

**UNIT OVERVIEW**

STAGE ONE: Identify Desired Results		
Established Goals/Standards	Long-Term Transfer Goal	
	<p><i>At the end of this unit, students will use what they have learned to independently...</i></p> <ul style="list-style-type: none"> <li>• Read analytically at the literal and inferential level and think purposefully to determine and construct arguments, claims, and evidence</li> <li>• Develop habits of writing, reading, and oral discussion to be tenacious in pursuing personal goals as well as solving problems, making decisions, and taking action.</li> <li>• Read and comprehend complex literary and informational texts and analyze how and why authors develop individuals, events, and ideas over the course of texts to better understand the world.</li> <li>• Articulate my point of view comfortably, clearly and coherently in a variety of modes suitable to the task, purpose, and audience, including advocating for myself and others.</li> </ul>	
	Meaning	
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<b>STAGE TWO: Determine Acceptable Evidence</b>	
	Assessment Evidence
<ul style="list-style-type: none"> <li>Assessments should be accurately paragraphed and include an introductory statement, well-organized ideas supported by the most significant and relevant evidence, and a concluding statement. Paragraphs should be organized to support a central claim. Students should use appropriate and varied transitions and syntax to clarify relationships among complex ideas, and manage the complexity of the topic by using precise language, domain-specific vocabulary, proper grammar, capitalization, punctuation, and spelling in their responses to establish a formal style and an objective tone.</li> </ul>	<p><b>Performance Task focused on Transfer:</b></p> <p>In this two-day performance task, students will develop and present a claim about how a new text relates to at least two of the texts they have analyzed in this module. This assessment provides students with the opportunity to practice the speaking and listening skills they have developed throughout this module as they demonstrate their learning by presenting their claim to a small group and then engaging in an evidence-based, student-facilitated, small-group discussion.</p>
	<p><b>Other Assessment Evidence:</b> Formative: (Quick Writes, Exit Tickets, Conferences, Self-Assessment, etc.)</p> <p>In addition, students will have the opportunity to complete independently on the following prompts:</p> <p><b>Common Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>M2: U1—MUA—<i>Text Analysis—Multi-Paragraph Response</i>: Identify a central idea in a NF text. Analyze how the author uses figurative language or rhetoric to develop this central idea.</li> <li>M2: U1—EUA—<i>Text Analysis—Multi-Paragraph Response</i>: Analyze how each author uses rhetoric to advance his point of view, and consider how each author’s use of rhetoric contributes to the power or persuasiveness of the texts.</li> </ul> <p><a href="#">Click here to enter text.</a></p>

T, M, A (Code for Transfer, Meaning Making and Acquisition)	<b>STAGE THREE: Plan Learning Experiences</b>	
	<p><b>Learning Events:</b></p> <p>In this module, students read, discuss, and analyze literary and informational texts, focusing on how authors use word choice and rhetoric to develop ideas and advance their points of view and purposes. The texts in this module represent varied voices, experiences, and perspectives, but are united by their shared exploration of the effects of prejudice and oppression on identity construction. Each of the module texts is a complex work with multiple central ideas and claims that complement the central ideas and claims of other texts in the module. All four module texts offer rich opportunities to analyze authorial engagement with past and present struggles against oppression, as well as how an author’s rhetoric or word choices strengthen the power and persuasiveness of the text.</p> <p>This module builds upon key protocols and routines for reading, writing, and discussion established and developed in Module 11.1. Although these protocols are introduced in the ninth and tenth grade modules and spiral through the first eleventh grade module of this curriculum, this module provides sufficient support for teachers who are implementing these routines for the first time.</p> <p>Module 11.2 is comprised of two units referred to as Unit 11.2.1 and Unit 11.2.2. In Unit 11.2.1, students analyze “Of Our Spiritual Strivings,” the first chapter of W.E.B. Du Bois’s <i>The Souls of Black Folk</i>, followed by Booker T. Washington’s “Atlanta Compromise Speech.” Student analysis focuses on how each author uses rhetoric to strengthen and develop his argument about the role of African Americans in post-Emancipation America. Read side by side, these texts offer students the opportunities to analyze the diverse ways in which rhetorical strategies contribute to persuasive writing, and to strengthen their own informative/explanatory writing skills as they consider how Washington and Du Bois develop strong arguments.</p> <p>In Unit 11.2.2, students broaden their exploration of struggles against oppression in America to include issues of gender and sexism. Students read and analyze “An Address by Elizabeth Cady Stanton,” a foundational speech in the women’s rights movement, in which Cady Stanton argues for women’s right to vote. Student analysis focuses on determining Cady Stanton’s point of view and purpose, and analyzing how her style and content contribute to the power and persuasiveness of the text. Students conclude this module with an analysis of the role of imagery and figurative language in Audre Lorde’s contemporary poem, “From the House of Yemanjá.” Although a departure in form from the other module texts, Lorde’s exploration of how a daughter’s identity is influenced by her complex relationship with her mother forms an intersection between the complex dynamics of race and gender that pervade the nuanced arguments in this module.</p> <p>In the End-of-Unit Assessment for 11.2.2, students are given the opportunity to place the module texts in conversation with each other, as they compare the approaches of two authors of their choosing in developing a similar or related central idea. The assessments</p>	<p><b>Evidence of learning:</b> <i>(formative assessment)</i></p> <ul style="list-style-type: none"> <li>● Text annotations to support comprehension and analysis</li> <li>● Productive, evidence-based discussions about texts</li> <li>● Graphic Organizers</li> <li>● Conferences</li> <li>● Quick Writes</li> <li>● Exit Tickets</li> </ul>

Subject: ELA Grade: 11 Unit #1: NYS Module 2 (2.1 and 2.2)

Title: Defending Point of View in Nonfiction Text

throughout this module scaffold to the Module Performance Assessment, in which students develop and present a claim about how a new text, Sherman Alexie's poem "How to Write the Great American Indian Novel," relates to at least two of the texts they have analyzed in this module.

**(See daily lesson plan grid for specific plans)**