

## BCS Literacy Vision

**Unit Overview**

In this unit, students will read about and discover how powerful words can alter people's lives and the words that shaped our nation.

Students will be able to:

- Read a variety of texts to gain the knowledge and insight needed to write about American freedoms.
- Expand your knowledge and use of academic and concept vocabulary.
- Write an argument that has a clear structure and that draws evidence from texts and original research to support a claim.
- Conduct research projects of various lengths to explore a topic and clarify meaning.
- Note differences in language style over time and in various contexts.
- Establish a writing "voice."
- Correctly use parallelism and verb tenses to convey meaning and enrich your writing and presentations.
- Collaborate with your team to build on the ideas of others, develop consensus, and communicate.
- Integrate audio, visuals, and text in presentations.

**Essential Questions:**

- *What is the meaning of freedom?*

**Anchor Text(s)**

- Foundational Document: **Declaration of Independence**, Thomas Jefferson (1390L)
- Foundational Document: **Preamble to the Constitution**, Governor Morris (1930L)
- Foundational Document: **Bill of Rights**, James Madison (1580L)
- Speech: **Speech in the Convention**, Benjamin Franklin (1500L)

**Related Texts****Informational Texts**

- Expository Nonfiction: **from America's Constitution: A Biography**, Akhil Reed Amar (1360L)
- Graphic Novel: **from The United States Constitution: A Graphic Representation**, Jonathan Hennessey and Aaron McConnell
- Autobiography: **from The Interesting Narrative of the Life of Olaudah Equiano**, Olaudah Equiano (1240L)
- Letter: **Letter to John Adams**, Abigail Adams (1230)
- Biography: **from Dear Abigail: The intimate Lives and Revolutionary Ideas of Abigail Adams and Her Two Remarkable Sisters**, Diane Jacobs (1300)
- Speech: **Gettysburg Address**, Abraham Lincoln (1490)
- Essay: **from Democracy is Not a Spectator Sport**, Arthur Blaustein with Helen Matatov (1480L)
- Speech: **Reflections on the Bicentennial of the United States Constitution**, Thurgood Marshall (1330L)
- Political Document: **from the Iroquois Constitution, Dekanawidah**, translated by Arthur C. Parker (1510)
- Argument: **from Common Sense**, Thomas Paine (1300L)

**Literary Texts**

- Poetry: **Speech to the Young/Speech to the Progress-Toward**, Gwendolyn Brooks (NP)
- Poetry: **the Fish**, Elizabeth Bishop (NP)
- Short Story: **The Pedestrian**, Ray Bradbury (1080L)

**Nonprint Texts**

- Media, Image Gallery: The American Revolution: Visual Propaganda

**End-of-Unit Assessment:**

**Part 1: Writing to Sources: Argument**

Students will write an argumentative essay on the following topic: What are the most effective tools for establishing and preserving freedom?

**Part 2: Speaking & Listening:**

After completing the final draft of their essay, students will present a video commentary based on the final draft of their argument.

<b>Week 1</b>	
---------------	--

Day 1	Instructional Plan
<p><b>Text(s):</b></p>	<p><u>Student Learning Target:</u>  <b>11-12.L.VAU.6</b> Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <ul style="list-style-type: none"> <li>• Students will:               <ul style="list-style-type: none"> <li>○ Watch the unit goals video.</li> <li>○ Read “<i>Totally Free?</i>” and participate in discussions about freedom.</li> <li>○ Add new words to their Word Network as they read texts in the unit.</li> <li>○ Write a summary of the Launch Text.</li> <li>○ Participate in an activity related to the unit theme.</li> <li>○ Write a response to the QuickWrite prompt: What are the most effective tools for establishing and preserving freedom?</li> <li>○ Add notes and evidence that will be used to inform the Performance-Based Assessment.</li> </ul> </li> </ul>
Day 2	Instructional Plan
<p><b>Text(s):</b></p>	<p><u>Student Learning Target:</u>  <b>11.RI.RRTC.10</b> Read and comprehend a variety of literary nonfiction throughout the grades 11-12 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.</p> <ul style="list-style-type: none"> <li>• Students will:               <ul style="list-style-type: none"> <li>○ Preview the selections in the unit and discuss how they relate to the EQ and unit topic.</li> </ul> </li> </ul>
Day 3	Instructional Plan
<p><b>Text(s):</b></p> <p>Historical Perspectives Focus Period: 1750-1800</p>	<p><u>Student Learning Target:</u>  <b>11.RI.RRTC.10</b> Read and comprehend a variety of literary nonfiction throughout the grades 11-12 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.</p> <ul style="list-style-type: none"> <li>• Students will:               <ul style="list-style-type: none"> <li>○ Analyze word meaning and usage of the period.</li> <li>○ Read about causes and effects of the American Revolution and the beginnings of the nation.</li> <li>○ Preview the selections titles and compare and contrast ways they explore the idea of freedom.</li> </ul> </li> </ul>

Day 4	Instructional Plan
<p><b>Text(s):</b></p> <p><b>Declaration of Independence</b> Thomas Jefferson</p>	<p><u>Student Learning Target:</u>  <b>11-12.RI.KID.1</b> Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.  <b>11-12.RI.IKI.8</b> Evaluate how an author incorporates evidence and reasoning to support the argument and specific claims in a text.  <b>11-12.RI.IKI.9</b> Analyze and evaluate a variety of thematically-related texts of historical and literary significance for their topics, facts, purposes, and rhetorical features.  <b>11.RI.RRTC.10</b> Read and comprehend a variety of literary nonfiction throughout the grades 11-12 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.</p> <ul style="list-style-type: none"> <li>• Students will: <ul style="list-style-type: none"> <li>○ <b>Notice:</b> The general ideas of the text. What is it about? Who is involved?</li> <li>○ <b>Annotate:</b> Mark vocabulary and key passages to revisit</li> <li>○ <b>Connect:</b> Ideas within selection to what you already know and have read</li> <li>○ <b>Respond:</b> Complete Comprehension check and write a brief summary of the selection</li> <li>○ Complete comprehension questions.</li> <li>○ Research one unfamiliar detail from the text.</li> <li>○ Conduct research on the Declaration of Independence.</li> <li>○ Review the Close Read Model and complete the close read sections in the selection.</li> <li>○ Respond to questions about the text, citing textual evidence</li> <li>○ Analyze a variety of persuasive appeals.</li> </ul> </li> </ul>
Day 5	Instructional Plan
<p><b>Text(s):</b></p> <p><b>Declaration of Independence</b> Thomas Jefferson</p>	<p><u>Student Learning Target:</u>  <b>11-12.L.CSE.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; consider complex and contested matters of usage and convention.  <b>11-12.L.KL.3</b> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening; consult references for guidance; and apply an understanding of syntax to the study of complex texts.  <b>11-12.L.VAU.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 11<sup>th</sup>-12<sup>th</sup> grade-level text by choosing flexibly from a range of strategies.  <b>11-12.L.VAU.4.b</b> Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase.  <b>11-12.L.VAU.4.c</b> Consult reference materials, both print and digital, to find the pronunciation of a word or phrase.  <b>11-12.SL.CC.1</b> Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate Topics, texts, and issues, building on others' ideas and expressing one's own ideas clearly and persuasively.  <b>11-12.W.TTP.1</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.</p> <ul style="list-style-type: none"> <li>• Students will: <ul style="list-style-type: none"> <li>○ Complete activities related to the Concept Vocabulary words: unalienable; constrains; tyranny; assent; acquiesce; rectitude</li> <li>○ Complete activities related to the Latin Root <i>-rect-</i>.</li> <li>○ Add new words to their Word Network as they read texts in the unit.</li> </ul> </li> </ul>

- Students identify changes in syntax and usage.
- Write an editorial for a local school newspaper.
- Participate in a class discussion.
- Take the selection test: Declaration of Independence

## Week 2

Day 6	Instructional Plan
<p><b>Text(s):</b></p> <p><b>Preamble to the Constitution</b> Gouverneur Morris</p> <p><b>Bill of Rights</b> James Madison</p>	<p><u>Student Learning Target:</u></p> <p><b>11-12.RI.CS.5</b> Analyze and evaluate the effectiveness of the structure an author uses in his or her own exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p><b>11-12.RI.IKI.9</b> Analyze and evaluate a variety of thematically-related texts of historical and literary significance for their topics, facts, purposes, and rhetorical features.</p> <p><b>11.RI.RRTC.10</b> Read and comprehend a variety of literary nonfiction throughout the grades 11-12 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.</p> <ul style="list-style-type: none"> <li>● Students will:           <ul style="list-style-type: none"> <li>○ Complete activities related to the Concept Vocabulary words: exercise; abridging; petition; redress; infringed; prescribed</li> <li>○ <b>Notice:</b> The general ideas of the text. What is it about? Who is involved?</li> <li>○ <b>Annotate:</b> Mark vocabulary and key passages to revisit</li> <li>○ <b>Connect:</b> Ideas within selection to what you already know and have read</li> <li>○ <b>Respond:</b> Complete Comprehension check and write a brief summary of the selection</li> <li>○ Research one unfamiliar detail from the text.</li> <li>○ Review the Close Read Model and complete the close read sections in the selection.</li> <li>○ Respond to questions about the text, citing textual evidence.</li> <li>○ Analyze the structure of the readings.</li> </ul> </li> </ul>
Day 7	Instructional Plan
<p><b>Text(s):</b></p> <p><b>Preamble to the Constitution</b> Gouverneur Morris</p> <p><b>Bill of Rights</b> James Madison</p>	<p><u>Student Learning Target:</u></p> <p><b>11-12.L.VAU.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 11th-12th grade-level text by choosing flexibly from a range of strategies.</p> <p><b>11-12.L.VAU.4.a</b> Use context as a clue to the meaning of a word or a phrase.</p> <p><b>11-12.L.VAU.4.c</b> Consult reference materials, both print and digital, to find the pronunciation of a word or phrase.</p> <ul style="list-style-type: none"> <li>● Students will:           <ul style="list-style-type: none"> <li>○ Complete activities related to the Concept Vocabulary words: exercise; abridging; petition; redress; infringed; prescribed</li> <li>○ Add new words to their Word Network as they read texts in the unit.</li> <li>○ Identify examples of parallel structure.</li> </ul> </li> </ul>

Day 8	Instructional Plan
<p><b>Text(s):</b></p> <p><b>Preamble to the Constitution</b> Gouverneur Morris</p> <p><b>Bill of Rights</b> James Madison</p>	<p><u>Student Learning Target:</u>  <b>11-12.SL.PKI.4</b> Present information, findings, and supporting evidence, conveying a clear and distinct perspective so that listeners can follow the line of reasoning; address alternative or opposing perspectives; and organize and develop substance and style appropriate to task, purpose, and audience.</p> <p><b>11-12.W.TTP.2</b> Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.</p> <p><b>11-12.W.TTP.2.b</b> Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions.</p> <ul style="list-style-type: none"> <li>• Students will: <ul style="list-style-type: none"> <li>○ Write an extended definition of a key word or concept presented in that amendment.</li> <li>○ Write and deliver a speech about the Bill of Rights.</li> <li>○ Add notes and evidence that will be used to inform the Performance-Based Assessment.</li> <li>○ Take the selection test: Preamble to the Constitution/The Bill of Rights</li> </ul> </li> </ul>
Day 9	Instructional Plan
<p><b>Text(s):</b></p> <p><b>Speech in the Convention</b> Benjamin Franklin</p>	<p><u>Student Learning Target:</u>  <b>11-12.RL.KID.1</b> Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.</p> <p><b>11-12.RI.CS.6</b> Determine an author's point of view and/or purpose in a text, analyzing how style and content contribute to its effectiveness.</p> <p><b>11.RI.RRTC.10</b> Read and comprehend a variety of literary nonfiction throughout the grades 11-12 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.</p> <ul style="list-style-type: none"> <li>• Students will: <ul style="list-style-type: none"> <li>○ <b>Notice:</b> The general ideas of the text. What is it about? Who is involved?</li> <li>○ <b>Annotate:</b> Mark vocabulary and key passages to revisit</li> <li>○ <b>Connect:</b> Ideas within selection to what you already know and have read</li> <li>○ <b>Respond:</b> Complete Comprehension check and write a brief summary of the selection</li> <li>○ Complete comprehension questions.</li> <li>○ Research one unfamiliar detail from the text. OR explore an aspect of the text they find interesting.</li> <li>○ Review the Close Read Model and complete the close read sections in the selection.</li> <li>○ Respond to questions about the text, citing textual evidence.</li> <li>○ Analyze rhetorical devices in the speech.</li> </ul> </li> </ul>

Day 10	Instructional Plan
<p><b>Text(s):</b></p> <p><b>Speech in the Convention</b> Benjamin Franklin</p>	<p><u>Student Learning Targets:</u></p> <p><b>11-12.L.CSE.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, use knowledge of punctuation to enhance sentence style to support the content of the sentence; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.</p> <p><b>11-12.L.KL.3</b> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening; consult references for guidance; and apply an understanding of syntax to the study of complex texts.</p> <p><b>11-12.L.VAU.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 11<sup>th</sup>-12<sup>th</sup> grade-level text by choosing flexibly from a range of strategies.</p> <p><b>11-12.L.VAU.4.c</b> Consult reference materials, both print and digital, to find the pronunciation of a word or phrase.</p> <ul style="list-style-type: none"> <li>• Students will: <ul style="list-style-type: none"> <li>○ Complete activities related to the Concept Vocabulary words: infallibility; despotism; corrupted; prejudices; salutary; integrity</li> <li>○ Add new words to their Word Network as they read texts in the unit.</li> <li>○ Identify examples of parallel and nonparallel structure.</li> </ul> </li> </ul>
<b>Week 3</b>	
Day 11	Instructional Plan
<p><b>Text(s):</b></p> <p><b>Speech in the Convention</b> Benjamin Franklin</p>	<p><u>Student Learning Target:</u></p> <p><b>11-12.SL.CC.3</b> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; assess the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p><b>11-12.SL.PKI.5</b> Make strategic use of digital media and visual displays in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p><b>11-12.W.TTP.1</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.</p> <p><b>11-12.W.TTP.1.f</b> Establish and maintain a formal style and objective tone.</p> <ul style="list-style-type: none"> <li>• Students will: <ul style="list-style-type: none"> <li>○ Write an evaluation of the speech.</li> <li>○ Make a video recording of a dramatic delivery of Franklin's speech.</li> <li>○ Add notes and evidence that will be used to inform the Performance-Based Assessment.</li> <li>○ Take the selection test: Speech in the Convention</li> </ul> </li> </ul>
Day 12	Instructional Plan
<p><b>Text(s):</b></p> <p>The American Revolution: Visual Propaganda</p>	<p><u>Student Learning Target:</u></p> <p><b>11-12.L.VAU.6</b> Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>

	<p><b>11.RI.RRTC.10</b> Read and comprehend a variety of literary nonfiction throughout the grades 11-12 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.</p> <ul style="list-style-type: none"><li>• Students will:<ul style="list-style-type: none"><li>○ <b>Look:</b> At each image and determine whom or what it portrays.</li><li>○ <b>Note:</b> Elements in each image that you find interesting and want to revisit.</li><li>○ <b>Connect:</b> Details in the images to other media you've experienced, texts you've read, or images you've seen.</li><li>○ <b>Respond:</b> Complete Comprehension check</li></ul></li></ul>
<b>Day 13</b>	<b>Instructional Plan</b>
<p><b>Text(s):</b></p> <p>The American Revolution: Visual Propaganda</p>	<p><u>Student Learning Target:</u></p> <p><b>11-12.RI.CS.5</b> Analyze and evaluate the effectiveness of the structure an author uses in his or her own exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p><b>11-12.RI.CS.6</b> Determine an author's point of view and/or purpose in a text, analyzing how style and content contribute to its effectiveness</p> <p><b>11-12.RI.IKI.7</b> Evaluate the topic or subject in multiple diverse formats and media.</p> <p><b>11-12.SL.PKI.5</b> Make strategic use of digital media and visual displays in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>Students will:</p> <ul style="list-style-type: none"><li>○ Develop a political infomercial for an imaginary politician.</li><li>○ Add notes and evidence that will be used to inform the Performance-Based Assessment.</li></ul>

Day 14	Instructional Plan
Text(s):	<p><u>Student Learning Target:</u>  <b>11-12.W.TTP.1</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.</p> <ul style="list-style-type: none"> <li>○ Students will: <ul style="list-style-type: none"> <li>○ Write an argument taking a position on the Preamble or the Declaration of Independence.</li> <li>○ Break down the prompt, gather evidence, and connect across texts.</li> <li>○ Organize and write a first draft.</li> </ul> </li> </ul>
Day 15	Instructional Plan
Text(s):	<p><u>Student Learning Targets:</u>  <b>11-12.L.CSE.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; consider complex and contested matters of usage and convention.  <b>11-12.W.TTP.1</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.  <b>11-12.W.TTP.1.c</b> Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence.  <b>11-12.W.TTP.1.d</b> Provide a concluding statement or section that follows from and supports the argument presented.  <b>11-12.W.PDW.5</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Foundational Literacy standard 6 and Language standards 1-3 up to and including grades 11-12)  <b>12.RI.KID.1</b> Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.  <b>11-12.RI.CS.5</b> Analyze and evaluate the effectiveness of the structure an author uses in his or her own exposition or argument, including whether the structure makes points clear, convincing, and engaging.  <b>11-12.RI.CS.6</b> Determine an author's point of view and/or purpose in a text, analyzing how style and content contribute to its effectiveness.  <b>11.RI.RRTC.10</b> Read and comprehend a variety of literary nonfiction throughout the grades 11-12 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>○ Use logic to sequence verbs to improve writing.</li> <li>○ Evaluate and revise draft utilizing peer reviews.</li> <li>○ Edit for conventions and proofread for accuracies.</li> <li>○ Create a final version of their argumentative and share in small groups.</li> <li>○ Reflect on their arguments.</li> </ul>

Week 4	
Day 16	Instructional Plan
<b>Text(s):</b>	<p><u>Student Learning Targets:</u>  <b>11-12.RI.KID.1</b> Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.</p> <ul style="list-style-type: none"> <li>• Students will:               <ul style="list-style-type: none"> <li>○ Preview the selections in the unit and discuss how they relate to the EQ and unit topic.</li> <li>○ Make a schedule with group for completing tasks.</li> <li>○ Choose specific roles for each member.</li> </ul> </li> </ul>
Day 17	Instructional Plan
<b>Text(s):</b>  from <b>America's Constitution: A Biography</b> Akhil Reed Amar	<p><u>Student Learning Targets:</u>  <b>11-12.L.VAU.4.a</b> Use context as a clue to the meaning of a word or a phrase.  <b>11-12.L.VAU.4.c</b> Consult reference materials, both print and digital, to find the pronunciation of a word or phrase.  <b>11-12.RI.KID.3</b> Analyze how an author's choices regarding the ordering of ideas and events, the introduction and development of ideas, and connections among ideas impact meaning.</p> <ul style="list-style-type: none"> <li>• Students will:               <ul style="list-style-type: none"> <li>○ <b>Notice:</b> The general ideas of the text. What is it about? Who is involved?</li> <li>○ <b>Annotate:</b> Mark vocabulary and key passages to revisit</li> <li>○ <b>Connect:</b> Ideas within selection to what you already know and have read</li> <li>○ <b>Respond:</b> Complete Comprehension check and write a brief summary of the selection</li> <li>○ Complete comprehension questions.</li> <li>○ Research an interesting topic.</li> <li>○ Review the Close Read Model and complete the close read sections in the selection.</li> <li>○ Respond to questions about the text, citing textual evidence.</li> <li>○ Complete activities related to the Concept Vocabulary words: conclave; eminent; populist</li> <li>○ Identify and clarify analogies.</li> <li>○ Identify examples of the author's use of historical details.</li> <li>○ Add notes and evidence that will be used to inform the Performance-Based Assessment.</li> <li>○ Take the selection test: from America's Constitution: A Biography</li> </ul> </li> </ul>

Day 18	Instructional Plan
<p><b>Text(s):</b></p> <p>from <b>The United States Constitution: A Graphic Adaptation</b> by Jonathan Hennessey</p>	<p><u>Student Learning Target:</u></p> <p><b>11-12.L.VAU.6</b> Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p><b>11.RI.RRTC.10</b> Read and comprehend a variety of literary nonfiction throughout the grades 11-12 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.</p> <ul style="list-style-type: none"> <li>• Students will: <ul style="list-style-type: none"> <li>○ <b>Look:</b> At each panel and determine whom or what it portrays.</li> <li>○ <b>Note:</b> Elements that you find interesting and want to revisit.</li> <li>○ <b>Connect:</b> Details in the images to other media you've experienced, texts you've read, or images you've seen.</li> <li>○ <b>Respond:</b> Complete Comprehension check and writing a brief summary of the selection.</li> <li>○ Complete comprehension questions.</li> <li>○ Research one unfamiliar detail from the text or research an interesting topic from the graphic adaptation.</li> </ul> </li> </ul>
Day 19	Instructional Plan
<p><b>Text(s):</b></p> <p>from <b>The United States Constitution: A Graphic Adaptation</b> by Jonathan Hennessey</p>	<p><u>Student Learning Target:</u></p> <p><b>11-12.RL.KID.3</b> Analyze how an author's choices regarding the development and interaction of characters, events, and ideas over the course of a text impact meaning.</p> <p><b>11-12.RL.CS.5</b> Analyze how an author's choices concerning the structure of specific parts of a text contribute to its overall structure, meaning, and aesthetic impact.</p> <p><b>11-12.RL.IKI.7</b> Evaluate the topic, subject, and/or theme in multiple diverse formats and media, including how the version interprets the source text.</p> <p><b>11-12.W.TTP.2</b> Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.</p> <ul style="list-style-type: none"> <li>• Students will: <ul style="list-style-type: none"> <li>○ Review the graphic representation and record any new observations.</li> <li>○ Respond to questions about the text, citing textual evidence.</li> <li>○ Complete activities related to the Vocabulary words: layout; speech balloon; caption</li> <li>○ Write an informative essay about the historical documents in the reading.</li> <li>○ Take the selection test from The United States Constitution: A Graphic Novel</li> </ul> </li> </ul>

Day 20	Instructional Plan
<p><b>Text(s):</b></p> <p>from <b>The Interesting Narrative of the Life of Olaudah Equiano</b> by Olaudah Equiano</p>	<p><u>Student Learning Target:</u></p> <p><b>11-12.L.VAU.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 11<sup>th</sup>-12<sup>th</sup> grade-level text by choosing flexibly from a range of strategies.</p> <p><b>11-12.L.VAU.4.c</b> Consult reference materials, both print and digital, to find the pronunciation of a word or phrase.</p> <p><b>11-12.RI.CS.6</b> Determine an author's point of view and/or purpose in a text, analyzing how style and content contribute to its effectiveness.</p> <p><b>11.RI.RRTC.10</b> Read and comprehend a variety of literary nonfiction throughout the grades 11-12 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.</p> <ul style="list-style-type: none"> <li>• Students will:             <ul style="list-style-type: none"> <li>○ <b>Notice:</b> The general ideas of the text. What is it about? Who is involved?</li> <li>○ <b>Annotate:</b> Mark vocabulary and key passages you want to revisit</li> <li>○ <b>Connect:</b> Ideas within the selection to what you already know and what you have already read</li> <li>○ <b>Respond:</b> Complete Comprehension check and write a brief summary of the selection</li> <li>○ Complete comprehension questions.</li> <li>○ Research one unfamiliar detail from the text OR research the author, the era, or the topic</li> <li>○ Review the Close Read Model and complete the close read sections in the selection.</li> <li>○ Respond to questions about the text, citing textual evidence</li> <li>○ Complete activities related to the Concept Vocabulary words: loathsome; wretched; dejected</li> <li>○ Analyze elements of persuasive text.</li> </ul> </li> </ul>

**Week 5**

Day 21	Instructional Plan
<p><b>Text(s):</b></p> <p>from <b>The Interesting Narrative of the Life of Olaudah Equiano</b> by Olaudah Equiano</p>	<p><u>Student Learning Target:</u></p> <p><b>11-12.L.CSE.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; consider complex and contested matters of usage and convention.</p> <p><b>11-12.W.TTP.1</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.</p> <p><b>11-12.W.TTP.1.f</b> Establish and maintain a formal style and objective tone.</p> <ul style="list-style-type: none"> <li>• Students will:             <ul style="list-style-type: none"> <li>○ identify examples of eighteenth-century usage.</li> <li>○ write an argument related to the abolitionist cause.</li> <li>○ Take the selection test: from The Interesting Narrative of the Life of Olaudah Equiano</li> </ul> </li> </ul>

Day 22	Instructional Plan
<p><b>Text(s):</b></p> <p><b>Letter to John Adams</b> by Abigail Adams</p> <p>From <b>Dear Abigail: The intimate Lives and Revolutionary Ideas of Abigail Adams and Her Two Remarkable Sisters</b> by Diane Jacobs</p>	<p><u>Student Learning Target:</u>  <b>11-12.L.VAU.4.a</b> Use context as a clue to the meaning of a word or a phrase.  <b>11.RL.RRTC.10</b> Read and comprehend a variety of literature throughout the grades 11- 12 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.</p> <ul style="list-style-type: none"> <li>• Students will: <ul style="list-style-type: none"> <li>○ <b>Notice:</b> The general ideas of the text. What is it about? Who is involved?</li> <li>○ <b>Annotate:</b> Mark vocabulary and key passages you want to revisit.</li> <li>○ <b>Connect:</b> Ideas within the selection to what your already know and what you have already read.</li> <li>○ <b>Respond:</b> Complete Comprehension check</li> <li>○ Complete comprehension questions.</li> <li>○ Research one unfamiliar detail from the text.</li> </ul> </li> </ul>
Day 23	Instructional Plan
<p><b>Text(s):</b></p> <p><b>Letter to John Adams</b> by Abigail Adams</p> <p>From <b>Dear Abigail: The intimate Lives and Revolutionary Ideas of Abigail Adams and Her Two Remarkable Sisters</b> by Diane Jacobs</p>	<p><u>Student Learning Target:</u>  <b>11-12.L.VAU.4.b</b> Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase.  <b>11-12.RI.IKI.9</b> Analyze and evaluate a variety of thematically-related texts of historical and literary significance for their topics, facts, purposes, and rhetorical features.</p> <ul style="list-style-type: none"> <li>• Students will: <ul style="list-style-type: none"> <li>○ Review the Close Read Model and complete the close read sections in the selection.</li> <li>○ Respond to questions about the text, citing textual evidence.</li> <li>○ Complete activities related to the Concept Vocabulary words: vassals; foment; dissented</li> <li>○ Analyze how the author uses primary sources to add interest, clarity, and legitimacy to the points being made.</li> </ul> </li> </ul>
Day 24	Instructional Plan
<p><b>Text(s):</b></p> <p><b>Letter to John Adams</b> by Abigail Adams</p> <p>From <b>Dear Abigail: The intimate Lives and Revolutionary Ideas of Abigail Adams and Her Two Remarkable Sisters</b> by Diane Jacobs</p>	<p><u>Student Learning Targets:</u>  <b>11-12.RI.CS.6</b> Determine an author’s point of view and/or purpose in a text, analyzing how style and content contribute to its effectiveness.</p> <ul style="list-style-type: none"> <li>• Students will: <ul style="list-style-type: none"> <li>○ Find examples of types of diction, syntax, and tone in the passages.</li> <li>○ Create and deliver an oral presentation based on the selections.</li> <li>○ Take the selection test: Letter to John Adams/Dear Abigail</li> </ul> </li> </ul>

Day 25	Instructional Plan
<p><b>Text(s):</b></p> <p><b>Gettysburg Address</b> Abraham Lincoln</p>	<p><u>Student Learning Targets:</u></p> <p><b>11-12.L.VAU.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 11<sup>th</sup>-12<sup>th</sup> grade-level text by choosing flexibly from a range of strategies.</p> <p><b>11-12.L.VAU.4.d</b> Use etymological patterns in spelling as clues to the meaning of a word or phrase.</p> <p><b>11-12.L.VAU.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings in grades 11-12 reading and content; interpret figures of speech in context and analyze their role in a text; analyze nuances in the meaning of words with similar denotations.</p> <p><b>11-12.RI.CS.6</b> Determine an author's point of view and/or purpose in a text, analyzing how style and content contribute to its effectiveness.</p> <p><b>11-12.RI.IKI.9</b> Analyze and evaluate a variety of thematically-related texts of historical and literary significance for their topics, facts, purposes, and rhetorical features.</p> <p><b>11.RI.RRTC.10</b> Read and comprehend a variety of literary nonfiction throughout the grades 11-12 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.</p> <p><b>11-12.W.TTP.2</b> Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.</p> <p><b>11-12.W.RBPK.7</b> Conduct and write short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem by narrowing or broadening the inquiry when appropriate, synthesizing multiple sources on the subject, and demonstrating a new understanding of the subject under investigation.</p> <ul style="list-style-type: none"> <li>• Students will: <ul style="list-style-type: none"> <li>○ <b>Notice:</b> The general ideas of the text. What is it about? Who is involved?</li> <li>○ <b>Annotate:</b> Mark vocabulary and key passages you want to revisit.</li> <li>○ <b>Connect:</b> Ideas within the selection to what you already know and what you have already read.</li> <li>○ <b>Respond:</b> Complete Comprehension check and write a brief summary of the selection.</li> <li>○ Complete comprehension questions.</li> <li>○ Research one unfamiliar detail from the text OR research about the battle.</li> <li>○ Review the Close Read Model and complete the close read sections in the selection.</li> <li>○ Respond to questions about the text, citing textual evidence.</li> <li>○ Complete activities related to the Concept Vocabulary words: dedicated; consecrate; hallow</li> <li>○ Analyze the powerful impact of Lincoln's diction in the speech.</li> <li>○ Analyze examples of formal antithesis.</li> <li>○ Write a report that focuses on an aspect of Lincoln's speech.</li> </ul> </li> </ul>

<b>Week 6</b>	
---------------	--

Day 26	Instructional Plan
<b>Text(s):</b>	<p><u>Student Learning Target:</u>  <b>11-12.SL.CC.1</b> Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th - 12th grade topics, texts, and issues, building on others' ideas and expressing one's own ideas clearly and persuasively  <b>11-12.SL.PKI.4</b> Present information, findings, and supporting evidence, conveying a clear and distinct perspective so that listeners can follow the line of reasoning; address alternative or opposing perspectives; and organize and develop substance and style appropriate to task, purpose, and audience.</p> <ul style="list-style-type: none"> <li>• Students will:           <ul style="list-style-type: none"> <li>○ <b>Present an Argument</b> As a group, present a panel discussion asking if narratives provide strong evidence to support arguments about American freedom.</li> <li>○ <b>Plan with Your Group</b> Analyze the text, make a generalization, gather evidence, and organize the discussion.</li> <li>○ <b>Rehearse with Your Group</b> Practice the presentation, fine-tune the content, and brush up on presentation technique.</li> <li>○ <b>Present and Evaluate</b> Present as a group and use checklist items to evaluate.</li> </ul> </li> </ul>
Day 27	Instructional Plan
<b>Text(s):</b>	<p><u>Student Learning Target:</u>  <b>11-12.RI.KID.1</b> Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.  <b>11-12.RL.KID.1</b> Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.</p> <ul style="list-style-type: none"> <li>• Students will:           <ul style="list-style-type: none"> <li>○ Preview the selections in the unit and discuss how they relate to the EQ and unit topic.</li> <li>○ Select and read a story from selections available online               <ul style="list-style-type: none"> <li>• from Democracy Is Not a Spectator Sport BY Arthur Blaustein with Helen Matatov</li> <li>• Reflections on the Bicentennial of the United States Constitution by Thurgood Marshall</li> <li>• Speech to the Young Speech to the Progress-Toward by Gwendolyn Brooks</li> <li>• The Fish by Elizabeth Bishop</li> <li>• The Pedestrian by Ray Bradbury</li> <li>• from the Iroquois Constitution Dekanawidah, translated by Arthur C. Parker</li> <li>• ARGUMENT from Common Sense Thomas Paine</li> </ul> </li> </ul> </li> </ul>

Day 28	Instructional Plan
<p><b>Text(s):</b></p>	<p><u>Student Learning Target:</u>  <b>11.RL.RRTC.10</b> Read and comprehend a variety of literature throughout the grades 11- 12 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.  <b>11.RI.RRTC.10</b> Read and comprehend a variety of literary nonfiction throughout the grades 11-12 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.  <b>11-12.SL.CC.1</b> Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th - 12th grade topics, texts, and issues, building on others' ideas and expressing one's own ideas clearly and persuasively.</p> <ul style="list-style-type: none"> <li>• Students will: <ul style="list-style-type: none"> <li>○ Students Notice, Annotate, Connect, Respond as they read the selection the first time.</li> <li>○ Review the Close Read Model and complete the close read sections in the selection.</li> <li>○ Respond to questions about the text, citing textual evidence.</li> <li>○ Write about a paragraph that grabbed their interest.</li> <li>○ Share what they learned from independent learning with a group and reflect on how it adds to their understanding of freedom.</li> <li>○ Add notes and evidence that will be used to inform the Performance-Based Assessment.</li> </ul> </li> </ul>
Day 29	Instructional Plan
<p><b>Text(s):</b></p>	<p><u>Student Learning Target:</u>  <b>11-12.W.TTP.1</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.  <b>11-12.W.TTP.1.a</b> Introduce precise claim(s).  <b>11-12.W.TTP.1.b</b> Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.  <b>11-12.W.TTP.1.c</b> Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence.  <b>11-12.W.TTP.1.d</b> Provide a concluding statement or section that follows from and supports the argument presented.  <b>11-12.W.TTP.1.e</b> Use precise language and domain-specific vocabulary to manage the complexity of the topic.  <b>11-12.W.TTP.1.f</b> Establish and maintain a formal style and objective tone.  <b>11-12.W.RW.10</b> Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.</p> <ul style="list-style-type: none"> <li>• Students will: <ul style="list-style-type: none"> <li>○ Evaluate the strength of their evidence</li> <li>○ Add notes and evidence that will be used to inform the Performance-Based Assessment.</li> <li>○ Write an argument asking what are the most effective tools for establishing and preserving freedom.</li> <li>○ Use the rubric to guide their revisions.</li> </ul> </li> </ul>

Day 30	Instructional Plan
Text(s):	<p>Student Learning Target:</p> <p><b>11.RL.RRTC.10</b> Read and comprehend a variety of literature throughout the grades 11- 12 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.</p> <p><b>11.RI.RRTC.10</b> Read and comprehend a variety of literary nonfiction throughout the grades 11-12 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.</p> <ul style="list-style-type: none"><li>• Students will:<ul style="list-style-type: none"><li>○ Use their essay as the foundation for a video commentary.</li><li>○ Reflect on Unit goals, learning strategies, and the text.</li><li>○ Take the unit assessment.</li></ul></li></ul>