***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 10  W 2, W 2a, W 2b, W 4, W 5, W 7, W 8, W 9, W 9a, W 9b, W 10  SL 1, SL 1c, SL 1b, SL 4, SL 5, SL 6  L 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 11  Unit 1  Steps 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 | claim  counterclaim  refute |
| 10 days | **ANCHOR TEXT**  Public Document  *The Declaration of Independence*  by Thomas Jefferson  Page 111 TE | Analyze features of a foundational U.S. document. RI 5, RI 9  Theme and Rhetorical Features RI 9 | Selection Test  Page 118, #6  The 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, abdicated  Domain-Specific Words L4c, L 6  Parallel Structure RI 9, L 3a |
| **ANCHOR TEXT**  Public Document  from *The United States Constitution: Preamble and Bill of Rights*  page 121 TE | Selection Test  Page 126, #7  How is the Bill of Rights structured? How effective is this structure in achieving the purpose of the document?  Page 128, #2  What is an overall theme about the U.S. government that is communicated by these documents? | posterity, infringed, prescribed, imposed  Formal and Informal Style L 3a |
| **CLOSE READER**  Public Document  From *The United States Constitution*  Page 128 TE | Student Close Reader page 26  Analyze 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 | ARGUMENT  Argument  *The Federalist No. 10*  by James Madison  page 129 TE | Analyze language. RI 1, RI 4, RI 8  Evaluate Seminal Texts: Purpose and Premises of an Argument RI 8 | Selection Test  Page 138, #5  Identify 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 28  Summarize the purpose and premises of Hall’s argument. | faction, aggregate, reciprocal, latent, apportionment, efficacy, comprised, pervade  Evaluating Nuances in Meaning L 5b  Transitions L 3a  Hyphenation L 2a |
| 2 days | **CLOSE READER**  Public Document  *Petition to the Massachusetts General Assembly*  By Prince Hall  Page 140 TE |

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| 4 days | **HISTORY ARTICLE**  “Thomas Jefferson: The Best of Enemies”  by Ron Chernow  page 143 TE | Analyze Ideas and Events: Sequence RI 3  Analyze Structure: Comparison and Contrast RI 5 | Selection Test  Page 148, #2  What 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, #8  How does Chernow’s point-by-point comparison of these two enemies add to the strength of his concluding paragraph? | tepid, copious, cardinal, rudiments, façade, anomalous  Consulting General and Specialized Reference Works L 4c, L 4d  Hyphenation L 2a |
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| 3 days | **CLOSE READER**  Article  “Abigail Adams’ Last Act of Defiance”  by Woody Holton  page 150C | Determine central ideas. | Page 34 Student *Close Reader*  Short Response  What 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 Freneau  page 151 TE | Analyze and compare topics and themes in poems. RL.1.2  Analyze language RL 2.4 and 2.5 | Selection Test  Page 158, #2  How 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, #7  How 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 Johnson  page 159 TE | Analyze structure: suspense and ambiguity. RL 1, RL 5, RL 6  Analyze point of view: second person. RL 1, RL 6 | Selection Test  Page 165, #4  What 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, elusive  Point 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.