

Englewood Public Schools

English Language Arts

Grade 9 – College Prep

Third Marking Period

Unit 3: Revolutionary Literature

Overview: In this unit students will study the American Revolution through primary sources, including foundational and seminal documents, as well as secondary sources. Students will learn about the idea and key individuals of the Revolution and their impact on the time period. Students will also build their argumentative writing and presentation skills.

Time Frame: 35-45 Days

Enduring Understandings

Revolutionary Literature ushered in a new era of thinking, such as the separation of church and state.

Literature is a product of its time.

Literary works as an influence on history.

Persuasion is often used in political documents to sway and audience.

Essential Questions

How and why were citizens of the Revolutionary Era different from those who came before them?

How were the writings of the Revolutionary Era different from those that came previously?

How did new ways of thinking influence the writings and events of this era?

Standards	Topics and Objectives	Activities	Resources	Assessments
W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Topics American Revolution Types of Sources and Documents	Students will view a video and then discuss their understanding of the American Revolution. (CRP4) <ul style="list-style-type: none"> https://freeology.com/grap-hicorgs/note-taking-organizer/ 	Video: “It’s Too Late to Apologize: A Declaration with Lyrics” https://youtu.be/A_56cZGRMx4 Companion Texts: <i>Scholastic</i> magazine	Formative Assessments: <ul style="list-style-type: none"> Do Nows Journals Exit Tickets Summative Assessment: Students will write a Research Simulation Task (RST) to gain a baseline of their ability to integrate sources and to write an argumentative essay.
W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations)	Twenty-First Century Themes and Skills include: <ul style="list-style-type: none"> The Four C’s Civic Literacy Global Awareness 	Students will participate in a role-playing exercise to get a firsthand understanding of “Taxation Without	“Introduction to the Revolutionary War”	

<p>for writing types are defined in standards 1–3 above.)</p> <p>W.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.</p> <p>W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p>Objectives</p> <p>Students will identify their existing knowledge of the American Revolution.</p> <p>Students will identify different types of literary sources (primary, secondary, tertiary sources, as well as foundational and seminal documents).</p>	<p>Representation” (CRP4, 9.3.12.ED.2, 6.1.12.A.2.a, CRP8)</p> <p>Students will conduct research and identify the difference between primary sources, secondary sources, tertiary sources, as well as seminal and foundational documents. (CRP4, CRP7, CRP11)</p> <p>Students read about encryption techniques used during the Revolutionary War. Then in pairs students try each of the three techniques identified in the article. Lastly, pairs share their codes and attempt to decipher the messages. (CRP4, CRP6, CRP8)</p> <ul style="list-style-type: none"> • http://www.mountvernon.org/george-washington/the-revolutionary-war/spying-and-espionage/spy-techniques-of-the-revolutionary-war/ 	<p>https://www.readworks.org/article/Colonization-and-Revolutionary-War-Introduction-to-the-Revolutionary-War/8e6ce4b0-a08b-45b0-85f5-839a7957faca</p>	<p><u>Benchmark Assessment:</u> Common Formative Assessment</p> <p><u>Alternative Assessments:</u> Students will complete and share a KWL chart about the American Revolution.</p> <p>Students will role play taxation without representation and discuss in small groups.</p>
<p>RI.9-10.1 Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p>RI.9-10.2. Determine a central idea of a text and analyze how</p>	<p>Topics</p> <p>Thomas Paine</p> <p>American Revolution and Identify</p> <p>Twenty-First Century Themes and Skills include:</p> <ul style="list-style-type: none"> • The Four C’s • Civic Literacy • Global Awareness • Financial Literacy 	<p>Students read excerpts of “Common Sense” and respond to text-dependent questions. (CRP4)</p>	<p><u>Text:</u> <i>Common Sense</i> by Thomas Paine</p> <p><u>Companion Texts:</u> <i>Scholastic</i> magazine</p> <p>"Common Sense": The Rhetoric of Popular Democracy http://edsitement.neh.gov/lesson-plan/common-sense-</p>	<p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> • Do Nows • Journals • Exit Tickets <p><u>Summative Assessment:</u> Students will be evaluated on their understanding of Thomas Paine’s ideas as articulated in <i>Common Sense</i>.</p> <p><u>Alternative Assessments:</u></p>

it is developed and refined by specific details; provide an objective summary of the text.

RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

RI.9-10.5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the

Objectives

Students will gain an understanding of Revolutionary Era ideology.

Students will be able to identify the relationship of Revolutionary thinking to the American identity.

Topics

Declaration of Independence
Twenty-First Century Themes and Skills include:

- The Four C's
- Civic Literacy
- Global Awareness

Objectives

Students will understand that great writers employ the writer's process in order to construct their final draft.

Students will understand that the Declaration of Independence evolved in terms of concepts and the quality of writing.

Topics

Women of the American Revolution
Twenty-First Century Themes and Skills include:

Students will compare a draft version and the final copy of the Declaration to understand the evolution of its ideas and the quality of the writing.
(CRP8M 6.1.12.A.2.a)

- http://www.readwritethink.org/files/resources/lesson_images/lesson378/venn.pdf

rhetic-popular-democracy#sect-activities

Primary Sources:

The Final Text of the Declaration of Independence July 4, 1776
<http://www.let.rug.nl/usa/documents/1776-1785/the-final-text-of-the-declaration-of-independence-july-4-1776.php>

Companion Texts:

Scholastic magazine

"The Declaration of Independence and Its Legacy"
<https://newsela.com/read/lib-ushistory-declaration-independence-legacy>

Companion Texts:

Scholastic magazine

Daughters of Liberty: Women of the American Revolution"
<http://embracingdestinyblog.com/2015/07/daughters-of->

EdSitement Activity One: "American Independence"

EdSitement Activity Two: "Attacking Hereditary Monarchy"

Students will engage in a group discussion about the author's purpose for writing "Common Sense"

Formative Assessments:

- Do Nows
- Journals
- Exit Tickets

Summative Assessment:

Students will be evaluated on their ability to analyze the Declaration of Independence drafts and final copies.

Alternative Assessments:

Students will engage in group discussion of the differences between the two drafts of the Declaration of Independence.

Students will discuss the need for change in writing.

Formative Assessments:

- Do Nows
- Journals
- Exit Tickets

Summative Assessment:

<p>credibility and accuracy of each source.</p> <p>SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</p> <p>SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.</p> <p>SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.</p>	<ul style="list-style-type: none"> • The Four C's • Civic Literacy • Global Awareness <p>Objectives</p> <p>Students will conduct research and present their findings.</p> <p>Students will expand their understanding of women's roles in the American Revolution.</p>	<p>(9.3.12.ED.2, 6.1.12.D.2.a, 8.1.12.A.2, CRP7, CRP11)</p> <ul style="list-style-type: none"> • http://ontheweb.rozlinder.com/wp-content/uploads/2013/06/RI1-021.jpg 	<p>liberty-women-of-the-american-revolution.html</p> <p>"Women in the American Revolution"</p> <p>http://score.rims.k12.ca.us/score_lessons/women_american_revolution/</p> <p>"10 Amazing Women of the American Revolution"</p> <p>https://allthingsliberty.com/2013/10/10-amazing-women-revolutionary-war/</p> <p>"Women of the American Revolution"</p> <p>http://www.americanrevolution.org/women/women.php</p> <p>"Revolutionary War Women"</p> <p>http://www.revolutionary-war.net/revolutionary-war-women.html</p>	<p>Instructors will evaluate students' presentations of women during the Revolutionary War using the Multimedia Presentation Rubric.</p> <p><u>Alternative Assessments:</u></p> <p>Students will share resources for their presentations via Google Docs</p> <p>Students will present their multimedia presentations to the class.</p>
<p>SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.</p> <p>W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating</p>	<p>Topics</p> <p>Benjamin Franklin</p> <p>Twenty-First Century Themes and Skills include:</p> <ul style="list-style-type: none"> • The Four C's • Civic Literacy • Global Awareness • Financial Literacy <p>Objectives</p> <p>Students will collaborate with classmates to create a presentation.</p>	<p>Using a jigsaw grouping, assign groups of 4-5 students to conduct research on a specific aspect of Benjamin Franklin's life. Students will use Google Docs to create a short presentation</p> <p>(9.3.12.ED.2, 8.1.12.A.2, CRP7, CRP11)</p> <p>Research Topics:</p> <ul style="list-style-type: none"> • Franklin's Early Years • Poor Richard's Almanac • Franklin's Inventions • Franklin's Role in American Democracy 	<p><u>Companion Texts:</u></p> <p><i>Scholastic</i> magazine</p> <p>"The Way to Wealth" by Benjamin Franklin</p> <p>"The Autobiography of Benjamin Franklin" (Selections)</p>	<p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> • Do Nows • Journals • Exit Tickets <p>Instructors will provide feedback to students regarding their progress using Google Docs.</p> <p><u>Summative Assessment:</u></p> <p>Students will deliver their presentations to the class.</p> <p><u>Alternative Assessments:</u></p>


<p>understanding of the subject under investigation.</p> <p>W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).</p>	<p>Students will expand their understanding of Benjamin Franklin.</p> <ul style="list-style-type: none"> Franklin’s Role in Pennsylvania Franklin’s Thirteen Virtues <p>Students will partner read texts by Benjamin Franklin.</p>			
<p>RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.</p> <p>RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p>RI.9-10.8. Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning</p>	<p>Topics</p> <p>Founding Fathers</p> <p>Iroquois Influence on The Constitution</p> <p>Twenty-First Century Themes and Skills include:</p> <ul style="list-style-type: none"> The Four C’s Civic Literacy Global Awareness <p>Objectives</p> <p>Students will expand their understanding of the Founding Fathers.</p> <p>Students will analyze how the Iroquois Confederacy influenced the creation of the US Constitution.</p>	<p>Students will select a Founding Father and conduct research to understand his contributions and why he was identified as a Founding Father. (9.3.12.ED.2, 8.1.12.A.2, CRP7, CRP11)</p> <p>Instructors will select from several interactive lessons that provide students with a strong understanding of the influence the Iroquois culture had on the Founding Fathers’ ideas about democracy, governmental structures, the rights of the individual, and the public good. (6.1.12.A.2.a, 6.1.12.D.2.a, CRP4, CRP6, CRP8)</p> <ul style="list-style-type: none"> http://www.iroquoisdemocracy.pdx.edu/index.html 	<p><u>Companion Texts:</u></p> <p><i>Scholastic</i> magazine</p> <p>“Iroquois Leader” https://www.pdx.edu/iroquois-democracy/iroquois-leader</p> <p>“Founding Fathers” https://www.biography.com/people/groups/founding-fathers</p>	<p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> Do Nows Journals Exit Tickets <p><u>Summative Assessment:</u></p> <p>Instructors will implement appropriate assessments for activities related to the Iroquois Confederacy.</p> <p><u>Alternative Assessments:</u></p> <p>Students will complete a social media profile to display their understanding of their selected Founding Father.</p> <p>Students will give a formal oral presentation on their chosen Founding Father.</p>

RI.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington’s Farewell Address the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”, Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.

RI.9-10.10. By the end of grade 9, read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above with scaffolding as needed.

W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new

<p>Topics</p>	<p>Instructors will select the reading and writing RST lessons that best meets their students’ needs.</p>	<p> Research Simulation</p>	<p>Reading PARCC RST Lesson 8</p>
<p>PARCC RSTs</p>		<p>Tasks</p>	
<p>Objectives</p>		<p><u>Lesson 1: Introduction to the Prose Constructed Response on the Research Simulation Task</u></p>	<p>Writing PARCC RST Lesson 8</p>
<p>Students will gain a better understanding of EBSR and TECRs.</p>		<p><u>Lesson 2: Modeling the Prose Constructed Response</u></p>	
		<p><u>Lesson 3: Understanding the PCR Prompt and Writing a Thesis Statement</u></p>	
<p>Students will hone their understanding of argumentative and expository essays.</p>			

approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.9-10.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Students will practice completing RSTs.

Lesson 4: Selecting Textual Evidence to Support Reasons

Lesson 5: Drafting the Prose Constructed Response Outline

Lesson 6: Writing Quality Body Paragraphs

Lesson 7: Practice Completing the Prose Constructed Response

Lesson 8: Writing Advanced-Proficient Prose Constructed Responses



Research Simulation Tasks

Lesson 1: Introducing the EBSR and TECR

Lesson 2: Modeling the EBSR and TECR

Lesson 3: Identifying the Main Idea

Lesson 4: Identifying Supporting Details

Lesson 5: Using Context Clues for the Vocabulary EBSR

Lesson 6: The Evidence-Based Selected Response

Lesson 7: The Technology-Enhanced Constructed Response

Lesson 8: Practice Completing the Research Simulation Task

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this curriculum.

ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - https://www.wida.us/standards/CAN_DOs/

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the reading and writing requirements. This will include allowing more opportunities to demonstrate creativity and allow for student choice.

English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"> ● Students will be given background information on the Declaration of Independence ● Students will have closed captions available for videos ● Shorten assignments to focus on mastery of key concepts. ● Teacher modeling ● Peer modeling ● Develop and post routines ● Label classroom materials ● Word walls ● Give directions/instructions verbally and in simple written format. ● Provide audiotapes of textbooks and have the student follow the text while 	<ul style="list-style-type: none"> ● Students will be given background information on the Declaration of Independence ● Utilize modifications & accommodations delineated in the student’s IEP ● Work with paraprofessional ● Use multi-sensory teaching approaches that provide helpful visual, auditory, and tactile reinforcement of ideas. ● Work with a partner ● Give directions/instructions verbally and in simple 	<ul style="list-style-type: none"> ● Students will be given background information on the Declaration of Independence ● Using visual demonstrations, illustrations, and models ● Give directions/instructions verbally and in simple written format. ● Peer Support ● Increase one on one time ● Teachers may modify instructions by modeling what the student is expected to do ● Instructions may be printed out in large print and hung 	<ul style="list-style-type: none"> ● Students can extend research outside of class ● Curriculum compacting ● Inquiry-based instruction ● Independent study ● Higher order thinking skills ● Adjusting the pace of lessons ● Interest based content ● Real world scenarios ● Student Driven Instruction

listening <ul style="list-style-type: none"> ● Allow students to use a dual language dictionary 	written format. <ul style="list-style-type: none"> ● Provide extra time to complete assignments. ● Adjust the pace of lessons 	up for the student to see during the time of the lesson. <ul style="list-style-type: none"> ● Review behavior expectations and adjust for personal space or other behaviors as needed. ● Oral prompts can be given. 	
--	---	---	--

Integration of 21st Century Standards NJSL 9:

9.3.12. ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.

Interdisciplinary Connections:

Social Studies:

6.1.12.A.2.a Assess the importance of the intellectual origins of the Foundational Documents (i.e., Declaration of Independence, the Constitution, and Bill of Rights) and assess their importance on the spread of democracy around the world

6.1.12.D.2.a Analyze contributions and perspectives of African Americans, Native Americans, and women during the American Revolution

Integration of Technology Standards NJSL 8:

8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

Career Ready Practices:

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them

CRP11. Use technology to enhance productivity.

Key Vocabulary: Primary sources, secondary sources, foundational and seminal documents, ideology, revolution