Curriculum Sample Template

Grade Level	7	**Content Area**	Reading
Course Title (grades 9-12 Only)			
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 read from a variety of non-fiction and informational texts in order to distinguish between different points of view and varying purposes in such texts. Students will also have been trained in the elements of Socratic discussion (i.e., listening carefully to classmates; restating others' points before commenting on them; posing questions to peers; supporting viewpoints with direct references to words or statements from a text; articulating a viewpoint without demeaning those of contrasting views). For the written portion of the assignment, students should be familiar with the format for adding quoted material to written work.		
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. Writing exercises will be used along with reading activities, to reinforce the connection between the different language arts, and to allow less vocal students to make their views known.		
Standard Number and Description *List the Number* and the full description for the Required Standard or Science Performance Objective listed in section A.6.*	7.RI.9 Grade: 7 Strand: Reading Standards for Informational Text (RI) Cluster: Integration of Knowledge and Ideas Standard: #9 - Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.		
Materials/Resources Needed	• Excerpts from Thoreau's "A Plea for Captain John Brown," and Emerson's "Speech at Boston" about John Brown • Robert E. Lee's account of the attack and its aftermath from http://www.eyewitnesstohistory.com/johnbrown.htm • Excerpts from several editorials, from Southern and Northern newspapers, written at the time of the raid on Harper's Ferry by John Brown and his confederates (available from Furman University Department of History, http://history.furman.edu/editorials/see.py?sequence=jbmenu&location=%20John%20Brown%27s%20Raid%20on%20Harper%27s%20Ferry&ecode=nytrjb591125a		

Max. 8 Pages

**** 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 5 day lesson. Day 1 Anticipatory set: pose the question "Was Robin Hood a hero?" At first, discussion should be open-ended, with students offering their views without guiding the discussion toward certain points. After a time, the discussion should yield the question of whether or not it is acceptable to violate the law in order to improve the lives of others. (If the question does not arise in the student responses, teacher can pose it directly.) Teacher can follow up asking if students have other examples of people who are considered heroes who also break rules in accomplishing their goals, or of people who are otherwise sympathetic but who do criminal acts (e.g., Jean Valjean from *Les Miserables)*. (Teacher can use the Valjean example, relating the basic story, if students do not know it already.)	Socratic discussion on the question of whether or not heroes, or people attempting to do good deeds for others, can be excused for using illegal means to accomplish their goals.

2	Review of the story of John Brown's raid on Harper's Ferry, and the context of abolitionism at the time of slavery.	• View YouTube video from Virginia Historical Society about John Brown and the raid at Harper's ferry from https://www.youtube.com/watch?v=bB_kbFAui-U
		• emphasize pertinent vocabulary and forms thereof
		  ○ fanatic (-icism, ically)
		  ○ insurrection
		  ○ insurgent (-ency)
		  ○ confiscate (-ation)
		  ○ incite
		  ○ principle / principal
		  ○ secession (seccede)
		  ○ emancipation (emancipate)
		  ○ vigilante (-tism)

		○ galvanize ○ eulogize • (students should enter new words into vocabulary notebook)
3	Socratic discussion: was Brown a hero? a scoundrel? a combination of both? Students should refer to arguments and data presented in the video.	Socratic discussion of Brown's actions and the moral issues surrounding illegal action and violence in the name of a just cause
4	Day 2 Read reactions to the raid on Harper's Ferry, drawing on multiple sources with differing views of the events (from source noted above), including • Northern news stories • Southern news stories • Robert E. Lee's account of the raid on HF • Thoreau's defense of Brown Clarify any terms, concepts that are not clear	• Students volunteer to read aloud from the various editorial accounts, the Lee report, and Thoreau's defense of Brown • Students enter new terms into vocabulary notebook
5	Assessment of differing views (Socratic discussion) • How do Northern and Southern perspectives differ? • Do accounts differ in the facts that they present or in the interpretation of what happened? • how does Lee's report differ from the newspaper editorials? • Summarize Thoreau's point of view.	• **Assessment #1**: Reading Quiz • **Assessment #2**: Socratic discussion to assess comprehension of perspectives given by various writers about John Brown's actions (rubric for assessing student contributions is given below)
6	Day 3 Student response • How should we evaluate Brown?	• Socratic discussion to generate reaction, critical thinking about the arguments presented in the various sources

	• Whose perspective on the question of insanity do you agree with?	
7	Day 4 Written response: "Was John Brown a hero?" One paragraph. Written responses will include at least one direct citation from at least one of the sources studies during this lesson. Format for citing quoted material will be reviewed.	• **Assessment #3**: One-paragraph written reflection on John Brown. Students can begin drafting the paragraph in class and complete it for homework over two days. (On intervening day, students can present rough drafts to other students for peer editing.)
8	Day 5 Independent Summative Assessment	• **Summative Assessment #4:** Students will individually read from Ralph Waldo Emerson's "Speech at Boston" concerning John Brown and will independently produce a paragraph of at least 8 sentences comparing Emerson's perspective to one of the other sources previously read (students may choose one of any of the resources previously encountered).

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

Assessment #1: Reading Quiz

Quiz (one point each question except where noted otherwise)**:**

1. What was John Brown's goal in raiding the arsenal at Harper's Ferry? Answer in a full sentence.

_____

(2 points. Students may write more than one possible answer, referring to the gathering of weapons or the end goal of freeing slaves through an insurrection.)

2. In what state is Harper's Ferry? a) Tennessee B) New York C) Virginia D) Ohio

3. What is kept at an *arsenal*? A) weapons B) prisoners C) documents D) slaves

4. John Brown is described as an *insurgent*. What is an insurgent?
   A) a person who opposes slavery
   B) a person who rises against the public authorities
   C) a person who murders other people
   D) a person who tries to help less fortunate people

5. Which writer *eulogizes* Brown - Henry David Thoreau or Robert E. Lee? Explain your answer.

_____ eulogizes Brown because _____

(2 points: one for the appropriate name, and one for an appropriate explanation)

Answer Key:

1. Various responses possible
2. C
3. A
4. B
5. Henry David Thoreau; various responses possible

Total points possible: 7
Mastery = 5 of 7 points (≈85%)

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Assessment #2: Seminar Participation/Discussion rubric

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.

Name	**Relevant Participation**	**Effective Textual Use**	**Consideration of Others' Contributions**	**Civil Discourse**	**Additional Comments**
Student #1					
Student #2					
Etc.					

	1	2	3	4
Relevant Participation	Student does not speak during the seminar.	Student speaks infrequently, but the quality of comments is fairly good.	Students speaks moderately frequently and offers comments that enhance understanding of the texts.	Student speaks frequently and comments clearly illuminate the point being discussed.
Effective Use of Text	Student does not refer to specific words or statements from the text.	Student occasionally refers to specific words or phrases from the text.	Student often uses the text to support analysis, and contributions show thoughtful consideration of word meanings and connotations.	Student consistently uses the text as a basis for analysis and demonstrates careful consideration of an author's language and imagery.
Consideration of Others' Contributions	Student does not refer to what others have said.	Student rarely shows that he or she has heard others; he or she occasionally repeats what others have said. Student comments do not show logical connection to preceding statements.	Student generally refers to what peers have said.	Student frequently refers directly to what others have said, preparatory to adding comments. Student asks questions directly to peers, for purposes of clarification.
Civil Discourse	Student is generally disrespectful of peers. Student does not show interest in what others have to say.	Student generally listens or speaks respectfully but occasionally shows disrespect through inappropriate reactions or distracting behavior.	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%)

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Assessment #3: Paragraph response on prompt "Was John Brown a hero?"

	1	2	3	4
Evaluation of the differing perspectives	Student evaluation does not demonstrate understanding of the differing points of view, language, or selection of facts.	Student evaluation demonstrates understanding of only one of the following: the differing points of view, language, or selection of facts.	Student evaluation demonstrates understanding of at least two of the following: the differing points of view, language, or selection of facts.	Student evaluation demonstrates perceptive understanding of the differing points of view, language, and selection of facts.
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 may contain minor logical flaws.	The student's argument is well-developed and logical.
Text use	The student generally refers to the text but does not use specific textual evidence.	The student uses ineffective evidence or fails to include the required number of references to the text.	The student uses the required number of textual references; the references are acceptable but do not demonstrate a high degree of sensitivity to language or selection of facts.	The student uses textual evidence effectively throughout the essay, and in the required amount.
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: 16
Mastery: 14 points (≈85%)

Summative Assessment #4: Students will individually read from Ralph Waldo Emerson's "Speech at Boston" concerning John Brown and will independently produce a paragraph of at least 8 sentences comparing Emerson's perspective to one of the other sources previously read (students may choose one of any of the resources previously encountered). Students should pay particular attention to the way authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. The paragraph will be evaluated according to the same rubric and mastery level used for the previous paragraph (Assessment #3).