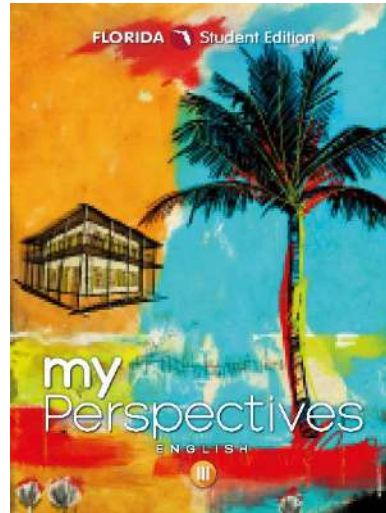


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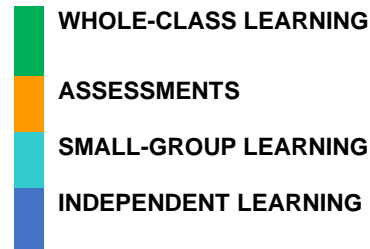
Unit 1 Planning Guide Grade 11

Standards 11.R.1.3 and 11.C1.2 are not covered in this unit. They will be taught in later units.

In case time is limited in this unit due to testing or other interruptions, these assignments can be eliminated: *from* The Interesting Narrative by Olaudah Equiano.

GRADE 11 | UNIT 1: **The American Story Begins**
ESSENTIAL QUESTION: ***What makes a nation?***
PERFORMANCE BASED ASSESSMENT: **Argumentative Essay**
NOTES:

INSTRUCTIONAL MODEL



Unit 1 Overview

In this unit, students will read many examples showing how the conflicting perspectives of these groups helped shape our nation.

Unit Goals

Students will be able to:

- Read texts that explore the meaning of American independence and nationhood, and develop their own perspective.
- Understand and use academic vocabulary related to arguments.
- Recognize and analyze elements of different genres, including speeches, historical writing, and myths.
- Read a selection of choice independently and make meaningful connections to other texts and ideas.
- Write a focused, structured, and coherent argumentative essay in response to a thematic question.
- Complete Timed Writing tasks with confidence.
- Collaborate, offer purposeful ideas and judgments, ask relevant and insightful questions, and communicate effectively.
- Prepare and deliver an effective speech.

Selections & Media

Mentor Text

- Totally Free? (1140L)

Whole-Class Learning

SE: Student Edition | TE: Teacher Edition | RP: Reteach and Practice

- Historical Perspectives: Focus Period 1750-1800: *A New Nation*
- Myth: *Hiawatha the Unifier*, edited by Richard Erdoes and Alfonso Ortiz (1080L)
- Foundational Document: *Declaration of Independence*, Thomas Jefferson (1390L)
- Speech: *Speech in the Virginia Convention*, Patrick Henry (980L)
- Media, Image Gallery: *The American Revolution: Political Imagery*
- Expository Nonfiction: [The Spirit of Laws, Montesquieu \(Common Lit Reading – 1120 L\)](#)

Peer-Group Learning

- Expository Nonfiction: *from America's Constitution: A Biography*, Akhil Reed Amar (1360L)
- Graphic Novel: *from The United States Constitution: A Graphic Adaptation*, Jonathan Hennessey and Aaron McConnell
- Autobiography: *from The Interesting Narrative of the Life ...*, Olaudah Equiano (1240L)
- Poetry Collection: *To His Excellency, General Washington • Old South Meeting House*, Olaudah Equiano • January Gill O'Neil (NP)
- Classical Speech: *Pericles' Funeral Oration*, Thucydides (1240L)

Independent Learning

- Speech: *Reflections on the Bicentennial of the United States Constitution*, Thurgood Marshall (1330L)
- Political Document: *from the Iroquois Constitution*, Dekanawidah, translated by Arthur C. Parker (1510)
- Essay: *A Quilt of a Country*, Anna Quindlen (1310L)
- Short Story: *The Devil and Tom Walker*, Washington Irving (1100L)
- Autobiography: *from Twelve Years a Slave*, Solomon Northup (1020L)
- Poetry: *Voyage • Englishmen's Footprints • Verses . . .* Carmen Tafolla • Cheryl Savageau • Anne Bradstreet (NP)

Performance-Based Assessment

Write an Argumentative Essay

Students will write an argumentative essay on the following topic:

What makes a nation?

Unit Reflection

Students will reflect on the unit goals, learning strategies, the text and Essential Question – What Makes a Nation?

SE: Student Edition | TE: Teacher Edition | RP: Reteach and Practice



Audio |



Video |











Downloadable / Printable Document |














Online Assessment |












EL Highlights

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
<p>UNIT INTRODUCTION</p> <p>SE pp 2-9</p>	<p>OVERVIEW Whole-Class Learning</p> <p>SELECTION Hiawatha the Unifier retold by Richard Erdoes and Alfonso Ortiz</p> <p>SE pp 10-23</p>	<p>SELECTION Hiawatha the Unifier retold by Richard Erdoes and Alfonso Ortiz</p> <p>SE pp 24-27</p>	<p>SELECTION Hiawatha the Unifier retold by Richard Erdoes and Alfonso Ortiz</p> <p>SE pp 28-29</p>	<p>SELECTION Declaration of Independence Thomas Jefferson</p> <p>SE pp 30-37</p>
<p>INTRODUCE</p> <p>Motivate and Engage Students engage in a discussion based on the following questions: “Why do we interpret language differently today than at the time of the Founding Fathers?”</p> <p>Watch the Video/Discuss It Students will watch the video “How to Start Your Own Country” and discuss the question:</p> <p><i>What components do you think have to be in place before a new country can be created?</i></p> <p> Watch the Video</p> <p>Table of Contents Preview Preview the selections in the unit and point out that students will respond to prompts:</p> <p>Whole-Class Learning <i>Are foundational writings fixed, unalterable texts or living documents that can change over time?</i></p> <p>Peer-Group Learning</p>	<p>WHOLE-CLASS LEARNING</p> <p>Essential Question <i>What makes a nation?</i></p> <p>Whole-Class Learning Strategies</p> <ul style="list-style-type: none"> • Listen actively • Clarify by asking questions • Monitor understanding • Interact and share ideas <p> Whole-Class Learning Strategies</p> <p>Table of Contents Preview Preview the selections in the unit and discuss how they relate to the EQ and unit topic.</p> <p>A NEW NATION</p> <p>Voices of the Period Students analyze word meaning and usage of the period.</p> <p>History of the Period Students read about causes and effects of the American Revolution and the beginnings of the nation.</p>	<p>ANALYZE AND INTERPRET</p> <p>Close Read Students will review the Close Read Model and complete the close read sections in the selection.</p> <p>Inquiry and Research Examine Sources Students locate three sources that offer information about Hiawatha or the formation of the Iroquois League.</p> <p>Literary/Text Elements Myth, Context, and Theme Students analyze culturally specific and universal themes.</p> <p> Exit Ticket: Myth, Context, and Theme</p> <p> Reteach and Practice: Myth, Context, and Theme (RP)</p> <p>STUDY LANGUAGE AND CRAFT</p> <p>Concept Vocabulary Students complete activities related to the Concept Vocabulary words: abode; confluence; harmony; assemble; council;</p>	<p>SHARE IDEAS</p> <p>Composition Literary Analysis Students write a literary analysis essay that explores the role of women and girls in the myth, and what this role suggests about Iroquois society.</p> <p>Research Research Plan Students create a one-page research plan on some aspect of Native American literature.</p> <p>SELECTION TEST</p> <p>  Selection Test: Hiawatha the Unifier</p>	<p>PREPARE TO READ</p> <p>Concept Vocabulary unalienable; constrains; tyranny; assent; acquiesce; rectitude</p> <p>Comprehension Strategy Evaluate Details</p> <p>READ</p> <p>Read the Selection</p> <p> Declaration of Independence: Selection Audio</p> <p> Declaration of Independence: Accessible Leveled Text</p> <p>MEDIA CONNECTION John F. Kennedy Reads the Declaration of Independence</p> <p>BUILD INSIGHT Students answer questions using text evidence to support answers.</p> <ul style="list-style-type: none"> • Response • Comprehension • Analysis • EQ Notes










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<p><i>How can people come to agreement when there is sharp dissent over basic issues?</i></p> <p>Performance-Based Assessment <i>What makes a nation?</i></p> <p>Unit Goals Students will deepen their understanding of independence and nationhood by reading, writing, speaking, listening, and presenting.</p> <p> Unit Goals Video</p> <p>Academic Vocabulary confirm; demonstrate; supplement; establish; conviction</p> <p> Home Connection Letter  Spanish Home Connection Letter  Unit 1 Answer Key</p> <p>Mentor Text Students will read “<i>Totally Free?</i>” They will then be able to participate in discussions about freedom.</p> <p>Word Network Students add new words to their Word Network as they read texts in the unit.</p> <p> Word Network</p> <p>Summary</p>	<p>Literature Selections Students preview the selections titles and compare and contrast ways they explore the idea of freedom.</p> <p>PREPARE TO READ</p> <p>Concept Vocabulary abode; confluence; harmony; assemble; council; deliverance</p> <p>Comprehension Strategy Make Predictions</p> <p>Read the Selection  Hiawatha the Unifier: Selection Audio  Hiawatha the Unifier: Accessible Leveled Text</p> <p>BUILD INSIGHT Students answer questions using text evidence to support answers.</p> <ul style="list-style-type: none"> • Response • Comprehension • Analysis and discussion • EQ Notes 	<p>deliverance</p> <p>Word Network Students add new words to their Word Network as they read texts in the unit.</p> <p>Word Study: Latin Prefix: com- or con- Students complete activities related to Latin Prefix: <i>com- or con-</i></p> <p> Exit Ticket: Latin Prefix: <i>com- or con-</i></p> <p> Reteach and Practice: Latin Prefix: <i>com- or con-</i> (RP)</p> <p>Author’s Craft Diction, Syntax, and Tone Students identify the effects of diction and syntax.</p> <p> Exit Ticket: Diction, Syntax, and Tone</p> <p> Reteach and Practice: Diction, Syntax, and Tone (RP)</p>		
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<p>Students write a summary of the Mentor Text.</p> <p>Icebreaker Students participate in an activity related to the unit theme.</p> <p>QuickWrite Students write a response to the QuickWrite prompt: <i>What makes a nation?</i></p> <p>EQ Notes Students add thoughts and observations about the reading</p>				
Florida's B.E.S.T. Standards				
11.V.1.1; 11.V.1.2; 11.R.3; K12.EE.4.1	K12.EE.1.1; K12.EE.2.1; K12.EE.3.1	11.R.1.1; 11.R.1.2; 11.V.1.2	11.C.1.3; 11.C.4.1	K12.EE.1.1; K12.EE.2.1; K12.EE.3.1

DAY 6	DAY 7	DAY 8	DAY 9	DAY 10
<p>SELECTION Declaration of Independence Thomas Jefferson</p> <p>SE pp 38-41</p>	<p>SELECTION Declaration of Independence Thomas Jefferson</p> <p>SE pp 42-43</p>	<p>SELECTION Speech in the Virginia Convention Patrick Henry</p> <p>SE pp 54-59</p>	<p>SELECTION Speech in the Virginia Convention Patrick Henry</p> <p>SE pp 60-63</p>	<p>SELECTION</p>
<p>ANALYZE AND INTERPRET</p> <p>Close Read Students will review the Close Read Model and complete the close read sections in the selection.</p> <p>Inquiry and Research Research and Extend Students develop questions for an informal inquiry about one of the lesser-known signers of the Declaration of Independence.</p> <p>Literary/Text Elements Rhetorical Appeals Students analyze types of appeals such as ethos, pathos, and logos.  Exit Ticket: Rhetorical Appeals  Reteach and Practice: Rhetorical Appeals (RP)</p> <p>STUDY LANGUAGE AND CRAFT</p> <p>Concept Vocabulary Students complete activities related to the Concept Vocabulary words:</p>	<p>SHARE IDEAS</p> <p>Composition Editorial Students write an editorial for a local or school newspaper in which you argue your side of an issue that affects your community or school.</p> <p>Speaking and Listening Class Discussion Students participate in a meaningful class discussion about John F. Kennedy's reading of the Declaration of Independence.  Exit Ticket: Class Discussion  Reteach and Practice: Class Discussion (RP)</p> <p>EQ Notes Students add thoughts and observations about the reading.  Selection Test: Declaration of Independence</p>	<p>PREPARE TO READ</p> <p>Concept Vocabulary arduous; anguish; subjugation; martial; formidable; vigilant</p> <p>Comprehension Strategy Monitor Comprehension</p> <p>READ</p> <p>Read the Selection  Speech in the Virginia Convention: Selection Audio  Speech in the Virginia Convention: Accessible Leveled Text</p> <p>BUILD INSIGHT Students answer questions using text evidence to support answers.</p> <ul style="list-style-type: none"> • Response • Comprehension • Analysis • EQ Notes 	<p>ANALYZE AND INTERPRET</p> <p>Close Read Students learn more about Henry's life by performing research.</p> <p>Inquiry and Research Analyze Reasoning Students conduct research to learn about three patterns of reasoning.</p> <p>Literary/Text Elements Development of Arguments Students analyze structural and rhetorical elements such as arguable claim, rhetorical devices, clear reasoning, and call to action.  Exit Ticket: Development of Arguments  Reteach and Practice: Development of Arguments (RP)</p> <p>STUDY LANGUAGE AND CRAFT</p> <p>Concept Vocabulary Students complete</p>	

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<p>unalienable; constrains; tyranny; assent; acquiesce; rectitude</p> <p>Word Network Students add new words to their Word Network as they read texts in the unit.</p> <p>Word Study: Latin Prefix: -rect- Students complete activities related to Latin Prefix: <i>-rect-</i></p> <p> Exit Ticket: Latin Prefix: <i>-rect-</i></p> <p> Reteach and Practice: Latin Prefix: <i>-rect-</i> (RP)</p> <p>Author's Craft Structure of an Argument Students analyze a sample argument structure.</p> <p> Exit Ticket: Structure of an Argument</p> <p> Reteach and Practice: Structure of an Argument (RP)</p>			<p>activities related to the Concept Vocabulary words: arduous; anguish; subjugation; martial; formidable; vigilant</p> <p>Word Network Students add new words to their Word Network as they read texts in the unit.</p> <p>Word Study: Words From Mythology Students complete activities related to Words From Mythology</p> <p> Exit Ticket: Words From Mythology</p> <p> Reteach and Practice: Words From Mythology (RP)</p> <p>Author's Craft Persuasive Appeals Students analyze appeals to logic, appeal to emotion, appeals to authority, and allusions</p> <p> Exit Ticket: Persuasive Appeals</p> <p> Reteach and Practice: Persuasive Appeals (RP)</p> <p> Selection Test: Speech in the Virginia Convention</p>	
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Florida's B.E.S.T. Standards				
11.C.4; 11.R.2.1; 11.R.3.4; 11.V.1.2; K12.EE.2.1	11.C.1; K12.EE.4.1; K12.EE.6.1	K12.EE.2.1; K12.EE.3.1	11.R.2.1; 11.R.3.3; 11.R.3.4; 11.V.1.2	

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Audio |



Video|









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Online Assessment |










EL Highlights













DAY 11	DAY 12	DAY 13	DAY 14	DAY 15
SELECTION The American Revolution: Political Imagery SE pp 66-71	SELECTION The American Revolution: Political Imagery SE pp 72-73	SELECTION The Spirit of Laws, Montesquieu (Common Lit)	SELECTION The Spirit of Laws, Montesquieu (Common Lit)	PERFORMANCE TASK: WRITING FOCUS Write an Argumentative Essay SE pp 74-77
PREPARE TO VIEW Media Vocabulary media messaging; bias; symbolism Comprehension Strategy Synthesize Information VIEW View the Selection  The American Revolution: Political Imagery: Selection Audio BUILD INSIGHT Students answer questions using text evidence to support answers. <ul style="list-style-type: none"> • Response • Comprehension • Analysis and Discussion • EQ Notes 	ANALYZE AND INTERPRET Close Review Students will review the Close Review Model and complete the close read sections in the selection.  Close-Review Guide: Media-Art/Photography LANGUAGE STUDY Media Vocabulary Students complete activities related to the Media Vocabulary words: media messaging; bias; symbolism SHARE IDEAS Speaking and Listening Political Infomercial Students create an imaginary political candidate who is campaigning for office, and develop a political infomercial to rally voter support for your candidate.	PREPARING TO READ Concept Vocabulary Servitude, despotic, dissent, vindicate Comprehension Strategy Monitor Comprehension READ Read the Selection  Audio available on CommonLit BUILD INSIGHT Students answer questions #1 - #7 using text evidence to support answers. <ul style="list-style-type: none"> • Response • Comprehension • Analysis • EQ Notes 	ANALYZE AND INTERPRET  Watch the video Essential Enlightenment: Montesquieu Literary/Text Elements Development of Arguments Students analyze structural and rhetorical elements such as arguable claim, rhetorical devices, clear reasoning, and call to action.  Exit Ticket: Question #8 in Common Lit Assessment Questions  Reteach and Practice: Development of Arguments (RP)	PERFORMANCE TASK Write an Argumentative Essay Students write an essay stating and defending a position on the following question: Are foundational writings fixed, unalterable texts or living documents that can change over time? PreWriting/Planning Students freewrite, discuss, fact check, and structure their argument.
Florida's B.E.S.T. Standards				
11.R.2.1; 11.R.3.3; K12.EE.2.1	11.C.2.1; 11.C.5.1	11.R.2.1; 11.R.2.4; 11.R.3.2; 11.R.3.3; 11.R.3.4	11.R.2.1; 11.R.2.4; 11.R.3.2; 11.R.3.3; 11.R.3.4	11.C.1; 11.C.1.5

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DAY 16	DAY 17	DAY 18	DAY 19	DAY 20
<p>PERFORMANCE TASK: WRITING FOCUS Write an Argumentative Essay</p> <p>SE pp 78-81</p>	<p>PERFORMANCE TASK: WRITING FOCUS Write an Argumentative Essay</p> <p>SE pp 82-85</p>	<p>PERFORMANCE TASK: WRITING FOCUS Write an Argumentative Essay</p> <p>SE pp 86-87</p>	<p>OVERVIEW Peer-Group Learning</p> <p>SELECTION <i>from America's Constitution: A Biography</i> Akhil Reed Amar</p> <p>SE pp 88-100</p>	<p>SELECTION <i>from America's Constitution: A Biography</i> Akhil Reed Amar</p> <p>SE pp 101-103</p>
<p>PERFORMANCE TASK</p> <p>Drafting Students organize and write a first draft.</p> <ul style="list-style-type: none"> • Read like a writer • Create coherence • Develop Research Questions • Focus Your Research • Evaluate Sources • Style Academic Citations 	<p>PERFORMANCE TASK</p> <p>Revising Students evaluate and revise draft using the revision guide for argument.</p> <ul style="list-style-type: none"> • Read like a writer • Take a closer look at your draft <p>Editing and Proofreading Students edit for conventions and proofread for accuracies.</p> <ul style="list-style-type: none"> • Read like a writer • Focus on sentences • Focus on Usage and Punctuation <p>Publishing and Presenting Students create a final version of their argument and share with class or school community.</p>	<p>TEST PRACTICE</p> <p>Timed Writing—60 minutes Argumentative Essay Students write an essay agreeing or disagreeing that a free and democratic society depends on a well-informed public.</p> <p>Students will have time to work on this essay in class and as homework.</p>	<p>PEER-GROUP LEARNING Essential Question <i>What makes a nation?</i></p> <p>Peer-Group Learning Strategies</p> <ul style="list-style-type: none"> • Prepare • Participate Fully • Support Others • Clarify <p> Peer-Group Learning Strategies</p> <p>Table of Contents Preview Preview the selections in the unit and discuss how they relate to the EQ and unit topic.</p> <p>Collaborate With Your Group</p> <ul style="list-style-type: none"> • Participate in a Discussion • Set Group Goals and Offer Purposeful Ideas • Create a Communication Plan <p>Make a Schedule Students make a schedule.</p> <p>Respond to the Texts</p> <ul style="list-style-type: none"> • Respond Thoughtfully • Use Text Evidence 	<p>ANALYZE AND INTERPRET</p> <p>Close Read Students will review the Close Read Model and complete the close read sections in the selection.</p> <p> Close Read Guide: Nonfiction</p> <p>LANGUAGE STUDY</p> <p>Concept Vocabulary Students complete activities related to the Concept Vocabulary words: enacted; flat; inaugurate</p> <p>Word Network Students add new words to their Word Network as they read texts in the unit.</p> <p>Word Study: Foreign Words Used in English Students complete activities relating to Foreign Words Used in English.</p> <p> Exit Ticket: Foreign Words Used in English</p> <p> Reteach and Practice: Foreign Words Used in English (RP)</p> <p>Literary / Text Elements</p>
















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			<ul style="list-style-type: none"> • Craft Original Commentary <p>PREPARE TO READ</p> <p>Concept Vocabulary enacted; flat; inaugurate</p> <p>Comprehension Strategy Summarize</p> <p>READ</p> <p>Read the Selection</p> <p> <i>from</i> America's Constitution: A Biography: Selection Audio</p> <p> <i>from</i> America's Constitution: A Biography: Accessible Levelled Text</p> <p>BUILD INSIGHT Students answer questions using text evidence to support answers.</p> <ul style="list-style-type: none"> • Response • Comprehension • Analysis and Discussion • EQ Notes 	<p>Characteristics and Structures of Informational Texts Students analyze types of evidence such as numerical data, historical details, pertinent examples, and direct quotations.</p> <p> Exit Ticket: Characteristics and Structures of Informational Texts</p> <p> Reteach and Practice: Characteristics and Structures of Informational Texts (RP)</p> <p>STUDY LANGUAGE AND CRAFT</p> <p>Author's Craft Rhetorical Devices Students analyze analogies.</p> <p> Author's Style: Rhetorical Devices</p> <p> Author's Style: Rhetorical Devices (RP)</p> <p> Selection Test: from America's Constitution: A Biography</p>
Florida's B.E.S.T. Standards				
11.C.3.1; 11.C.4; K12.EE.4.1; K12.EE.5.1	11.C.1.5; 11.C.3.1	11.C.1; 11.C.3.1	11.R.1.1; 11.R.3; 11.V.1.3; K12.EE.1.1; K12.EE.2.1; K12.EE.4.1	11.R.2.1; 11.V.1.2





DAY 21	DAY 22	DAY 23	DAY 24	DAY 25
<p>SELECTION from The United States Constitution: A Graphic Adaptation Jonathan Hennessey</p> <p>SE pp 104-110</p>	<p>SELECTION from The United States Constitution: A Graphic Adaptation Jonathan Hennessey</p> <p>SE pp 111-113</p>	<p>Optional Selection if Time to Permits from The Interesting Narrative of the Life of Olaudah Equiano Olaudah Equiano</p> <p>SE pp 114-119</p>	<p>Optional Selection if Time to Permits from The Interesting Narrative of the Life of Olaudah Equiano Olaudah Equiano</p> <p>SE pp 120-121</p>	<p>Optional Selection if Time to Permits from The Interesting Narrative of the Life of Olaudah Equiano Olaudah Equiano</p> <p>SE pp 122-123</p>
<p>PREPARE TO READ</p> <p>Media Vocabulary layout; speech balloon; caption</p> <p>Comprehension Strategy Evaluate Details to Understand Key Ideas</p> <p>READ</p> <p>Read the Selection  from The United States Constitution: A Graphic Adaptation: Selection Audio</p> <p>BUILD INSIGHT Students answer questions using text evidence to support answers.</p> <ul style="list-style-type: none"> • Response • Comprehension • Analysis and Discussion • EQ Notes 	<p>ANALYZE AND INTERPRET</p> <p>Close Read Students will review the Close Read Model and complete the close read sections in the selection.</p> <p> Close-Read Guide: Media-Art/Photography</p> <p>LANGUAGE STUDY</p> <p>Media Vocabulary Students complete activities related to the Media Vocabulary words: layout; speech balloon; caption</p> <p>COMPARE ACROSS GENRES</p> <p>Writing to Compare Argument Students write an argument in which you take a position about which text—the historical writing or the graphic adaptation—more effectively relates the history of the U.S. Constitution.</p>	<p>PREPARE TO READ</p> <p>Concept Vocabulary loathsome; wretched; dejected</p> <p>Comprehension Strategy Make Inferences</p> <p>READ</p> <p>Read the Selection  from The Interesting Narrative of the Life of Olaudah Equiano: Selection Audio  from The Interesting Narrative of the Life of Olaudah Equiano: Accessible Leveled Text</p> <p>BUILD INSIGHT Students answer questions using text evidence to support answers.</p> <ul style="list-style-type: none"> • Response • Comprehension • Analysis and Discussion • EQ Notes 	<p>ANALYZE AND INTERPRET</p> <p>Close Read Students will review the Close Read Model and complete the close read sections in the selection.</p> <p> Close Read Guide: Nonfiction</p> <p>LANGUAGE STUDY</p> <p>Concept Vocabulary Students complete activities related to the Concept Vocabulary words: loathsome; wretched; dejected</p> <p>Word Network Students add new words to their Word Network as they read texts in the unit.</p> <p>Word Study: Latin Root: -ject- Students complete activities relating to the Latin Root: -ject-  Exit Ticket: Latin Root: -ject-  Reteach and Practice: Latin Root: -ject- (RP)</p>	<p>STUDY LANGUAGE AND CRAFT</p> <p>Conventions and Style Subject-Verb Agreement Students analyze subject-verb agreement in simple and complex sentences.</p> <p> Author's Style: Subject-Verb Agreement  Author's Style: Subject-Verb Agreement (RP)</p> <p>SHARE IDEAS</p> <p>Composition Professional Correspondence Students compose a coherent piece of professional correspondence arguing in favor of the abolitionist cause.</p> <p> Reteach and Practice: Professional Correspondence (RP)</p> <p>EQ Notes Students add thoughts and observations about the reading.</p> <p>  Selection Test: from The Interesting Narrative of</p>

SE: Student Edition | TE: Teacher Edition | RP: Reteach and Practice












			<p>Literary / Text Elements Author's Purpose, Audience, and Message Students analyze literary elements such as Purpose, Audience, and Message in passages from the reading.</p> <p> Exit Ticket: Author's Purpose, Audience, and Message</p> <p> Reteach and Practice: Author's Purpose, Audience, and Message (RP)</p>	the Life of Olaudah Equiano
Florida's B.E.S.T. Standards				
11.R.2.1; K12.EE.2.1; K12.EE.4.1	11.C.1; 11.R.2.1; K12.EE.5.1	11.V.1.2; K12.EE.1.1; K12.EE.3.1; K12.EE.4.1	11.R.2; 11.R.2.1; 11.V.1.2	11.C.3.1; K12.EE.5.1

DAY 26	DAY 27	DAY 28	DAY 29	DAY 30
<p>SELECTION Poetry Collection</p> <p>SE pp 124-129</p>	<p>SELECTION Poetry Collection</p> <p>SE pp 130-131</p>	<p>SELECTION Poetry Collection</p> <p>SE pp 132-133</p>	<p>SELECTION Pericles' Funeral Oration Thucydides</p> <p>SE pp 134-145</p>	<p>SELECTION Pericles' Funeral Oration Thucydides</p> <p>SE pp 146-147</p>
<p>PREPARE TO READ</p> <p>Concept Vocabulary celestial; exalted; vaulted</p> <p>Comprehension Strategy Create Mental Images</p> <p>READ</p> <p>Read the Selection</p> <p> Poetry Collection: Selection Audio</p> <p> Poetry Collection: Accessible Leveled Text</p> <p>BUILD INSIGHT Students answer questions using text evidence to support answers.</p> <ul style="list-style-type: none"> • Response • Comprehension • Analysis and Discussion • EQ Notes 	<p>ANALYZE AND INTERPRET</p> <p>Close Read Students will review the Close Read Model and complete the close read sections in the selection.</p> <p> Close Read Guide: Poetry</p> <p>LANGUAGE STUDY</p> <p>Concept Vocabulary Students complete activities related to the Concept Vocabulary words: celestial; exalted; vaulted</p> <p>Word Network Students add new words to their Word Network as they read texts in the unit.</p> <p>Word Study: Multiple Meanings Students complete activities relating to Multiple Meanings</p> <p> Exit Ticket: Multiple Meanings</p> <p> Reteach and Practice: Multiple Meanings (RP)</p> <p>Literary / Text Elements Poetic Form: Types of Stanzas Students analyze structural elements such as stanzas,</p>	<p>STUDY LANGUAGE AND CRAFT</p> <p>Author's Craft Universal Themes Across Time Students state themes expressed by poems.</p> <p> Exit Ticket: Universal Themes Across Time</p> <p> Reteach and Practice: Universal Themes Across Time (RP)</p> <p>SHARE IDEAS</p> <p>Speaking and Listening Poetry Reading Students plan and deliver a poetry reading. Each group member will interpret and present one of these poems: "To His Excellency, General Washington" or "Old South Meeting House."</p> <p> Reteach and Practice: Poetry Reading (RP)</p> <p>EQ Notes Students add thoughts and observations about the reading.</p> <p>  Selection Test: Poetry Collection I</p>	<p>PREPARE TO READ</p> <p>Concept Vocabulary obscurity; oppressed; relinquish</p> <p>Comprehension Strategy Paraphrase</p> <p>READ</p> <p>Read the Selection</p> <p> Pericles' Funeral Oration: Selection Audio</p> <p> Pericles' Funeral Oration: Accessible Leveled Text</p> <p>BUILD INSIGHT Students answer questions using text evidence to support answers.</p> <ul style="list-style-type: none"> • Response • Comprehension • Analysis and Discussion • EQ Notes 	<p>ANALYZE AND INTERPRET</p> <p>Close Read Students will review the Close Read Model and complete the close read sections in the selection.</p> <p> Close Read Guide: Nonfiction</p> <p>LANGUAGE STUDY</p> <p>Concept Vocabulary Students complete activities related to the Concept Vocabulary words: obscurity; oppressed; relinquish</p> <p>Word Network Students add new words to their Word Network as they read texts in the unit.</p> <p>Word Study: Related Latin Roots -linqu- and -lict- Students complete activities relating to the related Latin Roots -linqu- and -lict-</p> <p> Exit Ticket: Related Latin Roots -linqu- and -lict-</p> <p> Reteach and Practice: Related Latin Roots -linqu- and -lict- (RP)</p> <p>Literary / Text Elements Central Idea: Purpose and</p>

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	<p>couplets, and tercet.</p> <p> Exit Ticket: Poetic Form: Types of Stanzas</p> <p> Reteach and Practice: Poetic Form: Types of Stanzas (RP)</p>			<p>Audience Students analyze selections for primary or secondary sources.</p> <p> Exit Ticket: Central Idea: Purpose and Audience</p> <p> Reteach and Practice: Central Idea: Purpose and Audience (RP)</p>
Florida's B.E.S.T. Standards				
11.V.1.3; K12.EE.1.1; K12.EE.2.1; K12.EE.3.1; K12.EE.4.1	11.R.1.1; 11.V.1.3	11.R.1.2; 11.R.1.4; K12.EE.6.1	11.R.3.2; 11.V.1.3; K12.EE.1.1; K12.EE.4.1	11.R.2.1; 11.R.2.2; 11.R.2.3; 11.V.1.2

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DAY 26	DAY 27	DAY 28	DAY 29	DAY 30
<p>SELECTION Pericles' Funeral Oration Thucydides</p> <p>SE pp 148-149</p>	<p>PERFORMANCE TASK: Deliver an Inspirational Speech</p> <p>SE pp 150-151</p>	<p>INTRODUCE INDEPENDENT LEARNING</p> <p>SE pp 152-153</p>	<p>INDEPENDENT LEARNING</p> <p>SE pp 154-155</p>	<p>PERFORMANCE-BASED ASSESSMENT Argumentative Essay</p> <p>SE p 156</p>
<p>STUDY LANGUAGE AND CRAFT</p> <p>Author's Craft Author's Choices: Structure Students examine common organizational structures.</p> <p> Exit Ticket: Author's Choices: Structure</p> <p> Reteach and Practice: Author's Choices: Structure (RP)</p> <p>SHARE IDEAS</p> <p>Speaking and Listening Speech Students paraphrase and deliver a section of Pericles' speech.</p> <p> Reteach and Practice: Speech (RP)</p> <p>EQ Notes Students add thoughts and observations about the reading.</p> <p>  Selection Test: Pericles' Funeral Oration</p>	<p>PERFORMANCE TASK</p> <p>Deliver an Inspirational Speech Write and deliver an inspirational speech in which you respond to the following question: How can people come to agreement when there is sharp dissent over basic issues?</p> <p>Plan and Gather Details Students brainstorm and develop a message.</p> <p>Organize and Draft Students outline and draft, revise and rehearse, and present the speech.</p> <p>Critique and Evaluate Students present as a group and take notes to help evaluate speeches.</p> <p>**Students can use Flipgrid to record their inspirational speeches outside of class and share with the teacher.</p>	<p>Essential Question <i>What makes a nation?</i></p> <p>Independent Learning Strategies</p> <ul style="list-style-type: none"> • Create a Schedule • Practice what you have learned • Take Notes <p> Independent Learning Strategies</p> <p>Table of Contents Preview Preview the selections in the unit and discuss how they relate to the EQ and unit topic.</p> <p>  Contents</p>	<p>Close-Read Guide</p> <p>Students use the guide to record close-read ideas from the texts.</p> <p>Share Your Independent Learning</p> <ul style="list-style-type: none"> • Prepare to share • Learn from your classmates • Reflect 	<p>PERFORMANCE-BASED ASSESSMENT</p> <p>Argumentative Essay Students will complete their argumentative essays</p> <p>Reflect on the Unit Review and Evaluate Evidence Students review EQ notes and QuickWrites from the unit and note where their positions may have changed.</p> <p> Reflect on the Unit</p> <p>  Unit 1 Test</p>

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Florida's B.E.S.T. Standards				
11.R.2.1; 11.R.2.3; 11.R.3.2; K12.EE.6.1	11.C.2.1; K12.EE.6.1	11.R.2.1; K12.EE.2.1	K12.EE.1.1; K12.EE.2.1; K12.EE.4.1	11.C.1; 11.V.1.1

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Audio |



Video |





Downloadable / Printable Document |



Online Assessment |



EL Highlights

DAY 30	DAY 31
PERFORMANCE-BASED ASSESSMENT Argumentative Essay SE pp 157-158	UNIT REFLECTION SE p 159
PERFORMANCE-BASED ASSESSMENT Share Your Perspective Students use the checklist to help stay on track while writing the first draft of the argument. English Students answer revision questions from a short quiz.	UNIT REFLECTION Reflect on the Unit Goals Students review unit goals and complete an activity. Students reflect on the following: <ul style="list-style-type: none"> • Unit goals • The Texts • The Essential Question  Reflect on the Unit  Unit 1 Test
Florida's B.E.S.T. Standards	
11.C.1; 11.V.1.1	11.C.3.1

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