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| **Tenafly Public Schools**  Unit Design Template  Mindful Teachers…Mindful Design…Mindful Students   |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | |  |  | | | | | | | | **Title** | Practice with Passage Analysis: An Excerpt from *Narrative of the Life of Frederick Douglass* | | | | | | | | **Standards** | CCSS.ELA-LITERARCY.RL.11-12.1, CCSS.ELA-LITERACY.RL.11-12.3, CCSS.ELA-LITERACY.RL.11-12.4, CCSS.ELA-LITERACY.RL.11-12.5, CCSS.ELA.LITERACY.WHST.11-12.4 | | | | | | | | **Timeframe** | Three class periods | | | | | | | |  |  | | | | | | | |  |  | **Unit** |  | **Project** |  | **Other (Please describe)** | X | |  | Three-day lesson, part of ongoing analysis writing practice and of unit on slavery, abolitionism, racism, civil rights | | | | | | | |  |  | | | | | | |  |  |  | | --- | --- | | **Overview**  *Serves as an abstract; a brief paragraph summarizing the unit or project*  The purpose of this lesson is to provide AP English: Language & Composition students with practice in close reading of a nonfiction passage and the writing of an analysis essay. The lesson also fosters inquiry into the topics of slavery in the antebellum South, growing abolitionism in America, and the escape of slaves via the Underground Railroad, enhancing students’ concurrent study in either AP US History or US History I. This lesson might follow the reading and study of Twain’s *The Adventures of Huckleberry Finn* to provide a sharp contrast to the voice of the escaped slave Jim in Twain’s novel. | | | **Essential Questions**  *Provocative questions that foster inquiry, understanding, and transfer of learning and help to establish a context for the content and learning*  How did illiterate slaves working Southern plantations learn to read and write?  What difficulties did slaves face in attempting to escape from the South to the North?  How do devices of rhetoric deepen meaning in a text?  How can a writer draw on pathos in an autobiographical text to move an audience?  How can first-person plural point of view function to persuade? | | | **Assessments**  *Both formative and summative measures of authentic performance tasks and formal assessments (i.e., name, type, description, directions, product, scoring criteria, materials)*  FORMATIVE ASSESSMENTS  Homework: reading and annotating the passage: students will read the Douglass excerpt for homework and annotate the text, focusing on two kernels: the writer’s purpose and the main rhetorical strategies employed to achieve that purpose.  In-class Analysis Discussion: in small heterogeneous groups, students will share their findings by referring to their annotations and discussing with classmates the main purpose of the passage and the rhetorical strategies Douglass employs in his writing. Following this 15-minute discussion, groups will report their findings to the whole class. The rest of the period will be spent in formulating thesis statements for the analysis essay to be completed in class the next day.  SUMMATIVE ASSESSMENT  On day two, students will---using their annotations, notes, and thesis statement drafts---compose an in-class analysis essay of the Douglass passage using the prompt provided.  On day three students will score one another’s essays using the generic AP Language free-response scoring rubric. At least one example of an exemplary essay will be highlighted for the class to enhance understanding of what makes an effective analysis essay. | | | **Critical Content**  *As a result of this learning segment, students will know…*  How American slaves were treated on Southern plantations  How American slaves learned to read and write  What the Underground Railroad was, and the challenges slaves faced in escaping to the north  How Frederick Douglass employed diction, sentence structure, figurative language, tone, allusion, and point of view to characterize the challenge of attempting to escape slavery | **Skills**  *As a result of this learning segment, students will be able to do…*  Read and annotate a text, understanding a writer’s choices in terms of diction, sentence structure, figurative language, tone, allusion, and point of view to achieve a specific purpose.  Write an effective passage analysis essay, which includes a clear and specific thesis statement, topic sentences, and direct and indirect references to the text  Score student-written essays using a College Board rubric | | **Lessons and Activities**  *The learning experiences and instruction that will facilitate engagement and achievement for each and every student*  Lecture and discussion of slavery, abolitionism, the Underground Railroad, and Frederick Douglass  Individual reading and annotating for homework  Group sharing of reading and annotation findings  Group critique of thesis statements  In-class writing  In-class assessment of writing | | | **Resources**  *Books, articles, electronic text, etc.*  Excerpt from *Narrative of the Life of Frederick Douglass*  AP Free-Response Scoring Rubric | | | **Attachments**  *Instructional materials, handouts, actual assessments, etc.*  Essay prompt with Douglass excerpt  AP Free-Response Scoring Rubric | | |