

12.2.1 Unit Overview**“[A] free and enlightened state.”**

Texts	“Ideas Live On” by Benazir Bhutto “Civil Disobedience” by Henry David Thoreau
Number of Lessons in Unit	16

Introduction

In the first unit of Module 12.2, students continue to develop the skills, practices, and routines of close reading and evidence-based writing and discussion. Students also practice and apply their informative writing skills to independently craft a multi-paragraph essay.

In this unit, students first read Benazir Bhutto’s speech, “Ideas Live On,” from 2007. Students analyze how Bhutto uses rhetoric to develop her point of view on government, including its responsibilities to and relationship with the individuals it governs. Students then begin to engage with two central ideas present throughout the module: exercise of power and the relationship between the individual and the state.

After Bhutto’s speech, students read Henry David Thoreau’s “Civil Disobedience” and analyze his use of language and determine his point of view. Students consider the central ideas introduced in Bhutto’s speech in relation to Thoreau’s essay, and engage with the central idea of ethics for the first time. The analysis of central ideas over the course of 12.2.1 scaffolds to the broader question of what Thoreau means by “a better government” and prepares students to write an informative multi-paragraph essay on this topic.

Given the complexity of Thoreau’s ideas about ethics, the relationship between the individual and the state, and exercise of power, many lesson assessments ask students to analyze how Thoreau develops a single idea over the course of an excerpt. To provide an opportunity to assess the full standard (RL.11-12.2), some lessons provide an extension assessment prompt asking students to consider two or

more of Thoreau's ideas in relation to one another. Similarly, in order to facilitate rigorous and in-depth readings of particularly complex sections of text, it may be necessary to extend analysis of key passages over more than one class period.

There is one formal assessment in this unit, the End-of-Unit Assessment, in which students write a formal, multi-paragraph response analyzing what Thoreau means by "a better government."

In 12.2.1, students also have the opportunity to continue Accountable Independent Writing (AIW), to which they were introduced in Module 12.1. The purpose of AIW is to encourage students to practice and improve their writing skills and to enable them to learn through writing. Students who complete the AIW assignments in 12.2.1 may instead choose to respond to an alternative prompt in which they analyze how the works of Bhutto and Thoreau shape their understanding of what it means to be a citizen.

Literacy Skills and Habits

- Read closely for textual details
- Annotate texts to support comprehension and analysis
- Engage in productive evidence-based discussions about texts
- Collect and organize evidence from texts to support analysis in writing
- Make claims about texts using specific textual evidence
- Use vocabulary strategies to define unknown words
- Trace the development of ideas over the course of the text
- Delineate and evaluate the reasoning in a text
 - Paraphrase and quote relevant evidence from texts
 - Independently preview texts in preparation for supported analysis
 - Independently develop questions for further textual analysis
 - Write informative texts to convey complex ideas
 - Independently practice the writing process outside of class
 - Use rubrics and checklists for self-assessment of participation in discussion

Standards for This Unit

College and Career Readiness Anchor Standards for Reading

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CCRA.R.8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
CCRA.R.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
CCS Standards: Reading — Literature	
None.	
CCS Standards: Reading — Informational Text	
RI.11-12.2	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
RI.11-12.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
CCS Standards: Writing	
W.11-12.2.a-f	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. a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify

	<p>the relationships among complex ideas and concepts.</p> <p>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>
W.11-12.9.b	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>b. Apply <i>grades 11-12 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i>, presidential addresses]”).</p>
CCS Standards: Speaking & Listening	
SL.11-12.1.a, c	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11-12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p>
CCS Standards: Language	
L.11-12.1	Demonstrate command of the conventions of standard

	English grammar and usage when writing or speaking.
L.11-12.2.a, b	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Observe hyphenation conventions. b. Spell correctly.
L.11-12.4.a-c	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11-12 reading and content</i> , choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive</i> , <i>conception</i> , <i>conceivable</i>). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
L.11-12.5.a	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

Note: Bold text indicates targeted standards that will be assessed in the unit.

Unit Assessments

Ongoing Assessment	
Standards Assessed	CCRA.R.8, RI.11-12.2, RI.11-12.3, RI.11-12.6, SL.11-12.1.a, c, L.11-12.5.a
Description of Assessment	Students participate in reading and discussion, write informally in response to text-based prompts, and participate in evidence-based discussions.

End-of-Unit Assessment	
Standards Assessed	RI.11-12.2, RI.11-12.3, W.11-12.2.a-f, L.11-12.1, L.11-12.2.a, b
Description of Assessment	Students write a formal, multi-paragraph response to the following prompt: “What does Thoreau mean by “a better government”?”

Unit-at-a-Glance Calendar

Lesson	Text	Learning Outcomes/Goals
1	“Ideas Live On,” by Benazir Bhutto, paragraphs 1-10	In this first lesson of the unit and module, students begin their analysis of Benazir Bhutto’s 2007 speech, “Ideas Live On.” This first lesson begins with a masterful reading of the full text of Bhutto’s speech. Students then analyze the first 10 paragraphs of the speech. Student learning is assessed via a Quick Write at the end of the lesson: How does Bhutto use rhetoric to establish her point of view in the opening of her speech?
2	“Ideas Live On,” by Benazir Bhutto, paragraphs 11-23	In this lesson, students continue their analysis of Benazir Bhutto’s speech, “Ideas Live On,” paying particular attention to how Bhutto develops a complex set of ideas in paragraphs 11-23. In this excerpt, Bhutto describes the political, judiciary, and economic conditions of Pakistan. Before participating in a whole-class discussion, students work in small groups to analyze Bhutto’s claims and how she supports them.
3	“Ideas Live On,” by Benazir Bhutto, paragraphs 24-28	In this lesson, students continue their analysis of Benazir Bhutto’s speech, “Ideas Live On,” paying particular attention to how Bhutto develops central ideas in paragraphs 24-28, in which Bhutto calls on her audience to choose democracy in the upcoming elections. Students work in pairs to read paragraphs 24-28, analyzing how the conclusion develops central ideas that were introduced earlier in the speech.

Lesson	Text	Learning Outcomes/Goals
4	"Civil Disobedience" by Henry David Thoreau, part 1, paragraph 1	In this lesson, students begin an in-depth analysis of Henry David Thoreau's essay "Civil Disobedience," in which Thoreau introduces and begins to support claims about government and the military. Students consider Thoreau's point of view and the claims he makes about the relationship of the government to the people.
5	"Civil Disobedience" by Henry David Thoreau, part 1, paragraph 2	In this lesson, students read and analyze part 1, paragraph 2 of Henry David Thoreau's essay "Civil Disobedience," in which Thoreau analyzes the relationship between the American government and its citizens. Students explore Thoreau's use of rhetoric to support his claims about the government and the people.
6	"Civil Disobedience" by Henry David Thoreau, part 1, paragraphs 3-4	In this lesson, students read part 1, paragraphs 3-4 of Henry David Thoreau's essay "Civil Disobedience." In these paragraphs, Thoreau introduces and develops his ideas about the need for a better government. Students identify central ideas that emerge in the first 4 paragraphs of the essay and analyze how these ideas interact and build on one another. Students also discuss how Bhutto and Thoreau develop a similar central idea in both "Ideas Live On" and "Civil Disobedience."
7	"Civil Disobedience" by Henry David Thoreau, part 1, paragraphs 5-6	In this lesson, students continue to read and analyze Henry David Thoreau's "Civil Disobedience." Students read part 1, paragraphs 5-6, in which Thoreau analyzes the ways in which people serve the state. Students consider how Thoreau uses figurative language to develop a central idea in the text.

Lesson	Text	Learning Outcomes/Goals
8	"Civil Disobedience" by Henry David Thoreau, part 1, paragraph 8	In this lesson, students continue their reading and analysis of Henry David Thoreau's "Civil Disobedience." Students read part 1, paragraph 8, in which Thoreau describes the individual's responsibility to challenge the state. Students analyze how Thoreau uses figurative language to develop a central idea in this passage.
9	"Civil Disobedience" by Henry David Thoreau, part 1, paragraphs 10–11	In this lesson, students continue their reading and analysis of Henry David Thoreau's "Civil Disobedience." Students read part 1, paragraphs 10–11, in which Thoreau claims the majority will not abolish slavery until it is convenient. Students analyze how Thoreau's claims develop a central idea established earlier in the text.
10	"Civil Disobedience" by Henry David Thoreau, part 1, paragraph 13	In this lesson, students read part 1, paragraph 13 of "Civil Disobedience," in which Thoreau argues that while it is not a moral obligation to actively combat injustice, it is a moral obligation to withdraw passive support from an "unjust government." Students analyze how Thoreau develops a central idea in this paragraph.
11	"Civil Disobedience" by Henry David Thoreau, part 2, paragraphs 1–9	In this lesson, students read part 2, paragraphs 1–9 of "Civil Disobedience," in which Thoreau explains how "[a]ction from principle" will bring about a peaceful revolution. Students analyze how Thoreau develops a central idea over the course of this passage, and then specifically consider the development of this idea in paragraphs 2 and 9.
12	"Civil Disobedience" by Henry David Thoreau, part 2, paragraphs 13–14	In this lesson, students read part 2, paragraphs 13–14 of "Civil Disobedience," in which Thoreau recounts his night in prison, and explains how this experience influenced his perspective on his relationship to the state. Students discuss and analyze how Thoreau develops his point of view that the individual cannot be controlled by the state.

Lesson	Text	Learning Outcomes/Goals
13	"Civil Disobedience" by Henry David Thoreau, part 3, paragraphs 1-8	In this lesson, students read and analyze part 3, paragraphs 1-8 of Thoreau's "Civil Disobedience" in which Thoreau describes his brief stay in Concord jail. Focusing in particular on paragraphs 4 and 6, students participate in an evidence-based discussion and explore how Thoreau's narrative develops central ideas in the text such as the relationship of the individual to the state.
14	"Civil Disobedience" by Henry David Thoreau, part 3, paragraphs 17-19	In this lesson, students read and analyze part 3, paragraphs 17-19 of Thoreau's "Civil Disobedience," in which Thoreau suggests that democracy and its values are not necessarily universal truths, but rather steps in human progress. Students discuss and explore how Thoreau develops his ideas about democracy and government.
15	"Civil Disobedience" by Henry David Thoreau, parts 1-3	In this lesson, students prepare for the End-of-Unit Assessment by collecting evidence from throughout "Civil Disobedience" about Thoreau's opinion of a "better government." After independently collecting and organizing evidence on the Better Government Evidence Gathering Tool, students participate in a Round Robin Discussion of the following prompt: Choose one central idea and analyze how it relates to Thoreau's opinion of "a better government."
16	"Civil Disobedience" by Henry David Thoreau, parts 1-3	In this final lesson of the unit, the End-of-Unit Assessment, students craft a formal, multi-paragraph response to the following prompt: What does Thoreau mean by "a better government"? Students review their annotated texts, lesson Quick Writes, and discussion notes to organize their ideas. Students then develop their responses using relevant and sufficient evidence to support their claims.

Preparation, Materials, and Resources

Preparation

- Read and annotate “Ideas Live On” by Benazir Bhutto and “Civil Disobedience” by Henry David Thoreau.
- Review the Short Response Rubric and Checklist (optional).
- Review the 12.2.1 End-of-Unit Text Analysis Rubric and Checklist.
- Review all unit standards and post in classroom.

Materials and Resources

- Chart paper
- Copies of the texts “Ideas Live On” by Benazir Bhutto and “Civil Disobedience” by Henry David Thoreau
- Writing utensils including pencils, pens, markers, and highlighters
- Methods for collecting student work: student notebooks, folders, etc.
- Access to technology (if possible): interactive whiteboard, document camera, and LCD projector
- Self-stick notes for students (optional)
- Copies of handouts and tools for each student: see materials list in individual lesson plans
- Copies of the Short Response Rubric and Checklist (optional)
- Copies of the 12.2 Common Core Learning Standards Tool (optional)
- Copies of the Central Ideas Tracking Tool
- Copies of the 12.2.1 Speaking and Listening Rubric and Checklist
- Copies of the 12.2.1 End-of-Unit Text Analysis Rubric and Checklist
- Copies of the 12.2.1 End-of-Unit Assessment