

# Birmingham City Schools

Believe. Create. Succeed.

2013-2014

## Fourth Nine Weeks Curriculum Guide Overview

| <b>Subject: English Language Arts</b> |                  |   |
|---------------------------------------|------------------|---|
| <b>Grade: 10</b>                      |                  |   |
| <b>Week</b>                           | <b>Dates</b>     | <b>Focus</b>  |
| 1                                     | March 17-21      | Speech, <i>Ain't I a Woman</i> (Sojourner Truth)<br><i>Keeping the Thing Going While Things Are Stirring</i><br>(Sojourner Truth)<br><br>Begin Introduction to research paper                                       |
| 2                                     | March 31-April 4 | From <i>Narrative of the Life of Frederick Douglass</i><br>(Battle with Mr. Covey)<br><br>Speech<br>from "What to the Slave is the Fourth of July?"<br>by Fredrick Douglas  |
| 3                                     | April 7-11       | Speech/Policy Statement<br>From <i>Declaration of Sentiments of the Seneca Falls<br/>Woman's Right's Convention</i><br>by Elizabeth Cady Stanton pg. 112<br><br>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        |   |

### Curriculum Guide Collaborators:

Ms. Danyell Butler- Jackson Olin High School  
 Mrs. Cynthia Crenshaw, NBCT- Glen Iris Elementary School  
 Mr. Jeffery Darby, NBCT-Jackson Olin High School  
 Ms. Antonio Gilbert-Ishman, NBCT-Avondale Elementary School  
 Ms. Jennifer Gilbert- Phillips Academy  
 Ms. Tremeeka Hall-W. J. Christian  
 Mr. Tyrone Lewis-W.J. Christian  
 Ms. Nicole O'Grady-W. J. Christian  
 Mrs. Tineka Peoples, NBCT-Ramsay High School  
 Mrs. Sandra Pickens-W. J. Christian  
 Mr. Manson Wade-Carver High School  
 Mrs. Jana Williams, NBCT-Bush K-8 School

Dr. Craig Witherspoon, Superintendent  
 Mrs. Tisha Nguyen, Chief Academic Officer  
 Mrs. Elizabeth Thomas, Program Specialist

**10 Grade English Language Arts**  
**4th Nine Weeks Curriculum Guide**  
**Week 3**  
April 7-11 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 Questions:**

- 1) Why does the women's rights movement develop in the antebellum period?
- 2) What challenges do the reformers face and how do they respond?
- 3) In what ways can conflict provide avenues for change?

## **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?

Degraded *adj*: disgraced, corrupted

Covenant *n*: binding agreement; compact.

Chastisement *n*: punishment

Remuneration *n*: payment

Apostolic: of the Pope; papal.

Prerogative *n*: exclusive right or privilege

Abject *adj*: hopeless

Disfranchisement *n*: act of taking away the rights of citizenship, especially the right to vote

**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: •**

- ✓ How to read a speech (review and discuss helpful hints)
  - ✓ Think-pair-share. Have students think of the many different ways which people have been or still are discriminated against. Have them get together in pairs to discuss their feelings. Make a list as a class, and then discuss how the students feel about discrimination.
  - ✓ Guided Discussion. Ask students why they feel that certain groups of people are discriminated against. Discuss whether or not they feel that all people are equal, and why. Explain that all people have desires, passions, like's, dislike's, feelings, and needs. Everyone wants and deserves to have the freedom to be their own person.
  - ✓ Mini-lecture. Discuss women and ask if they feel that women have ever been discriminated against. Why or why not? Read the background about Elizabeth Cady Stanton.

## **During Lesson:**

- ✓ Students will read From *Declaration of Sentiments of the Seneca Falls Woman's Right's Convention*
  - ✓ by Elizabeth Cady Stanton pg. 112
- Students will annotate/mark the text as they read the brief speech

## **After Lesson:**

- ✓ **Interview.** As a class, make up a list of questions that you could ask adults about what rights women used to have and how that has changed through time. Ask questions such as what were men and women's different responsibilities then compared to now, what kind of dress was expected, what schooling was available, etc. Give each student two copies and have them ask a woman and a man, or women from two different generations, to broaden the range of experiences and perspectives they get. As a class, make a chart of the different responses, and discuss the possible reasons for differences. (Students may use parents, grandparents, neighbors, etc. It should be pointed out that older people have lived longer and may have more information on the topic.)
- ✓ **Social Action.** As a class, brainstorm different problems in the community that deal with discrimination. This could include such things as getting a job, treatment of students in school, treatment of people in nursing centers, etc. Talk about what you could do as a class to help solve some of the different problems, and then pick one that you as a class want to work on. Make a plan of how to do it, and follow through. Discuss some things Elizabeth Stanton did in fighting for women's rights.
- ✓ **Role playing:** Divide the class into different groups. Let each group decide what they want to role play individually. Give them suggestions such as a conference with Elizabeth speaking on women's rights, arguing with a common person of why women should be treated equal, or try to get voting laws for women's suffrage passed. Have each group do theirs for the class.
- ✓ **Argumentative Paper:** "All men are created equal" are perhaps the most famous words of the Declaration of Independence or of any document in American history. What do you think the statement really meant to Jefferson and the men who revised his draft-considering that they went on to form a government in which slavery was legal, women could not vote, and Native Americans were called merciless savages?
- ✓ Write an editorial in which you analyze your ideas about freedom and equality. Do you feel that some people in America, in fact, are not yet equal?

## Materials:

- ✓ Holt Elements of Literature: Fifth Course - Volume 1 (pp.112)
- ✓ Copy of speech
- ✓ 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.

Upon completion of the lesson, teachers should ensure that students will be able:

- to recognize that all people have rights and should be treated equal.
- to describe some ways that women's rights have changed through time.
- to describe what life would be like today without people who fought for women's rights.
- to identify the contributions Elizabeth Stanton has made to women's rights.
- to find ways that they can help fight for the rights of others.

