret Figures of Speech

L.11-12.5.A

Key Terminology: (Vocabulary)

Infinite, legacy, alludes, financial, straightforward, contradictory, rhyme scheme, archaic, syllables, dual, eternity

Activities & Assessments:

1. Watch the Concept Definition video on figurative language with your students. Make sure students understand the difference between literal and figurative language and ask them to write down the kinds of figurative language identified in the video, with a definition and example for each.
2. Have one student volunteer state an idea using literal language. Then have another restate the idea using figurative language. Ask students which statement expressed the idea more clearly.

3. Ask students to write their own poem that uses figurative language to express a universal theme, such as the joy or pain of love. Tell them they can use one or more of these kinds of figurative language: metaphor, simile, hyperbole, personification, paradox. Allow students to use any poetic form, rhymed or unrhymed, as long as they use figurative language. Once students have written their poems, ask them to share their work with a partner.
4. After reading the definition of poetic structure, put students into small groups and assign them each a specific element (i.e. rhyme, meter, rhythm, line or stanza length, etc.) Then ask them to write a short paragraph explaining the element and how it contributes to a poem's structure.
5. Distribute copies of Anne Bradstreet's poem "*The Author to Her Book*" or project the poem on the board. Read through the poem as a class, and then discuss its poetic structure. Remind students to use textual evidence to support their assessment.
6. Have students independently read the Model section.
7. Have students answer the comprehension questions to test for understanding.

Materials/Resources:

Skills lesson on poetic structure in "*To My Dear and Loving Husband*"
 Skills lesson on figurative language in "*To My Dear and Loving Husband*"
 Access handouts 1, 2, 3, 4

Time Frame/Concepts & Content:

Day 10: Close Read

"*To My Dear and Loving Husband*" by Anne Bradstreet

Student Learning Expectations: (Objectives)

- Complete a close reading of a poem.
- Practice and apply concrete strategies for analyzing figurative language and style in the poem "*To My Dear and Loving Husband*."
- Participate effectively in a range of conversations and collaborations to express ideas and build upon the ideas of others.
- Prewrite, plan, and produce clear and coherent writing in response to a prompt.

Standards:

Figurative Meaning

RL.11-12.1, RL.11-12.4

Produce, Strengthen, Distribute Writing

W.11-12.4, W.11-12.5, W.11-12.6, W.11-12.9.A, W.11-12.10

Collaborative Conversations

SL.11-12.1.A, SL.11-12.1.B, SL.11-12.1.C, SL.11-12.1.D, SL.11-12.6

Language Functions

L.11-12.3, L.11-12.4.A, L.11-12.4.C, L.11-12.4.D, L.11-12.5.A

Key Terminology: (Vocabulary)

Prize, quench, recompense, manifold

Activities & Assessments:

1. Project the vocabulary words and definitions onto the board or provide students with a handout, so they can copy the vocabulary into their notebooks. Ask students to work together in small groups and use Google Drawings to draw a comic strip that uses images to convey the meaning of at least two of the vocabulary words as they are used in the text.
2. Read the Skills Focus questions as a class, so your students know what they should pay close attention to as they read.
3. Have students discuss and complete the text summary on the Access 4 handout and use their summary and annotations to help them analyze the text and complete the Skills Focus questions.
4. Have students reread the poem.
5. Read the prompt as a class and ask students to brainstorm about figurative language in *"To My Dear and Loving Husband."* Remind your students to look at the excerpt and their annotations to find textual evidence to support their ideas.
6. Have students complete the prewriting activity on the Access 4 handout to organize their thoughts before they write.
7. Ask students to complete the writing assignment using textual evidence to support their answers.

Materials/Resources:

Close Read lesson on *"To My Dear and Loving Husband"*
"To My Dear and Loving Husband" Vocabulary handout
"To My Dear and Loving Husband" Two-Column Chart
 Speaking & Listening Handbook
 Access handouts 1, 2, 3, 4

Time Frame/Concepts & Content:

Day 11: First Read

Second Treatise of Government by John Locke

Student Learning Expectations: (Objectives)

- Perform an initial reading of a text and demonstrate comprehension by responding to short analysis and inference questions with textual evidence.
- Practice defining vocabulary words using context.
- Learn and practice strategies for identifying complex and compound-complex sentences.
- Participate effectively in a range of conversations and collaborations to express ideas and build upon the ideas of others.
- Practice acquiring and using academic vocabulary correctly.

Standards:

Textual Evidence/Impact of Word Choice

RI.11-12.1, RI.11-12.4, RI.11-12.10

Collaborative Conversations

SL.11-12.1.A, SL.11-12.1.B, SL.11-12.1.C, SL.11-12.1.D, SL.11-12.2

Syntax/Academic & Domain-Specific Words

L.11-12.3.A, L.11-12.4.A, L.11-12.6

Key Terminology: (Vocabulary)

Treatise, philosopher, anonymously, monarchy, consent, derives, dispose, reciprocal, subordination, subjection, manifest, dominion, body politic, doctrine, tyranny

Activities & Assessments:

1. Individually or as a class, read the introduction for the *Second Treatise of Government*. The introduction provides context for the excerpts taken from Chapters II, VIII, IX, and XIX.
2. In pairs or small groups, ask students to use devices to research the Age of Enlightenment. Have students answer the following questions:
What was the Age of Enlightenment? What were the values associated with the Age of Enlightenment? Which philosophers led the Age of Enlightenment? How did the Age of Enlightenment influence the American Revolution? (If you are in a low-tech classroom, you can provide photocopies of articles about the period for students to read and discuss.)
3. Before students begin reading, model the reading comprehension strategy of asking and answering questions by using a Think Aloud that talks students through the first half of the text.
4. Have students independently read and annotate the excerpt. Have students use the Annotation Guide on the Access 4 handout to support them as they highlight and annotate the text.
5. In small groups or pairs, have students discuss the following questions: *What does Locke say about human nature? Why is consent important when forming a political society? How might readers use prior knowledge about the American Revolution to ask questions about when it is appropriate to oppose a king?*
6. Distribute the grammar handout on complex and compound-complex sentences. Review the instructions on the handout with students. Then have students complete the practice exercise.
7. Explain to students that different sentence structures can have different effects on a text. Encourage students to apply what they have learned about sentences by analyzing Locke's syntax and sentence structure in the first paragraph of *Second Treatise of Government*.

Materials/Resources:

First Read lesson on [Second Treatise of Government](#)
Grammar Handout: Complex and Compound-Complex Sentences
Speaking & Listening Handbook
Access handouts 1, 2, 3, 4

Time Frame/Concepts & Content:

Day 12: Skill Lesson

Informational Text Elements and Technical Language

Student Learning Expectations: (Objectives)

- Learn the definition of informational text elements.
- Practice using concrete strategies for identifying text elements and using them to analyze the development of ideas within a text.
- Learn the definition of technical language.
- Practice using concrete strategies for understanding technical language.
- Participate effectively in a range of conversations and collaborations to express ideas and build upon the ideas of others.

Standards:

Sequence of Events/Technical Meaning

RI.11-12.1, RI.11-12.3, RI.11-12.4

Collaborative Conversations
SL.11-12.1.A, SL.11-12.1.C, SL.11-12.2
Key Terminology: (Vocabulary)
Ramifications, assumptions, anticipates, specialized, precision
Activities & Assessments:
<ol style="list-style-type: none"> 1. Watch the Concept Definition video on technical language with your students. Make sure students write down the definition of technical language and understand its various purposes. Pause the video at key moments to discuss the information with your students. 2. Either in small groups or as a whole class, use the following questions to engage students in a discussion about technical language: <i>Why do you think technical language is more common in some fields, such as the sciences, than in others?</i> <i>Does technical language make complicated concepts easier or harder to understand? Why?</i> <i>How does technical language add precision to an explanation? How does it establish the writer's authority?</i> 3. Pair students and have them use devices to find an article about a scientific topic on a credible web site, such as NASA's Science News (http://science.nasa.gov/science-news/). As students read, have them make a note of any technical language. Encourage pairs to work together to use context clues to define the technical terms. 4. Have students reread a paragraph of <i>Second Treatise of Government</i> that is especially dense. Have them highlight each instance of technical language as they read. Then have them work with a partner to paraphrase the paragraph in language they can understand. 5. Watch the Concept Definition video on informational text elements with your students. Make sure your students are familiar with all the different elements shared in the video - including details, events, people, and ideas - as well as how these elements may interact over the course of a text. 6. Provide students with a link to or a photocopy of the Articles of Confederation (http://tinyurl.com/nevd8tr). Help students scan the document and look for key ideas and examples of language that are similar to those of the <i>Second Treatise of Government</i>. Ask students to find three examples of textual evidence that echo Locke's main ideas and/or language. Compare the examples from both texts. <i>How are the main ideas in each of these texts similar to or different from one another? How is the development of ideas similar or different?</i>
Materials/Resources:
Skills lesson on informational text elements in the <u>Second Treatise of Government</u> <u>Second Treatise of Government</u> Textual Evidence Chart Skills lesson on technical language in <u>Second Treatise of Government</u> Access handouts 1, 2, 3, 4 http://science.nasa.gov/science-news/ http://tinyurl.com/nevd8tr
Time Frame/Concepts & Content:
Day 13: Close Read
<u>Second Treatise of Government</u> by John Locke

Student Learning Expectations: (Objectives)

- Complete a close reading of an excerpt from an informational text.
- Practice and apply concrete strategies for analyzing the development of ideas in an excerpt from the *Second Treatise of Government*.
- Participate effectively in a range of conversations and collaborations to express ideas and build upon the ideas of others.
- Prewrite, plan, and produce clear and coherent writing in response to a prompt.

Standards:

Objective Summary/Development & Interaction of Events

RI.11-12.1, RI.11-12.2, RI.11-12.3, RI.11-12.4, RI.11-12.9

Produce & Strengthen Clear Coherent Writing

W.11-12.4, W.11-12.5, W.11-12.6, W.11-12.9.B, W.11-12.10

Collaborative Conversations

SL.11-12.1.A, SL.11-12.1.B, SL.11-12.1.C, SL.11-12.1.D, SL.11-12.6

Context for Word Meaning

L.11-12.4.A, L.11-12.4.D

Key Terminology: (Vocabulary)

Jurisdiction, promiscuously, faculties, divests, commonwealths

Activities & Assessments:

1. Divide students into two teams, and challenge them to create a vocabulary review quiz in the style of a game show. Be sure that each team includes all five vocabulary words and chooses at least three other key words from the text.
2. Project the text onto the board and model a close reading of the first few paragraphs.
3. Have students reread and the excerpt. As they reread the text, remind students to use the comprehension strategy of asking and answering questions that they learned in the First Read.
4. In small, heterogeneous groups or pairs, have students answer and discuss the following questions: *What does Locke mean when he says it's necessary for "one body to move one way"? Cite specific textual evidence to support your statements. Why does Locke say that the enjoyment of being naturally free is uncertain? Cite specific textual evidence to support your answer. In Section 233, how does Locke develop his ideas on self-defense that he first presented in Section 232?*
5. Have students work independently to make a word cloud of key words and phrases Locke uses to describe the natural state of humans, either on paper or online using Wordle (www.wordle.net). Then have students share the word clouds with a partner and discuss why they chose the words and phrases they included.
6. Read the prompt as a class and ask students to brainstorm about the central ideas and the way Locke develops them in *Second Treatise of Government*.
7. Have students complete the prewriting activity on the Access 4 handout to organize their thoughts before they write.
8. Ask students to complete the writing assignment using textual evidence to support their answers.

Materials/Resources:

Close Read lesson on [Second Treatise of Government](#)
[Second Treatise of Government](#) Vocabulary handout

Speaking & Listening Handbook
Access handouts 1, 2, 3, 4
www.wordle.net

Time Frame/Concepts & Content:

Day 14: First Read

"*To His Excellency, General Washington*" by Phillis Wheatley

Student Learning Expectations: (Objectives)

- Perform an initial reading of a text and demonstrate comprehension by responding to short analysis and inference questions with textual evidence.
- Practice defining vocabulary words using context.
- Participate effectively in a range of conversations and collaborations to express ideas and build upon the ideas of others.
- Practice acquiring and using academic vocabulary correctly.

Standards:

Text Analysis/Text Evidence

RL.11-12.1, RL.11-12.4, RL.11-12.10

Collaborative Conversations

SL.11-12.1.A, SL.11-12.1.B, SL.11-12.1.C, SL.11-12.1.D, SL.11-12.2

Vocabulary Development and Use

L.11-12.4.A, L.11-12.6

Key Terminology: (Vocabulary)

Continental Army, Columbia, olive and laurel, Muse, Eolus, deforms, array, implore, lament

Activities & Assessments:

1. Pair students and ask them to make lists of facts they know about the Revolutionary War and George Washington. If students struggle to come up with many facts, direct them to websites about key events, such as the Boston Tea Party (<http://tinyurl.com/lj76caf>), and key people, such as George Washington (<http://tinyurl.com/o5ppono>).
2. Individually or as a class, read the introduction for " To His Excellency, General Washington." The introduction provides context for the poem.
3. "*WE whose Names are under-written, do assure the World, that the POEMS specified in the following Page, were (as we verily believe) written by PHILLIS, a young Negro Girl, who was but a few Years since, brought an uncultivated Barbarian from Africa, and has ever since been, and now is, under the Disadvantage of serving as a Slave in a Family in this Town*" (From the introduction to Phillis Wheatley's first published book, *Poems on Various Subjects*, in 1773).
What do you think this quote means?
Why would the publisher include such a note at the beginning of Wheatley's first collection?
What does this quotation tell you about colonial attitudes toward Africa and slaves?
4. Before students begin reading, model the reading comprehension strategy of visualizing by using a Think Aloud that talks students through the first part of the text.
5. Have students independently read and annotate the poem.

6. In small groups or pairs, have students discuss the following questions: *Summarize Wheatley's poem. What feelings does the poem express? What purpose does the poet have? What is the speaker's view of General Washington and the American colonies? How does the speaker think the war will turn out? Stanza 3 contains several long metaphors and complex images. What images are created in your mind by this passage? How did your visualizations help you understand what the speaker is saying?*
7. Ask students what the character Uncle Sam represents to Americans today. Explain that, up until the early twentieth century, the United States was often represented by a woman named Columbia. Have pairs or small groups use devices to research Columbia as well as representations used to characterize other countries. (Wheatley's poem also mentions the British Britannia.) Have students find images of these personifications and research what symbols they are often pictured with and how the character is used.

Materials/Resources:

First Read lesson on "*To His Excellency, General Washington*"
 Speaking & Listening Handbook
 Access handouts 1, 2, 3, 4
<http://tinyurl.com/lj76caf>
<http://tinyurl.com/o5ppono>

Time Frame/Concepts & Content:

Day 15: Skill Lesson

Connotation & Denotation and Figurative Language

Student Learning Expectations: (Objectives)

- Learn the definition of figurative language.
- Practice using concrete strategies for identifying and analyzing figurative language.
- Learn the definition of connotation and denotation.
- Practice using concrete strategies for analyzing connotation and denotation in a poem.
- Participate effectively in a range of conversations and collaborations to express ideas and build upon the ideas of others.

Standards:

Figurative and Connotative Meaning

RL.11-12.1, RL.11-12.4

Collaborative Conversations

SL.11-12.1.A, SL.11-12.1.C, SL.11-12.2

Understanding of Figurative Language

L.11-12.5.A

Key Terminology: (Vocabulary)

Literal language, figurative language, connotation, denotation

Activities & Assessments:

1. Have students brainstorm some words and phrases that have different meanings depending on context. Compile a list of examples. Have students discuss instances in which they would use each word or phrase in a positive or negative way. How does context help them understand the full meaning of the word?
2. Have students reread the stanzas of the poem discussed in the Model. Ask students to replace the words discussed in the Model with a synonym that has a slightly different connotation. Students may use reference materials as needed. After students find synonyms, discuss as a class the effects of Wheatley's word choices. *How does replacing particular words with a synonym change the meaning of the lines?*
3. Print out copies of the poem, or put a copy of the poem in a Google Doc and share with students. Have students go through the poem and identify each type of figure of speech in the poem, using a different color for each type. When students are finished, have them share their results with a partner and discuss. *Does their color-coding match? What figure of speech does Wheatley use most often? What effect does that choice have on the poem? What is the purpose of Wheatley's use of personification in the first stanza? What is the effect of the allusions in the third stanza? Is there another way Wheatley could have created the same effect? In what way is the personification in the third stanza different from the personification in the first?*
4. Pair or group students and assign each group a mood or tone, such as "optimistic" or "pessimistic." Have groups compile a list of words that have connotations that fit their assigned mood. When groups have finished, have them share with the class. Which words most clearly express the mood? Which don't work as well? Discuss.

Materials/Resources:

Skills lesson on figurative language in "*To His Excellency, General Washington*"
 Skills lesson on connotation and denotation in "*To His Excellency, General Washington.*"
 Access handouts 1, 2, 3, 4

Time Frame/Concepts & Content:

Day 16: Close Read

"*To His Excellency, General Washington*" by Phillis Wheatley

Student Learning Expectations: (Objectives)

- Complete a close reading of a poem.
- Practice and apply concrete strategies for analyzing figurative language and connotations in "*To His Excellency, General Washington.*"
- Participate effectively in a range of conversations and collaborations to express ideas and build upon the ideas of others.
- Prewrite, plan, and produce clear and coherent writing in response to a prompt.

Standards:

Theme/ Central Idea

Word Choice on Meaning & Tone

RL.11-12.1, RL.11-12.2, RL.11-12.4, RL.11-12.9

Produce, Strengthen, and Publish Clear/Coherent Writing

W.11-12.4, W.11-12.5, W.11-12.6, W.11-12.9.A, W.11-12.10

Collaborative Conversations

SL.11-12.1.A, SL.11-12.1.B, SL.11-12.1.C, SL.11-12.1.D, SL.11-12.6

Standard English Grammar and Usage

L.11-12.4.A, L.11-12.4.C, L.11-12.1.D, L.11-12.5.A, L.11-12.5.B

Key Terminology: (Vocabulary)

Celestial, refulgent, propitious, refluent, ensign, pensive

Activities & Assessments:

1. Read the Skills Focus questions as a class, so your students know what they should pay close attention to as they read.
2. Have students reread the poem. As they reread the text, remind students to use the comprehension strategy of visualizing that they learned in the First Read.
3. Have these students discuss and complete the text summary on the Access 4 handout.
4. In small, heterogeneous groups or pairs, ask students to answer and discuss the following questions: *How do word connotations show the speaker's feelings about General Washington? Cite specific textual evidence in your response. How do the figures of speech in the poem express the feelings of the speaker about America? Cite specific textual evidence to support your answer. What overall impression of the colonists' cause does the speaker's language give?*
5. Phillis Wheatley was born in Africa and was still enslaved when she wrote this poem to General Washington. Pair or group students and have them research the role of slaves and free Blacks in the American Revolution, as well as George Washington's attitudes toward slavery. (If your students do not have access to devices, print and distribute this article that gives a good background on the topic: <http://tinyurl.com/ydmv2r>.)
6. After students have conducted their research, discuss how, if at all, this context changes their view of the poem.
7. Either individually, in pairs, or in small groups, have students respond to the Skills Focus questions.

Materials/Resources:

Close Read lesson on "To His Excellency, General Washington"
"To His Excellency, General Washington" Vocabulary handout
"To His Excellency, General Washington" Six Circles graphic organizer
Speaking & Listening Handbook
Access handouts 1, 2, 3, 4
<http://tinyurl.com/ydmv2r>

Time Frame/Concepts & Content:

Day 17: First Read

"Liberty Tree" by Thomas Paine

Student Learning Expectations: (Objectives)

- Perform an initial reading of a poem and demonstrate comprehension by responding to short analysis and inference questions with textual evidence.
- Practice defining vocabulary words using context.
- Participate effectively in a range of conversations and collaborations to express ideas and build upon the ideas of others.
- Practice acquiring and using academic vocabulary correctly.

Standards:

Inference and Tone

RL.11-12.1, RL.11-12.4, RL.11-12.10

Collaborative Conversations

SL.11-12.1.A, SL.11-12.1.B, SL.11-12.1.C, SL.11-12.1.D, SL.11-12.2

Context Clues

L.11-12.4.A, L.11-12.6

Key Terminology: (Vocabulary)

Activist, theories, Enlightenment, precedence, pamphlets, hither, dame, groat, swains, amain

Activities & Assessments:

1. Individually or as a class, read the introduction for "Liberty Tree." The introduction provides context for the poem.
2. In pairs or small groups, ask students to use devices to research Thomas Paine's life and legacy. Assign each group a topic to investigate:
 - *Thomas Paine in the American Colonies*
 - *Thomas Paine and the French Revolution*
 - *Thomas Paine's later years and fall from favor*
 - *Thomas Paine's legacy from the nineteenth century to today*
3. Because "*Liberty Tree*" was written in the 18th century, it contains a number of archaic words that might interfere with student comprehension. Before students read the text, explain the meaning of those words.
4. Either aloud as a class or individually, read and annotate the excerpt.
5. Have students use the Annotation Guide on the Access 4 handout to support them as they highlight and annotate the text.
6. Discuss the following questions: *What is the purpose of the poem? What is Paine trying to convince the reader to do? How does he try to persuade the reader? In what way is the fourth stanza different from the other three? How does this affect Paine's purpose? Which sections of the poem called for rereading? How did rereading those sections aid in your comprehension of the poem as a whole or of that section in particular?*
7. After reading the text, have students draw a picture of what they think Paine's Liberty Tree looks like. Allow students to use devices or make collages if they don't feel confident in their drawing skills. When students have completed their drawing, ask them to reread the poem and to write a short paragraph explaining their choices.

Materials/Resources:First Read lesson on "*Liberty Tree*"

Speaking & Listening Handbook

Access handouts 1, 2, 3, 4

White Paper

Markers/Crayons/Colored Pencils

Time Frame/Concepts & Content:**Day 18: Skill Lesson**

Tone and Compare/Contrast

Student Learning Expectations: (Objectives)

- Learn the definition of tone.
- Practice using concrete strategies for analyzing tone.
- Learn the definition of compare and contrast.
- Practice using concrete strategies for comparing and contrasting two foundational works of American poetry.
- Participate effectively in a range of conversations and collaborations to express ideas and build upon the ideas of others.

Standards:

Tone/ Compare and Contrast

RL.11-12.1, RL.11-12.4, RL.11-12.9

Collaborative Conversations

SL.11-12.1.A, SL.11-12.1.C, SL.11-12.2

Key Terminology: (Vocabulary)

Convey, imagery, elevated, epic, Greek mythology, sacred, signals a shift, down-to-earth, evoke, personified, prevail, stark, exalt, idyllic

Activities & Assessments:

1. Watch the Concept Definition videos on tone and compare and contrast with your students. Have your students write down the definition of tone as it is stated in the video. Also, make sure they understand the different strategies for determining an author's tone. Make sure your students understand the difference between comparing and contrasting, and how it can help to unlock meaning in a given text. Pause the video at key moments to discuss the information with your students.
2. After watching the video, ask students to list all the ways they've used compare and contrast in their daily lives in the past week or month. Then have students note which of those times were academic applications. Ask students to freewrite a short response to the question: *How does compare and contrast help me analyze and understand things in both my everyday and academic lives?*
3. Have students rewrite all or part of "Liberty Tree" from the perspective of one of the "tyrannical powers" or another enemy of what the Tree represents. This rewrite should have a very different tone from the original poem. When students have completed their rewrites, post them so students can read each other's poems.
4. Hand out copies of a Venn diagram, and have students compare and contrast the two poems "*Liberty Tree*" and "*To His Excellency, General Washington*."
 - *What makes "Liberty Tree" and "To His Excellency, General Washington" foundational works of American literature?*
 - *What similarities are present in the first stanza of each poem? What conclusion can be drawn based on this comparison?*
 - *What contrasts in later stanzas of both poems exists? What different ideas or themes are expressed by this contrast?*

Materials/Resources:

Skills lesson on tone in "Liberty Tree"

Skills lesson on compare and contrast in "*Liberty Tree*"

"*Liberty Tree*" and "*To His Excellency, General Washington*" Venn Diagram

Access handouts 1, 2, 3, 4

Time Frame/Concepts & Content:

Day 19: Close Read

"*Liberty Tree*" by Thomas Paine

Student Learning Expectations: (Objectives)

- Complete a close reading of a poem.
- Practice and apply concrete strategies for analyzing tone in "Liberty Tree" and comparing and contrasting with "To His Excellency, General Washington."
- Participate effectively in a range of conversations and collaborations to express ideas and build upon the ideas of others.
- Prewrite, plan, and produce clear and coherent writing in response to a prompt.

Standards:

Tone/ Compare and Contrast

RL.11-12.1, RL.11-12.4, RL.11-12.9

Produce, Strengthen, and Publish Clear/Coherent Writing

W.11-12.4, W.11-12.5, W.11-12.6, W.11-12.9.A, W.11-12.10

Collaborative Conversations

SL.11-12.1.A, SL.11-12.1.B, SL.11-12.1.C, SL.11-12.1.D, SL.11-12.6

Context Clues

L.11-12.4.A, L.11-12.4.C, L.11-12.4.D

Key Terminology: (Vocabulary)

Celestials, exotic, patriarchs, unvexed, profane

Activities & Assessments:

1. Project the text onto the board and model a close reading of the first few stanzas.
2. Either independently, in pairs, or as a class, reread the poem "Liberty Tree." Discuss the following questions:
 - *What can you infer about the speaker from the different tones in "Liberty Tree"? Think about his or her beliefs and personality. Cite textual evidence to support your answer.*
 - *In "Liberty Tree," the speaker's use of the phrase "chariot of light" reminds readers of the Greek sun god Helios who rode a chariot. In stanza 3 of Wheatley's poem, the speaker refers to Eolus, the Greek god of wind. Why do the speakers make these references? Compare and contrast the effect these references have on the poems' tones*
 - *Compare and contrast the tones of the final stanza of Paine's and Wheatley's poems. Cite textual evidence from the poems to support your response.*
3. Columbia and the Liberty Tree were two popular symbols of the American Revolution. Have partners research other symbols people used at that time. (Students should be prepared to share their findings with the class.) Students should answer the following questions:
 - *What was the symbol, and how did it originate?*
 - *Was the symbol popular in a specific geographic region?*
 - *Do we still use the symbol today? If not, should we?*
4. Have students write their own poems to a modern symbol of the United States using Paine's poem as a guide. You may suggest an eagle, the flag, the Statue of Liberty, or fireworks. Remind students that their poem should reflect modern life and does not need to end with a call to arms. After students have written their poems, ask volunteers to read their poems aloud to the class and explain what ideas they got from Paine and how they changed the poem to fit their view of the United States today.

Materials/Resources:
Close Read lesson on "Liberty Tree" "Liberty Tree" Vocabulary handout Access handouts 1, 2, 3, 4
Time Frame/Concepts & Content:
Day 20: Extended Writing Project Argumentative Writing
Student Learning Expectations: (Objectives)
<ul style="list-style-type: none"> • Demonstrate an understanding of argumentative writing. • Practice and apply concrete strategies for identifying features of argumentative writing. • Participate effectively in a range of conversations and collaborations to express ideas and build upon the ideas of others. • Generate ideas for an argumentative essay.
Standards:
Textual Evidence RI.11-12.1 Argumentative Writing W.11-12.1.A, W.11-12.1.B, W.11-12.1.C, W.11-12.1.D, W.11-12.1.E, W.11-12.8, W.11-12.10 Collaborative Conversations SL.11-12.1.A, SL.11-12.1.B, SL.11-12.1.C, SL.11-12.1.D
Key Terminology: (Vocabulary)
Argumentative Writing, thesis statement, cohesion, synthesizes, discerning, electorate, perseverance, subset, indulge, drudgery, discrimination, naturalized, populism, make great strides, in the eyes of the law
Activities & Assessments:
<ol style="list-style-type: none"> 1. Have students read the prompt to the Extended Writing Project on argumentative writing. Ask them to look at the various parts of the prompt and respond to the following questions: <ul style="list-style-type: none"> • <i>What type of writing will you be producing in response to this prompt?</i> • <i>What requirements must you meet to address this prompt completely?</i> • <i>What ideas does the prompt suggest? What other ideas could you pursue and what texts might you consider?</i> • <i>What other kinds of resources might you use?</i> • <i>What will be the focus of this writing project?</i> 2. Individually or as a class, read the Introduction to Argumentative Writing. The Introduction defines argumentative writing as well as the features of argumentative writing. If you are reading the introduction as a class, encourage students to take Cornell notes defining argumentative writing, identifying the purpose of argumentative writing, and putting the six features of argumentative writing into their own words. 3. Have students read the student model essay titled "'Every Path Laid Open': Equality and <i>Woman in the Nineteenth Century</i>". Have students identify the six features of argumentative writing in the sample and label them.

4. In small groups or pairs, have them examine the "Constructed Response - Argumentative (with Counterclaim)" grading rubric this Student Model was written to satisfy. Inform students that this is the same rubric that will be used to evaluate their completed Argumentative Extended Writing Project.
5. Ask students to take out a sheet of paper and, at the top of the paper, write one of following:
 - *Should school uniforms be required?*
 - *Should the school day start later or stay the same?*
 - *Should the driving age be moved to 18 or stay at 16?*
6. Then, advise students that they will be writing a short editorial answering their chosen question. The editorial will appear in the local paper before a referendum in which voters will choose to vote for or against the topic. Students have only this editorial to convince voters to agree with them. The writing needs to be clear and use an appropriate tone. After students have finished, give them the chance to share their editorial with a partner or the class.

Materials/Resources:

First Read lesson on Argumentative Writing
Access handouts 1, 2, 3, 4

Time Frame/Concepts & Content:

Day 21: Extended Writing Project

Prewrite

Student Learning Expectations: (Objectives)

- Demonstrate an understanding of argumentative writing.
- Analyze the prompt, gather information from multiple sources, and generate ideas about for their argumentative essays.
- Participate effectively in a range of conversations and collaborations to express ideas and build upon the ideas of others.

Standards:

Delineate and Evaluate Arguments

Analyze Historical Documents

RI.11-12.1, RI.11-12.8, RI.11-12.9

Introduce and Establish Claims

W.11-12.1.A, W.11-12.4, W.11-12.5, W.11-12.9.B, W.11-12.10

Collaborative Conversations

SL.11-12.1.A, SL.11-12.1.B, SL.11-12.1.C, SL.11-12.1.D

Key Terminology: (Vocabulary)

Claim, counterclaim, reason, evidence

Activities & Assessments:

1. Discuss with students the requirements of the writing prompt. Then ask them to complete a prewriting three-column chart brainstorm.
 - *In the first column, students should brainstorm a list of American ideals, like the ones mentioned in the prompt.*
 - *In the second column, students should list texts from the unit that exemplify that ideal.*

- *In the third column, have students note if and how those ideals have changed over time, as well as the influence of the texts on society.*
2. As students brainstorm, have them consider the following questions:
 - *What adjectives would you use to describe the goals of the United States?*
 - *Do any of the texts from the unit contain ideas that match an ideal from your list?*
 - *What do these texts have to say about these ideals?*
 - *How might that text or the ideas in that text have contributed to American society that is in evidence today?*
 - *What claim about American ideals or society could you make based on these texts?*
 - *What quotations or evidence could you pull from these texts to support a claim?*
 3. Discuss with students the questions they will answer in the prewriting activity to generate ideas for their own writing. Review the rubric with students before they begin the prewriting activity.
 4. Have students complete the prewriting activity on their access handouts.

Materials/Resources:

Grade 12, Unit 3 Extended Writing Project: Prewrite lesson
 Prewrite: Three-Column Chart
 Access handouts 1, 2, 3, 4

Time Frame/Concepts & Content:

Day 22: First Read

The Declaration of Independence by Thomas Jefferson

Student Learning Expectations: (Objectives)

- Perform an initial reading of a text and demonstrate comprehension by responding to short analysis and inference questions with textual evidence.
- Practice defining vocabulary words using context.
- Learn and practice strategies for analyzing text features in a public document.
- Participate effectively in a range of conversations and collaborations to express ideas and build upon the ideas of others.
- Practice acquiring and using academic vocabulary correctly.

Standards:

Inference and Word Choice on Meaning

RI.11-12.1, RI.11-12.4, RI.11-12.10

Collaborative Conversations

SL.11-12.1, SL.11-12.1.A, SL.11-12.1.B, SL.11-12.1.C, SL.11-12.1.D, SL.11-12.2

Sentence Structure

L.11-12.3.A, L.11-12.4.A, L.11-12.4.B, L.11-12.6

Key Terminology: (Vocabulary)

Unanimous, self-evident, abolish, laying its foundation, relinquish, legislative, compliance, obstructing, jurisdiction, imposing, philosopher, committee, delegates

Activities & Assessments:

1. As a class, watch the video preview of “The Declaration of Independence.”
2. Individually or as a class, read the Introduction for the Declaration of Independence. The introduction provides context for the complete text.
3. Tell students that they can better navigate and comprehend the information available in public documents if they analyze the use of text features (such as graphics, headers, and captions) in the documents. Have students view the text of the [Declaration of Independence](#) on the website of the U.S. National Archives. Then have students answer these questions about text features as a previewing activity: *What do you learn about the document from the bold headers? Why do you think there is a long block of indented sentences? Skim the document to answer the question. At the end of the document, what do you learn from the italicized note and the bold headers?*
4. Before students begin reading, model the reading comprehension strategy of asking and answering questions. To practice asking and answering questions, have students listen to the audio version of The Declaration of Independence. Pause the audio after the first body paragraph. Have them write down a question they have about the text in their Access 1, 2, and 4 handouts.
5. Have students independently read and annotate the excerpt. Have students use the Annotation Guide on the Access 4 handout to support them as they highlight and annotate the text.
6. In small groups or pairs, have students discuss the following questions:
 - *Jefferson says that people are entitled to "life, liberty, and the pursuit of happiness." What do you think "pursuit of happiness" means?*
 - *Which of the reasons for becoming independent do you think is most important? Which is least important? Why?*
7. Place students in small groups and have them work together to review the list of injustices Jefferson includes in the Declaration of Independence and rank them from least to most grievous. Have them compile their lists using Google Docs (<https://docs.google.com>). Encourage students to share their lists with other groups and compare the reasons behind their rankings.
8. Review with students how sentence length is one aspect of a writer's style. Have students discuss when they use long sentences in their writing and when they use short sentences. Then ask students the following questions:
 - *Why might Thomas Jefferson have made the first sentence in the Declaration so long?*
 - *What makes a short sentence at the end of the second paragraph an effective transition for readers?*
 - *How does the content of the paragraphs that follow the second paragraph relate to their length?*
9. Distribute the handout on sentence structure. Have students complete the exercise for homework.

Materials/Resources:

First Read lesson on the Declaration of Independence
 Grammar Handout: Sentence Structure
 Access handouts 1, 2, 3, 4
[Declaration of Independence](#)
<https://docs.google.com>

Time Frame/Concepts & Content:

Day 23: Skill Lesson
 Rhetoric and Argument & Claim

Student Learning Expectations: (Objectives)

- Learn the definition of rhetoric.
- Practice using concrete strategies for analyzing rhetoric in a foundational document.
- Learn the definitions of argument and claim.
- Practice using concrete strategies for evaluating arguments in a seminal U.S. text.
- Participate effectively in a range of conversations and collaborations to express ideas and build upon the ideas of others.

Standards:

Rhetoric

RI.11-12.1, RI.11-12.8, RI.11-12.9

Collaborative Conversations

SL.11-12.1.A, SL.11-12.1.C, SL.11-12.2

Key Terminology: (Vocabulary)

Rhetoric, innate, anticipates, counterclaim, frame his argument, call to action, parallelism, at stake, ends

Activities & Assessments:

1. Watch the Concept Definition video on rhetoric and arguments and claims with your students. Make sure students write down the definition of rhetoric and understand how an author's use of language can shape his or her argument and influence the reader's understanding of a topic. Make sure students write the definitions of "argument" and "claim"—as well as the functions of reasons and evidence—in their notes. Pause the video at key moments to discuss the information with your students.
2. Either in small groups or as a whole class, use these questions to engage students in a discussion about rhetoric and arguments and claims.
 - *How is rhetoric used in advertising? Can you think of any television commercials that use rhetoric effectively?*
 - *What kinds of writing are most likely to have complex rhetoric? Why do you think this is so?*
 - *How do you or your friends use rhetoric in social media posts? Are you aware of the techniques you use?*
 - *Think of a piece of argumentative writing you have read recently. Was the argument persuasive or not? Why?*
 - *Can an argument have more than one claim? Why or why not?*
 - *Think of an argument that you won. Why did you win? Was there any weakness in your argument that the other person missed?*
3. Have students use carefully selected rhetoric to write a short recommendation for a movie, TV show, or song they enjoyed recently. Assign them to small groups and have them share their recommendations and discuss the rhetorical techniques that they used, based on information in the definition section.
4. Ask students to list current issues in the news and think of a claim someone might make about these issues. Compile a class list of examples using a whiteboard.
5. Assign students to small groups and have each group create a multiple-choice question related to Jefferson's reasons and evidence for his claim. Have groups trade questions and find the correct answers, including rationales for why they chose the answer they did.

Materials/Resources:

Skills lesson on rhetoric in the Declaration of Independence

Skills lesson on arguments and claims in the Declaration of Independence
Access handouts 1, 2, 3, 4

Time Frame/Concepts & Content:

Day 24: Close Read

The Declaration of Independence by Thomas Jefferson

Student Learning Expectations: (Objectives)

- Complete a close reading of a foundational U.S. document.
- Practice and apply concrete strategies for analyzing rhetoric and argument in the Declaration of Independence.
- Participate effectively in a range of conversations and collaborations to express ideas and build upon the ideas of others.
- Prewrite, plan, and produce clear and coherent writing in response to a prompt.

Standards:

Analyze & Evaluate Arguments in Historical/Foundational Documents

RI.11-12.1, RI.11-12.4, RI.11-12.5, RI.11-12.8, RI.11-12.9

Produce and Strengthen Writing

W.11-12.4, W.11-12.5, W.11-12.6, W.11-12.9.B, W.11-12.10

Collaborative Conversations

SL.11-12.1, SL.11-12.1.A, SL.11-12.1.B, SL.11-12.1.C, SL.11-12.1.D, SL.11-12.4, SL.11-12.6

Verify Word Meaning

L.11-12.4.A, L.11-12.4.C, L.11-12.4.D

Key Terminology: (Vocabulary)

Prudence, usurpations, dissolutions, quartering, perfidy, unwarrantable, magnanimity, consanguinity, acquiesce, rectitude

Activities & Assessments

1. Project the vocabulary words and definitions onto the board or provide students with a handout, so they can copy the vocabulary into their notebooks.
2. Project the text onto the board and model a close reading of the first few paragraphs. Make notes that tie the text to the focus skill and demonstrate what students are looking for as they read.
3. Have students reread the document. As they reread the text, remind students to use the comprehension strategy of asking and answering questions that they learned in the First Read.
4. In small, heterogeneous groups or pairs, ask students to discuss the following questions on argument and rhetoric.
 - *How would you summarize Jefferson's argument? Cite specific textual evidence to support your statements.*
 - *What kind of language does Jefferson use to describe the king? How does this language advance his purpose? Cite specific textual evidence to support your ideas.*
 - *Which do you find more convincing: Jefferson's appeals to logic or his appeals to emotion? Why? Cite specific textual evidence to support your opinion.*
5. Read the prompt as a class and ask students to brainstorm about similarities between England in the 1600s and America in 1776. Remind your students to look at the text and their annotations to find textual evidence to support their ideas.
6. Have students complete the prewriting activity on the Access 4 handout to organize their thoughts before they write.

7. Ask students to complete the writing assignment using textual evidence to support their answers.

Materials/Resources:

Close Read lesson on the Declaration of Independence
Declaration of Independence Vocabulary Review
Declaration of Independence Graphic Organizer
Speaking & Listening Handbook
Access handouts 1, 2, 3, 4

Time Frame/Concepts & Content:

Day 25: Blast

Nation Building

Student Learning Expectations: (Objectives)

- Explore background information about countries that have gained independence in the past 50 years.
- Research using hyperlinks to a range of information about new countries, including South Sudan, the Czech Republic and Slovakia.

Standards:

Textual Evidence & Analysis

RI.11-12.1

Create Smooth Progression of Events

W.11-12.1.A, W.11-12.3.A, W.11-12.5, W.11-12.6, W.11-12.10

Collaborative Conversations

SL.11-12.1.A, SL.11-12.1.C, SL.11-12.1.D

Key Terminology: (Vocabulary)

Rebellions, influential, nationalism, separatists, referendum, Soviet Union-USSR, growing pains, demonstrations

Activities & Assessments:

1. As a class, read aloud the title and driving question for this Blast. Ask students what challenges a new country might face after declaring independence. What kind of government and other infrastructure would have to be built? What problems might the new country face? Taking into account ideas generated by their classmates, do they have a sense of what it takes to build a country? Remind students that they'll be returning to this question for their formal entries after they've written a draft and read and discussed the Background.
2. Have students view and compare maps of Europe before and after World War II, such as the ones at: <http://tinyurl.com/pbfd5k8> and <http://tinyurl.com/owed5kl>. Discuss how the picture represents how a major event, such as a world war, can change the fate of a nation, prompting students with questions such as:
 - *What years do these maps reflect? What happened between these two years?*
 - *What similarities do you see between the two maps? What differences do you see?*
 - *Why do you think these changes occurred?*
 - *What are some other events that might lead to such geographical changes?*

3. In their notebooks or on scrap paper, have students draft their initial responses to the driving question. This will provide them with a baseline response that they will be altering as they gain more information about the topic in the Background and Research Links sections of the assignment.
4. When drafting their initial response to the driving question, have students refer to this Blast sentence frame on their Access 1 and 2 handouts
5. Have students read the Blast background to provide context for the essential question.
6. Pair students and have them discuss the following questions:
 - *Why did many new countries form after World War I and World War II? Why might a large war lead to empires breaking apart?*
 - *How did Algeria gain independence from France? Why is it important that Algerians voted for their independence?*
 - *Why did so many new countries form in 1991?*
 - *What is the world's youngest country? What problems does South Sudan face?*
7. Display a world map from 1914 and another from 2014. As a class, discuss how the world has changed in one hundred years. Does anything on the map from 1914 surprise them? How do they expect the world to change in the next hundred years?
8. Ask students to imagine that someone in their state has proposed the state should secede. In the next election, people will be able to vote whether to stay with the United States or create a new country. What would be some arguments for breaking away? What would be some arguments against secession? Have students write campaign ads for each side of the argument.
9. Ask students to write their Blast response.

Materials/Resources:

Blast: Nation Building
 Access handouts 1, 2, 4
<http://tinyurl.com/pbfd5k8>
<http://tinyurl.com/owed5kl>

Time Frame/Concepts & Content:

Day 26: First Read

The United States v. The Amistad by John Quincy Adams (Pt.1) and Joseph Story (Pt. 2)

Student Learning Expectations: (Objectives)

- Perform an initial reading of a text and demonstrate comprehension by responding to short analysis and inference questions with textual evidence.
- Practice defining vocabulary words using context.
- Participate effectively in a range of conversations and collaborations to express ideas and build upon the ideas of others.
- Practice acquiring and using academic vocabulary correctly.

Standards:

Objective Summary/Central Idea

RI.11-12.1, RI.11-12.2, RI.11-12.4, RI.11-12.10

Collaborative Conversations

SL.11-12.1, SL.11-12.1.A, SL.11-12.1.B, SL.11-12.1.C, SL.11-12.1.D, SL.11-12.2, SL.11-12.3, SL.11-12.6

Precise Word Meaning/Etymology

L.11-12.4.A, L.11-12.4.C, L.11-12.6

Key Terminology: (Vocabulary)

Cornerstone, jurisdiction, purview, restitution, edicts, denomination, dominions, libels, tribunal, obligatory, ought not to be lost sight of, *onus probandi*, *casus foederis*, *a fortiori*, apprehended

Activities & Assessments:

1. As a class, watch the video preview of *United States v. The Amistad*.
2. Individually or as a class, read the Introduction for *United States v. The Amistad*. The introduction provides context for the excerpts taken from the oral argument and the majority opinion.
3. Explain to students that reading a U.S. Supreme Court opinion can be challenging because it is written in legal language. However, opinions tend to follow a similar format. Have students preview this online transcript of [The United States v. The Amistad](#).
4. Have students listen to the audio of the text.
5. In small groups or pairs, have students discuss the following questions:
 - Why does John Quincy Adams mention Thomas Hobbes in his oral argument?
 - According to Justice Story, on which article of the treaty is the United States basing its case, and what does this article say?
 - Why does Justice Story say the article should not apply to the case of the Amistad?
 - Brainstorm ways in which John Quincy Adams's oral argument is similar to and different from the majority opinion delivered by Justice Joseph Story.
6. Organize a class debate on the following topic:

Should there be one global set of laws observed across the world, or does each nation have reason to enact laws that reflect its culture and meet its needs? As a middle ground—should there be some areas of law that are global and other areas specific to each nation?

Have students research aspects of current international law, such as the role of the United Nations in international disputes, the Hague Choice of Court Convention, and Interpol. Have students relate their arguments about the ideal balance between international and national law with the issues between Spain and the United States raised in the selection.

Materials/Resources:

First Read lesson on *United States v. The Amistad*
Speaking & Listening Handbook
[The United States v. The Amistad](#)
Access handouts 1, 2, 3, 4

Time Frame/Concepts & Content:**Day 27: Skill Lesson**

Reason and Evidence

Extended Writing Project: Thesis Statement**Student Learning Expectations: (Objectives)**

- Learn the definition of reasons and evidence.

- Practice using concrete strategies for analyzing and evaluating reasons and evidence.
- Participate effectively in a range of conversations and collaborations to express ideas and build upon the ideas of others.
- Demonstrate an understanding of argumentative writing: thesis statements.
- Identify and practice concrete strategies for writing a strong thesis statement.

Standards:

Delineate and Evaluate Arguments

RI.11-12.1, RI.11-12.8

Collaborative Conversations

SL.11-12.1, SL.11-12.1.A, SL.11-12.1.C, SL.11-12.2

Key Terminology: (Vocabulary)

Backdrop, lobbied, clear cut, district court, embodies, decisive, run-on sentence, tying together, syllogism, major premise, minor premise

Activities & Assessments:

1. Watch the Concept Definition video on Reasons and Evidence with your students. Make sure your students understand the importance of reasoning and evidence in supporting a writer's claim, looking at both good and bad examples.
2. After watching the Concept Definition video, have students read the definition of reasons and evidence. Either in small groups or as a whole class, use these questions to spur discussion among your students about reasons and evidence.
 - *What are some words and phrases that relate to reasons?*
 - *What are some words and phrases that relate to evidence?*
 - *When you read an argument, which is more convincing, reasons or evidence?*
3. Have students compare and contrast reasons and evidence from the text. Guide students to start by separating reasons and evidence into separate lists and then have them flag which items may be considered for both lists. Have students then discuss the difference between reasons and evidence in specific cases.
4. As a class, read and discuss the definition of a thesis statement. Ask students to take notes on the most important elements of a thesis statement.
5. In small groups or as a class, ask students to discuss the purpose of the thesis statement in an argumentative essay. Give them time to discuss these questions: The definition says that thesis statements introduce what a writer will say in the essay. How is a thesis statement in an argumentative essay different than one for an informative/explanatory essay? Can an effective thesis statement span more than one sentence? Why or why not? Thesis statements usually appear at the end of the introduction, but that is not always the case. What are some benefits to putting the thesis statement at the end of the introduction? Why might a writer put the thesis statement at the beginning of an essay?
6. Ask students to read the introductory paragraph of the Student Model, "'Every Path Laid Open': Equality and *Woman in the Nineteenth Century*", and identify the thesis statement.
7. Ask them to review the Model lesson and the essay prompt. Have them discuss the thesis statement in the Student Model.
8. Have students practice writing a thesis statement for their argumentative essays. Remind them to refer to the list of ideals and other notes they generated in the Prewrite lesson. Make sure that students identify both the American ideal and the text they've chosen to write about.

Materials/Resources:

Skills lesson on reasons and evidence in *United States v. The Amistad*
Skills lesson on Thesis Statement
Access handouts 1, 2, 3, 4

Time Frame/Concepts & Content:

Day 28: Blast

Audience and Purpose

Skill Lesson: Media

Student Learning Expectations: (Objectives)

- Learn the definition of media.
- Practice using concrete strategies for integrating and evaluating media.
- Participate effectively in a range of conversations and collaborations to express ideas and build upon the ideas of others.
- Discuss and demonstrate understanding of audience and purpose in writing.
- Practice identifying an author's intended audience and the author's purpose in a model text in order to apply this understanding to their own argumentative writing.

Standards:

Evaluate Info in Diverse Media

RI.11-12.1, RI.11-12.7

Collaborative Conversations

SL.11-12.1, SL.11-12.1.A, SL.11-12.1.B, SL.11-12.1.C, SL.11-12.1.D, SL.11-12.2

Develop, Strengthen, Produce Clear Coherent Writing

W.11-12.1.A, W.11-12.1.B, W.11-12.4, W.11-12.5, W.11-12.6, W.11-12.10

Key Terminology: (Vocabulary)

Media, bribe, biased, imperative, mocking, hysterics, dignity, rhetorical question, commissioned, abolitionist, romanticized, thought-provoking assertion

Activities & Assessments:

1. Watch the Concept Definition video on media with your students. Have your students write down the definition of "media" and consider the many different kinds of media, as well as the role of technology in the dissemination of information.
2. Have students brainstorm new kinds of media that have been invented during their lifetime—for example, YouTube, Twitter, Instagram, etc. Compile a list of examples. Have students discuss the purpose of each new medium and how each helps people express themselves in a new way. Which media do they like to use? Which media, if any, do they dislike? Why?
3. In the final paragraph, Justice Story addresses the rights of foreigners. As the world has continually become "smaller" through the rise of technology, more people travel internationally today than could have in the time of *United States v. The Amistad*. Have students research current legal protections and advisories for U.S. citizens traveling abroad. Suggest students start at the Department of State website FAQ page on Crises (<http://travel.state.gov/content/passports/english/emergencies/crisis-support.html>).
4. As a class, read aloud the title and driving question for this Blast: *How do audience and purpose influence writing?*

5. Ask students to define the words "audience" and "purpose." Discuss the different kinds of audiences writers have, and why it is important to understand what knowledge or background an audience brings to a text when reading.
6. Discuss the different purposes writers have (such as to entertain, to inform, and to persuade). Then have students discuss why it is important to identify their audience and purpose before starting to write. Finally, ask: How do audience and purpose influence writing?
7. Have students view a photograph of two people yelling, such as the one at: <http://tinyurl.com/pj2zz96>
Discuss how the people would respond to each other, prompting students with questions such as:
 - *What is happening in this photo?*
 - *How do you think each person feels? Why?*
 - *How do you think each person will feel after this argument? Do you think one will do what the other wants?*
 - *Is there a better way to express yourself? Why?*
8. Have students read the Blast background to provide context for the driving question: *How do audience and purpose influence writing?*
9. In their notebooks, ask students to make two columns and label them "Response to friend" and "Response to teacher." Ask them how they would respond to the following question: "What did you do last night?"
10. Ask students to write their Blast response, answering the driving question: *How do audience and purpose influence writing?*

Materials/Resources:

Grade 12, Unit 1 Extended Writing Project Blast: Audience and Purpose
 Skills lesson on media in *United States v. The Amistad*
<http://tinyurl.com/pj2zz96>
<http://travel.state.gov/content/passports/english/emergencies/crisis-support.html>
 Access handouts 1, 2, 3, 4

Time Frame/Concepts & Content:

Day 29: Close Read

The United States v. The Amistad by John Quincy Adams (Pt.1) and Joseph Story (Pt. 2)

Student Learning Expectations: (Objectives)

- Complete a close reading of a passage of informational text.
- Practice and apply concrete strategies for analyzing reasons and evidence, media forms, rhetoric, and technical language in an excerpt from *United States v. The Amistad*.
- Participate effectively in a range of conversations and collaborations to express ideas and build upon the ideas of others.
- Prewrite, plan, and produce clear and coherent writing in response to a prompt.

Standards:

Analyze/Evaluate Historical Documents

RI.11-12.1, RI.11-12.4, RI.11-12.7, RI.11-12.8, RI.11-12.9

Develop, Strengthen, Produce Clear Coherent Writing

W.11-12.1.A, W.11-12.1.B, W.11-12.4, W.11-12.5, W.11-12.6, W.11-12.9.B, W.11-12.10

Collaborative Conversations

SL.11-12.1, SL.11-12.1.A, SL.11-12.1.B, SL.11-12.1.C, SL.11-12.1.D, SL.11-12.6

Context Clues/Word Meaning

L.11-12.4.A, L.11-12.4.C, L.11-12.4.D

Key Terminology: (Vocabulary)

Despotism, proprietor, heinous, cogent, litigate

Activities & Assessments:

1. Project the text onto the board and model a close reading of the excerpt from Adams's oral argument in favor of the defendants.
2. Have students reread the text, focusing on the skills focus questions.
3. As they reread the text, remind students to use the comprehension strategy of summarizing that they learned in the First Read.
4. In small, heterogeneous groups or pairs, provide students with these questions to guide their discussion:
 - *Based on details of Adams's argument, what can readers infer about the southern part of the United States at this time in history? Cite specific textual evidence to support your statements.*
 - *Which of Adams's appeals do you find most convincing? Why? Cite specific textual evidence to support your answer.*
 - *Why does Story explain various articles of the treaty with Spain? How do they contribute to the court's decision? Support your response with textual evidence.*
5. Read the prompt as a class and ask students to brainstorm about big ideas involving equality to explore in their papers. Students can brainstorm together either as a class or in small groups to begin planning their responses.
6. Have students complete the prewriting activity on the Access handout to organize their thoughts before they write.
7. Ask students to complete the writing assignment using textual evidence to support their answers.
8. Have students conduct part of a mock trial of *United States v. The Amistad*. Have students call either Joseph Cinqué (one of the defendants) or José Ruiz or Pedro Montez (the plaintiffs) to the witness stand. Have teams represent the plaintiffs and the defendants and examine and cross-examine the witness. Have another team of students play a group of judges.

Materials/Resources:

Close Read lesson on *United States v. The Amistad* *United States v. The Amistad* Six-Circle Web graphic organizer *United States v. The Amistad* Vocabulary Review handout
Speaking & Listening Handbook
Access handouts 1, 2, 3, 4

Time Frame/Concepts & Content:

Day 30: First Read

Democracy in America by Alexis de Tocqueville

Skill Lesson: Informational Text Structure

Student Learning Expectations: (Objectives)

- Perform an initial reading of a text and demonstrate comprehension by responding to short analysis and inference questions with textual evidence.
- Practice defining vocabulary words using context.
- Participate effectively in a range of conversations and collaborations to express ideas and build upon the ideas of others.

- Practice acquiring and using academic vocabulary correctly.
- Learn the definition of informational text structure.
- Practice using concrete strategies for analyzing informational text structure.

Standards:

Read and Comprehend Nonfiction

RI.11-12.1, RI.11-12.4, RI.11-12.5, RI.11-12.10

Collaborative Conversations

SL.11-12.1, SL.11-12.1.A, SL.11-12.1.B, SL.11-12.1.C, SL.11-12.1.D, SL.11-12.2, SL.11-12.4

Acquire Vocabulary Knowledge

L.11-12.4.A, L.11-12.6

Key Terminology: (Vocabulary)

Landmarks, institutions, evolving, suffice, true light, allude, hostility, spirit, scarcely inferior, faculties, sphere, Athens, anecdotes, temperament, realm, conviction, sanctuary

Activities & Assessments:

1. Individually or as a class, read the Introduction for *Democracy in America*. The introduction provides context for the excerpts taken from Chapter 2.
2. After reading the introduction, use the information provided to facilitate a pre-reading discussion to get students thinking about the events and themes in *Democracy in America*.
 - *What does it mean to you to live in a democracy?*
 - *How does the United States enforce the separation of church and state? Does it work? Should religion and government be separate?*
 - *What traits do people need to have to live in a functional democracy?*
3. In pairs or small groups, ask students to use devices to research democracy as a form of government. Assign each group a topic to investigate:
 - *Democracy in the ancient world*
 - *Democracy in the early United States*
 - *Attempts at democracy in the world of the nineteenth century*
 - *Rise of democracy in the world of the twentieth century*

Have students share their findings with the class.
4. Before students begin to read, model for the class how to use the overall structure and meaning of the sentence and the sentences around it, the word's position, and other clues to define unfamiliar vocabulary words.
5. Also, prior to reading, model the reading comprehension strategy of rereading by using a Think Aloud that talks students through the first paragraph.
6. Have students independently read and annotate the excerpt. Have students use the Annotation Guide on the Access handouts to support them as they highlight and annotate the text.
7. In small groups or pairs, have students discuss the questions and inferences they made while reading. To help facilitate discussions, refer to Collaborative Discussions in the Speaking & Listening Handbook.

- *What is Tocqueville's reaction to New Englanders' views on politics and religion?*
 - *Why does Tocqueville think the Anglo-American perspective helps democracy?*
 - *Reread the fourth paragraph of the excerpt. How does rereading help you comprehend Tocqueville's syntax? Did you gain any new understanding in rereading?*
8. Ask students to freewrite on the following topic: Is it possible to be open minded when it comes to politics but sectarian when it comes to religion? How are these two ideas related today?
 9. Watch the Concept Definition video on informational text structure with your students. Have your students note the three kinds of informational texts discussed in the video—historical and/or journalism, explanatory, and persuasive—and then discuss which structure might be the best fit for each.
 10. Use these questions to facilitate a whole-group discussion that helps students understand how to determine and analyze the structure of the passage:
 - *What is Tocqueville's purpose in *Democracy in America*?*
 - *What is Tocqueville's claim? Where does the claim appear? Why didn't Tocqueville include the claim in the first paragraph?*
 - *Tocqueville introduces his evidence by saying "It might be imagined" that these settlers would be dedicated only to religion. Is that an effective way to support an argument? Why or why not?*
 - *What contemporary idea is Tocqueville promoting in this passage?*
 11. Give students a printout of the selection or allow them to pull the text into a Google Doc. Have students go through the excerpt and mark claims, reasons, and evidence with different colored highlights. When students have their annotations, have them write a one-sentence evaluation of Tocqueville's structure. Remind students that an evaluation is based on the text's structure, not on their personal opinion of the text as a whole.

Materials/Resources:

First Read lesson on *Democracy in America*
 Skills lesson on informational text structure in *Democracy in America*
 Speaking & Listening Handbook
 Access handouts 1, 2, 3, 4

Time Frame/Concepts & Content:

Day 31: Close Read

Democracy in America by Alexis de Tocqueville

Student Learning Expectations: (Objectives)

- Complete a close reading of an informational passage.
- Practice and apply concrete strategies for analyzing and evaluating structure in an excerpt from *Democracy in America*.
- Participate effectively in a range of conversations and collaborations to express ideas and build upon the ideas of others.
- Prewrite, plan, and produce clear and coherent writing in response to a prompt.

Standards:

Read and Comprehend Nonfiction

RI.11-12.1, RI.11-12.4, RI.11-12.5, RI.11-12.9

Develop, Strengthen, Produce Clear Coherent Writing

W.11-12.1.A, W.11-12.1.B, W.11-12.4, W.11-12.5, W.11-12.6, W.11-12.9.B, W.11-12.10

Collaborative Conversations

SL.11-12.1, SL.11-12.1.A, SL.11-12.1.B, SL.11-12.1.C, SL.11-12.1.D, SL.11-12.6

Acquire Vocabulary Knowledge

L.11-12.4.A, L.11-12.4.C, L.11-12.4.D, L.11-12.6

Key Terminology: (Vocabulary)

Ardent, sectarians, discernible, discreetly, formidable, agitated, discrepant

Activities & Assessments:

1. Pair or group students and have them investigate Alexis de Tocqueville's life and the context in which *Democracy in America* was published. Students should answer the following questions:
 - *What was going on in France in the 1830s?*
 - *Why did Tocqueville travel to the United States?*
 - *How was the book received?*Tell students to keep this background in mind as they complete the close read.
2. Project the text onto the board and model a close reading of the first few paragraphs. While modeling annotation strategies, make notes that tie the text to the focus skill and demonstrate what students are looking for as they read.
3. Have students reread the text and respond to the following questions:
 - *How does Tocqueville begin paragraph 3? Why do you think he begins paragraph 3 this way? How does he end the paragraph? Support your response with textual evidence.*
 - *How does Tocqueville transition from paragraph 4 to paragraph 5? How does paragraph 5 build on the ideas in paragraph 4?*
 - *In your opinion, how well does Tocqueville's structure make his argument clear and convincing? Cite textual evidence in your response.*
4. The first amendment to the U.S. Constitution reads "*Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.*"
As a class, discuss the importance of this sentence and how it relates to Tocqueville's ideas in *Democracy in America*.

Materials/Resources:

Close Read lesson on *Democracy in America*
Democracy in America Vocabulary Review
Democracy in America Three-Column Chart
Speaking & Listening Handbook
Access handouts 1, 2, 3, 4

Time Frame/Concepts & Content:

Day 32: First Read

A Vindication of the Rights of Women by Mary Wollstonecraft

Skill Lesson: Central/Main Idea
Student Learning Expectations: (Objectives)
<ul style="list-style-type: none"> • Perform an initial reading of a text and demonstrate comprehension by responding to short analysis and inference questions with textual evidence. • Practice defining vocabulary words using context. • Participate effectively in a range of conversations and collaborations to express ideas and build upon the ideas of others. • Practice acquiring and using academic vocabulary correctly. • Learn the definition of central or main idea. • Practice using concrete strategies for identifying the central or main idea of a text.
Standards:
<p><u>Figurative, Connotative, & Technical Meaning</u> Central or Main Idea RI.11-12.1, RI.11-12.2, RI.11-12.4, RI.11-12.10</p> <p><u>Collaborative Conversations</u> SL.11-12.1, SL.11-12.1.A, SL.11-12.1.B, SL.11-12.1.C, SL.11-12.1.D, SL.11-12.2, SL.11-12.3, SL.11-12.6</p> <p><u>Acquire Vocabulary Knowledge</u> L.11-12.4.A, L.11-12.6</p>
Key Terminology: (Vocabulary)
Feminist movement, menial, relegated, dependent, superficial, transitory, constitution, degrading, frivolous, laudable, epithets, prerogative, articulate, contextualize, easier-to-digest, appeases, stipulation, allegation, patriarchy, epicure, habitude, inculcated, appellation, fastidious
Activities & Assessments:
<ol style="list-style-type: none"> 1. As a class, watch the video preview of <i>A Vindication of the Rights of Woman</i>. Discuss with students how the graphics and audio features, including music, provide context for the selection they are about to read and contribute to the mood and tone. 2. Individually or as a class, read the Introduction for <i>A Vindication of the Rights of Woman</i>. The introduction provides context for the excerpts taken from the introduction and Chapter 2. 3. Find out what your students already know about the women's rights movement. As a class or in small groups, generate a list (on the board or on paper) of the information and previous knowledge your students have about early feminists and the cultural assumptions their work challenged. 4. Have students independently read and annotate the excerpt. 5. In small groups or pairs, have students answer and discuss the following questions: <ul style="list-style-type: none"> • <i>In the introduction, what adjectives does Wollstonecraft use to describe women? Why does Wollstonecraft describe women this way?</i> • <i>Which "masculine" activities or qualities does Wollstonecraft hope women will emulate?</i> • <i>How might readers use prior knowledge about the women's rights movement to ask questions about why Wollstonecraft writes about women this way?</i>

6. Explain to students that millions of girls around the world still do not get equal education. Pair students and ask them to research why girls are still not educated in parts of the world, why it's beneficial to educate girls, and what some people are doing to improve education for girls around the world.
7. Ask students to write a short argumentative paragraph with a strong claim in response to Wollstonecraft's text. Have them consider the following questions: *Do you agree with what she says? Why or why not? Do you think Wollstonecraft's ideas are still applicable today? Why or why not?* After they have finished writing, divide students into small groups to discuss their opinions.
8. Watch the Concept Definition video on central or main idea with your students. Make sure students understand the definition of central or main idea, as well as how to write a proper summary.
9. Have students reread the first three paragraphs of the Introduction to *A Vindication of the Rights of Woman*. As they read, ask students to highlight textual evidence that reveals the central idea of each paragraph. Then, pair students with a partner and have them discuss how the central idea of each paragraph helps develop the central idea of the entire Introduction.
10. Have students answer the comprehension questions to test for understanding. Share the explanations for Parts A and B with your students.

Materials/Resources:

First Read lesson on *A Vindication of the Rights of Woman*
 Skills lesson on central or main idea in *A Vindication of the Rights of Woman*
 Speaking & Listening Handbook
 Access handouts 1, 2, 3, 4

Time Frame/Concepts & Content:

Day 33: Close Read

A Vindication of the Rights of Women by Mary Wollstonecraft

Skill Lesson: Rhetoric

Student Learning Expectations: (Objectives)

- Learn the definition of rhetoric.
- Practice using concrete strategies for identifying an author's use of rhetoric to advance an argument.
- Complete a close reading of an excerpt from an informational text.
- Practice and apply concrete strategies for identifying and analyzing central or main idea.
- Participate effectively in a range of conversations and collaborations to express ideas and build upon the ideas of others.
- Prewrite, plan, and produce clear and coherent writing in response to a prompt.

Standards:

Analyzing Effective Rhetoric

RI.11-12.1, RI.11-12.2, RI.11-12.4, RI.11-12.6, RI.11-12.9

Introduce & Develop a Claim

W.11-12.4, W.11-12.5, W.11-12.6, W.11-12.9.B, W.11-12.10

Collaborative Conversations

SL.11-12.1, SL.11-12.1.A, SL.11-12.1.B, SL.11-12.1.C, SL.11-12.1.D, SL.11-12.6

Verify Word Meaning

L.11-12.4.A, L.11-12.4.C, L.11-12.4.D

Key Terminology: (Vocabulary)

Rhetoric, deplore, endeavor, susceptibility, epithets, palatable, contempt, virtue, concedes, unseemly, preposterous, fastidious, art

Activities & Assessments:

1. Watch the Concept Definition video on rhetoric with your students. Make sure students understand what rhetoric is and how authors use it to advance their ideas and create an impression on an audience.
2. After watching the Concept Definition video, have students read the definition of rhetoric. Either in small groups or as a whole class, use these questions to engage students in a discussion about rhetoric.
 - *Suppose that you are writing a persuasive speech for an audience that is likely to disagree with your point of view at the start. Which type of appeal—logical or emotional—do you think you should rely on more when developing your argument? Why?* (
 - *Why might it be a good idea for an author of a persuasive text to remind his or her audience about their shared beliefs and values?*
 - *Consider a popular commercial you have seen on television or online. In what way did the commercial appeal to logic, emotion, shared beliefs and values, or a combination of these? Do you think commercials in general rely on a particular type of appeal more than others? If so, which and why?*
 - *Several of the texts in this unit, as well as some in previous units, exhibit effective use of rhetoric to advance an argument. Provide an example from your reading in which you think an author most memorably used rhetoric to achieve a specific purpose or effect. Identify what rhetorical technique or appeal the author used and why.*
3. Have students suppose that they are writing an argument to be published in the school newspaper about the length of the school year—whether it should be extended or remain the same. Ask them to provide an example of an appeal to logic, an appeal to emotion, and an appeal to shared beliefs and values that they might offer as support for their position.
4. Have students identify examples throughout the piece of how Wollstonecraft uses figurative language as a rhetorical device. Ask them to identify what things are being compared, as well as what points she seeks to make through the comparisons. Then have them discuss what effect Wollstonecraft's use of figurative language has on her argument and audience.
5. Have students independently read the Model section.
6. After students read the Model text, use these questions to facilitate a whole-group discussion that helps students understand how to identify and analyze the author's use of rhetoric in the passage:
 - *What is Wollstonecraft's theme and purpose in writing? Where and how does she express this theme and purpose?*
 - *According to the Model, which two types of appeals does Wollstonecraft make to develop her argument? Identify and explain an example of each type of appeal in Wollstonecraft's writing.*
 - *According to the Model, what two arguments does Wollstonecraft anticipate from the opposition, and how does she counter these?*
 - *According to the Model, how does Wollstonecraft use the rhetorical device of analogy in her argument? What point is she making through this analogy?*
 - *According to the Model, how and for what purpose does Wollstonecraft use the rhetorical device of rhetorical question?*

7. Distribute copies of the Six-Circle Graphic Organizer students. Ask them to write Wollstonecraft's central idea in the large center circle and to list supporting ideas and details in the smaller circles. Remind them to paraphrase the central idea, or write it in their own words. Ask them to include at least one direct quotation as support.
8. Ask students to brainstorm about which ideas would be appropriate to include in a summary of Mary Wollstonecraft's *A Vindication of the Rights of Woman*. Students can brainstorm together either as a class or in small groups to begin planning their responses. Remind your students to look at the excerpt and their annotations to find textual evidence to support their ideas.
9. Have students complete a summary of Mary Wollstonecraft's *A Vindication of the Rights of Woman*.

Materials/Resources:

Skills lesson on rhetoric in *A Vindication of the Rights of Woman*
 Close Read lesson on *A Vindication of the Rights of Woman*
A Vindication of the Rights of Woman Vocabulary Review
 Six-Circle Graphic Organizer
 Speaking & Listening Handbook
 Access handouts 1, 2, 3, 4

Time Frame/Concepts & Content:

Day 34: Blast

The F Word (Feminism)

Extended Writing Project: Supporting Details

Organizing Argumentative Writing

Student Learning Expectations: (Objectives)

- Demonstrate an understanding of argumentative writing: reasons and relevant evidence.
- Identify and practice concrete strategies for identifying reasons and relevant evidence to support claims in a piece of argumentative writing.
- Participate effectively in a range of conversations and collaborations to express ideas and build upon the ideas of others.
- Discuss and demonstrate an understanding of argumentative writing: organizational structures.
- Practice organizing paragraphs and textual evidence for an argumentative essay.
- Demonstrate how to incorporate quotations in a text, including words whose usage has changed over time.
- Explore background information about the history of feminism and what it means to be a feminist.
- Research using hyperlinks to a range of information about contemporary feminism and the backlash against the term "feminist," including videos and articles.

Standards:

Analyze Text Structure

RI.11-12.1, RI.11-12.2, RI.11-12.5

Develop & Strengthen Writing

W.11-12.1.A, W.11-12.1.B, W.11-12.5, W.11-12.10

Collaborative Conversations (Pose and Respond to Questions)

SL.11-12.1.A, SL.11-12.1.B, SL.11-12.1.C, SL.11-12.1.D,

Key Terminology: (Vocabulary)

Foundational documents, ensure, generated, tracing, ascending, chronological structure, charged with the task,

Activities & Assessments:

1. Have students read the definition of supporting details. Then in small groups or as a class, ask students to discuss the purpose of supporting details in an essay. Give them time to discuss these questions: *What role does evidence play in an argumentative essay? Why is it important for a writer to find evidence to support a claim before he or she begins writing? Why is factual textual evidence, such as statistics or quotations from experts, stronger than opinions or emotional appeals? How might it be helpful to use reasons and evidence to write about a counterclaim in an argumentative essay?*
2. Ask students to read the Model text to help them understand how to support the claim in their thesis statement with supporting details and how the writer of the Student Model worked to organize his argumentative writing.
 - *How would you characterize the overall text structure of the student model essay "Every Path Laid Open': Equality and Woman in the Nineteenth Century"?*
 - *What organizational structure did the writer of "Every Path Laid Open': Equality and Woman in the Nineteenth Century" use in the first body paragraph of the essay? Why was this an effective choice?*
 - *How does the author use the structure of "Every Path Laid Open': Equality and Woman in the Nineteenth Century" to convince readers of his point of view?*
3. Hand out copies of the textual evidence chart from the Model and have students start to fill it out using textual evidence from their own research. Tell students to hold onto their charts, as they will be using them when they reach the Plan stage of the Extended Writing Project.
4. Ask students to complete the sentence frames on the Access 4 handout to help them start their list of textual evidence. Once they have completed the statements with the information they plan to write about, allow them to use the blank spaces to continue adding textual evidence that supports their thesis statements before they complete the textual evidence chart.
5. As a class, discuss the overall effectiveness of the text structure in the student model essay "Every Path Laid Open." What makes the organization effective? How could the organization be more effective?
6. Encourage students to think about the order in which they will present textual evidence in their own essays. Pair students with a partner who has chosen the same text and ask them to discuss how to organize evidence effectively. Encourage them to consider any supporting evidence they may have left out initially.
7. Have students view a photograph of a women's suffrage protest, such as the one at: <http://tinyurl.com/nck9sod>, and a photo of an equal rights protest in the 1960s, such as the one at: <http://tinyurl.com/natup57> Discuss how the images are similar and different.
8. As a class, read aloud the title and driving question for this Blast: ***What does it mean to be a feminist today?***
9. Ask students what feminism means to them. What do they already know about the history of feminism? Do they consider themselves to be feminists? Why or why not?
10. Have students read the Blast background to provide context for the essential question.
11. Pair students and have them discuss the following questions: *What is the definition of feminism? How did feminism begin? During the first and second waves, why was there fragmentation within the feminist movement? What are the negative connotations of the word "feminist"? Why do you think the word has developed these connotations? How has the internet both helped and hurt feminism?*
12. Ask students to write their Blast response.

Materials/Resources:
Skills lesson on Organize Argumentative Writing Skills lesson on Supporting Details Textual Evidence Chart Blast: The F Word Access handouts 1, 2, 3, 4 http://tinyurl.com/nck9sod http://tinyurl.com/natup57
Time Frame/Concepts & Content:
Day 35: First Read <i>Woman in the Nineteenth Century</i> by Margaret Fuller Extended Writing Project: Plan
Student Learning Expectations: (Objectives)
<ul style="list-style-type: none"> • Perform an initial reading of a text and demonstrate comprehension by responding to short analysis and inference questions with textual evidence. • Practice defining vocabulary words using context. • Participate effectively in a range of conversations and collaborations to express ideas and build upon the ideas of others. • Practice acquiring and using academic vocabulary correctly. • Discuss and demonstrate understanding of how to organize argumentative writing. • Plan an argumentative essay in response to a prompt, ensuring that claims, reasons, and evidence are organized logically.
Standards:
Author's Use of Language RI.11-12.1, RI.11-12.4, RI.11-12.10
Collaborative Conversations SL.11-12.1, SL.11-12.1.A, SL.11-12.1.B, SL.11-12.1.C, SL.11-12.1.D, SL.11-12.2
Vocabulary Knowledge L.11-12.4.A, L.11-12.6
Plan Writing W.11-12.1.A, 1W.11-12..B, W.11-12.5, W.11-12.9.B, W.11-12.10
Key Terminology: (Vocabulary)
Vocal, groundwork, suffrage, Amendment, status, free agency, commensurate, degraded, do justice to
Activities & Assessments:
1. Individually or as a class, read the Introduction for <i>Woman in the Nineteenth Century</i> . The introduction provides context for the excerpt.

2. In pairs or small groups, ask students to use devices to research different aspects of women's suffrage. Assign each group one of these topics to investigate:

- *the Seneca Falls Convention*
- *the National Woman's Party*
- *The Women's Suffrage Parade of 1913*
- *the Nineteenth Amendment*

If you are in a low-tech classroom, you can provide photocopies about women's suffrage for students to read and discuss. Then, as a class, discuss the information each group has found. If time permits, help students put together a timeline to track the events that led to the passing of the Nineteenth Amendment.

3. Read and annotate the document. Have students use the Annotation Guide on the Access handouts to support them as they highlight and annotate the text.

- *In small groups or pairs, have students discuss the following questions: According to Fuller, why do some believe that women do not need to represent themselves in the government?*
- *How does Fuller refute the notion that women can rely on men to represent their best interests?*
- *How might rereading the final three paragraphs help readers better understand the main points Fuller is making in the text?*

4. As a class, discuss the importance of representation and voting in a democratic society. Ask students the following questions to spur discussion, but tell them they do not have to answer them all.

- *Why do we vote?*
- *Why do we elect our representatives?*
- *What might happen if a group lost the right to vote?*
- *How did life in the United States change for African-American men after passage of the Fifteenth Amendment?*
- *How did life change for women in the United States after passage of the Nineteenth Amendment?*
- *How does electing our representatives help protect citizens' rights?*

5. Remind students that, as part of the planning process, they will use their thesis statements, any notes on audience and purpose, their *Reasons and Relevant Evidence* Textual Evidence Charts, as well as outlines or lists generated from the Organize Argumentative Writing lesson.

6. Tell students to refer to the prompt, the U.S. texts they have analyzed, and the ideas they compiled in the previous stage of the writing process, and to transfer ideas and details from their brainstorming lists and their textual evidence organizer into the road map they will be completing.

7. Make sure students have access to all of their previous assignments to draw upon. Then give them the Essay Road Map on the Access 4 handout to structure their writing. Go over each of the categories. Explain that as they write they can add additional paragraphs as needed.

8. Provide students with the following questions to help them complete and review their Essay Road Map on the Access 4 handout:

- *Does my thesis statement address all of the points in the writing prompt? Do I need to add anything that is missing?*
- *Do all of the details in this paragraph support my thesis?*
- *Are there additional details I want to add to the paragraph to strengthen my ideas?*
- *Would it make sense to put my paragraphs in a different order?*

Materials/Resources:

First Read lesson on *Woman in the Nineteenth Century*
Speaking & Listening Handbook
Extended Writing Project: Plan lesson
Access handouts 1, 2, 3, 4

Time Frame/Concepts & Content:

Day 36: Skill Lesson

Author's Purpose & Author's Point of View

Extended Writing Project: Introductions

Student Learning Expectations: (Objectives)

- Learn the definitions of author's purpose and author's point of view.
- Practice using concrete strategies for identifying author's purpose and author's point of view.
- Participate effectively in a range of conversations and collaborations to express ideas and build upon the ideas of others.
- Demonstrate an understanding of argumentative writing: introductions.
- Identify and practice concrete strategies for writing a strong introduction.

Standards:

Author's Purpose/Point of View

RI.11-12.1, RI.11-12.6

Collaborative Conversations

SL.11-12.1.A, SL.11-12.1.C, SL.11-12.2

Complex or Contested Usage

L.11-12.1.A, L.11-12.1.B

Introduce & Establish a Claim

Produce, Develop, and Strengthen Writing

W.11-12.1.A, W.11-12.4, W.11-12.5, W.11-12.10

Key Terminology: (Vocabulary)

Entwined, rhetoric, cinch, foe, refute, counter, disprove, irony, motive

Activities & Assessments:

1. Watch the Concept Definition video on author's purpose and author's point of view with your students. Make sure students understand why it's critical to know an author's purpose or point of view when trying to unlock the meaning of a text. Have students complete the matching exercise on the Access 1, 2, 3, and 4 handouts as they watch the video.
2. After watching the Concept Definition video, engage students in a discussion about author's purpose and author's point of view.
3. Have students independently read the Model section. As students read the Model text, use these questions to facilitate a whole-group discussion that helps students understand how to determine and analyze the author's purpose and author's point of view in the passage:
 - *What is the purpose of the text? How do readers know what the purpose of the text is?*
 - *Why does the Model point out the author's use of the pronoun "we"? Why is the author's pronoun usage a good rhetorical strategy?*

- *What is the author's point of view? How does the author advance her point of view?*
4. Have students rewrite the first two paragraphs from the text to achieve a different purpose. *Woman in the Nineteenth Century* is a persuasive text, so students may choose to write to inform or to entertain. Remind them to stay true to the text when they write and to change only the purpose, not the topic or point of view.
 5. Either individually or as a class, read the Define section of the lesson. Ask students to take notes on the most important elements of an introduction.
 6. Then in small groups or as a class, ask students to discuss the purpose of an introduction in an argumentative essay. Use these questions to spur discussion among your students, either in small groups or as a class, about introductions:
 - *What is the function of an introduction for an argument? Can an introduction still be effective without a clearly stated thesis? Why or why not?* (
 - *Why is it a good idea to include a hook in an introduction? Why is engaging readers' interest an effective strategy in an argumentative essay?*
 - *How important is it to include an alternate claim or counterclaim in the introduction? Why?*
 7. Using a whiteboard or projector, show opinion pages from a website for a newspaper or other credible news source. Point out the various headlines, and have the class brainstorm hooks that could be used to get readers interested in the story. Then discuss the qualities of a good hook.
 8. Have students reread the student model introduction on the Access 1, 2, and 4 handouts. Then ask them to find and underline words and phrases that provide clues that help them identify the essay's hook, central or main claim, and key ideas. Then have students answer the questions.
 9. Remind students that usage is a matter of convention and can change over time. Tell students that while they are writing, they can use the Usage Glossary on pages 44-85 of the *Grammar and Composition Handbook* to avoid common mistakes in word usage and to resolve issues of complex or contested usage.
 10. Ask students to complete the introduction map on their Access handout. Once they have completed the map, allow them to use it to write an introduction. Remind students to add transitions to link the sentences from the map together into a coherent paragraph.

Materials/Resources:

Skills lesson on author's purpose and author's point of view in *Woman in the Nineteenth Century*
 Skills lesson on Introductions
 Access handouts 1, 2, 3, 4
Grammar and Composition Handbook

Time Frame/Concepts & Content:

Day 37: Close Read

Woman in the Nineteenth Century by Margaret Fuller

Extended Writing Project: Transitions & Body Paragraphs

Student Learning Expectations: (Objectives)

- Complete a close reading of a passage of informational text.

- Practice and apply concrete strategies for identifying author's purpose and author's point of view in an excerpt from *Woman in the Nineteenth Century* and in a women's suffrage cartoon.
- Participate effectively in a range of conversations and collaborations to express ideas and build upon the ideas of others.
- Prewrite, plan, and produce clear and coherent writing in response to a prompt.
- Learn how to structure body paragraphs within an argumentative essay.
- Review and reinforce the definition and application of transitions within argumentative text.

Standards:

Determine Author's Point of View

Evaluate Multiple Sources

RI.11-12.1, RI.11-12.4, RI.11-12.6, RI.11-12.7, RI.11-12.9

Introduce & Develop a Claim

W.11-12.4, W.11-12.5, W.11-12.6, W.11-12.9.B, W.11-12.10

Collaborative Conversations

SL.11-12.1, SL.11-12.1.A, SL.11-12.1.B, SL.11-12.1.C, SL.11-12.1.D, SL.11-12.6

Verify Word Meaning/Consult Reference Materials

L.11-12.4.A, L.11-12.4.C, L.11-12.4.D

Key Terminology: (Vocabulary)

Ludicrous, rostrum, sally, arbitrary, usury, insuperable, conjunctions, infinitives

Activities & Assessments:

1. Have students reread the text with a focus on the author's purpose and point of view.
2. In small, heterogeneous groups or pairs, ask students to answer and discuss these questions:
 - *What arguments does the author make to support her point of view about women's rights? Cite specific textual evidence to support your statements.*
 - *What opposing arguments does the author present? Cite specific textual evidence to support your answer.*
 - *Which of the author's arguments do you feel is the strongest? Why? Support your response with textual evidence.*
3. Read the prompt as a class and ask students to brainstorm about the author's purpose and author's point of view in *Woman in the Nineteenth Century* and the women's suffrage cartoon. Remind your students to look at the excerpt and their annotations to find textual evidence to support their ideas.
4. Have students complete the prewriting activity on their Access handout to organize their thoughts before they write.
5. Ask students to complete the writing assignment using textual evidence to support their answers.
6. Have students read the Define section and then use their Access handouts to restate the most important points in their own words. Be sure to foster discussion about the purpose and function of the parts of the body paragraph and the use of transitions.
7. As students read the Model text, use these questions to help students understand the functions of transitions in an argumentative text:
 - *How does the writer use introductory phrases to make transitions clear?*
 - *The student writer uses infinitives and infinitive phrases to create a parallel structure. What do these infinitives have in common, and how does a rhetorical device such as parallelism help organize the paragraph?*

- One paragraph of "Every Path Laid Open": Equality and Woman in the Nineteenth Century" uses a compare-and-contrast structure. Does this structure clarify the writer's ideas for readers? Why or why not?
8. Ask students to complete the body paragraph map on the Access 1 handout before they complete their writing assignment. Encourage them to refer back to the Plan handout and the Supporting Details handout they have completed.
 9. Then students should write their body paragraph using language from the map. At this point, have students add clear transitions between sentences or ideas.

Materials/Resources:

Close Read lesson on *Woman in the Nineteenth Century*
Woman in the Nineteenth Century Vocabulary Review
Woman in the Nineteenth Century Venn Diagram
 Speaking & Listening Handbook
 Skill lesson on Body Paragraphs and Transitions
 Access handouts 1, 2, 3, 4

Time Frame/Concepts & Content:

Day 38: First Read

Gulliver's Travels by Jonathan Swift

Extended Writing Project: Conclusions

Student Learning Expectations: (Objectives)

- Perform an initial reading of a text and demonstrate comprehension by responding to short analysis and inference questions with textual evidence.
- Practice defining vocabulary words using context.
- Participate effectively in a range of conversations and collaborations to express ideas and build upon the ideas of others.
- Practice acquiring and using academic vocabulary correctly.
- Demonstrate an understanding of argumentative writing: conclusions.
- Identify and practice concrete strategies for writing a strong a conclusion.

Standards:

Structure and Meaning

RL.11-12.1, RL.11-12.4, RL.11-12.5, RL.11-12.10

Strong Thorough Text Evidence

RI.11-12.1

Concluding Statement

W.11-12.1.A, W.11-12.1.E, W.11-12.5, W.11-12.7, W.11-12.10

Collaborative Conversations

SL.11-12.1.A, SL.11-12.1.B, SL.11-12.1.C, SL.11-12.1.D, SL.11-12.2, SL.11-12.3, SL.11-12.6

Verify Word Meaning/Consult Reference Materials

L.11-12.4.A, L.11-12.4.B, L.11-12.4.C, L.11-12.4.D, L.11-12.6

Key Terminology: (Vocabulary)

Composition, requirements, restates, explicitly, satire, reasons, miniature, ridiculous

Activities & Assessments:

1. As a class, watch the video preview of *Gulliver's Travels*.
2. Individually or as a class, read the Introduction for *Gulliver's Travels*. The introduction provides context for the excerpts taken from Chapters I and IV of Part I.
3. Pair students and have them read a short biography of Jonathan Swift. (Provide them with one, such as the one at <http://tinyurl.com/28eq22e>.)
4. Model for the class how to use the overall structure and meaning of the sentence and the sentences around it, the word's position, and other clues to define the unfamiliar vocabulary word. In addition, point out to students that they can consult reference materials, such as digital and print dictionaries, to look up a word's pronunciation, precise meaning, part of speech, etymology (the word's origin or history), and standard usage (the correct way to use the word).
5. Discuss the text structure with students. Explain that the entire work of *Gulliver's Travels* is organized into four parts, with each part focused on a travel adventure to a different land. The excerpts they are reading are from Part I, where Gulliver finds himself shipwrecked on the island of Lilliput.
6. Have students independently read and annotate the excerpt.
7. Explain to students that the rules of standard English have changed since *Gulliver's Travels* was written, not only in terms of usage but also of mechanics. Have students analyze the first paragraph of the excerpt from *Gulliver's Travels*. Ask students the following questions: *Which errors in grammar can you identify in the first paragraph? How would you correct some of these errors?*
8. Put students into heterogeneous small groups and give them a prompt to discuss. Stress the importance of using both academic language and formal English correctly and citing textual evidence in their conversations to support their ideas. Discussion prompt options:
 - How does Gulliver's attitude toward the Lilliputians change?
 - Which problems of the Lilliputians are similar to problems that nations face today? Is there anything that modern leaders can learn from the Lilliputians?
9. Ask students to write a strong claim that clearly states their position on the following question: Should Gulliver become involved in the war between Lilliput and Blefuscu? Why or why not? Once students have written their claims, ask them to read their claims to a small group of their peers.
10. Either individually or as a class, read the Define section of the Conclusions lesson. Ask students to take notes on the most important elements of a conclusion.
11. In small groups or as a class, ask students to discuss the purpose of a conclusion in an argumentative essay. Use these questions to spur discussion among your students: *Why is it important to restate the claim in the conclusion of an argumentative essay? Should a conclusion always be a summary of the key information in an essay? Why or why not? Can an argumentative essay be successful if a reader does not agree with the claim after reading the conclusion? Why or why not?*
12. Have students look closely at the writing prompt alongside the student model conclusion on the Access 1, 2, and 4 handouts. Then ask them to find and underline words and phrases in the thesis of the student model that are similar to those used in the writing prompt.

13. Hand out copies of the Three-Circles Graphic Organizer and have students start to fill it out using elements they plan to use in their own conclusions. Tell students to hold on to their graphic organizers, as they will be using them when they reach the Draft stage of the Extended Writing Project.
14. Before students write their conclusions, review with them both the writing prompt and the definition of a conclusion.
15. Have students complete a draft of their conclusions.

Materials/Resources:

First Read lesson on *Gulliver's Travels*
Grammar Handout: Usage
Speaking & Listening Handbook
Access Handouts 1, 2, 3, 4
Skills lesson on Conclusions
Three-Circles Graphic Organizer for Conclusions
<http://tinyurl.com/28eq22e>

Time Frame/Concepts & Content:

Day 39: Skill Lesson

Point of View

Extended Writing Project: Draft

Student Learning Expectations: (Objectives)

- Learn the definition of point of view.
- Practice using concrete strategies for identifying point of view.
- Participate effectively in a range of conversations and collaborations to express ideas and build upon the ideas of others.
- Identify features and needs of argumentative writing: Thesis Statement, an understanding of Audience and Purpose, Logical Organization, Reasons and Relevant Evidence, Cohesion and Clarification, and Introduction, and a Conclusion.
- Draft an argumentative essay in response to a prompt.

Standards:

Perspective and/or Purpose

RL.11-12.1, RL.11-12.6

Strong Thorough Text Evidence

RI.11-12.1

Create Cohesion/Produce Writing Appropriate to Task

W.11-12.1.A, W.11-12.1.B, W.11-12.C, W.11-12.E, W.11-12.4, W.11-12.5, W.11-12.6, W.11-12.9.B, W.11-12.10

Collaborative Conversations

SL.11-12.1.A, SL.11-12.1.C, SL.11-12.2

Understanding of Usage

L.11-12.1.A, L.11-12.1.B, L.11-12.3

Key Terminology: (Vocabulary)

First-person point of view, second-person point of view, third-person point of view, third-person objective, third-person omniscient, third-person limited omniscient, character point of view, text cohesion

Activities & Assessments:

1. Watch the Concept Definition video on point of view with your students. Make sure students understand the different components of point of view. Pause the video at these key moments to discuss the information with your students. Have students complete the matching exercise on the Access 1, 2, 3, and 4 handouts as they watch the video.
2. After watching the Concept Definition video, have students read the definition of point of view. Either in small groups or as a whole class, use these questions to engage students in a discussion about point of view.
 - *How do you experience a story differently when there is a first-person point of view as opposed to a third-person point of view?*
 - *Can a story or novel have more than one point of view? Why or why not?*
 - *What is another satire you have read that had a first-person point of view?*
3. Have students independently read the Model section. Have students complete the guided reading questions on the Access 4 handout as they read.
4. Have students retell the excerpt from Chapter I from the point of view of a Lilliputian. Encourage students to use the kind of informal, personal voice that bloggers often use. Students may wish to work in pairs.
5. Before students begin to write, review with the class the writing prompt/directions. Have a volunteer read them aloud. Ask whether students have any questions either about the prompt or the directions.
6. Remind students to refer to the three-column chart or other graphic organizer they completed in the Reasons and Relevant Evidence lesson, as well as the outline they completed in the Plan lesson, before they begin writing.
7. Distribute the handout on Text Cohesion. Tell students they can use this paragraph as a model for when they write their own body paragraphs in their drafts.
8. Remind students to consult all the prewriting documents they have created—graphic organizers, thesis statement, and Essay Road Map—to help them craft their essay. Have students use the Argumentative Writing Draft Checklist on their Access handouts as they write. Remind them to focus on using transition words to smoothly connect ideas, sentences, and paragraphs.
9. Tell students to make sure they include a strong introduction with a hook strategy and thesis statement, smooth transitions, clear organization, and a conclusion that restates the thesis and wraps up the essay in an interesting way.

Materials/Resources:

Skills lesson on point of view in *Gulliver's Travels*
Grade 12, Unit 3 Extended Writing Project: Draft lesson
Grammar Handout: Text Cohesion
Access Handouts 1, 2, 3, 4

Time Frame/Concepts & Content:

Day 40: Close Read

Gulliver's Travels by Jonathan Swift

Blast: Laugh, Then Think

Student Learning Expectations: (Objectives)

- Complete a close reading of a passage of literature.
- Practice and apply concrete strategies for analyzing point of view in an excerpt from *Gulliver's Travels*.
- Participate effectively in a range of conversations and collaborations to express ideas and build upon the ideas of others.
- Prewrite, plan, and produce clear and coherent writing in response to a prompt.
- Explore background information about satire, including its definition, origins, and the role it plays in society today.
- Research using hyperlinks to a range of information about satire and its impact on society, including articles, a video, and examples of satirical works.

Standards:

Analyze Similar Themes/Topics Across Works

RL.11-12.1, RL.11-12.4, RL.11-12.6, RL.11-12.9

Strong Thorough Text Evidence

RI.11-12.1

Develop and Produce Clear and Coherent Writing

W.11-12.1.A, W.11-12.1.B, W.11-12.4, W.11-12.5, W.11-12.6, W.11-12.9.A, W.11-12.10

Collaborative Conversations

SL.11-12.1.A, SL.11-12.1.B, SL.11-12.1.C, SL.11-12.1.D, SL.11-12.6

Verify Word Meaning

L.11-12.4.A, L.11-12.4.C, L.11-12.4.D

Key Terminology: (Vocabulary)

Abated, conjectured, ligatures, jerkin, fortnight, flourishing, animosities, fomented, quelled, expostulate, latte, routinely, fragmented, in good taste, effect change, missteps, impersonate, relative

Activities & Assessments:

1. Project the vocabulary words and definitions onto the board or provide students with handouts so they can copy the vocabulary into their notebooks. Review words with students to develop usable definitions.
2. Project the text onto the board and model a close reading of the beginning of the excerpt from Chapter IV.
3. Read the Skills Focus questions as a class, so your students know what they should pay close attention to as they reread. Then have students reread the excerpt.
4. In small, heterogeneous groups or pairs, ask students to answer and discuss the following questions:
 - *What attitude does Gulliver show toward European princes, or rulers, in the last two paragraphs of the excerpt from Chapter I? Cite specific textual evidence to support your statements.*
 - *Why do you think Swift has Reldresal mention a constitution in the description of the Tramecksan and Slamecksan? Cite specific textual evidence to support your statements.*
 - *What evidence is there in Reldresal's explanation of the egg disagreement that Swift thinks wars are started due to ridiculously minor concerns? Support your answer with textual evidence.*
5. Read the prompt as a class and ask students to brainstorm about Jonathan Swift's use of satire to analyze the human condition in *Gulliver's Travels*. Students can brainstorm together either as a class or in small groups to begin planning their responses.
6. Have students complete the prewriting activity on their Access handouts to organize their thoughts before they write.

7. Encourage students to complete a three-circle graphic organizer to organize their ideas before they write their responses. The organizer should show three behaviors satirized by Swift, and students should choose two of them to write about.
8. Ask students to complete the writing assignment.
9. As a class, read aloud the title and driving question for this Blast: ***Why is satire an effective form of criticism?*** Ask students why they like or dislike about satire. What do they already know about the aims of political satire?
10. Have students view a political cartoon, such as the "Join, or Die" which appeared in *Poor Richard's Almanack*: <http://tinyurl.com/qgak4ps>. Discuss how the picture represents an idea without literally depicting it, prompting students with questions such as:
 - *What is happening in this cartoon?*
 - *What do the letters stand for?*
 - *Why is the snake split into pieces?*
 - *Given the caption on the cartoon, what do you think the message is? Do you think it was effective? Why or why not?*
11. Have students read the Blast background to provide context for the essential question.
12. Pair students and have them discuss the following questions:
 - *What is satire? How does it work?*
 - *How is the fake headline in the first paragraph of the Background satirical? Why might someone think the headline is for a real news story?*
 - *Why do you think satire is often used to criticize the government or media?*
 - *How can satire lead to change?*
13. Ask students to write their Blast response.

Materials/Resources:

Close Read lesson on *Gulliver's Travels*
Gulliver's Travels Vocabulary Review
Gulliver's Travels Graphic Organizer
 Speaking & Listening Handbook
 Blast: Laugh, Then Think
<http://tinyurl.com/qgak4ps>

Time Frame/Concepts & Content:

Day 41: First Read

"Remarks Concerning the Savages of North America" by Benjamin Franklin

Extended Writing Project: Revise

Student Learning Expectations: (Objectives)

- Perform an initial reading of a text and demonstrate comprehension by responding to short analysis and inference questions with textual evidence.
- Practice defining vocabulary words using context.
- Participate effectively in a range of conversations and collaborations to express ideas and build upon the ideas of others.
- Practice acquiring and using academic vocabulary correctly.

- Identify elements of a writing style appropriate to an argumentative essay.
- Revise an argumentative essay in response to a prompt to improve content and organization and to maintain a formal style appropriate to the essay's purpose and audience.
- Learn and practice strategies for using correct syntax.

Standards:

Author's Use of Words/Phrases

RI.11-12.1, RI.11-12.4, RI.11-12.10

Collaborative Conversations

SL.11-12.1, SL.11-12.1.A, SL.11-12.1.B, SL.11-12.1.C, SL.11-12.1.D, SL.11-12.2

Strengthen Writing by Revising, Editing and/or Rewriting

W.11-12.1.A, W.11-12.1.B, W.11-12.1.C, W.11-12.1.D, W.11-12.1.E, W.11-12.4, W.11-12.5, W.11-12.6, W.11-12.9.B, W.11-12.10

Context Clues/Word Meaning

L.11-12.1.A, L.11-12.2.A, L.11-12.3.A, L.11-12.4.A, L.11-12.4.C, L.11-12.4.D, L.11.12.6

Key Terminology: (Vocabulary)

Statesmen, satirical, biting, uncivil, impartiality, base, take it amiss, stipulations, approbation, have not done you justice, exacted, discourse, victuals, syntax

Activities & Assessments:

1. Individually or as a class, read the Introduction for "Remarks Concerning the Savages of North America." The introduction provides context for the essay.
2. Find out what your students already know about the relations between Native Americans and American colonists. As a class or in small groups, generate a list (on the board or on paper) of the information and previous knowledge your students have about this topic. (If they struggle, point them to credible websites to support their thoughts, such as <http://tinyurl.com/c7kwqbq>)
3. Before students begin reading, model the reading comprehension strategy of making, confirming, and revising predictions by using a Think Aloud that talks students through the first half of the text.
4. Have students independently read and annotate the excerpt. Have students use the Annotation Guide on the Access 4 handout to support them as they highlight and annotate the text.
5. In small groups or pairs, have students answer and discuss the following questions:
 - Reread paragraph 1. Why are some groups of people called "savages"?
 - In paragraph 5, the term "savages" is used again. What does this paragraph suggest about the term as it is applied to Native Americans?
 - Cite an example of rude and uncivilized behavior described in the essay. How does this example help to refine the meaning of the term "savage" as it is used in the essay?
 - Finally, return to the question "Who are the 'savages,' and what defines savage behavior?"
6. Ask students what the word "savage" means to them. Then ask them to use a print or online dictionary to look up the word "savage." As a class, discuss the difference between the denotation and connotation of the word.

7. Before students begin to revise their essays, review with the class the writing prompt/directions. Ask whether students have any questions either about the prompt or the revision process. Respond to their questions, and explain the importance of thoughtful, focused revisions.
8. Remind students that syntax is the order in which words appear in a sentence and that varying syntax can have different effects in a text. Then distribute the handout on syntax.
9. Ask students to reread their essays, paying close attention to their syntax. Students should note any paragraphs or sections in which they use the same sentence structure or beginning words repeatedly. In the margin next to that section, have students write what effect that repetition has. Is the section bland? Choppy? Wordy?
10. Each student should start this activity with a copy of his or her draft either printed on paper or open in a word-processing program. Students will conduct three rereads of their own paper, each with a different focus.
 - First, have students read through their draft to be sure they have included previous peer suggestions.
 - Next, ask students to look for aspects of informal style. Students should be on the lookout for slang, personal pronouns and opinions, imprecise words, and a casual tone. Advise students to highlight in blue any instance of informal style and make corrections in the margins.
 - Finally, instruct students to read through a third time. This time, students should look for opportunities to broaden audience appeal while maintaining a formal style (e.g., improving supporting details or using more vivid language). Challenge them to find at least two places where they could create interest for their target audience and highlight them in yellow.
11. Ask students to complete the revision using textual evidence from the selections to support any additional ideas they present.

Materials/Resources:

First Read lesson on "Remarks Concerning the Savages of North America"
 Speaking & Listening Handbook
 Grade 12, Unit 3 Extended Writing Project: Revise lesson.
 Grammar Handout: Syntax
 Access Handouts 1, 2, 3, 4
<http://tinyurl.com/c7kwqbq>
 Highlighters

Time Frame/Concepts & Content:

Day 42: Close Read
"Remarks Concerning the Savages of North America" by Benjamin Franklin

Skill Lesson: Informational Text Structure

Student Learning Expectations: (Objectives)

- Complete a close reading of an informational text.
- Practice and apply concrete strategies for analyzing text structure in "Remarks Concerning the Savages of North America."
- Participate effectively in a range of conversations and collaborations to express ideas and build upon the ideas of others.
- Prewrite, plan, and produce clear and coherent writing in response to a prompt.

- Learn the definition of informational text structure.
- Practice using concrete strategies for identifying informational text structures.

Standards:

Analyze Text Structure

RI.11-12.1, RI.11-12.4, RI.11-12.5, RI.11-12.6, RI.11-12.8, RI.11-12.9

Collaborative Conversations

SL.11-12.1.A, SL.11-12.1.B, SL.11-12.1.C, SL.11-12.1.D, SL.11-12.2, SL.11-12.6

Develop and Strengthen Writing

W.11-12.4, W.11-12.5, W.11-12.6, W.11-12.9.B, W.11-12.10

Word Meaning

L.11-12.4.A, L.11-12.4.C, L.11-12.4.D

Key Terminology: (Vocabulary)

Oratory, ignorant, loquacity, assent, incommode, want, contemporaries, biases, barbarism, upends, counterparts, allegations

Activities & Assessments:

1. Read the Skills Focus questions as a class, so your students know what they should pay close attention to as they reread.
2. As students reread the text, have students discuss and complete the text summary on their Access handouts and use their summary to help them complete the Skills Focus questions.
3. Ask students to trace Franklin's use of pronouns and identify to whom each pronoun refers. Then ask them to consider how his pronoun usage affects the point of view of the essay.
4. Place students in small, heterogeneous groups or pairs and provide them with these questions to answer and discuss:
 - *Compare Franklin's point of view and use of pronouns in paragraphs 5 and 13. What effect does this usage have on Franklin's main idea? Cite specific textual evidence to support your statements.*
 - *In paragraph 4, what aspect of Native American and European culture is Franklin comparing? What point is he making? Why might Franklin refer to behavior of the British and Europeans, rather than the colonists? Cite specific textual evidence to support your answer.*
 - *In paragraph 2, Franklin talks about the effects of examining the manners of different nations with impartiality. What are these effects? Does Franklin's statement have relevance today? Explain why or why not.*
5. Watch the Concept Definition video on informational text structure with your students. Make sure students understand the different components of informational text structure. Pause the video at key moments to discuss the information with your students.
6. After watching the Concept Definition video, have students read the definition of informational text structure. Either in small groups or as a whole class, use these questions to engage students in a discussion about informational text structure.
 - *What is a text structure? Why is it important that a writer of an informational text organize information in a clear and effective way?*
 - *What kind of informational text might use a sequential structure? What kind might use a problem and solution structure? How do these structures accomplish different goals?*

- *Think of the last informational text you read. What kind of structure did it use? Did it use one informational text structure or did it feature elements of multiple structures?*
7. Have students independently read the Model section. Have students complete the guided reading questions on the Access 4 handout as they read.
 8. After students read the Model text, use these questions to facilitate a whole-group discussion that helps students understand how to determine and analyze the structure of the passage:
 - *Which text structure does "Remarks Concerning the Savages of North America" use? How do you know?*
 - *What does the Model identify as the effect of the author's choice to use this text structure?*
 - *How does the author's use of pronouns contribute to the structure of the text?*
 - *How does the structure of the text help the author communicate his main point?*
 9. Have students complete a Venn diagram graphic organizer to list and analyze the comparisons and contrasts the author makes in the text. In one circle, ask them to list values that are important to Native Americans. In the other circle, have them list the values that are important to the American colonists. Where the circles overlap, have students list the values that are important to both groups.

Materials/Resources:

Close Read lesson on "Remarks Concerning the Savages of North America"
 "Remarks Concerning the Savages of North America" Vocabulary Review
 Speaking & Listening Handbook
 Skills lesson on informational text structure in "Remarks Concerning the Savages of North America"
 Venn Diagram handout
 Access Handouts 1, 2, 3, 4

Time Frame/Concepts & Content:

Day 43: Blast

Reading Between the Lines

Extended Writing Project: Edit, Proofread, Publish

Student Learning Expectations: (Objectives)

- Identify editing, proofreading, and publishing skills.
- Edit and proofread text to finalize information, organization, language, and style, and to eliminate errors in grammar, punctuation, and spelling.
- Use technology to produce and publish writing.
- Learn and practice strategies for using appropriate hyphenation conventions.
- Explore background information about the history of judicial review and the job of the Supreme Court.
- Research using hyperlinks to a range of information about opinions regarding how the courts should interpret the Constitution and other foundational documents.

Standards:

Strong Thorough Text Evidence

RI.11-12.1

Edit, Proofread, and Publish Writing

W.11-12.1.A, W.11-12.1.B, W.11-12.1.C, W.11-12.1.D, W.11-12.1.E, W.11-12.5, W.11-12.6, W.11-12.8, W.11-12.9.B, W.11-12.10

Pose and Respond to Questions

SL.11-12.1.A, SL.11-12.1.B, SL.11-12.1.C, SL.11-12.1.D

Key Terminology: (Vocabulary)

Slogging, influential, relics, shorthand, constitutional, precedent, literally, overturn, in light of, primary source, secondary source, citations, plagiarism, footnotes, endnotes, works cited, fact sheet

Activities & Assessments:

1. As a class read aloud the title and driving question for this Blast: ***How literally should we interpret and follow the foundational documents of the United States?*** (Ask students to consider what the role of foundational documents is in the United States and what people's relationship to them is.)
2. Ask students what they think about the foundational documents of the United States. Why is it important for US citizens to read these documents? Why is there an element of interpretation involved? Who should determine what these documents mean?
3. Have students read the Blast background to provide context for the essential question. (Some students may have questions about what exactly is written in the Constitution. If so, direct them to Cornell's Legal Information Institute. Their annotated Constitution is available at <http://www.law.cornell.edu/anncon/> and contains both the original text and explanations.)
4. Pair students and have them discuss the following questions:
 - How do allusions to foundational documents help create a cultural identity?
 - What is judicial review? How is it tied to our understanding of the Supreme Court?
 - What is *stare decisis*? How does it apply to the understanding of laws in the United States?
 - What is the difference between originalism and the living document theory?
5. Ask students to write their Blast response. (Either in class or possible homework assignment.)
6. Before students begin to edit their essays, review with the class the writing prompt and directions. Have a volunteer read them aloud. Ask whether students have any remaining questions about the requirements of the prompt or new questions about the process of editing and proofreading.
7. Walk students through each item on the Argumentative Writing Proofreading Checklist on their Access handout.
8. Review criteria that can help students make final adjustments and corrections in their texts. Remind students that:
 - *The text should reflect skill in argumentative writing, including features such as a claim identified in a clear thesis statement; an effective introduction; body paragraphs that develop the claims and counterclaims; evidence of rhetorical devices to support assertions; and a strong conclusion.*
 - *The text should support the claim made in the thesis statement with textual evidence and include accurate citations of sources, formatted in a conventional style.*
 - *The text should demonstrate a formal style, including direct and precise word choice and third-person pronouns.*
 - *The text should vary syntax for effect; demonstrate an understanding of usage; and include words, phrases, and clauses that create cohesion and clarify the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims.*
 - *The text should be free from other errors in grammar, usage, hyphenation, punctuation, and spelling.*
9. Distribute the handout on hyphenation conventions.

10. Have students edit and proofread their essays.

Materials/Resources:

Blast: Reading Between the Lines

<http://www.law.cornell.edu/anncon/>

Grade 12, Unit 3 Extended Writing Project: Edit, Proofread, and Publish lesson

Grammar Handout: Hyphenation Conventions

Time Frame/Concepts & Content:

Days 44-45

Grade 12 Unit 3 Assessment