

11.2.2

Unit Overview

“I am / the sun and moon and forever hungry”

Text(s)	“From the House of Yemanjá” by Audre Lorde “An Address by Elizabeth Cady Stanton”
Number of Lessons in Unit	14

Introduction

In this unit, students read and analyze two texts that explore issues of agency and identity for women in America. Students begin by reading “An Address by Elizabeth Cady Stanton,” in which Cady Stanton argues for women’s right to vote. Next, students read Audre Lorde’s contemporary poem, “From the House of Yemanjá.” Lorde’s exploration of how a daughter’s sense of self is influenced by her complex relationship with her mother provides an alternate voice and perspective on the experience of being a woman in America.

Throughout this unit, students continue to practice their informative/explanatory writing skills while developing their ability to analyze an author’s use of rhetoric and figurative language. Students determine an author’s point of view or purpose, and analyze how style and content contribute to the power, persuasiveness, or beauty of the text. Additionally, students analyze specific word choice and figurative language to determine its role in both texts. In addition to reading and writing, students initiate and participate in a range of collaborative discussions, using textual evidence to support their analysis.

There is one formal assessment in this unit. For the End-of-Unit Assessment, students write a multi-paragraph response in which they consider a central idea from Lorde’s poem or “An Address by Elizabeth Cady Stanton,” and identify a similar or related idea in one other text from the module. Students compare the approaches that the two authors of their choice take in developing a similar or related central idea, considering how each author uses either word choice, rhetoric, point of view, or purpose to develop this idea.

Literacy Skills & Habits

- Read closely for textual details
- Annotate texts to support comprehension and analysis
- Evaluate reasoning by determining how an author uses specific pieces of evidence to support claims and how an author relates supporting claims to the central claim
- Engage in productive evidence-based conversations about text
- Determine the meaning of unknown vocabulary
- Independently preview text in preparation for collaborative analysis
- Paraphrase and quote relevant evidence from a text
- Practice key informative/explanatory writing skills
- Track rhetoric and how it advances the author’s purpose or point of view in the text
- Track ideas and their refinement or development over the course of the text

Standards for This Unit

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 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	
RL.11-12.2	Determine two or more themes or central ideas of the 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.11-12.4	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.)
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.

CCS Standards: Reading	
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> <ul style="list-style-type: none"> a. Introduce a topic; organize complex ideas, concepts, and information to 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).
W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.11-12.5	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.11-12.9.a, 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 11-12 Reading standards</i> to literature (e.g., "Demonstrate knowledge

CCS Standards: Reading	
	<p>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”).</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	<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>
SL.11-12.3	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.
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	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.11-12.4.a	<p>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.</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>
L.11-12.5.a	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <p>a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p>

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

Unit Assessments

Ongoing Assessment	
Standards Assessed	CCRA.R.8, CCRA.R.9, RL.11-12.2, RL.11-12.4, RI.11-12.2, RI.11-12.3, RI.11-12.6, W.11-12.5, L.11-12.5.a
Description of Assessment	Answer text-dependent questions. Write informally in response to text-based prompts. Present information in an organized and logical manner. Revise Quick Write assessments, integrating key skills from targeted writing standards.

End-of-Unit Assessment	
Standards Assessed	CCRA.R.9, RL.11-12.2, RI.11-12.2, W.11-12.2.a-f, L.11-12.1, L.11-12.2
Description of Assessment	Students write a multi-paragraph essay responding to the following prompt based on their work in this unit: Consider a central idea in Lorde’s “From the House of Yemanjá” or “An Address by Elizabeth Cady Stanton.” Identify a related or similar central idea in either Du Bois’s “Of Our Spiritual Strivings” or Washington’s “Atlanta Compromise Speech” and compare the approaches the authors take in developing a similar or related central idea. Discuss how each author uses at least one of the following to develop the related or similar central idea: word choice, rhetoric, point of view, or purpose.

Unit-at-a-Glance Calendar

Lesson	Text to be Covered	Learning Outcomes/Goals
1	“An Address by Elizabeth Cady Stanton,” paragraph 1	Students are introduced to “An Address by Elizabeth Cady Stanton.” Students listen to a masterful reading of the full text, then consider how Cady Stanton establishes the purpose of her address in the first paragraph of her speech. Student analysis focuses on Cady Stanton’s word choices.
2	“An Address by Elizabeth Cady Stanton,” paragraph 2–3	Students continue their analysis of “An Address by Elizabeth Cady Stanton” as they read and analyze paragraphs 2–3, in which Cady Stanton advocates for the rights of women by demonstrating the triviality of men’s concerns. Students analyze how Cady Stanton’s strategic use of satire and sarcasm advance her purpose.

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3	“An Address by Elizabeth Cady Stanton,” paragraph 4–5	Students read and analyze paragraphs 4–5 of “An Address by Elizabeth Cady Stanton” in which Cady Stanton establishes a key distinction between rights and equality in support of her argument for women’s right to vote. Through focused questioning, students analyze how Cady Stanton organizes and develops ideas. Students begin work with the Ideas Tracking Tool to track the interaction and development of ideas.
4	“An Address by Elizabeth Cady Stanton,” paragraph 6–7	Students read and analyze paragraphs 6–7 of “An Address by Elizabeth Cady Stanton” in which Cady Stanton explores the actions women must take in order to attain the right to vote. Students analyze Cady Stanton’s use of rhetoric and determine how the style and content of this passage contribute to the power, persuasiveness, or beauty of her speech. Students use the Rhetorical Impact Tracking Tool to guide them in their analysis of the text. Students also practice establishing and maintaining a formal style and objective tone in their writing.
5	“An Address by Elizabeth Cady Stanton” paragraph 8–10	In this lesson, students read and analyze paragraphs 8–10 of “An Address by Elizabeth Cady Stanton” in which Cady Stanton argues for the crucial role women play in saving the nation from its sins. Students analyze how Cady Stanton introduces and develops key ideas through her use of figurative language.
6	“An Address by Elizabeth Cady Stanton,” paragraphs 11–12	In this lesson, students read and discuss paragraphs 11–12 of “An Address by Elizabeth Cady Stanton,” in which Cady Stanton argues that giving women the right to vote will benefit future generations of children. Students analyze how Cady Stanton introduces and develops ideas, focusing on her use of figurative language. Students also consider how to develop a strong conclusion in a written response. Students apply their understanding of W.11-12.2.f as they revise their Lesson 5 Quick Writes to include a concluding statement.
7	“An Address by Elizabeth Cady Stanton,” paragraphs 13–14	In this lesson, students read the final two paragraphs of Cady Stanton’s address in which she rallies women to “prophesy” for equal rights despite the opposition they face. Students focus on Cady Stanton’s use of rhetoric, as they analyze how the style and content of paragraphs 13–14 contribute to the power,

Lesson	Text to be Covered	Learning Outcomes/Goals
		persuasiveness, or beauty of the text.
8	“An Address by Elizabeth Cady Stanton”	In this lesson, students analyze “An Address by Elizabeth Cady Stanton” in its entirety. Students call upon their previous text analysis work as they consider how Cady Stanton structures her argument, specifically noting the relationship between reasoning and evidence. Students refer to the Argument Visual Handout as they engage in collaborative small group discussions about how Cady Stanton’s reasoning and evidence support her central claim and supporting claims.
9	“From the House of Yemanjá” by Audre Lorde, stanza 1	In this lesson, students read and analyze the first stanza of Audre Lorde’s contemporary poem, “From the House of Yemanjá.” Students determine connotative and figurative meanings of words and phrases as they are used in the text, and analyze how these specific word choices begin to establish the speaker’s complex relationship with her mother. Students use their Ideas Tracking Tools to track the development and interactions of ideas in the poem.
10	“From the House of Yemanjá” by Audre Lorde, stanza 2	In this lesson, students read and analyze the second stanza of “From the House of Yemanjá.” In this stanza, Lorde further develops the speaker’s relationship with her mother and how this relationship influences the speaker’s identity. Students interpret the meaning of the figurative language in this stanza, and analyze the role it plays in the text.
11	“From the House of Yemanjá” by Audre Lorde, stanzas 3–5	In this lesson, students read and analyze the final stanzas of “From the House of Yemanjá.” In these stanzas, the speaker calls out to her “mother” for “blackness,” and reflects upon the painful duality of her own identity (line 29). Students analyze how Lorde shapes and refines central ideas in her poem, and consider how these ideas interact and build on one another over the course of the text.
12	“From the House of Yemanjá” by Audre Lorde, “An Address by	In this lesson, students place Audre Lorde’s poem, “From the House of Yemanjá” in conversation with the other three texts in this module: “Of Our Spiritual Strivings” by W. E. B. Du Bois,

Lesson	Text to be Covered	Learning Outcomes/Goals
	Elizabeth Cady Stanton, "The Souls of Black Folk," Chapter 1: "Of Our Spiritual Strivings" by W.E.B. Du Bois, "Atlanta Compromise Speech" by Booker T. Washington	"Atlanta Compromise Speech" by Booker T. Washington, and "An Address by Elizabeth Cady Stanton." Students make connections across these three texts and "From the House of Yemanjá," analyzing how the development of ideas and events in the non-fiction texts refines their understanding of the central ideas in Lorde's poem.
13	"From the House of Yemanjá" by Audre Lorde, "An Address by Elizabeth Cady Stanton," <i>The Souls of Black Folk</i> , Chapter 1: "Of Our Spiritual Strivings" by W.E.B. Du Bois, "Atlanta Compromise Speech" by Booker T. Washington	In this lesson, students prepare for the End-of-Unit Assessment by engaging in an evidence-based discussion to determine similar or related central ideas in two of the four module texts. Students select a pair of texts and a similar or related central idea on which to focus their writing for the End-of-Unit Assessment, then work with the Cross-Text Evidence Collection Tool to collect evidence about how the two authors of their choice approach these related central ideas.
14	"From the House of Yemanjá" by Audre Lorde, "An Address by Elizabeth Cady Stanton," <i>The Souls of Black Folk</i> , Chapter 1: "Of Our Spiritual Strivings" by W.E.B. Du Bois, "Atlanta Compromise Speech" by Booker T. Washington	In the End-of-Unit Assessment, students apply the writing skills they have developed throughout this module and draw upon their analysis of either Lorde's poem "From the House of Yemanjá" or "An Address by Elizabeth Cady Stanton" as well as one text from Unit 1 to craft a formal, multi-paragraph response to the following prompt: Consider a central idea in Lorde's "From the House of Yemanjá" or "An Address by Elizabeth Cady Stanton." Identify a related or similar central idea in either Du Bois's "Of Our Spiritual Strivings" or Washington's "Atlanta Compromise Speech" and compare the approaches the authors take in developing a similar or related central idea. Discuss how each author uses at least one of the following to develop the related or similar central idea: word choice, rhetoric, point of view, or purpose.

Preparation, Materials, and Resources

Preparation

- Read and annotate “From the House of Yemanjá” and “An Address by Elizabeth Cady Stanton,” including numbering stanzas and paragraphs
- Review the Short Response Rubric and Checklist
- Review the 11.2.2 End-of-Unit Text Analysis Rubric and Checklist
- Review the Rhetorical Impact Tracking Tool
- Review the Ideas Tracking Tool
- Review the Cross-Text Evidence Collection Tool
- Review the Argument Visual Handout
- Review all unit standards and post in classroom

Materials/Resources

- Copies of “An Address by Elizabeth Cady Stanton” and “From the House of Yemanjá”
- Self-stick notes for students
- 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
- Copies of handouts and tools for each student: see materials list in individual lesson plans
- Copies of the 11.2.2 End-of-Unit Text Analysis Rubric and Checklist
- Copies of the Short Response Rubric and Checklist
- Copies of 11.2 Common Core Learning Standards Tool
- Copies of the Rhetorical Impact Tracking Tool
- Copies of the Ideas Tracking Tool