

Birmingham City Schools

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2013-2014

Fourth Nine Weeks

Curriculum Guide Overview

Subject: English Language Arts		
Grade: 10		
Week	Dates	Focus
1	March 17-21	Speech, <i>Ain't I a Woman</i> (Sojourner Truth) <i>Keeping the Thing Going While Things Are Stirring</i> (Sojourner Truth) Begin Introduction to research paper
2	March 31-April 4	from Narrative of the Life of Frederick Douglass (The Battle with Mr. Covey) Speech from " <i>What to the Slave is the Fourth of July?</i> " by Fredrick Douglas
3	April 7-11	Speech/Policy Statement From <i>Declaration of Sentiments of the Seneca Falls Woman's Right's Convention</i> by Elizabeth Cady Stanton pg. 112 Introduce students to Shakespeare and Julius Caesar
4	April 14-18	<i>Julius Caesar</i> Act I
5	April 21-25	<i>Julius Caesar</i> Act II
6	April 28-May 2	<i>Julius Caesar</i> Act III
7	May 5-9	<i>Julius Caesar</i> Act IV
8	May 12-16	<i>Julius Caesar</i> Act V
9	May 19-23	

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10 Grade English Language Arts
4th Nine Weeks Curriculum Guide
Week 2
March 17-21, 2014

Suggested Pacing: 3-4 Day Lesson (50 minutes or 90 minutes block sessions)

CCRS Standards:

RL.9-10.1 & RI.9-10.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the Text

RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on

RL.9-10.6 & RI.9-10.6 Determine the author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose

RI.9-10.10 By the end of Grade 10, read and comprehend literary nonfiction in the Grades 9-10 text complexity band independently and proficiently, with scaffolding as needed at the high end of the range.

RI.9-10.9 Analyze seminal United States documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address), including how they address related themes and concepts.

RI.11-12.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational United States 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.

W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.9-10.3d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience

W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience

L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.9 – 10.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

Learning Objectives:

Essential Question: Can you set yourself free?

Key Vocabulary

Academic Vocabulary:

Speech	Rhetoric	Rhetorical Device	Ethos
Purpose	Repetition	Rhetorical Question	Pathos
Oratory	Device	Figurative Language	Logos
Argument	Dialect	Analogy	Diction
Thesis	Style	Metaphor	Allusion

Text Vocabulary: What key terms will students need to know to understand?

Intimated –v.: stated indirectly, hinted

Comply-v.: obey; agree to a request

Interpose –v.: put forth in order to interfere

Afforded-v.: gave, provided

Solemnity-n.: seriousness

Assessment Plan: How will I assess prior knowledge? How will I know students mastered the standard? (Formative, Summative, Other Evidence):

Formative assessment suggestions include but are not limited to the following:

- ✓ Student annotations
- ✓ Student completed dialectical journals
- ✓ Self, peer, and teacher edits
- ✓ Paragraph and essay revision
- ✓ Timed writings on prompts for literature passages not previously discussed or read in class
- ✓ Multiple choice practice

- ✓ Group discussion and participation
- ✓ Literary Circles
- ✓ Graphic Organizers
- ✓ Quickwrite
- ✓ Think Pair Share
- ✓ Socratic Seminar
- ✓ Journal Reflections
- ✓ 3-2-1

Summative assessment suggestions include but are not limited to the following:

- ✓ Final drafts of paragraphs and essays
- ✓ RAFT
- ✓ Timed Annotation of literary work not previously discussed or read in class
- ✓ Unit tests on individual literary works that explore students' application of objective knowledge; this assessment type should not be limited strictly to the students' abilities to recall objective information

Learning Activities:

Before Lesson:

Activity One (Day 1):

- ✓ Quick-write:
 - Prompt: While he was still enslaved, Frederick Douglass fought to assert his human rights and defend his dignity against a brutal social institution. His courageous action became a turning point in his life. Think of other heroic men and women who have fought against slavery, and jot down the qualities or attitudes you admire in them.
- ✓ Use 3-2-1 or K-W-L to discuss the life of Frederick Douglas
- ✓ How to read a speech (review and discuss helpful hints)
- ✓ Vocabulary Review:
 - Students will be provided with a vocabulary sheet which includes the terms, part of speech, and definition.

Activity Two (Day 2):

Quick-write:

1. Consider the history of slavery in the U.S., why might an enslaved person during the 1800's view the 4th of July differently than did white Americans?
2. What does it say about our nation in the 1800's, for it to celebrate freedom and independence, while slavery was legal and widely practiced?

Small Group Activity

- Break students in groups of four or five, on a sheet of chart paper, have students jot down their response to the following questions:
 - What does July 4th mean to most Americans?
 - What does July 4th mean to you?
 - How is it celebrated?

Why is it considered a national holiday

During Lesson:

Activity One (Day 1): Read from Narrative of the Life of Frederick Douglass (the Battle with Mr. Covey) pp. 464-469

Activity Two (Day 2): Read from “What to the Slave is the Fourth of July?” by Fredrick Douglas

Note: Teachers can use YouTube to examine the entire speech or select excerpts from speech (“What to the Slave is the Fourth of July?”)

YouTube Video: Great Speeches: What to the Slave is the Fourth of July? by Frederick Douglass

http://www.youtube.com/watch?feature=player_detailpage&v=kGkPA_yjUM

- ✓ Discuss what the Declaration of Independence says about equality and liberty, and ask the students to imagine how that language might have sounded to enslaved people in 1776, and then in 1852.
- ✓ Divide students into equal groups for jigsaw reading. Distribute photocopies of the excerpts on the following page and read out loud. Ask the students to read the excerpts again and find references to the fight for
American independence.
- ✓ In this part of the speech, what comparisons does Douglass make between 1776 and 1852?
- ✓ Ask the students to evaluate what Douglass intends to do by talking about “you” and “us” and “fellow citizens” as he does. Who is he addressing? Who does he “represent”

After Lesson:

Writing Options:

Questions for Discussion and Writing

1. Read carefully the first three paragraphs of the speech. Do Douglass's rhetorical strategies and language choices here reflect the meaning in these paragraphs or conflict with that meaning? What is the effect of the harmony or disharmony which you sense here?
2. Notice the repeated use of "your" when Douglass is referring to the founding and the history of the United States. Is it significant? What effect do you think it had upon Douglass's audience? How does that usage contrast with the usual stance of national holiday speakers?

3. Before Douglass closes by reading Garrison's poem *The Triumph of Freedom*, he talks about the United States as a nation where the world's destiny is being worked out. Do you hear a Calvinist legacy in Douglass's language? Do you hear Romantic or Transcendentalist echoes?

- **Argumentative Writing:** Prompt

Hypocrisy is defined as, “the false claim to or pretense of having admirable principles, beliefs, or feelings” (Encarta). In Douglass’s conclusion he states, “. . . the hypocrisy of the nation must be exposed . . .” Does Douglass’s speech expose the “hypocrisy of the nation”? Be sure to use evidence from the text to support your answer. Write a multiple paragraph argumentative essay arguing whether or not expose the “hypocrisy of the nation?”

Media Literacy: Do a Multimedia Presentation: Frederick Douglass was once a slave on a plantation. The student should research historic plantations, such as Thomas Jefferson’s Monticello. Include facts and visuals on plantation housing, using graphic aids. Address the following questions: How did the homes of plantation owners and slaves differ? How many slaves shared a single dwelling? Where were the slaves’ quarters located in relation to the plantation owner’s house? Deliver your findings in an oral report accompanied by a PowerPoint, Prezi, video, or other presentation using visual and auditory materials. Incorporate details from your research and smooth transitions.

Lifelong Learning (**Research Paper**):

Research Equality Issues: Much progress has been made for equality between the sexes since the late 1800s, but there are still areas of inequality in modern life. With a partner, research an area of gender inequality, such as differences in pay, women’s sports, or career advancement.

OR Teacher-Approved Topic

Look for objective sources

- **As a component of this paper, you will be required to utilize at least four sources. Students should begin locating references/ sources for their papers. See the attached graphic organizer.**

Materials:

- ✓ Holt Elements of Literature: Fifth Course - Volume 1
- ✓ Copy of excerpt: from Narrative of the Life of Frederick Douglass (The Battle with Mr. Covey) pp.465-469
- ✓ Copy of speech “What to a Slave is the Fourth of July?” (Douglass)
- ✓ Highlighters
- ✓ Graphic Organizer
- ✓ Guided Questions
- ✓ Dialectical Journal Template

Differentiation/Accommodations:

- ✓ Re-Teaching
- ✓ Small Group Instruction
- ✓ Scaffolding Instruction

- ✓ Tiered Instruction
- ✓ Explicit Vocabulary
- ✓ Instruction
- ✓ Reading along with audio CD
- ✓ Differentiated projects
- ✓ Note-taking Graphic Organizers

Technology Integration:

- ✓ YouTube
- ✓ Power notes CD (Holt McDougal)
- ✓ Promethean Board/flipcharts
- ✓ Edmodo.com
- ✓ Schoolrack.com
- ✓ Criterion.ets.org

Teacher Notes:

The teacher should pace the lesson according to his/her allotted time and schedule.

Teachers should use the Holt, Rhinehart and Winston (Literature textbook) and Writer's Choice (Grammar and Writing Textbooks) as main resources

The teacher should utilize formative assessments throughout the lesson to direct instruction

The teacher should use before literacy strategies to : activate prior knowledge, preview the text skimming and scanning, set a purpose for reading and make predictions

The teacher should use during literacy strategies to: maintain an active interaction with the text, identify, analyze and construct the main idea, determine important ideas, draw conclusions, make inferences, monitor understanding, generate questions, and summarize

The teacher should use after literacy strategies to: determine main idea, draw conclusions, make inferences, monitor understanding through formative assessments, generate questions and build schemata

About the source/speech

In 1852, a women's anti-slavery organization in his hometown invited Douglass to speak to them on the Fourth of July. In his speech, which he actually delivered on July 5, Douglass dramatically called on Americans to "be true to" the principles of the Declaration of Independence as "the first great fact in your nation's history—the very ring-bolt in the chain of your yet undeveloped destiny." His words drew cheers from the audience that day and, when published, reached even larger audiences.