Curriculum Sample Template

Grade Level	9	**Content Area**	Reading
Course Title (grades 9-12 Only)	Humanities I		
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 compare documents and evaluate authors' texts and how authors make choices about what to include, and what information to present depending on their purpose and historical context. Students also understand that Authors' texts become seminal based on the significance of their historical and literary themes and concepts." Appendix A of The Common Core for English Language Arts expects a text complexity Lexile measure of 1080L-1305 at the 9-10th 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	9.RI.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.		
Materials/Resources Needed	Excerpts from primary source documents: King's "Letter from Birmingham Jail" http://faculty.deanza.fhda.edu/schultzmary/stories/storyReader$884 "I Have a Dream" http://www.archives.gov/press/exhibits/dream-speech.pdf Comparison of Declaration of Independence and Declaration of Sentiments from Seneca Falls http://www.library.csi.cuny.edu/dept/history/lavender/2decs.html Graphic Organizers— SOAPSTONE, APPART and Read Like a Historian Video –Eye on the Prize Clips, "I Have a Dream" http://www.youtube.com/watch?v=fIshI_qxxew MLK Playlist— http://www.youtube.com/watch?v=xP-dRkNHCMQ&playnext=1&list=PL4YlZcShsRG6qwJP7CLAy_q9Bsz2dB0Ey&feature=results_main		

* ***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:*** Are all citizens in America equal? ***2. Launch/Introduction:*** Teacher will present students with the printed copy of the "I Have a Dream" speech. Teacher will use the SOAPSTONE strategy of analyzing who the speaker is, the occasion, the audience, purpose and subject along with the TONE or author's attitude. Teacher will model the strategy with the "I have a Dream" speech while students help. Teacher will offer supplementary information about King's identity and further state the impact of the speech (historical significance of it and how it led to him being named Man of the Year, twice, by Time Magazine, as well as led to him winning the Nobel Peace Prize). ***5. Summarize/Debrief:*** Class will regroup and have an all-class discussion addressing this question: Did King's speech become a symbol of America's dedication (or lack thereof) to freedom and justice for all? Why or why not? Teacher will provide the following sentence-starters to help students contextualize the era of the speech while also exemplifying listening skills. (i.e. "I already know _____is happening at this time in America.", "People felt this _____during this era…", "This speech was/was not representative of all people's ideas because some thought _____.", "King's speech justifiably critiqued America because it did not follow through on this promise _____.", "I think King chose these words, _____, for this purpose: _____." *** All primary and secondary documents will be Sourced before reading;** Students will identify author's position, when it was presented or written, where was it published/presented, why was it published, and will review the credibility of the source.	3. Students will read/listen to Martin Luther King "I Have a Dream" speech. This is the second time the students are watching and it is the follow-up to the writing launch of TED City 2.0 Wish. 4. ***Investigate/Explore:*** Students will break into their usual small groups of four to discuss and record these questions as they review his speech, in writing, once more: "In what way did this speech reflect some of the questions or concerns of the era? In what way did this speech alter or change people's attitudes toward these issues of racism, segregation, and equality? What element contributed most to that speech's effectiveness? Why did you think so? Which element(s) were less effective? Why did you think so? How does this inform your TED Wish? ***Formative Assessment:*** *Students will be assessed on ability to articulate the historical themes within this speech.* ***6. Closure:*** Students will identify the most important historical theme of the speech and explain, in 2-4 sentences, why they feel that way on a sheet of paper. ***Formative Assessment:*** *Students will be assessed on ability to identify theme and articulate the importance of that theme.* 7. ***Formative Assessment:*** *Students will be assessed on ability to identify audience, purpose, subject, and tone of author.*

2	*1. **Introduction:*** "Today we will continue our analysis of American ideals expressed in some seminal documents." Teacher will then focus on "Letter from a Birmingham Jail. ***3. Presentation/Modeling:*** Teacher will then present students with a close reading strategy: "marking the text." Every student will number every paragraph then put a line after particular paragraphs chunking the document into sections. Teacher will then read the document for the first time. Teacher will direct the students to circle terms (Tier 2 and Tier 3 Language that might need clarifying). They will circle both key terms and unknown terms. ***6. Modeling:*** Teacher will read the document again aloud to the class. Teacher will examine and dissect the first claim and counter claim in the document. "Here in the first paragraph King states "Seldom do I pause to answer criticism of my work … I would have no time for constructive work." This is a claim because MLK is saying "I am doing constructive work." The counterclaim that goes against what he is doing in Birmingham is in a prior sentence: "I came across your recent statement calling my present activities 'unwise and untimely.'" 9. ***Summarize/Debrief:*** Teacher will guide a whole group discussion about the claims students underlined.	2. Wish Teams will source the document using the SOAPSTONE graphic organizer—Students will discuss how this strategy supports their historical thinking. 4. Students will underline claims and explain what King is saying, in the students' own words. 5. ***Investigate/Explore:*** Students will analyze this document for the rhetoric it uses to make claims about what is just and promised in the Declaration of Independence. This will help teams gather information about how Americans have developed collective ideas of equality. 7. Students will create a list of Key Terms (Tier 3 Vocab) and a list of words they need to clarify (Tier 2 Vocab) Each Wish team will work on the phrases and academic language to make sure all teammates understand the language of the document. In this process students will discuss and take notes and maintain a log of their vocabulary. Teams will also identify claims and counterclaims made by King in his speech. 8. Students will read and listen to classmates read their statements of claims and then have a discussion that will include active language and proper techniques. (i.e. "I agree with _____ because of _____, and I would like to expand upon that idea by adding_____.") 10. Wish team will give a mini-presentation with a spokesperson for each aspect of their review: vocabulary, claims and counter claims. ***Formative Assessment:*** *Students will be assessed on ability to identify claims and counterclaims (key literary elements) as well as explain what makes them claims and counterclaims.* ***11. Closure:*** Students will explain, in 2-3 complete sentences, why successful authors develop clear claims and counterclaims—key literary concepts—in their texts. ***Formative Assessment:*** *While there is more than one way to answer this question, students will be assessed on ability to explain the importance of the use of claims and counterclaims.*
3	3. "The Declaration of Independence is a very important	***1. Stimulus:*** Students will respond individually to the following

	document in helping Americans idealize who they are. The next kind of analysis will be related to another type of equality, which many believe still does not exist in the U.S." To support student analysis, teacher will direct the students to compare the "Declaration of Independence" with the "Declaration of Sentiments" line by line and annotate after each paragraph. ***5.* S*ummarize/Debrief:*** Teacher will guide a large group discussion and prompt students to share the conclusions, claims, explanations, opinions, as well as confusions from both documents read in small groups today.	question: What did MLK believe was promised to him and millions of Americans in the Declaration of Independence? In writing your response, refer to both the speech and the letter. *Teacher will assess students' ability to identify historically significant themes of two seminal texts.* 2. In small groups, students will share out their responses to the day's first activity. 4. Wish teams will analyze both documents. Paragraph by paragraph, one student will read while the others mark the text based on their assigned task. Tasks include: • What is the main issue or question? mark with **AIM** • What are some key concepts and explanations? **underline**. • What is the important conclusion? mark with **"*" .** • Where are the opinions? mark with **VP** for viewpoint • Are there additional implications to the statement? **mark with IMP.** • If anything is confusing, everyone mark with "**?"** ***6. Closure:*** Students will respond to the following prompt: What key concept is developed in each text? Explain in 4-5 sentences and be sure to include text-based evidence. ***Formative Assessment:*** *Students will be assessed on ability to identify key concepts in seminal texts and provide evidence to support their assertions.*
4	***1. Introduction:*** "Each document we have reviewed thus far has dealt with issues that still exist in U.S. society. Today's document will further this trend." Teacher will present "Resolutions from Seneca Falls." **3. Vocab/Tier 2 Language**: Students will continue to add words to their vocabulary logs and be supported in groups and by teacher with their Tier 2 and 3 Language. ***5.Summarize/Debrief: "***All the documents we have reviewed have dealt with issues of equality, and fairness to all people. Has each writer dealt these issues in the same way? What kinds	2. While listening to the "Resolution from Seneca Falls," students will keep a response log, writing down anything they agree or disagree with and have a running dialogue with the document. This process allows student to keep track of any ideas for their Wish team as well as detail any observations/frustrations about American society. Students should make connections to the multiple sets of documents that may inform their research. 4. After listening to the entire document, students will individually answer the following questions to gauge the extent to which the text influenced their views: What does the author want me to believe or agree with? How does the author try to convince me? What were my

	of comparisons have been done? What references are made? Do they take statements and documents out of context to benefit their cause or claim?"	beliefs about the subject before I read this? What are my beliefs about it now? What has the text convinced me of specifically? How? Why? What do I still have doubts about? What questions does this text raise for me? What insights do I have now that I didn't have before I read this? How does this author's style differ from Martin Luther King's? ***Formative Assessment:*** *Student responses will be assessed on ability to analyze texts of historical significance and explain how and why this text is or is not convincing.* ***6. Closure:*** Students will respond to the following question in 2-3 complete sentences: Is this author's approach or is King's literary approach more successful at convincing the reader to consider the importance of freedom and equality? Explain your answer. ***Formative Assessment:*** *Student responses will be assessed on ability to explain how two historically significant texts take different approaches to a related theme, ultimately deciding which is most effective.* ***7. PBL Casework:*** Students will do in depth analysis of their research thus far and write an analysis of the types of data or counterclaim evidence still needed.
5	***1. Introductions:*** "All the documents we have reviewed are still read, analyzed, and well-respected today. Why do you think these documents and authors are so revered today? What do they have in common? How are the issues they consider still relevant to today's society?" 3. Teacher will guide whole class discussion to further thinking, allowing wait time and group consensus. Questions addressed will include: Has each writer dealt these issues in the same way? What kinds of comparisons have been done? What references are made? Do they take statements and documents out of context to benefit their cause or claim?	2. Students will write a response to each question. 4. Students will analyze each seminal text from class thus far. Each group will determine which author presented the most successful case and provide at least three pieces of evidence, explicitly comparing the texts, to support their perspective. Each team will present a claim/statement of opinion based on their understanding of the status of each situation today. ***Formative Assessment:*** *Student responses will be assessed on ability to analyze seminal U.S. texts of historical significance, and explain how they address related concepts while asserting one text's success over another's.* ***5. Closure:*** Students will rate the top three group presentations and explain why those groups were the most convincing.
6		***1. Summative Assessment:*** Summative assessment is 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.

Lexile Measure 1220

Type I:

Read the excerpts below from Lincoln's "Second Inaugural Address" (1865) and answer the questions that follow:

Passage I:

"One-eighth of the whole population were colored slaves, not distributed generally over the Union, but localized in the southern part of it. These slaves constituted a peculiar and powerful interest. All knew that this interest was somehow the cause of the war. To strengthen, perpetuate, and extend this interest was the object for which the insurgents would rend the Union even by war, while the Government claimed no right to do more than to restrict the territorial enlargement of it. Neither party expected for the war the magnitude or the duration which it has already attained….Each looked for an easier triumph, and a result less fundamental and astounding. Both read the same Bible and pray to the same God, and each invokes His aid against the other. It may seem strange that any men should dare to ask a just God's assistance in wringing their bread from the sweat of other men's faces, but let us judge not, that we be not judged. The prayers of both could not be answered. That of neither has been answered fully….Fondly do we hope, fervently do we pray, that this mighty scourge of war may speedily pass away.

Passage II:

…With malice toward none, with charity for all, with firmness in the right as God gives us to see the right, let us strive on to finish the work we are in, to bind up the nation's wounds, to care for him who shall have borne the battle and for his widow and his orphan, to do all which may achieve and cherish a just and lasting peace among ourselves and with all nations."

1. According to Lincoln, what was the problem with slavery?
   A. The concept of slavery went against the ideas of equality and liberty for all, which was one of our nation's founding principles.
   B. Many slaves led unhappy lives without enough food and no healthcare, and several died terrible deaths.
   C. Since even the slaves read the Bible and prayed to the same God, Lincoln believed that they should be freed.
   D. The slaves constituted a large part of the population, and Lincoln was afraid that they might rise up against their masters and start a war.

2. In the Passage II of the "Second Inaugural Address," Lincoln says that:
   A. the opposing army has caused his soldiers to die and suffer in this war, and that this has made him very angry.
   B. this war is a just war because it is divinely ordained.
   C. the death and destruction in the war shocked both sides.
   D. he would rather have the country broken up into several pieces than share the nation with slave-owners.

SOLUTION 1. A 2. C

Scoring[1]: 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 related concepts, and themes in seminal U.S. documents of historical and literary significance.

[1] Words in red are specific to 9-10th grade band.

Type II:

Lexile Measure 1190

Read President Lincoln's "Gettysburg Address" (1863), and read Martin Luther King, Jr.'s "I Have a Dream" (1963) speech. Then answer the questions that follow:

Passage I: "Gettysburg Address" (1863)

Fourscore and seven years ago our fathers brought forth, upon this continent, a new nation, conceived in liberty and dedicated to the proposition that "all men are created equal."

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of it, as a final resting place for those who died here, that the nation might live. This we may, in all propriety do. But in a larger sense, we cannot dedicate, we cannot consecrate, we cannot hallow, this ground. The brave men, living and dead, who struggled here, have hallowed it, far above our poor power to add or detract. The world will little note, nor long remember what we say here; while it can never forget what they did here.

It is rather for us the living, we here be dedicated to the great task remaining before us—that from these honored dead we take increased devotion to that cause for which they here gave the last full measure of devotion—that we here highly resolve that these dead shall not have died in vain, that this nation shall have a new birth of freedom, and that government of the people, by the people, for the people shall not perish from the earth. […]

Passage II: "I Have a Dream" (1963)

Five score years ago, a great American, in whose symbolic shadow we stand today, signed the Emancipation Proclamation. This momentous decree came as a great beacon light of hope to millions of Negro slaves who had been seared in the flames of withering injustice. It came as a joyous daybreak to end the long night of their captivity.

But one hundred years later, the Negro still is not free. One hundred years later, the life of the Negro is still sadly crippled by the manacles of segregation and the chains of discrimination. One hundred years later, the Negro lives on a lonely island of poverty in the midst of a vast ocean of material prosperity. One hundred years later, the Negro is still languished in the corners of American society and finds himself an exile in his own land. And so we've come here today to dramatize a shameful condition.

In a sense we have come to our nation's capital to cash a check. When the architects of our republic wrote the magnificent words of the Constitution and the Declaration of Independence, they were signing a promissory note to which every American was to fall heir. This note was a promise that all men, yes, black men as well as white men, would be guaranteed the unalienable rights of life, liberty, and the pursuit of happiness.

It is obvious today that America has defaulted on this promissory note insofar as her citizens of color are concerned. Instead of honoring this sacred obligation, America has given the Negro people a bad check, a check which has come back marked "insufficient funds." But we refuse to believe that the bank of justice is bankrupt. We refuse to believe that there are insufficient funds in the great vaults of opportunity of this nation. So we have come to cash this check -- a check that will give us upon demand the riches of freedom and the security of justice. We have also come to this hallowed spot to remind America of the fierce urgency of now.

1. Why do you think King says "Five score years ago" instead of saying "A hundred years ago" in the first line of his second paragraph? How did the use of this phrase link the purposes of both speeches.

2. Analyze how these two speeches address related concepts.

SOLUTION

1. He wanted to remind his audience of Lincoln's famous "Gettysburg Address," which begins with the words: "Fourscore and seven years ago."
2. Student answers may vary. Lincoln looks to the past to remind to his listeners of the ideas our nation was founded on; King, too, does this. Both these speeches argue for equality and freedom for all in America.

Scoring: This item represents a level 3 mastery of the standard. To achieve this level, students must answer 80% or more of the questions correctly. The student must demonstrate:

Student can analyze purpose, related concepts, and themes.

Type III:

Reread Lincoln's "Second Inaugural Address", the "Gettysburg Address" and Martin Luther King, Jr.'s speech form the previous questions above. Compare Lincoln's "Second Inaugural Address" to the other speeches, and analyze how all texts address similar themes and concepts regarding freedom and equality. Include text-based evidence to support your assertions.

RUBRIC

Level 2 (Adequate)	Level 3 (Proficient)	Level 4 (Expert)
Student can identify the historical context of each document. Student can identify the related themes and concepts addressed in each document with little or no evidence.	Student can analyze each document for its historical and literary significance. Student can compare the related themes and concepts addressed in each document with some evidence.	Student can analyze the interconnectedness amongst all documents in terms of their historical and literary significance. Student can analyze the evolution of related themes and concepts throughout time with sufficient evidence.