Curriculum Sample Template
Max. 8 Pages

Grade Level	10th Grade	**Content Area**	Reading
Course Title (grades 9-12 Only)	English 10A		
Expected Prior Knowledge *The knowledge/skills mastered earlier in the year foundational to the mastery of the required Standard in the current sample.*	• Students understand how to work in precision partnerships effectively.		
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.*	This unit is built on the framework of the SIOP Model and incorporates all 8 of the SIOP Model components. Sentence framing and precision partnering are instructional strategies which promote the use and mastery of academic language. Instructional technology is incorporated by teacher and students. The core curriculum is implemented with fidelity.		
Standard Number and Description *List the Number* and the full description for the Required Standard or Science Performance Objective listed in section A.6.*	**Writing Standards (W)** Reading Standards for Informational Text (RI) Craft and Structure #4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).		
Materials/Resources Needed	• Chromebooks • Video of "I Have a Dream" • Eyes on the Prize documentary • Literary/Rhetorical device samples • Literary/Rhetorical device power point • "I Have a Dream" comprehension, analysis, and extension questions • Copies of summative assessment and "Ballot or the Bullet" speech • Video of Malcolm X delivering "Ballot or the Bullet" • Berkley Malcolm X video: http://www.youtube.com/watch?v=HgF5iPeiFSM		

* ***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).*

Lesson (add as needed)	**Instructional Strategies**	**Student Activities**
1	1. guides students through a 'close reading' protocol of Dr. King's "I Have a Dream" speech: ***1st read** – facilitate student annotation of text (noting claims, counterclaims, rebuttals, and ethos of writer) *Have students **write & discuss** first impressions ***2nd read** –model prosody during teacher read-aloud ***3rd read** –teacher screen video footage of Dr. King delivering this speech and annotation modeling *Ask **text-dependent questions** *Prompt students to Write about it 2. In summary, ask students to write a personal response to the speech.	1. Participate in a 'close reading' protocol of Dr. King's "I Have a Dream" speech: ***1st read** – annotate text marking claims, counter claims, rebuttals, and ethos of writer ***Write & discuss** first impressions ***2nd read** – students find more info during teacher read-aloud ***3rd read** – students improve their annotation attempt during video footage of the speech with annotation modeling *Answer **text-dependent questions** ***Write** about it 2. In summary, write a personal response to Dr. King's speech.
2	1.Facilitate Eyes on the Prize jigsaw work and group presentations. 2. Complete mini-presentation rubrics for all groups.	1. In groups of four, students will use the site: http://www.pbs.org/wgbh/amex/eyesontheprize/story/01_till.html#video to determine what Civil Rights event they wish to view, research, and present to the class. 2. Students will give a mini-presentation to the whole class about their key event and share, chronologically, how it is connected to the delivery of "I Have a Dream". 3. Students will take notes on peer presentations and ask clarifying questions.
3	1. Deliver direct instruction via Power Point on literary and rhetorical devices, tone, and word choice that provide students with working definitions and live examples of each device. 2. Put students into groups of four and have them review 10 unmarked 'device samples' (using text from poems, songs, print ads, and literature excerpts). For each sample, prompt students to provide labels and justifications for each device.	1.Take notes on literary and rhetorical devices, see those strategies in action, and participate in partner and whole-group discussion. 2. In groups of four, apply information from direct instruction to identify and explain literary and rhetorical device samples. 3. With a partner, complete a rhetorical/literary analysis of Dr. King's speech that requires both the annotated identification of

	3. Put students in partnerships to complete a literary/rhetorical analysis of Dr. King's speech.	the device used in highlighted text and an explanation of its effect.
4	1. Starts with these questions: **PROVE TO ME** that Dr. King is an educated man, with a strong religious upbringing, whose speech contains rational arguments. **PROVE TO ME** that this speech has a passionate, yet peaceful tone. 2. Solicit evidence from students to substantiate these statements. Facilitate a whole-class discussion about word choice and tone. 3. Teacher reviews the annotated answer key with the whole class and directs students to grade their own assignments. 4. Teacher solicits items from the class that were often missed and creates a 'clarity tally' on the board. 5. Provide whole-group modeling for the devices that proved most challenging for students. 6. Provide comprehension, analysis, and extension questions to students for "I Have a Dream".	1. Have students work on answering these questions: **PROVE TO ME** that Dr. King is an educated man, with a strong religious upbringing, whose speech contains rational arguments. **PROVE TO ME** that this speech has a passionate, yet peaceful tone. 2. Give evidence to substantiate these statements and participate in a whole-class discussion about word choice and tone. 3. Grade own work and reflect on items missed. 4. Provide feedback to teacher on missed items. 5. Participate in a whole-group modeling/review of concepts that the whole class identified in its 'clarity tally'. 6. Complete comprehension, analysis, and extension questions for "I Have a Dream" independently.
5	1. Administer the summative assessment.	1. Complete the summative assessment independently.

Analysis Summative Assessment

Reading Standards for Informational Text (RI)
Craft and Structure
#4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

Essential Student Question: Can you determine meanings of words/phrases as used in texts and how they affect meaning and tone?

***Students will be provided with a copy of Malcolm X's speech "The Ballot or the Bullet" and able to view Malcolm X giving the speech via video to answer the questions below:**

1. How would you characterize the tone of Malcolm X's speech, and what piece of text supports your assertion?
   a. humorous; "If you're interested in freedom, you need some judo, you need some karate - - - you need all the things to help you fight for freedom."
   b. angry; "We are people who formerly were Africans who were kidnaped and brought to America . . . We didn't land on Plymouth Rock; the rock was landed on us."
   c. spiritual; "I don't care whether it's a religious gospel, a political gospel, an economic gospel, or a social gospel".
   d. violent; "If you don't have the sense of responsibility to get registered, we'll move you out of town."

2. What rhetorical device is being used below, and what is its primary effect?
   "It is nationalism that is bringing freedom to oppressed people all over the world. It was nationalism that brought freedom to the Algerians. It was nationalism that brought freedom to the Nigerians and to the Ghanaians. It was nationalism that brought freedom to the people of Uganda and Tanganyika and Sudan and Somaliland"
   a. Alliteration; the repetition of sound is designed to bring a lyrical sensibility to the topic.
   b. Allusion; the references to African homelands are meant to invoke power.
   c. Repetition; the recurring phrase of 'It is nationalism' is designed to highlight the success of that movement.
   d. Consonance; the repetition of the 'n' sound is meant to create a rhyming, happy mood.

3. What figurative language is Malcolm using when he says, "It's going to be the ballot or the bullet", and what effect is it meant to have?
   a. Imagery; it makes listeners visualize the two concrete items.
   b. Juxtaposition; it makes listeners compare the two things.
   c. Simile; it compares voting to violent overthrow
   d. Alliteration; it uses sound repetition to deliver a 'catchy' message

4. What rhetorical device is Malcolm X using when he says, “They did not get it by singing ‘We Shall Overcome’; they got it through nationalism” . . . and what is he saying through this device?
   a. Allusion; he is suggesting that Dr. King’s non-violent protest strategy is a failure.
   b. Repetition; he is hammering home his nationalism point.
   c. Simile; he is comparing Dr. King’s protest song to nationalism.
   d. Symbolism; he is pointing out the impossibility of the hope of ‘overcoming’ racism.

5. The section of the speech that includes, “We’ve invested 310 years of slave labor. 310 years, every day of which your and my mother and father worked for nothing. Not eight hours a day – there was no union in that day. They worked from sunup until sundown – from can’t see in the morning until can’t see at night. They never had a day off!” leverages what technique to make what point?
   a. Metaphor; this is comparing the quantified work investment of slavery to ownership in the wealth of America.
   b. Satire; this attempt at humor is designed to underline the lack of humor in slavery’s legacy.
   c. Personification; he is giving human characteristics to people who have already died a horrible death.
   d. Imagery; he is trying to illustrate the sacrifice and contributions of slave labor to the building of America.

6. Think about the concluding line of the speech, “It’s going to be the ballot or the bullet”. To what future event is this referencing?
   a. A warning that if the Civil Rights Bill isn’t passed, a surge of violence from the black community toward the white community.
   b. Members of the Nation of Islam are going to either vote or violently revolt in the next election.
   c. That if meaningful civil rights legislation is not passed, the majority of African-Americans will expatriate.
   d. Activists need to choose between Dr. King’s methodologies and Malcolm’s.

7. Look at the t-shirt on the right. How is the t-shirt primarily attempting to symbolically communicate Malcolm X’s tone?
   a. His suit/tie symbolize a respect for the establishment.
   b. His reading glasses symbolize his academic, philosophical studies.
   c. His upended rifle symbolizes a willingness to protect himself with violence.
   d. The color of the t-shirt symbolizes the void slavery created in the African Diaspora.

8. Although many in popular culture think of Malcolm X as a promoter of violence to achieve a political or social goal, a hip-hop group made an important distinction in its song “Can’t Hold Us Back” that better characterizes the thoughts about violence as Malcolm shares in this speech. Review the lyrics, identify the distinction, and provide support from the lyrics for that assertion.

Never caught slippin' if you stay on alert
Malcolm X said send them to the cemetery if they touch you
A revolutionary virtue, a dull blade'll hurt you
I'm up early workin' my machete
In war, it ain't no warning, you just got to be ready

a. Violence qualifies as “By Any Means Necessary” and is a legitimate offense; “A revolutionary virtue, a dull blade’ll hurt you”
b. Violence should only be used in defense; “Send them to the cemetery if they touch you”.
c. Violence is something that requires preparation and practice; “I’m up early workin’ my machete”.
d. Threats of violence are sufficient; “You just got to be ready”.

9. How is Malcolm’s choice of words in this excerpt designed to greatly impact the audience?
“We are not Americans. We are people who formerly were Africans who were kidnaped and brought to America . . . We were brought here against our will; we were not brought here to be made citizens”
a. The word ‘kidnaped’ creates a response of rage in the listener about slavery.
b. The sentence ‘We are not Americans’ is designed to produce shock.
c. The phrase ‘against our will’ is used to elicit fear.
d. The word ‘citizens’ is used to invoke the ideas of the Declaration of Independence.

10. What about the live delivery of this speech makes it different from reading it?
a. Malcolm’s rhetorical devices are more pronounced in the live delivery than in the written text.
b. Malcolm’s understated voice and lack of eye contact undermines the message of the speech.
c. Malcolm’s combative style negates the power of his written message.
d. Malcolm’s strong and angry tone is reinforced by his actual voice and charismatic presence.

Analysis Summative Assessment Answer Key

1. B 2. C 3. D 4. A 5. D 6. A 7. C 8. B 9. A 10. D

Analysis Scoring Guide:

Raw rubric points available: **10 points total**

Raw score_____X 10 = Final Score out of 100 points

The 100 points possible assessment will reflect the school's grading scale:
90 -100 = A – Mastery
80 – 89 = B - Mastery
70 – 79 = C – Needs Screening for Remediation
60 – 69 = D – Needs Remediation
0 – 59 = F – Needs Intensive Remediation