Curriculum Sample Template
Max. 8 Pages

Grade Level	11	**Content Area**	Reading
Course Title (grades 9-12 Only)	Humane Letters		
Expected Prior Knowledge *The knowledge/skills mastered earlier in the year foundational to the mastery of the required Standard in the current sample.*	Students will have mastered techniques of evaluation of primary source historical documents as well as methods of conducting Socratic seminar discussions. Specific to this lesson, students will have thoroughly studied the Reconstruction Era and the Industrial Revolution in the U.S. during the second half of the 19th century.		
Alignment to Program of Instruction *Briefly outline methods of instruction found in this sequence of lessons that align to the Program of Instruction described in A.3.*	The Socratic method as outlined and described by The Great Books program and Michael Strong's text *The Habit of Thought* will be implemented throughout the lesson.		
Standard Number and Description *List the Number* and the full description for the Required Standard or Science Performance Objective listed in section A.6.*	11.RI.9 Grade: 11 Strand: Reading Standards for Informational Text (RI) Cluster: Integration of Knowledge and Ideas Standard: #9 - Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.		
Materials/Resources Needed	Copies of Booker T. Washington's Atlanta Exposition address, W.E.B. DuBois' "Men of Niagara" speech, and Frederick Douglass' 1894 Baltimore speech.		

**** Standard Number**: For English Language Arts (Reading and Writing), use Grade, Strand, Standard (e.g., 3.RI.2). For K-8 Math, use Grade, Domain, Standard (e.g., 6.EE.7). For HS Math, use Conceptual Category-Domain, Standard (e.g., A-REI.6). For Science, use Grade, Strand, Concept, PO (e.g., 4.1.3.1).*

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Lesson (add as needed)	**Instructional Strategies**	**Student Activities**
1	This is a three day curriculum sample. Day 1 The teacher will conduct a review discussion with students concerning the plight of freed slaves and African Americans in general during Reconstruction and the era of 1877-1900. In particular, students will review previously read excerpts from the Supreme Court's Civil Rights Cases, and "Wealth" by Andrew Carnegie. The instructor will then provide basic background material on Booker T. Washington and W.E.B. DuBois and the context of the speeches.	Students will independently read Booker T. Washington's Atlanta Exposition Address and W.E.B. DuBois' "Men of Niagara" speech for homework. Following the review discussion, students will journal their reflections on the readings and write out at least two possible seminar questions in their notes.
2	Day 2 The teacher will guide the students through a second reading of the speeches, this time aloud, and then will ask each student to write one possible seminar question on the whiteboard. The teacher will guide students through an evaluation of their questions and help them select one for seminar discussion. Keeping in mind the essential philosophical positions of Washington and DuBois, the teacher may need to help students refine their questions before finally beginning the seminar.	**Summative Assessment #1**: Students will take a reading quiz. Students will read the speeches aloud, paying close attention to style in order to reveal deeper meaning through tone and rhetorical devices. After students write their questions on the whiteboard, they will discuss and decide upon the best question that will likely address the greatest number of issues highlighted by the all the questions presented. **Summative Assessment #2**: Seminar. Students will conduct a 90 minute seminar in which they discuss the relative merits of the speeches through a direct comparison based upon a central question. All students are expected to speak a minimum 2-3 times and to use direct textual evidence to support any claims. Students at this level should also address

		each other primarily, not the teacher, and should challenge their peers to think critically through civil discourse.
3	Day 3 Summative Assessment	**Summative Assessment #3**: The students will take an in-class essay exam that will help them to analyze important themes, purposes, and rhetorical features of the speeches by comparing them to a speech by Frederick Douglass.

Summative Assessment Items: *Attach here.* For each summative assessment item, include an answer key or scoring rubric describing how points are to be awarded.

Summative Assessment #1: Reading Quiz

1. What sort of progress does Booker T. Washington suggest is crucial for both the white and black races?
2. What primary phrase does Washington repeat (anaphora)?
3. What is Washington's primary point in his use of the human hand as a metaphor?
4. What rights does DuBois demand?
5. What right does he claim is first and foremost?
6. DuBois claims not to endorse violence, but whose image does he invoke?

Answer Key (each worth 3 points)

1. Economic (industrial and agricultural)
2. "Cast down your bucket!"
3. Socially blacks and whites are socially separate as the fingers, but all working as part of the same hand toward the same goal.
4. Political, civil, and social
5. The right to vote
6. John Brown

Total Points Possible: 18
Mastery: 15 points (≈85%)

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Summative Assessment #2:

Summative Assessment #2 represents an activity that is approved and used by the top liberal arts academies in the Phoenix area. It is designed to be aligned with the philosophy of the school and fulfill the mission of the Socratic Method which requires the active engagement of students with each other even though they may be evaluated independently. Furthermore, this style of evaluation is cross-aligned with the evaluation system used in other classes at the school, particularly Science and Math, in order to create a consistency across the entire curriculum.

The teacher will track the seminar discussion according to the form below and will award overall grades for the day according to the rubric that follows:

Humane Letters
Seminar Summary and Evaluation

Date: Text:

Question(s) Posed:

Name	Relevant Participation	Effective Textual Use	Peer Interaction	Civil Discourse	Additional Notes
Student #1					
Student #2					
Student #3					
Etc.					

	1	2	3	4
Relevant Participation	Student rarely speaks and does not contribute meaningfully to the	Students speaks infrequently, but the quality of comments is	Students speaks moderately frequently and offers analysis that	Student speaks frequently without dominating the

	conversation.	good.	keeps the conversation moving positively.	conversation and offers crucial insight that engenders further analysis from others.
Effective Use of Text	Student rarely uses the text as a basis for seminar contributions.	Student uses the text occasionally, but should anchor comments and analysis more directly in textual evidence.	Student often uses the text to support analysis.	Student consistently use the text as a basis for analysis and supports all claims exceptionally well.
Peer Interaction	Student does not engage in discussion with peers.	Student seems more comfortable speaking directly to the teacher and not with peers.	Student generally speaks to peers, but occasionally looks to the teacher for affirmation.	Student speaks directly to peers and rarely to the teacher, except when necessary.
Civil Discourse	Student is generally disrespectful of peers.	Student is respectful but can be prone to showing momentary irritation, hostility, or condescension.	Student is generally polite and respectful.	Student is exceptionally courteous and respectful even during debates and disagreements.

Total Points Possible: 16
Mastery: 14 points (≈85%)

The teacher will average the various numbers for the day to assign an overall seminar grade and will use notes from the discussion to write narrative evaluations (report cards) at the end of the trimesters. These evaluations will be used as the basis for parent-teacher conferences and should reflect as much as possible the exact nature of student participation.

Summative Assessment #3: In-class essay exam. Students will read an excerpt from Frederick Douglass' 1894 Baltimore speech and respond in writing to the following: In the era following Reconstruction, does Douglass' position more closely reflect that of Washington or DuBois? Given Douglass' history as a slave, do you find his arguments compelling or at odds with the zeitgeist of the later part of the 19th century? Be sure to analyze specific themes, purposes, and rhetorical features that support your position.

	1	2	3	4
Purpose and Theme	Student does not understand purposes or themes of the speeches.	Student has a basic understanding of the purposes and themes of the speeches.	Student has a moderately advanced understanding of the purposes and themes of the speeches.	Student has a complex understanding of the purposes and themes of the speeches.
Evaluation of rhetoric	Student evaluation does not demonstrate understanding of the rhetoric	Student evaluation demonstrates limited understanding of the rhetoric.	Student evaluation demonstrates understanding of the rhetoric.	Student evaluation demonstrates remarkable understanding of the rhetoric.
Constitutional principles and context	Student mentions constitutional principles and/or the historical context, but fails to apply them.	Constitutional principles and historical context application is limited.	Constitutional principles and historical context are applied appropriately.	Constitutional principles and historical context are applied with thoughtful consideration.
Student argument	The student's argument contains serious logical flaws.	The student's argument is plausible but illogically presented.	The student's argument is reasonably presented but contains some logical flaws.	The student's argument is well-developed and logical.
Text use	The student does not use textual evidence effectively.	The student uses some textual evidence but very ineffectively.	The student uses textual evidence.	The student uses textual evidence effectively throughout the essay
Grammar and style	The essay contains numerous grammatical errors and is not clearly written.	Grammatical errors detract from the clarity or the essay and the style is somewhat unclear.	The essay has some minor grammatical errors but overall is written clearly.	The essay has few, if any, grammatical errors and an exceptionally clear and elegant style.

Total Points Possible: 24
Mastery: 21 points (≈85%)

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