

10.2 Module Overview

“These are strange times, my dear.”

<p>Texts</p>	<p>Unit 1: “Letter From Birmingham Jail,” Martin Luther King, Jr.; “In This Blind Alley,” Ahmad Shamlu; “Freedom,” Rabindranath Tagore; “Women,” Alice Walker</p> <p>Unit 2: “A Genetics of Justice,” Julia Alvarez; “Remembering To Never Forget: Dominican Republic’s ‘Parsley Massacre,’” Mark Memmott</p> <p>Unit 3: <i>The Universal Declaration on Human Rights</i>; “On the Adoption of the <i>Universal Declaration of Human Rights</i>,” Eleanor Roosevelt; “Address to the United Nations Youth Assembly,” Malala Yousafzai</p>
<p>Number of Lessons in Module</p>	<p>40 (including Module Performance Assessment)</p>

Introduction

In this module, students read, discuss, and analyze poems and informational texts focusing on how authors use rhetoric and word choice to develop ideas or claims about human rights. Students also explore how nonfiction authors develop arguments with claims, evidence, and reasoning.

Module 10.2 builds upon the key protocols and routines for reading, writing, and discussion that were established in Module 10.1. Although these protocols are introduced in the ninth grade modules and spiral through the first tenth grade module of this curriculum, this module provides sufficient support for teachers who are implementing the routines for the first time.

Module 10.2 is comprised of three units, referred to as 10.2.1, 10.2.2, and 10.2.3, respectively. Each of the module texts is a complex work with multiple central ideas and claims that complement or echo the central ideas and claims of other texts in the module. The texts in this module offer rich opportunities to analyze authorial engagement with the struggle for human rights and to consider how an author’s rhetorical choices advance purpose.

In 10.2.1, students read Martin Luther King, Jr.'s "Letter From Birmingham Jail," focusing on how King develops his argument for universal acceptance of equal human rights. Students also analyze how King uses rhetoric to advance his purpose. Alongside King's letter, students read poems by Rabindranath Tagore (the first Indian to win a Nobel Prize in 1913), Iranian poet Ahmad Shamlu, and Alice Walker, exploring non-US and feminist perspectives on the human rights movement.

In 10.2.2, students engage with Julia Alvarez's evocation of the struggle to memorialize the horrors of the Trujillo dictatorship in the Dominican Republic through her mother's eyes in "A Genetics of Justice." Alongside Alvarez's elegiac prose, students encounter Mark Memmott's more journalistic approach to consider how each author emphasizes different details in their portrayal of Rafael Trujillo.

In the final unit, 10.2.3, students encounter three documents focusing on human rights: *The Universal Declaration of Human Rights*, adopted by the United Nations in 1948, Eleanor Roosevelt's "On the Adoption of the *Universal Declaration of Human Rights*," and Malala Yousafzai's "Address to the United Nations Youth Assembly," which she delivered in July 2013. Each document demonstrates uses of rhetoric to advance purpose and specific claims related to human rights.

Each unit culminates with an assessment that provides scaffolding for the Module Performance Assessment, in which students compose a multi-paragraph response to examine how authors from each unit advance a common purpose through structure, rhetoric, or specific word choices.

Literacy Skills & Habits

- Read closely for textual details.
- Annotate texts to support comprehension and analysis.
- Engage in productive evidence-based conversations about text.
- Use rubrics for self-assessment and peer review of writing.
- Generate and respond to questions in scholarly discourse.
- Independently preview text in preparation for supported analysis.
- Present information, findings, and supporting evidence clearly, concisely, and logically.

English Language Arts Outcomes

Yearlong Target Standards

These standards embody the pedagogical shifts required by the Common Core Standards and will be a strong focus in every ELA module and unit in grades 9–12.

CCS Standards: Reading—Literature	
RL.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
RL.9-10.10	By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.
CCS Standards: Reading—Informational Text	
RI.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
RI.9-10.10	By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.

CCS Standards: Writing	
W.9-10.9.a, b	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grades 9–10 Reading standards</i> to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).</p> <p>b. Apply <i>grades 9–10 Reading standards</i> to literary non-fiction (e.g., “Delineate 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 fallacious reasoning”).</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.
CCS Standards: Speaking & Listening	
SL.9-10.1	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.
CCS Standards: Language	
L.9.10.4.a-d	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>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.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</p> <p>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, or its etymology.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>

Module-Specific Standards

These standards will be the specific focus of instruction and assessment, based on the texts studied and proficiencies developed in this module.

Assessed Standards

CCS Standards: Reading—Literature	
RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
CCS Standards: Reading—Informational Text	
RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped 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.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
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).
RI.9-10.6	Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
RI.9-10.7	Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.

RI.9-10.8	Delineate 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 fallacious reasoning.
CCS Standards: Writing	
W.9-10.2.a-f	<p>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.</p> <ul style="list-style-type: none"> a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient 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 to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. 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. 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).
W.9-10.9.b	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> a. Apply <i>grades 9-10 Reading standards</i> to literary non-fiction (e.g., “Delineate 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 fallacious reasoning”).
CCS Standards: Speaking & Listening	
None.	

CCS Standards: Language	
L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.9-10.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Addressed Standards

These standards will be addressed at the unit or module level, and may be considered in assessment, but will not be the focus of extended instruction in this module.

CCS Standards: Reading – Literature	
RL.9-10.6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
CCS Standards: Reading – Informational Text	
RI.9-10.9	Analyze seminal U.S. 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”), including how they address related themes and concepts.
CCS Standards: Writing	
W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
W.9-10.9.a	Draw evidence from literary or informational texts to support analysis, reflection, and research. <ol style="list-style-type: none"> a. Apply <i>grades 9–10 Reading standards</i> to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).

CCS Standards: Speaking & Listening	
SL.9-10.1.a-e	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> 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. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. e. Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds
CCS Standards: Language	
L.9-10.1.a	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> a. Use parallel structure.
L.9-10.2.a	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
L.9-10.4.a, b	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9-10 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence, paragraph or text; a word’s

	<p>position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).</p>
L.9-10.5.a	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p>

Module Performance Task

Prompt
<p>In this three-day performance task, students discuss, organize, compose, and revise a multi-paragraph response to the following prompt:</p> <p>Identify a purpose common to King’s “Letter from Birmingham Jail,” Alvarez’s “A Genetics of Justice,” and one of the texts from 10.2.3. Discuss how each of these texts uses at least one of the following to advance that purpose: structure, rhetoric, or impact of specific word choices.</p>
Lesson 1
<p>In Lesson 1, students work in small groups to review their annotations and previous work regarding purpose in the module texts. Students collaboratively identify a common purpose and the structure, rhetoric, and word choices that advance that purpose in the three module texts: “Letter from Birmingham Jail,” “A Genetics of Justice,” and one of the texts from 10.2.3.</p>
Lesson 2
<p>In Lesson 2, students independently write a first draft of their essay using analysis from the previous lesson.</p>

Lesson 3
<p>In Lesson 3, students engage in the self- or peer-review process using the 10.2 Performance Assessment Text Analysis Rubric and Checklist to strengthen and refine the response they drafted in the previous lesson. Students edit, revise, and rewrite as necessary, ensuring their claims are clearly articulated and supported by strong textual evidence.</p>

Texts/Media

10.2.1: “[T]he cup of endurance runs over.”
<p>King, Martin Luther, Jr. “Letter from Birmingham Jail.” <i>US Crossier</i>, 2012. http://www.uscrossier.org/pullias/</p>
<p>Tagore, Rabindranath. “Freedom.” <i>The Complete Works of Rabindranath Tagore</i>, 2010–2012. http://www.tagoreweb.in</p>
<p>Shamlu, Ahmad. “In This Blind Alley.” <i>Make a Crane</i>, 2014. http://makeacrane.wordpress.com/2013/05/30/the-blind-alley-by-ahmad-shamlu/</p>
<p>Walker, Alice. “Women.” <i>Nexus Learning</i>, 2010. http://www.nexuslearning.net</p>
10.2.2: “No flies fly into a closed mouth.”
<p>Alvarez, Julia. “A Genetics of Justice.” <i>Something To Declare: Essays</i>. New York: Plume, 1999. pp. 103–111.</p>
<p>Memcott, Mark. “Remembering To Never Forget: Dominican Republic’s ‘Parsley Massacre.’” <i>National Public Radio</i>, 2013. http://www.npr.org/blogs/thetwo-way/2012/10/01/162092252/remembering-to-never-forget-dominican-republics-parsley-massacre</p>
10.2.3: “to lift men everywhere to a higher standard of life and to a greater enjoyment of freedom.”
<p><i>The Universal Declaration of Human Rights. The United Nations</i>, 2014. http://www.un.org/en/documents/udhr/</p>
<p>Roosevelt, Eleanor. “On the Adoption of the <i>Universal Declaration of Human Rights</i>.” <i>American Rhetoric</i>, 2001–2014. http://www.americanrhetoric.com</p>
<p>Yousafzai, Malala. “Address to the United Nations Youth Assembly.” <i>A World at School</i>, 2013. http://www.aworldatschool.org/</p>

Module-at-a-Glance Calendar

Text	Lessons in the Unit	Literacy Skills and Habits	Assessed and Addressed CCSS	Assessments
10.2.1: “[T]he cup of endurance runs over.”				
<p>“Letter From Birmingham Jail” (King)</p> <p>“In This Blind Alley” (Shamlu)</p> <p>“Freedom” (Tagore)</p> <p>“Women” (Walker)</p>	20	<ul style="list-style-type: none"> • Read closely for textual details. • Annotate texts to support comprehension and analysis. • Engage in productive, evidence-based conversations about text. • Collect evidence from texts to support analysis. • Determine meaning of unknown vocabulary. • Question texts during reading to deepen understanding. • Analyze the impact of an author’s choices. • Summarize a text objectively. 	<p>RL.9-10.2</p> <p>RL.9-10.4</p> <p>RI.9-10.3</p> <p>RI.9-10.4</p> <p>RI.9-10.5</p> <p>RI.9-10.6</p> <p>RI.9-10.8</p> <p>W.9-10.2.a-f</p> <p>W.9-10.9.b</p> <p>L.9-10.1</p> <p>L.9-10.2</p> <p>L.9-10.5</p> <p>RL.9-10.6</p> <p>W.9-10.9.a</p> <p>SL.9-10.1.a-e</p> <p>L.9-10.1.a</p> <p>L.9-10.2.a</p> <p>L.9-10.4.a, b</p> <p>L.9-10.5.a, b</p>	<p>Mid-Unit:</p> <p>Determine a purpose in “Letter from Birmingham Jail” and analyze how King uses rhetoric and specific word choices to advance that purpose. (RL.9-10.4 and RL.9-10.6)</p> <p>End-of-Unit:</p> <p>Analyze how King develops and refines his claims to advance his purpose. (RL.9-10.5 and RL.9-10.6)</p>
10.2.2: “No flies fly into a closed mouth.”				
<p>“A Genetics of Justice” (Alvarez)</p> <p>“Remembering To Never Forget”</p>	10	<ul style="list-style-type: none"> • Read closely for textual details. • Annotate texts to support comprehension and analysis. • Engage in productive evidence-based conversations about text. 	<p>RI.9-10.2</p> <p>RI.9-10.3</p> <p>RI.9-10.5</p> <p>RI.9-10.7</p> <p>W.9-10.2.a-f</p> <p>W.9-10.9.b</p> <p>L.9-10.1</p> <p>L.9-10.2</p>	<p>Mid-Unit:</p> <p>How does Alvarez develop the claim she makes in paragraph 15? (RL.9-10.5)</p> <p>End-of-Unit:</p> <p>How does the sentence</p>

(Memmott)		<ul style="list-style-type: none"> • Collect evidence from texts to support analysis. • Organize evidence to plan around writing. • Determine meaning of unknown vocabulary. • Question texts during reading to deepen understanding. • Analyze the impact of an author’s choices. 	<p>SL.9-10.1.a-e L.9-10.4.a, b L.9-10.5.a</p>	<p>“No flies fly into a closed mouth” (par. 21) develop and refine one of Alvarez’s ideas in “A Genetics of Justice”? (RI.9-10.5)</p>
<p>10.2.3: “...to lift men everywhere to a higher standard of life and to a greater enjoyment of freedom.”</p>				
<p><i>The Universal Declaration of Human Rights</i></p> <p>“On the Adoption of the <i>Universal Declaration of Human Rights</i>” (Roosevelt)</p> <p>“Address to the United Nations Youth Assembly” (Yousafzai)</p>	<p>7</p>	<ul style="list-style-type: none"> • Read closely for textual details. • Annotate texts to support comprehension and analysis. • Engage in productive, evidence-based conversations about text. • Collect evidence from texts to support analysis. • Organize evidence to plan around writing. • Determine meaning of unknown vocabulary. • Question texts during reading to deepen understanding. • Make connections to other texts, ideas, cultural perspectives, etc. • Analyze the impact of an author’s choices. 	<p>RI.9-10.5 RI.9-10.6 RI.9-10.8 W.9-10.2.a-f W.9-10.9.b L.9-10.1 L.9-10.2 RI.9-10.9 SL.9-10.1.a-e L.9-10.4.a, b L.9-10.5.a</p>	<p>Mid-Unit: None.</p> <p>End-of-Unit: Delineate the argument in each of the unit texts and analyze how the authors develop a common central claim. (RI.9-10.8)</p>