***Collections* Grade 11 Second Quarter**

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| **Collection 2: Building a Democracy****Collection 2 Academic Vocabulary:** *contrary, founder, ideological, publication, revolution* | **Primary CCSS in Collection 2:** RL 1, RL 5, RL 6, RL 9, RL 10, RI 1, RI 3, RI 4, RI 5, RI 6, RI 7, RI 8, RI 9, RI 10W 2, W 2a, W 2b, W 4, W 5, W 7, W 8, W 9, W 9a, W 9b, W 10SL 1, SL 1c, SL 1b, SL 4, SL 5, SL 6L 2a, L 3a, L 4c, L 4d, L 5b, L 6 |

| **Timeline** | **Selection / Feature Title**  | **Key Learning Objective**  | **Suggested Formative Assessments**  | **Vocabulary/Language Conventions** |
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| 5 days | ***Performance Assessment***Grade 11Unit 1Steps 1 and 2 only | Write an argumentative essay.Cite and discuss evidence to support a claim. Acknowledge opposing view and refute with evidence. W.2 | Should people be prosecuted for online piracy?Unit 1, Step 2 | claimcounterclaimrefute |
| 10 days | **ANCHOR TEXT**Public Document*The Declaration of Independence*by Thomas JeffersonPage 111 TE | Analyze features of a foundational U.S. document. RI 5, RI 9Theme and Rhetorical Features RI 9 | Selection TestPage 118, #6The list of complaints makes up the largest part of the document’s structure, or pattern of organization. What does its structure contribute to Jefferson’s argument? How does it reinforce his main idea? | established, affected, invested, abdicatedDomain-Specific Words L4c, L 6Parallel Structure RI 9, L 3a |
| **ANCHOR TEXT**Public Documentfrom *The United States Constitution: Preamble and Bill of Rights*page 121 TE | Selection TestPage 126, #7How is the Bill of Rights structured? How effective is this structure in achieving the purpose of the document?Page 128, #2What is an overall theme about the U.S. government that is communicated by these documents? | posterity, infringed, prescribed, imposedFormal and Informal Style L 3a |
| **CLOSE READER**Public DocumentFrom *The United States Constitution*Page 128 TE | Student Close Reader page 26Analyze how the authors structured this part of the Constitution. How does this part of the Constitution uphold the principles of a representative democracy, a separation of powers, and a system of checks and balances?  | Formal and Informal Style L 3a |
| 4 days | ARGUMENTArgument*The Federalist No. 10*by James Madisonpage 129 TE | Analyze language. RI 1, RI 4, RI 8Evaluate Seminal Texts: Purpose and Premises of an Argument RI 8 | Selection TestPage 138, #5Identify three additional premises that Madison uses to support his claim that “the causes of faction cannot be removed” (lines 125-126). The premises may be stated or implied. How effectively do these general principles support the claim?Student Close Reader page 28Summarize the purpose and premises of Hall’s argument.  | faction, aggregate, reciprocal, latent, apportionment, efficacy, comprised, pervadeEvaluating Nuances in Meaning L 5b Transitions L 3aHyphenation L 2a |
| 2 days | **CLOSE READER**Public Document *Petition to the Massachusetts General Assembly*By Prince HallPage 140 TE |

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| 4 days | **HISTORY ARTICLE**“Thomas Jefferson: The Best of Enemies”by Ron Chernowpage 143 TE | Analyze Ideas and Events: Sequence RI 3Analyze Structure: Comparison and Contrast RI 5 | Selection TestPage 148, #2What event sparked the beginning of the conflict between Hamilton and Jefferson? What was the sequence of events that caused the feud to worsen?Page 148, #8How does Chernow’s point-by-point comparison of these two enemies add to the strength of his concluding paragraph? | tepid, copious, cardinal, rudiments, façade, anomalousConsulting General and Specialized Reference Works L 4c, L 4dHyphenation L 2a |
| **Timeline** | **Selection / Feature Title**  | **Key Learning Objective**  | **Suggested Formative Assessments**  | **Vocabulary/Language Conventions** |
| 3 days | **CLOSE READER**Article“Abigail Adams’ Last Act of Defiance”by Woody Holtonpage 150C | Determine central ideas. | Page 34 Student *Close Reader*Short ResponseWhat problem did Adams confront and what was her solution?  | none  |
| 5 days | **POETRY**“To the Right Honourable William, Earl of Dartmouth; On Being Brought from Africa to America”Poems by Phillis Wheatley“On the Emigration to America and Peopling the Western Country” by Philip Freneaupage 151 TE | Analyze and compare topics and themes in poems. RL.1.2Analyze language RL 2.4 and 2.5 | Selection TestPage 158, #2How do Wheatley and Freneau treat themes about being redeemed or saved by coming to America? Compare and contrast how each poem defines or imagines this redemption.Page 158, #7How is the topic of slavery or oppression treated in each of the three poems? How does each poet’s personal experiences or political opinions shape their view of slavery or oppression? | none |
| 5 days | SHORT STORY“A Soldier for the Crown”by Charles Johnsonpage 159 TE | Analyze structure: suspense and ambiguity. RL 1, RL 5, RL 6Analyze point of view: second person. RL 1, RL 6 | Selection TestPage 165, #4What effect does the use of second person point of view have on the scene in lines 60-74? What idea is the author able to communicate by using this point of view? | capacity, belatedly , unalienable, elusivePoint of View L 3a, W 5 |
| 5 days | **End-of-Collection Assessments:**Collection 2 Performance Task: Write an informative essay. Collections 2 Unit Test: Building a Democracy |

NOTE: Teachers should work together at each school site in making decisions regarding adjustments in pacing, exclusion of selections within a collection, and novel study.