Curriculum Sample Template
Max. 8 Pages

Grade Level	11th Grade	**Content Area**	Reading
Course Title (grades 9-12 Only)	English 11A		
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. • Students have worked extensively with literary and rhetorical devices. • Students are comfortable functioning in peer writing workshops. • Students have experience participating in a Socratic Seminar.		
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.*	Reading Standards for Informational Text (RI) Integration of Knowledge and Ideas #9 – Analyze seventeenth-, eighteenth-, and nineteenth-century foundational US 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	• Chromebooks • Copies of Declaration of Independence • Copies of "House Divided" • Copies of Court Opinion for Dred Scott • Copies of Bill of Rights • Socratic participation rubrics • Class T-Charts		

* ***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 The Declaration of Independence: *1st **read** – facilitate student annotation of text *Have students **write & discuss** first impressions *2nd **read** –model prosody during teacher read-aloud *3rd **read** –teacher read aloud (again) and annotation modeling *Ask **text-dependent questions** *Prompt students to Write about it 2. Facilitate a whole-class list of the key themes/concepts/rhetorical features of the speech and require text-based evidence for each item. 3. Prompt a discussion that encourages students to reflect on how this document drives current social and political issues today. 4. Have students work on Chromebooks to research current issues with Bill of Rights connections and have them share their findings with the whole class.	1. Participate in a 'close reading' protocol of The Declaration of Independence: *1st **read** – annotate text ***Write & discuss** first impressions *2nd **read** – students find more info during teacher read-aloud *3rd **read** – students improve their annotation attempt during teacher-read aloud with annotation modeling *Answer **text-dependent questions** ***Write** about it 2. Generate a whole-class list of key themes/concepts/rhetorical features of the speech and provide text-based evidence for each item. 3. Participate in a discussion to reflect on how the Declaration of Independence drives current social and political issues today. 4. Research current issues with Bill of Rights connections and share findings with the whole class. These issues will be recorded in a common class document.
2	1. Guides students through a 'close reading' protocol of the Court Opinion for Dred Scott v. Sanford (1857): *1st **read** – facilitate student annotation of text *Have students **write & discuss** first impressions *2nd **read** –model prosody during teacher read-aloud *3rd **read** –teacher read aloud (again) and annotation modeling *Ask **text-dependent questions** *Prompt students to Write about it 2. Facilitate a whole-class list of the key themes/concepts/rhetorical features of the speech and require text-based evidence for each item. 3. Guide students to apply the thinking of the 1857 Court to three of the current issues recorded on Day 1.	1. Participate in a 'close reading' protocol of the Court Opinion for Dred Scott v. Sanford: *1st **read** – annotate text ***Write & discuss** first impressions *2nd **read** – students find more info during teacher read-aloud *3rd **read** – students improve their annotation attempt during teacher-read aloud with annotation modeling *Answer **text-dependent questions** ***Write** about it 2. Generate a whole-class list of key themes/concepts/rhetorical features of the speech and provide text-based evidence for each item. 3. In pairs, predict how the 1857 Court would rule on three

	4. Have students work in pairs to predict what the 1857 Court would rule on three of the issues and justify their assertion with evidence from the Court Opinion.	issues from Day 1, and justify these assertions with text-based evidence from the Court Opinion.
3	1. Prompt students, with partners, to create a T-Chart that represents the similarities and differences of these two speeches. Students will use green marker to denote concepts/themes and pink marker to denote rhetorical devices 2. Prompt students, with partners, to research the historical contexts in which both of these speeches were given and add those similarities/differences to the T-Chart in purple marker. 3. Teacher will select three partnerships to share their T-Charts with the whole class and explain their determinations. 4. Teacher will facilitate student-to-student conversations about each presentation. Teacher will guide students to select findings from each presentation that can contribute to a whole-class T-Chart. **Assign Homework: Write an analysis of the way in which The Declaration of Independence and the Dred Scott Opinion address related themes, concepts, and issues.**	1. In pairs, students create color-coded T-Charts to represent similarities/differences of these two speeches (green=concepts/themes; pink=rhetorical devices; purple=historical context) 2. Selected partnerships present their findings and explain their justifications. 3. Students cooperatively determine findings from partner presentations to a whole-class T-Chart. **Homework: Write an analysis of the way in which The Declaration of Independence and the Dred Scott Opinion address related themes, concepts, and issues.**
4	1. Teacher facilitates a Socratic Seminar (based in the homework analysis) in which students argue the question: **Did the 1857 Court honor or ignore the tenets set forth in the Declaration of Independence?** 2. Teacher tracks participation points as students manage the Seminar. 3. Teacher has students reflect on the Seminar.	1. Students participate in a Socratic Seminar (using the analytical foundation established in their homework essay) to resolve the question: **Did the 1857 Court honor or ignore the tenets set forth in the Declaration of Independence?** 2. Students actively manage their Seminar and seek to balance participation and listening. Students metacognitively track the discussion to ensure it remains focused. 3. Students reflect on the Seminar. They analyze the progression of the discussion. They evaluate their own participation and the engagement of peers. The determine how they and/or their peers can build on Socratic strengths and remedy weaknesses for the next Seminar.

5	1. Administer the summative assessment.	1. Complete the summative assessment independently.

Analysis Summative Assessment

Reading Standards for Informational Text (RI)
Integration of Knowledge and Ideas
#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.

Essential Student Question: Can you analyze significant, classic US documents for their related themes, purposes, and rhetorical features?

***Students will be provided copies of the short texts of Abraham Lincoln's "House Divided" speech and The Bill of Rights and Later Amendments and will use those texts to answer the questions below:**

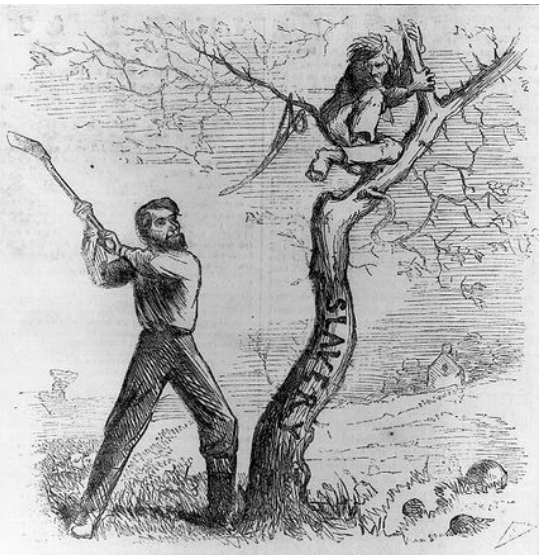
1. What is a common idea evidenced by both of these documents?
   a. that although we are a unified country, we can have widely varying policies at the state-level
   b. that there are many social and political issues about which we must share a single policy
   c. that Constitutional amendments are permanent and should not be adopted lightly
   d. that legal precedents should be available for every single social issue that develops over time

2. What common connection does Lincoln hope to make when he lists the 'working points of the machinery' that describe the argument of slavery proponents?
   a. to force listeners to realize that the arguments are incongruent with the Constitution
   b. to point out the internal fallacies in the machinery's arguments
   c. to call for an additional amendment that would address issues of slavery
   d. to show how slavery is supported by the current amendments

3. What common historical context do The Bill of Rights and Lincoln's "House Divided" speech share?
   a. Both were authored in response to precedents set by the British Colonials.
   b. Both were designed to explain unified belief systems of the populace.
   c. Both were inspired by the independent spirit of the Greeks.
   d. Both were penned in response to societal injustices experienced by the writers.

4. How does Lincoln's commentary about Senator Douglas connect to the concepts evident in the Bill of Rights itself?
   a. It communicates how great men are charged to bravely interpret and shape written law.
   b. It implies that men shouldn't dare to exercise powers not explicitly granted in the Constitution.
   c. It asserts that public officials who violate the Bill of Rights should be removed from power.
   d. It distinguishes between the power of written law and the power of men.

5. Lincoln devotes significant time to discussing the play-by-play legislative and judicial acts and decisions about the issue of slavery. How is this section of the speech connected to ideas in the Bill of Rights?
   a. It offers the audience insight into the reason behind the development of current amendments.
   b. It provides the listener with a chronological understanding of the discourse and actions to date in the absence of specific legislation.
   c. It helps the reader understand the process of ratification, which is the ultimate goal of Lincoln.
   d. It supports the reader into understanding the biases of the pro-slavery contingency.

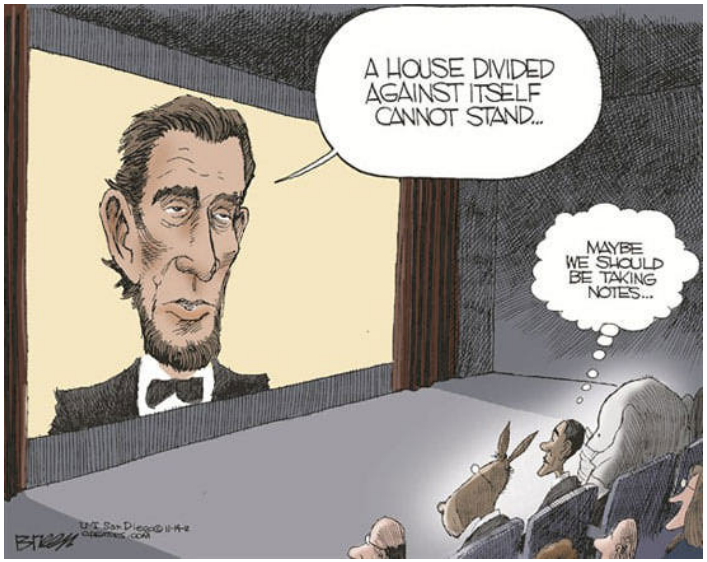


LINCOLN'S LAST WARNING.
"Now, if you don't come down, I'll cut the Tree *from under you.*"

6. On page 5 of "House Divided", what rhetorical device is Lincoln using when he begins a series of sentences with, "Why was . . .", and what is his purpose in doing so?
   a. Alliteration; he is trying to leverage the repetition of sound to draw the listener's attention to the content.
   b. Foreshadowing; he wants to set up listener's thinking for the important information that will follow.
   c. Repetition; he is trying to emphasize his point by methodically highlighting the illogical decisions/opinions of his critics.
   d. Denotation; he is trying to clarify the terminology being used in no uncertain terms.

7. What evidence from Lincoln's speech best aligns to the political cartoon on the left?
   a. "We are now into the fifth year . . . of putting an end to slavery agitation."
   b. "It will become all one thing or all the other."
   c. "This shows exactly where we are now; and partially, also, whither we are tending."
   d. "Did we brave all then to falter now? – now - when that same enemy is wavering, dissevered, and belligerent?"

8. How does Lincoln speak directly to the 10th Amendment to the Bill of Rights in this speech?
   a. "A house divided against itself cannot stand . . . I do not expect the house to fall – but I do expect it will cease to be divided".
   b. "This shows exactly where we now are; and partially, also, whither we are tending".
   c. "To meet and overthrow the power of that dynasty, is the work now before all those who would prevent that consummation".
   d. "Wise councils may accelerate or mistakes delay it, but, sooner or later the victory is sure to come".



9. View the contemporary political cartoon to the right. What rhetorical device is the cartoonist using and what message does the cartoonist have for today's Americans?
   a. Symbolism; Republicans and Democrats need to rethink their mascots.
   b. Metaphor; Lincoln is portrayed as a movie star guiding political thought.
   c. Allusion; Republicans and Democrats need to unify in purpose to serve our country.
   d. Imagery; Lincoln is a statuesque, stately image whose presence illuminates his words.

10. What statement best summarizes the rhetorical contrast between the Bill of Rights and “House Divided”?
    a. The Bill of Rights is objective and utilitarian, whereas “House Divided” is more poetic and dramatic.
    b. The Bill of Rights is subjective and dynamic, whereas “House Divided” is more objective and static.
    c. The Bill of Rights is more logical, whereas “House Divided” is emotional.
    d. The Bill of Rights is weak and minimal, whereas “House Divided” is more strong and dense.

Analysis Summative Assessment Answer Key

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