***Collections* Grade 9 Second Quarter**

|  |  |
| --- | --- |
| **Collection 2: The Struggle for Freedom**    **Collection 2 Academic Vocabulary:** *decline, enable, impose, integrate, reveal* | **Primary CCSS covered in Collection 2:**  RL 1, RL 5, RL 6, RI 3, RI 4, RI 5, RI 6, RI 7, RI 9  W 1a–e, W 2, W 2b, W 3, W 4, W 5, W 6, W 7, W 8, W 9, W 9a–b  SL 4  L 1, L 1a, L 2a–b, L 3, L 4, L 4b, L 4c, L 4d, L 5b, L 6 |

| **Timeline** | **Selection / Feature Title** | **Key Learning Objective** | **Suggested Formative Assessments** | **Vocabulary/Language Conventions** |
| --- | --- | --- | --- | --- |
| 5 days | **ANCHOR TEXT**  Speech  “I Have a Dream”  by Martin Luther King Jr.  page 47 TE | Analyze author’s use of rhetoric.  RI 6  Analyze seminal U.S. documents.  RI 9 | Selection Test  Page 53, #2  How does King structure or organize his speech? Explain how each section integrates his ideas and advances his argument. | default, desolate, degenerate, inextricably, redemptive  Repetition and Parallelism  RI 4, L 1a |
| 5 days | **ANCHOR TEXT**  History Writing  from *Nobody Turn Me Around: A History of the 1963 March on Washington*  by Charles Euchner  page 55 TE  Vide*o*  *AMERICA The Story of Us: March on Washington*  Page 55 TE | Analyze connections between ideas and events.  Analyze accounts in different mediums.  Analyze impact of word choice. | Selection Test  Page 69, #1  Briefly describe the text structure Euchner uses in his account. How does he organize the text so that each idea is connected and developed? Cite specific examples to support your response.  Page 72, #1  Describe how the video presents the March on Washington. How does it differ from the history text’s account? Cite specific examples from the video and text. | none |
| 4 days | **CLOSE READER**  Speech  “A Eulogy for Dr. Martin Luther King, Jr.” by Robert F. Kennedy  page 72 TE | Analyze how an author uses rhetoric to advance his or her purpose. | Student Close Reader page 28  Short Response: How does Kennedy’s use of rhetoric advance his argument? How does his use of parallelism help speak to a racially divided audience? | none |
| **Timeline** | **Selection / Feature Title** | **Key Learning Objective** | **Suggested Formative Assessments** | **Vocabulary/Language Conventions** |
| 5 days | *Performance Assessment*  Unit 1: Writing an Argument  Steps 1 and 2 only | Write an argumentative essay.  Cite and discuss evidence to support a claim.  Acknowledge opposing view and refute with evidence. | Unit 1, Step 2  Is reaching consensus always a good idea, or  are there times when it is better to disagree?  (DO NOT USE STEP 3) | Claim  Counterclaim  Refute |
| 5 days | DIARY  from *Cairo: My City, Our Revolution*  by Ahdaf Soueif  page 73 | Analyze how an author unfolds events in a diary.  Analyze the impact of word choice on tone. | Page 77 - **Analyze Ideas and Events**  The author uses past and present events to tell her story. How does her choice and order of events affect the reader’s understanding of the text?  Page 78, #4  Once Soueif and her nieces join the protest, there is a distinct shift in the tone. Describe this change, citing specific examples of language that contribute to the tone. | opaque, reclaim, prism, intermittent, momentous  Reference Sources  L 4c, L 4d, L 6  Noun Phrases  L1b |
| 5 days | **COMPARE TEXT AND MEDIA**  Memoir  from *Reading Lolita in Tehran*  by Azar Nafisi  page 81 TE  Graphic Novel  from *Persepolis 2: The Story of a Return*  by Marjane Satrapi  page 84 TE | Determine author’s point of view.  RI 6  Analyze accounts in different mediums.  RI 7 | Selection Test  Page 86, #2  How is the rhetoric that both authors use effective in conveying their points of view? Explain with evidence from the texts.  Page 86, #7  What ideas are emphasized in both the text and the graphic novel? Explain how the graphic novel and text together enable readers to have a more complete understanding of the problems women face in Iran? | [Lolita] segregate, allocate, irrelevant, convert  Denotations and Connotations  L 4, L 5b  Rhetorical Questions  L3 |
| **Timeline** | **Selection / Feature Title** | **Key Learning Objective** | **Suggested Formative Assessments** | **Vocabulary/Language Conventions** |
| 5 days | **SHORT STORY**  “The Censors”  by Luisa Valenzuela  page 89 TE | Analyze point of view: cultural background.  RL 6  Analyze author’s choices.  RL 5 | Selection Test  Page 94, #6  Why does Juan censor his own letter “without regret”? How is his final action as a censor an example of irony? How does this ending illustrate Valenzuela’s point of view about the political situation in Argentina? | staidness, negligence, subversive  Suffixes That Form Nouns  L 4b  Rhetorical Questions  L 3 |
| 4 days | **CLOSE READER**  Short Story  “The Prisoner Who Wore Glasses”  by Bessie Head  page 96 TE | Analyze point of view: cultural background.  RL 6 | Page 36 Student *Close Reader*  Short Response  Head’s writing has been described as “having the dimensions of a parable”—a short, simple story illustrating a moral or spiritual truth. What simple truth does Head illustrate in “The Prisoner Who Wore Glasses”? Why is it particularly meaningful given her cultural point of view?” | Colons and Semicolons  L 2a–b |
| October 13 – 17 | **End-of-Collection Assessments:**  Collection 2 Performance Task: Write an Argument W 1a–e, W 4, W 5, W 9a–b  Collections 2 Unit Test: The Struggle for Freedom | | | |

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