Curriculum Sample Template

Grade Level	11	**Content Area**	Reading
Course Title (grades 9-12 Only)	Humanities III		
Expected Prior Knowledge *The knowledge/skills mastered earlier in the year foundational to the mastery of the required Standard in the current sample.*	Students can use "Historical Thinking" skills to analyze the rhetorical techniques used to achieve their goals. These include: sourcing, corroboration, close reading, and contextualizing. Appendix A of The Common Core for English Language Arts expects a text complexity Lexile measure of 1215L-1335 at the 11-CCR grade band.		
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 sample also demonstrates the three distinctive features of SySTEM Phoenix's Program of instruction: 1) Integration: English and Social Studies standards are taught in a mutually reinforcing manner. Students utilize "Thinking Like a Historian" to foster deep thinking. 2) Problem-Based Learning: The standard is introduced to students within the context of a real-world problem that they continually hook their new knowledge into in order to create a viable solution or make an evaluative judgment 3) All final written products are authentic documents that students will present to an audience of stakeholders.		
Standard Number and Description	11.RI.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational 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 themes, purposes and rhetorical features.		
Materials/Resources Needed	Primary source documents: Preamble to the Constitution-- http://www.law.cornell.edu/constitution/preamble Lincoln's Second Inaugural address-- http://www.bartleby.com/124/pres32.html Washington's Farewell Address-- http://avalon.law.yale.edu/18th_century/washing.asp President Obama's DNC nomination acceptance speech: http://rollingout.com/culture/president-barack-obamas-riveting-dnc-speech-transcript/ Rhetorical Devices handouts— http://apcentral.collegeboard.com/apc/members/repository/ap06_englang_roskelly_50098.pdf http://www.cvsd.org/university/classes/eng/alentz/documents/rhetorical%20vocab..pdf Graphic Organizers— "Reading Like a Historian"		

* ***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)	**Instruction**	**Student Activities**
1	***1. Essential Question:*** What is the role of government? ***2. Launch/Introduction:*** Teacher will guide discussion about sourcing and contextualizing this document President Obama's DNC acceptance speech. Then, the teacher will play, as students read the transcript, they will circle words for their vocabulary log and collect 5-6 words they think are very effective. 4. "President Obama's speech was very engrossing and exciting. It created emotion and tension whether you agree or disagree with his ideas. How does a speaker do this? What are the elements of great writing that influence us, inspire us, and get us to move? These techniques are called Rhetorical Devices. Great writing and speeches in American History still have that effect on people. Americans feel their ideals reflected in certain documents." 7. Teacher will present the idea of the Rhetorical Triangle—Audience, Speaker, and Purpose then relate it to RLH GRO. Teacher will analyze how important structure is based on audience. Teacher will have students practice the skill analyzing the audience. Teacher will propose scenarios, including commercials from different kinds of TV shows, news, sports, in order to give students more practice using the Rhetorical Triangle. 9. Teachers will introduce the Preamble of the Constitution.	3. Students will watch video of speech. They will then read the transcript and collect powerful words and phrases for vocabulary log. They will chose 5-6 words they think are the most effective at creating an emotional response in the audience. Effective words and phrases will be shared in discussion. 5. In small groups, students will discuss their answers and further analyze who the intended audience is and what the purpose is for the speech. After discussing the following questions, students will individually write down their answers: What does Obama want his audience to get from his speech? What is the purpose of this text? ***Formative Assessment:*** *Students will be assessed on ability to identify audience and articulate the purpose of a text.* ***6. Investigate/Explore:*** With both Obama's speech and the Reading Like a Historian (RLH) graphic organizer, students will try to identify and list as many types of audiences as they can discern for themselves based on statements from the speech. 8. Students discuss how diction/word choice may alienate, invite, include or exclude audience members. 10. Students will read the Preamble to the Constitution and use the RLH graphic organizer to identify audience. 11. After reading the Preamble, students will answer these questions in their Economic Implementation Teams (EIT) **see 11th grade writing: What do we know about the audience? Is it a general audience or a specific audience? What does the audience already know or think about the topic at hand? What don't they know? What is the historical setting? (Might it have any relevance?) Are there any significant events that the audience has recently experienced? What seems to be the audience's attitude or mindset before the speech or essay begins? What is the purpose of this text? ***Formative Assessment:*** *Students will be assessed on ability to articulate the historical significance of document, purpose of the document, as well as who the audience is, and how the writer appeals to that audience.*

		12. Closure*:** Students will be asked whether they felt Obama's text was powerful and what they based their perspective on. In their individual responses, students are free to discuss styles of diction, appeal to audience, and anything else that strikes them as powerful. ***Formative Assessment: *Students will be assessed on ability to support their perspective with key concepts learned today: use of diction and audience appeal.*
2	***1. Introduction: "***Learning to identify and use rhetorical strategies will make you stronger readers because you'll better be able to understand the writer's purpose in writing the text. A rhetorical strategy is anything that a writer does that has the possibility to change the feelings, thoughts, or ideas of his audience." 3. Teacher will share resources related to rhetorical devices so that each group will go through and analyze the use of each. Teacher will present the same pieces used on day one. All aspects of the documents will be analyzed for the first 6 kinds of words/strategies.	2. EIT groups will read along while listening to Lincoln's Second Inaugural Address. 4. EIT groups will work together in completing the "Rhetoric Devices" sheet to identify the rhetorical strategies used in Lincoln's Second Inaugural Address and to what end. Rhetorical strategies include: 1. Figurative language (e.g., metaphors, similes): These creative comparisons can be used to help the audience better visualize the author's ideas. Consider that the rhetorical triangle itself is a visual metaphor for the rhetorical process. 2. Analogies or comparisons in general: how does the writer use comparisons to better articulate complex ideas? 3. Emotional Appeals: how does the writer appeal to the audience's emotions? 4. Logical Appeals: how does the writer appeal to the audience's intelligence? 5. Attempts to establish the writer's credibility: how does the writer get the audience to trust or believe in what he or she says? 6. Use of repetition: how does the writer use repetition to persuade his audience? How does the repetition help the audience remember his key points? ***Formative Assessment:*** *Students will be assessed on ability to identify rhetorical strategies and explain how they are working.* ***5. Closure:*** Individually, students will identify one rhetorical strategy from Lincoln's address that they think is particularly powerful. Students will explain why they believe it is powerful. ***Formative Assessment:*** *Students will be assessed on ability to identify rhetorical strategies and articulate their point of view.*
3	***1. Introduction: "***Learning to identify and use rhetorical strategies (Day 2 of Rhetorical Strategies) will make you stronger readers because you'll better be able to understand the writer's purpose in writing the text. A rhetorical strategy is anything that a writer does that has the possibility to change the	***3. Investigate/Explore:*** EIT groups will work together in completing the "Rhetoric Resource" sheet to identify the rhetorical strategies used in Obama's acceptance speech and to what end. These additional rhetorical strategies include: 7. Diction (emotionally-charged words can be extremely effective. Also, a writer might use patterns of words to establish a theme or message). 8. Standout sentences (that is,

	feelings, thoughts, or ideas of his audience." 2. Teacher will share resource related to rhetorical devices so that each group will go through and analyze the use of each. Teacher will present the same pieces used on day one. All aspects of the documents will be analyzed for the last 8 kinds of words/strategies used.	sentences designed to grab your attention) 9. Tone (consider how effective sarcasm can be) 10. Cause-effect argumentation (if/then statements) 11. Addressing the opposition (I don't need to argue my position if I can show that the opposition's views are not legitimate) 12. Use of historical precedents (this falls under analogies but is worth noting separately) 13. Contrast (sometimes a writer best shows his position by contrasting it to another, weaker view) 14. Selection of Detail (remember, the person making the argument chooses what you see and don't see). ***Formative Assessment:*** *Students will be assessed on ability to identify rhetorical strategies and explain how they are working.* ***4. Closure:*** Individually, students will identify one rhetorical strategy from Obama's speech that they think is particularly powerful. Students will explain why they believe it is powerful. ***Formative Assessment:*** *Students will be assessed on ability to identify rhetorical strategies and articulate their claim.*
4	***1. Introduction:*** **"**You will now analyze some very important foundational U.S. documents for major themes." Teacher will introduce and read aloud Washington's Farewell Address. ***3. Debrief/Summarize:*** Teacher will review major themes in Obama and Lincoln's texts and discuss the importance of clarifying and consistently developing those themes. 4. Teacher will introduce Washington's speech and have students identify major themes. 6. After first reading of his speech, teacher will reread the first few lines aloud and rearrange language before asking students how they feel about the changes made to the document. Discussion will revolve around how the teacher's rearranging changes the power and feeling of the document. Teacher will direct each to do a deconstruction/alteration of the Speech. Teachers have teams alter the diction. Select the most important and powerful words and choose less-effective synonyms for the same concept. Remove all figurative language and replace it with literal language instead. Deconstruct all parallel structure by eliminating it and replacing it with non-parallel construction.	***2. Investigate/Explore:*** After teacher's brief introduction and model, EITs will identify major themes in Obama and Lincoln's texts and discuss how those themes are developed throughout the course of both texts. ***Formative Assessment:*** *Students will be assessed on ability to identify major themes.* 5. Students will then read Washington's text aloud, in their EIT groups, and make a list of major themes. They will then discuss how those themes are developed throughout the course of the text. ***Formative Assessment:*** *Students will be assessed on ability to identify major themes as well as their ability to articulate the development of those themes throughout the text.* 7. Students will review and analyze the meaning and power of words by deconstructing the Preamble. Students will dismantle the document by replacing key words with synonyms to see if the document still has the same power and effectiveness. 8. They will further deconstruct the document by replacing figurative language with literal language, and by eliminating parallel structures and replacing them with non-parallel structures with the same meaning. ***Formative Assessment:*** *Students will be assessed on ability to identify key words and powerful language, figurative language, and*

		parallel structures as they replace them. 9. After deconstructing the text, students will discuss, in large group discussion, how the changes impacted the purpose of the text, its major themes, as well as its original power. ***Formative Assessment:*** *Students will be assessed on ability to articulate the impact of each change on text's purpose, major themes, as well as linguistic power.* 10. Students will deconstruct another document of their choosing to dig deeper into how important language choice is along with audience. Students will then choose their own document—a favorite essay, poem, or song—and complete the same activity. After deconstructing, students will discuss in their EIT groups how those changes impacted the purpose of the text, its major themes, as well as its original power. ***Formative Assessment:*** *Students will be assessed on ability to articulate the impact of each change on text's purpose, major themes, as well as linguistic power.* ***11. Closure:*** Students will explain whether the original version of the Preamble or their deconstructed version was more effective/powerful and why. In their responses, they may base their perspective on: key words, synonyms, figurative language, literal language, parallel structures, and/or non-parallel structures and how the use or alteration of these elements impact the effectiveness of the text. ***Formative Assessment:*** *Students will be assessed ability to support their claim with alteration of literary devices on purpose and effect of a text.*
5		***1. Summative Assessment:*** Summative assessment will be administered.

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

Type I:

Read the "Declaration of Independence" and the "Bill of Rights", and then answer the questions that follow.

Passage I ***Lexile Measure 1490***	**Passage II** ***Lexile Measure 1300***
The Declaration of Independence: A Transcription IN CONGRESS, July 4, 1776. The unanimous Declaration of the thirteen united States of America, When in the Course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation. […][1]	The Bill of Rights: A Transcription The Preamble to The Bill of Rights Congress of the United States begun and held at the City of New-York, on Wednesday the fourth of March, one thousand seven hundred and eighty nine. **THE** Conventions of a number of the States, having at the time of their adopting the Constitution, expressed a desire, in order to prevent misconstruction or abuse of its powers, that further declaratory and restrictive clauses should be added: And as extending the ground of public confidence in the Government, will best ensure the beneficent ends of its institution. […]

1. One of the most obvious differences between these two documents is:
   A. The Bill of Rights is a much more recent document that the Declaration of Independence, as is evident from the language of these documents.
   B. While the Declaration of Independence specifically discusses the transgressions of the British monarchy, the Bill of Rights discusses the powers of a more general "Government."
   C. One was written by a British person, and one by an American.
   D. There are no real differences between the two. They say pretty much the same things.

2. One of the most important similarities in the content of these two documents is:
   A. They both aim to limit the powers of the government from becoming tyrannical and infringing on the rights of citizens.
   B. They were both written by the same person.
   C. They both present their matter in point form.
   D. They are both important documents in U.S. history.

3. From reading these two documents, one can deduce that the attitude of our founding fathers towards the establishment of courts of law was:
   A. that the power of the courts must never supersede the power of the military.
   B. that all judges must take their orders directly from the King, and must do his bidding at all times.
   C. that they would help raise a lot of money for the nation by charging high amounts as bail and as fines.
D. that judges and juries must be impartial in order to dispense justice in a fair manner.

SOLUTION 1. B 2. A 3. D

Scoring[2]: This item represents a level 2 mastery of the standard. To achieve this level, students must answer 80% or more of the questions correctly. The student must demonstrate:

Student can identify theme, purpose, and rhetorical features of 17th, 18th, and 19th century foundational U.S. documents of historical and literary significance.

[1] […] indicates that the document continues in its entirety.
[2] Words in red are specific to 11-CRR grade level band.

Type II:

Lexile Measure 1190

Read the following passages and then answer the question.

Passage 1
The following excerpt comes from a speech written in 1872 by women's rights pioneer Susan B. Anthony. Anthony was arrested after attempting to vote in the 1872 presidential election. After her conviction Anthony wrote this speech to make a constitutional argument for giving women the right to vote.

Our democratic-republican government is based on the idea of the natural right of every individual member thereof to a voice and a vote in making and executing the laws. We assert the province of government to be to secure the people in the enjoyment of their inalienable right. We throw to the winds the old dogma that government can give rights. No one denies that before governments were organized each individual possessed the right to protect his own life, liberty and property. When 100 to 1,000,000 people enter into a free government, they do not barter away their natural rights; they simply pledge themselves to protect each other in the enjoyment of them through prescribed judicial and legislative tribunals. They agree to abandon the methods of brute force in the adjustment of their differences and adopt those of civilization . . .
The Declaration of Independence, the United States Constitution, the constitutions of the several States and the organic laws of the Territories, all alike propose to protect the people in the exercise of their God given rights. Not one of them pretends to bestow rights. All men are created equal, and endowed by their Creator with certain inalienable rights. Among these are life, liberty and the pursuit of happiness. To secure these, governments are instituted among men, deriving their just powers from the consent of the governed.

Passage 2
The following excerpt comes from the Second Treatise of Government by John Locke, published in 1690.
Sect. 22.

The natural liberty of man is to be free from any superior power on earth, and not to be under the will or legislative authority of man, but to have only the law of nature for his rule. The liberty of man, in society, is to be under no other legislative power, but that established, by consent, in the commonwealth; nor under the dominion of any will, or restraint of any law, but what that legislative shall enact, according to the trust put in it. Freedom then is not what Sir Robert Filmer tells us, Observations, A. 55. a liberty for everyone to do what he lists, to live as he pleases, and not to be tied by any laws: but freedom of men under government is, to have a standing rule to live by, common to every one of that society, and made by the legislative power erected in it; a liberty to follow my own will in all things, where the rule prescribes not; and not to be subject to the inconstant, uncertain, unknown, arbitrary will of another man: as freedom of nature is, to be under no other restraint but the law of nature.

1. Analyze the themes, purposes, and rhetorical features common to Locke's treatise and Anthony's speech.

RUBRIC

Level 2 (Adequate)	Level 3 (Proficient)	Level 4 (Expert)
Student gives limited evidence of the ability to identify themes, purposes, and rhetorical features common to both texts.	Student can analyze common themes, purposes, and rhetorical features of both texts with textual evidence.	Student can analyze common themes, purposes, and rhetorical features of both texts with textual evidence that recognizes the historical context in which each was written.

Type III:

Lexile Measure 1370

Read Thomas Jefferson's "Declaration of Independence" and Dickenson's "Olive Branch Petition", and then answer the questions that follow.

Passage I	**Passage II**
On April 6, 1776, the Second Continental Congress opened American ports to the commerce of all nations except Britain, and on July 2, it adopted Richard Henry Lee's Resolution of Independence. The Congress decided, however, that a formal declaration was needed and appointed a committee to draft that declaration. Thomas Jefferson wrote the draft of the Declaration of Independence, and the other members of the committee -- John Adams, Benjamin Franklin, Roger Sherman, and Robert R. Livingston -- edited it. The declaration was debated by Congress and was adopted on July 4. The Declaration of Independence: A Transcription IN CONGRESS, July 4, 1776. The unanimous Declaration of the thirteen united States of America, When in the Course of human events, it becomes necessary for one people to dissolve the political. […][3]	*John Dickinson drafted the Olive Branch Petition, which was adopted by the Second Continental Congress on July 5 and submitted to King George on July 8, 1775. It was an attempt to assert the rights of the colonists while maintaining their loyalty to the British crown. King George refused to read the petition and on August 23 proclaimed that the colonists had "proceeded to open and avowed rebellion."* The Olive Branch Petition Approved by the Continental Congress on July 5, 1775 To the King's Most Excellent Majesty. Most Gracious Sovereign, We your Majesty's faithful subjects of the colonies of New-hampshire, Massachusetts-bay, Rhode island and Providence plantations, Connecticut, New-York, New-Jersey, Pennsylvania, the counties of New Castle, Kent, and Sussex on Delaware, Maryland, Virginia, […]

1. Analyze the each document and determine its purpose. Provide text based evidence to support your assertions.
2. Specify rhetorical features found in each document and analyze how they further the author's purpose.
3. Compare and contrast the themes and argument of both documents.

RUBRIC

Level 2 (Adequate)	Level 3 (Proficient)	Level 4 (Expert)
Student can: • Identify the purpose with limited or no evidence . • Identify rhetorical features with little or no evidence. • States the theme and/or argument of one or both documents.	Student can: • Explain the purpose with some evidence. • Analyze rhetorical features. • Compare and contrast the themes and arguments of both documents.	Student can: • Explain the purpose with compelling evidence. • Evaluate the effectiveness of rhetorical features. • Develop the evolution of themes and arguments across both documents.

[3] […] indicates that the document continues in its entirety.