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|  | **Standard:** * ELAGSE9-10RL9: Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
* ELAGSE9-10RL4: 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 meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone.)
* ELAGSE9-10RI4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
* ELAGSE9-10RI9: 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”, Nelson Mandela’s Nobel Peace Prize Speech, The Universal Declaration of Human Rights), including how they address related themes and concepts.
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|  | **Assessment: ☐ Quiz ☐ Unit Test ☐ Project ☐ Lab ☐ Essay Response ☐ None** |

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|  |  | **Pre-Teaching** | **Activation of Learning***(5 min)* | **Focused Instruction***(10 min)****\*I DO*** | **Guided Instruction***(10 min)****\*WE DO*** | **Collaborative****Learning***(10 min)****\*Y’ALL DO*** | **Independent Learning***(10 min)****\*YOU DO*** | **Closing***(5 min)* |
|  |  | *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp* **Learning Target** **Success Criteria 1** **Success Criteria 2** | Do NowQuick Write\*Think/Pair/SharePollsNotice/WonderNumber TalksEngaging VideoOpen-Ended Question | Think AloudVisualsDemonstrationAnalogies\*Worked ExamplesNearpod ActivityMnemonic Devices\* | Socratic Seminar \*Call/ResponseProbing QuestionsGraphic OrganizerNearpod ActivityDigital Whiteboard | Jigsaw\*Discussions\*Expert GroupsLabsStationsThink/Pair/ShareCreate VisualsGallery Walk | Written Response\*Digital PortfolioPresentationCanvas AssignmentChoice BoardIndependent ProjectPortfolio | Group DiscussionExit Ticket3-2-1Parking LotJournaling\*Nearpod |
| Monday | *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp* |  | Spring Break- No School |
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| Tuesday | *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp* | I am learning about seminal documents related to the Civil War.  | Quick Write: One simple way to analyze a piece of writing is to use the ICE Method—introduce a quote, cite it (present the quote itself), and explain it. Analyze how structure and diction contribute to meaning in the following quote.”I am as strong as any man that is now. As for intellect, all I can say is, if women have a pint and man a quart - why can’t she have her little pint full? You need not be afraid to give us our rights for fear we will take too much, for we cant take more than our pint’ll hold. “ – Sojourner Truth, “Ain’t I a Woman?” (1851) | Worked Example: Analyzing Structure and Diction | n/a | n/a | Canvas Assignment: Complete Cornell Notes on the Civil War. Submit assignment on Canvas by 2:30PM.Canvas Assignment: If you finish, read and watch the video on Abraham Lincoln and the Civil War. Complete the notes and upload to Canvas.  | Discussion: Based on the passage in the warm up, what word best describes the tone of Truth’s speech? How is the tone conveyed in her word choices and structure? |
|  | I can recall significant figures from the Abolitionist Movement and Civil War era and the essential texts they created.  |
| Wednesday | *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp* | I am analyzing Abraham Lincoln’s “Emancipation Proclamation”  | Silent Reading: Quietly, skim Lincoln’s “Emancipation Proclamation.” Use SPACECAT to set up your notes as you would on a test or quiz on Lincoln’s text.  | Read Aloud: Read Lincoln’s “Emancipation Proclamation” (in-class) | Probing Questions: * What’s the central idea of the passage? How do we know?
* Who is the speaker of this text?
* What is Lincoln’s purpose for writing the text? What does he want his audience to do?
* Who is the audience for the speech?
* What’s the context for the speech?
* What inspired Lincoln to make the speech when he made it?
* What rhetorical choices does Lincoln make and their impact?
* On which appeals does the proclamation most rely?
* What’s the overall tone of the passage?
* What is Lincoln’s perspective? What are the other perspectives held regarding the subject of the speech and who has them?
 | Discussion: With a partner, discuss how the structure and diction of the speech contribute to its meaning. Record your answer in the summary section of your notes. | n/a | Exit Ticket: How did the exigence—the urgent need or situation—shape the arguments and rhetorical strategies used in the “Emancipation Proclamation”? Consider how the historical context influenced Lincoln’s tone, appeals, and call to action. |
|  | I can perform a rhetorical analysis on Lincoln’s “Emancipation Proclamation.”  |
| Thursday | *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp* | I am assessing my ability to conduct a rhetorical analysis using Civil War texts.  | Do Now: How do the skills we use for analyzing literature help us to better understand history? | Instruction: Assessment Protocols | n/a | n/a | Quiz: Civil War History and Emancipation Proclamation | Exit Ticket: Mark “true” or “false” for each statement. * Literature is a reflection of history.
* Literary works can serve as historical document.
* Literature is entertainment and is not a vehicle for social change.
* Literature shouldn’t be used to analyze events and people who lived through them.
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|  | I can earn a passing grade on a quiz about the rhetorical and literary strategies of Abraham Lincoln. |
| Friday | *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp* |  | Good Friday- No School |
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