

Grade 11 H - Unit 3: Power, Protest, and Change

Dear Family,

In this unit, students will learn about movements of political reform. They will consider different social movements throughout history and how they have crafted the society we have today. Students will read a variety of texts and view media as they discuss the Essential Question for the unit.

ESSENTIAL QUESTION:

As a class, in small groups, and independently, students will work to answer the question *In what ways does the struggle for freedom change with history?* Give your student the opportunity to continue the discussion at home.

TALK IT OVER WITH YOUR STUDENT

- What are some of the ways you could answer the question *In what ways does the struggle for freedom change with history?*
- What do these selections suggest about social change? Is it important to listen to the voices of those who feel unequal?
- Why do you think stories about protest are so popular in the media and in books and film?
- What is the most interesting aspect of the ideas of power, protest, and change that you learned from your reading?

PERFORMANCE TASKS AND PERFORMANCE-BASED ASSESSMENT

Your student will need to answer the question *What motivates people to struggle for change?* He or she will write an informative essay and may produce a podcast, drawing on knowledge gained from the selections in this unit, as well as from the Performance Tasks he or she completed.

STANDARDS

Activities and assignments in Unit 3 will help your student meet the following standards for reading literature and informational texts, writing, and speaking and listening. Here are some key standards students will work toward mastering in this unit.

Reading

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
- Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance for their themes, purposes, and rhetorical features.

Writing

- 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.

- 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.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- 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 understanding of the subject under investigation.

Speaking and Listening

- Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Thank you for your continuing support!