

12.2	Module Overview
“I ask for, not at once no government, but <i>at once</i> a better government.”	
Texts	<p>Unit 1: “Ideas Live on” by Benazir Bhutto; “Civil Disobedience” by Henry David Thoreau</p> <p>Unit 2: <i>The Tragedy of Julius Caesar</i> by William Shakespeare</p>
Number of Lessons in Module	41 (including Module Performance Assessment)

Introduction

In this module, students read and analyze two literary nonfiction texts and a drama, examining how the texts treat similar central ideas.

Over the course of Module 12.2, students practice and refine their informative writing and speaking and listening skills through formative assessments, and apply these skills in the Mid-Unit and End-of-Unit Assessments as well as the Module 12.2 Performance Assessment. Module 12.2 consists of two units: 12.2.1 and 12.2.2.

In 12.2.1, students first read “Ideas Live On,” a speech that Benazir Bhutto delivered in 2007. Students consider how Bhutto introduces and develops central ideas in the text, such as exercise of power and the relationship between the individual and the state, paying particular attention to her use of rhetoric. Next, students analyze the complex ideas and language in Henry David Thoreau’s essay, “Civil Disobedience.” In addition to exploring Thoreau’s ideas, students consider the power of his language, in particular how his use of rhetoric and figurative language establishes his point of view.

In 12.2.2, students read William Shakespeare’s *The Tragedy of Julius Caesar* in its entirety. Students continue to work with central ideas such as the relationship between the individual and the state and exercise of power, as well as new central ideas of social bonds and ethics of honor. Students’ work with *Julius Caesar* includes exploring Shakespeare’s craft in structuring the play and developing characters, along with analyzing the impact of powerful rhetorical language, not only on the aesthetic effects of the

play but also on the plot. In addition, students refine their speaking and listening skills as they prepare to present small-group dramatic readings of key scenes from the play.

Students' engagement with Bhutto, Thoreau, and Shakespeare over the course of Module 12.2 prepares them for the Module 12.2 Performance Assessment. Students first engage in a fishbowl discussion in which they consider one of three possible prompts from the point of view of an author or character from the Module 12.2 texts. Students then write a multi-paragraph response to one of the possible prompts from their own perspective, drawing upon evidence from the texts.

Students also continue their Accountable Independent Reading (AIR) in Module 12.2. Although students are expected to continue to read independently several nights a week, in-class discussion and check-ins around AIR occur less frequently, to encourage greater individual responsibility. Students may also engage in Accountable Independent Writing (AIW) in 12.2.1 through optional written homework assignments that scaffold toward an alternate End-of-Unit Assessment prompt.

Literacy Skills & 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.
- Examine the use and refinement of a key term over the course of the 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 examine and convey complex ideas.
- Independently practice the writing process outside of class.
- Use rubrics and checklists for self-assessment of writing and discussion.
- Practice speaking and listening skills in preparation for a dramatic reading performance.

English Language Arts Outcomes

Yearlong Target Standards

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

CCS Standards: Reading—Literature	
RL.11-12.1	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.
RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
RL.11-12.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
CCS Standards: Reading—Informational Text	
RI.11-12.1.a	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. a. Develop factual, interpretive, and evaluative questions for further exploration of the topic(s).
RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).
RI.11-12.10	By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.
CCS Standards: Writing	
W.11-12.9.a,b	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>grades 11–12 Reading standards</i> to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational

	works of American literature, including how two or more texts from the same period treat similar themes or topics”). 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]”).
W.11-12.10	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.11-12.1	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.11-12.4.a-d	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, conception, 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. 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).

Module-Specific Assessed Standards

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

College and Career Readiness Anchor Standards for Reading	
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 of and sufficiency of the evidence.
CCS Standards: Reading—Literature	
RL.11-12.2	Determine two or more themes or 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 produce a complex account; provide an objective summary of the text.
RL.11-12.3	Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
RL.11-12.6	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
RL.11-12.11	Interpret, analyze, and evaluate narratives, poetry, and drama, aesthetically and philosophically by making connections to: other texts, ideas, cultural perspectives, eras, personal events, and situations.
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	<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> <ol style="list-style-type: none"> 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 the relationships among complex ideas and concepts. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy 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).
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> <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. 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.
SL.11-12.6	<p>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</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.11-12.5.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.

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.

College and Career Readiness Anchor Standards for Reading	
CCRA.R.6	Assess how point of view or purpose shapes the content and style of a text.
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	
None.	
CCS Standards: Writing	
W.11-12.9.a,b	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>grades 11–12 Reading standards</i> to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”). 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]").
CCS Standards: Speaking & Listening	
SL.11-12.1.b	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. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
CCS Standards: Language	
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, conception, 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.b	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. b. Analyze nuances in the meaning of words with similar denotations.

Module Performance Assessment

Prompt

In this three-lesson Performance Assessment, students analyze complex ideas about government, power, and democracy from the perspectives of different authors and characters from the Module 12.2 texts. Students engage in an in-depth discussion of three prompts and then choose one prompt as the focus of a multi-paragraph written analysis.

Prompts:

- Is democracy “the last improvement possible in government” (Thoreau, part 3, par.19)?
- What is the role and responsibility of government?
- Who should have the power to make decisions in a society?

Lesson 1

In Lesson 1, students discuss the Performance Assessment prompts in small groups, from the perspective of a character or author from one of the Module 12.2 texts. Each student group considers one of the following perspectives: Bhutto (author), Thoreau (author), Brutus (character), or Antony (character). Student groups discuss each of the Performance Assessment prompts from the perspective of their assigned author or character. Groups gather textual evidence to make inferences about their character or author’s response to each prompt. For homework, students review their notes from this lesson and identify additional evidence from each Module 12.2 text that supports analysis of the Performance Assessment prompts.

Lesson 2

In Lesson 2, students participate in a fishbowl conversation in which a representative from each group discusses each of the Performance Assessment prompts from the point of view of the group’s assigned author or character. At each point in the fishbowl conversation, one student represents each of the following four perspectives: Bhutto, Thoreau, Brutus, and Antony. Students use the Speaking and Listening Rubric and Checklist for standard SL.11-12.4 to guide their discussion and to help them present their ideas and information clearly.

Four students at a time—each student representing a different author or character—enter the fishbowl conversation and respond to one of the Performance Assessment prompts. After students have discussed the prompt for about three minutes, students exit the fishbowl, and four new students enter the fishbowl. After all students have participated in the fishbowl discussion, students form pairs with the partners they identified earlier in the lesson and briefly peer-assess their

application of standard SL.11-12.4 during the conversation. Students use the 12.2 Performance Assessment Rubric to assess their application of SL.11-12.4.

For homework, students review their notes, annotations, and tools associated with the Module 12.2 texts and select one of the Performance Assessment prompts as a focus for a multi-paragraph written response.

Lesson 3

In Lesson 3, students synthesize their understanding of the various perspectives presented in the previous lesson’s fishbowl discussions as they independently draft a multi-paragraph response to one of the Performance Assessment prompts. Students write the response from their own perspectives, supporting their analysis with evidence drawn from each of the Module 12.2 texts. Students review the 12.2 Performance Assessment Text Analysis Rubric and Checklist and have the remainder of the class time to draft a multi-paragraph written response one of the Performance Assessment prompts. Students write the response from their own perspective and use evidence from all three module texts to support their analysis. Students who finish early use the remainder of the class period to edit and revise their responses.

Texts

Unit 1: “[A] free and enlightened state.”

Bhutto, Benazir. “Ideas Live On.” <http://benazir.bhutto.org/>

Thoreau, Henry David. “Civil Disobedience.” <http://thoreau.eserver.org/civil.html>

Unit 2: “Th’abuse of greatness is when it disjoins / remorse from power.”

Shakespeare, William. *The Tragedy of Julius Caesar*, eds. Barbara A. Mowat and Paul Werstine. New York: Simon & Schuster, 1992.

Module-at-a-Glance Calendar

Text	Lessons in the Unit	Literacy Skills and Habits	Assessed and Addressed CCSS	Assessments
Unit 1: “[A] free and enlightened state.”				
“Ideas Live On” (Benazir Bhutto)	16	<ul style="list-style-type: none"> Read closely for textual details. 	CCRA.R.8 CCRA.R.9 RI.11-12.2	End-of-Unit: Students write a formal, multi-paragraph

Text	Lessons in the Unit	Literacy Skills and Habits	Assessed and Addressed CCSS	Assessments
<p>“Civil Disobedience” (Henry David Thoreau)</p>		<ul style="list-style-type: none"> • 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. • Examine the use and refinement of a key term 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. 	<p>RI.11-12.3 RI.11-12.6 W.11-12.2.a-f W.11-12.9.b SL.11-12.1.a, c L.11-12.1 L.11-12.2.a, b L.11-12.4.a- c L.11-12.5.a</p>	<p>response to the following prompt: What does Thoreau mean by “a better government”?</p>

Text	Lessons in the Unit	Literacy Skills and Habits	Assessed and Addressed CCSS	Assessments
		<ul style="list-style-type: none"> 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 discussion. 		
Unit 2: “Th’abuse of greatness is when it disjoins / remorse from power.”				
<i>Julius Caesar</i> (William Shakespeare)	22	<ul style="list-style-type: none"> Read closely for textual details. Annotate texts to support comprehension and analysis. Engage in productive evidence-based discussions about the text. Collect and organize evidence from the text to support analysis in writing. Make claims about texts using specific textual evidence. Use vocabulary strategies to define unknown words. 	CCRA.R.6 RL.11-12.2 RL.11-12.3 RL.11-12.4 RL.11-12.5 RL.11-12.6 W.11-12.2.a-f W.11-12.9.a SL.11-12.1.b, c SL.11-12.6 L.11-12.1 L.11-12.2.a, b L.11-12.4.a, c L.11-12.5.a, b	<p>Mid-Unit: Students write a formal, multi-paragraph response to the following prompt: Is Caesar’s death a “sacrifice” or a “butchery”?</p> <p>End-of-Unit: Students write a formal, multi-paragraph response to the following prompt: Explain how the title <i>The Tragedy of Julius Caesar</i> is appropriate for the play, or propose a new title and explain why it is more appropriate.</p>

Text	Lessons in the Unit	Literacy Skills and Habits	Assessed and Addressed CCSS	Assessments
		<ul style="list-style-type: none"> • Trace the development of ideas over the course of the text. • Examine the use and refinement of a key term over the course of the text. • Paraphrase and quote relevant evidence from the text. • Independently preview text in preparation for supported analysis. • Independently develop questions for further textual analysis. • Write informative texts to examine and convey complex ideas. • Use rubrics and checklists for self-assessment and peer review of writing. • Practice speaking and listening skills in preparation for an interpretive dramatic reading performance. 		

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