Persuasion Across Time and Space:

Analyzing and Producing Persuasive Texts

Understanding Language | Language, Literacy, and Learning in the Content Areas

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Persuasion Across Time and Space: Analyzing and Producing Complex Texts

A Unit Developed for the Understanding Language Initiative by WestEd's Teacher Professional Development Program

Unit Authors: Aida Walqui, Nanette Koelsch, and Mary Schmida

In Collaboration with Understanding Language's English Language Arts Working Group:
George C. Bunch (Chair), Martha Inez Castellón, Susan Pimentel, Lydia Stack, and Aida Walqui

Introduction to Readers

The goal of this unit is to provide exemplars illustrating how English Language Arts Common Core Standards in Reading Informational Text and Writing Arguments can be used to deepen and accelerate the learning and instruction of English Language Learners (ELLs), especially at the middle school level. It is based on the notion that ELLs develop conceptual and academic understandings as well as the linguistic resources to express them simultaneously, through participation in **rigorous** activity that is well **scaffolded**. **Practices** focus student attention and activity on key concepts -which are presented and discussed in their interrelatedness- with invitations for students to engage in higher order thinking throughout. These practices, and the **intentional support** offered to students throughout the unit, are designed to constitute an **apprenticeship** for students that over time builds their **agency** and **autonomy**.

This unit was designed for students who have reached at least an intermediate level of proficiency in English (see Level 3 in the *Framework for English Language Development Proficiency Standards*[1]). Effective implementation of the unit also assumes a teacher who is both knowledgeable about the critical role of language envisaged in the CCSSs and knows how to support students' learning, strengthening their language and literacies development across the ELA curriculum. In many cases, supporting teachers in the development of this knowledge and set of skills will require some professional development prior to their teaching the unit. Pedagogically, the unit signals several important shifts in the design of learning materials and instructional approaches:

[1] Council of Chief State School Officers. (2012). *Framework for English Language Proficiency Development Standards corresponding to the Common Core State Standards and the Next Generation Science Standards.* Washington, DC: CCSSO.

From a conceptualization of		To understanding
Language acquisition as an individual process	→	Language acquisition as a social process of apprenticeship that takes place in social contexts
Language as structures or functions	→	Language as action, subsuming structure and function (Ellis, N. & Larsen-Freeman, D., 2010; van Lier & Walqui, 2012)
Language acquisition as implying the linear and progressive building on forms and structures, or functions, aimed at accuracy, fluency, and complexity	→	Non linear and complex developmental process aimed at communication and comprehension
Use of individual ideas or texts as the center of instruction	→	Attention to ideas in their interrelatedness, and teaching units as a cluster of lessons centered on texts that are interconnected by purpose and/or theme
Use of simple and/or simplified texts	→	Use of complex, amplified texts for all students
Use of activities that pre-teach the content, or simply "help students get through texts"	→	Activities that scaffold students' development and their autonomy, so that the knowledge gained will assist them in generating new understandings on their own in the future
Identifying discrete structural features of language	→	Exploration of how language is purposeful and patterned to do its particular rhetorical work
Traditional grammar as a starting point for students to know about language	→	Multimodal grammar as necessary to support students' understanding of the visual, spatial, gestural, audio and linguistic meanings of texts
Objectives stated as dichotomies (such as "content objectives" and "language objectives")	→	Objectives revolve around ways of engaging in academic practices, communicating, doing, and being by using language for different audiences and purposes
Teacher use of standardized or pre-fabricated tests to guide instruction	→	Instruction guided by assessment of students' participation in activity, and a determination of how they need to be supported next to develop in deep and generative ways.

How did we begin the design of this unit?

We began the design of the unit looking for a set of ELA standards that would contribute to the development of students' critical analysis of discourse and foster their curiosity about how language works. The ELA Writing CCSS address three major types of text: narrative, argument, and informative/explanatory. We reasoned that argumentation was not only a central component of the standards but that students' ability to "delineate and evaluate the argument and specific claims in a text...(RI8.8, for example)" is an essential 21st century skill. With the selection of this text type we then looked for reading texts that would best support the reading and writing of arguments and develop literacies for the 21st century.

Living in a world characterized by social and economic tensions, ELLs and other teenagers struggle to make sense of their circumstances. With 2012 being an election year in the United States, students have likely listened to political speeches on television, commentaries on the radio, and may have read position essays or opinion pieces in newspapers or magazines. These ideas led us to choose speeches as the main text type for the unit, a genre typically characterized as persuasion.

Persuasion takes communicative practice along the continuum from argument –which includes the use of logical evidence- to ethics and emotion, through the appeals of ethos and pathos. Being able to understand whether texts communicate propositions that appeal not only logically, but also to an ethical sense -or not- is essential in contemporary life. Following this reasoning, we decided to choose speeches that would help students travel through social and economic tensions in America across time, anchoring the exploration in famous oratory pieces, which would invite students to focus on how speakers and writers "craft" language in a wide variety of ways in order to induce their audience(s) to take a particular position and/or to take action.

There were many speeches to choose from, each presenting us with its own rationale for inclusion. In the end we decided to start with the *Gettysburg Address* both because of its pivotal role in American history, but also because its pedagogical treatment could clearly illustrate how to effectively scaffold for English Language Learners the reading of a brief but extremely complex, accomplished, and sophisticated text. Next, we chose King's *I Have a Dream* and Robert Kennedy's impromptu speech upon learning of King's assassination. In order to present a counter perspective in the ideological debate that has spanned across time in U.S. history, we included George Wallace's *The Civil Rights Movement: Fraud, Sham, and Hoax*. Finally, Barbara Jordan's essay *All Together Now* was selected to close the historical set because she revisits tensions addressed by the other speeches with a sense of hope and an appeal to all to do our part in creating a more humane society.

So, we had the main texts selected. We then asked ourselves how the unit should begin and close. We made the decision to get the unit started with an analysis of multimedia advertisements, a type of persuasive text that is familiar to students, but that they seldom critique in rational ways, and with the use of explicit tools to look at the framing of arguments and appeals. Adolescents in the contemporary world are surrounded by **multimodal** commercial advertisements that try to convince them of the goodness or value of products they are encouraged to buy or positions they should support. They need to evaluate the arguments presented and the claims made in these texts. We wanted to choose some ads that followed in the spirit of civic activism and others that were more commercial. We also wanted some ads that were not familiar to students, and some that were. You will see in the opening lesson that we chose some advertisements created in this country and some from abroad. To close the unit we decided to bring the ideas once again close to the lives of students and chose a speech written by Severn Cullis-Suzuki, a Canadian 12 year old, who addressed the 1992 United Nations Earth Summit in Brazil. Reading and examining a speech written by somebody close to them in age, students would be motivated to write a persuasive text of their own applying what they had learned throughout the unit.

As used in schooling, persuasive texts allow students to acquire and demonstrate a wide repertoire of practices that involve their literacy skills, understandings, and the power of language. For English Language Learners, reaching an understanding of how others persuade and gaining awareness of how to use the rhetorical tools of the trade to persuade others are fundamental to success in school contexts as well as outside of school – in society, in the workplace, social networks, the media, and civic life.

While any unit or lesson addresses many standards at once, we have decided to cluster only the ones that provide a clear focus for the activities presented. Accordingly, given our purposes, and the selection of texts, the following Grade 7 and 8 standards were selected as foci for the unit:

Reading Informational Text

- 7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly and well as inferences drawn from the text
- 8.1 Cite the textual evidence that most strongly supports analysis of what the text says explicitly and well as inferences drawn from the text

- 7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text
- 8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas, provide an objective summary of the text
- 7.3 Analyze interactions between individuals, events, and ideas in a text
- 7.4 Determine the meaning of words and phrases as they are used in the texts, including figurative, connotative and technical meanings; analyze the impact of specific word choice on meaning and tone
- 8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts
- 7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of ideas
- 8.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept
- 7.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others

Writing Argumentative Texts

- 7.1/8.1 Write arguments to support claims with clear reasons and evidence
- 7.4/8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience
- 7.5/8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed

Speaking & Listening

- SL7.1/8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 or 8 topics, text, or issue to probe and reflect on ideas under discussion.

Language

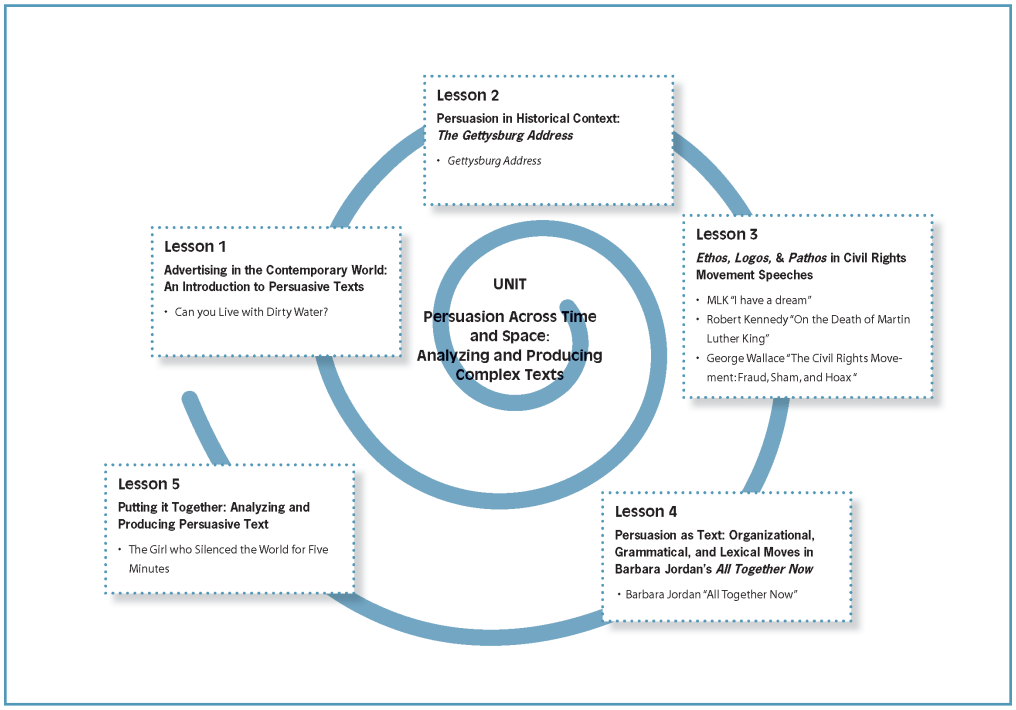
- Because *language* represents the linguistic resources used to engage in all of the other Standards, we do not identify a particular set of unit-wide CCSS ELA Language standards. When discussing individual lessons within the unit, we do identify Language standards that are particularly relevant to the learning activities in those particular lessons.

Addressing the standards in lessons and instructional activities

Traditionally, the emphasis of language teaching has been placed on grammar, which is often taught through exercises from a textbook or worksheet presenting individual sentences and often using inauthentic language designed simply to teach the grammatical point under consideration. Because we are concerned with building and extending students' ability to engage in academic practice and making meaning, the unit addresses language knowledge in the context of curriculum activities that involve students in using language to achieve communicative purposes. The language relevant to the task at hand is taught explicitly at certain points during a curriculum cycle that passes through spiraling stages of deepening of understanding and ability to act independently. Such an approach is based on the notion of scaffolding

and reflects sociocultural learning theory (Gibbons, 2009; Lantolf & Thorne, 2006; Vygotsky, 1978,1986; Walqui & van Lier, 2010).

There are five thematically and conceptually linked lessons in the unit. Students develop and deepen their understanding of the purposes and structure of complex persuasive and argumentative texts, as well as of the rhetorical, literary, grammatical, and lexical devices and techniques that authors use to communicate their claims and appeals as they engage in activities that take them from more familiar persuasive practices to the more unfamiliar ones, and from an analysis of uses of language in advertising that might be more commonsensical to students to the less commonsensical uses of English that they are likely to encounter in a range of academic settings. Lessons provide students with multiple opportunities to develop, test-out, deepen, and refine their understanding of the genre in informal collaborative groupings and presentations, formal presentations of work, both collaboratively and independently, speaking, listening, reading, and writing for different audiences and purposes in all lessons. The progressively more complex application of the academic content, skills, and understandings described in the standards means that, as conceived and developed, the lessons are linked and are not meant to "stand alone." The spiraling nature of the unit is illustrated in the following graphic:



Access and Engagement for All Students

In addition to the thematically and conceptually linked and spiraling curriculum, teachers are provided multiple pathways for differentiating instruction so that all students can achieve at high levels. The unit as a whole, and each lesson individually, includes apprenticeship experiences in which students have multiple levels of support designed to foster increasing levels of autonomy and independence over time. Within each lesson, learning activities or tasks are carefully sequenced within and across the three-part lesson architecture to develop English Language Learners' understanding and application of the literacies described in the CCSS English Language Arts standards targeted in the unit. Whenever possible, options for minimal, moderate, and maximal levels of scaffolding are described within the three moments around which lessons are constructed: *Preparing Learners, Interacting with Text, Extending Understanding*. These options engage all ELLs –and any other students in class- in close reading of complex texts with varying levels of support. Side notes in the left-hand margin of the teacher instructions explain the purpose, implementation, and assessment uses of tasks for optimal learning.

Following is an example of the in-text options for instruction in Lesson 2: Persuasion in Historical Context: The Gettysburg Address, and following that are two types of side notes in Lesson 4: Persuasion as Text Organization: Grammatical and Lexical Moves in Jordan's All Together Now:

From Lesson 2: Example of in-text teacher options for instructional differentiation. Options are fully developed in the lesson

Era Envelope

Three options are presented for this activity so that teachers may choose depending upon their students' needs.

- Option 1: Implementation of the task with minimal scaffolding
- Option 2: Implementation of the task moderate scaffolding
- Option 3: Implementation with maximal scaffolding.

Option 1: Implementation of the task with minimal scaffolding
Ask students to sit in heterogeneous groups of three. Distribute the envelope packet to each group (Handouts #1-3); ask students not to open the envelope until you alert them to do so.

Tell students that they are going to build their background knowledge about the time and place of President Lincoln's famous speech, *The Gettysburg Address*. To do so, they will first examine three documents, answering focus questions about each one. They will then examine a group of photos that provide additional information about the Civil War and pick one photograph to analyze further.

Distribute Handout #5: *Background Reading Focus Chart*. (Handouts #4a-c are used in Option 2.)

Ask one student at each table to open the envelopment and pass out one handout to each person at the table. Tell students that they will each read their own handout, and respond in the corresponding quadrant. Give students about five minutes only, and then ask them to pass the papers to their right. After three turns, each student will have read all three documents in the envelope.

Distribute one copy of Handout #6: *Civil War Photos* to each group, and one copy of *Handout #7: Photograph Response*. Invite students to examine the photographs and, as a group, select one photograph to analyze further. Emphasize that each student should have a completed Photograph Response sheet, and that the group need only write their caption on one strip of paper.

Option 2: Implementation of the task with moderate scaffolding
Tell students they are now sitting in Base Groups. Based on each student's English proficiency and reading level and your knowledge of the texts to be read, assign each student a number from 1 to 3. Subdivide expert groups, if needed, so that each group has no more than four students.

Tell students that they will now become experts in one area of information about the Civil War and the *Gettysburg Address*. They will then return to their Base Groups and share their new knowledge with the other students in their group.

In students' expert groups, distribute a copy of the Handout #4a: *Clarifying Bookmark* and tell students that they are to begin their reading by using the Clarifying Bookmark to read their selection.

To work through the text, expert group members will take turns reading, in pairs, aloud the first two paragraphs of their assigned reading. Explain that each student will read a paragraph, stop, and use the Clarifying Bookmark to think aloud through the text. After each student is done with his or her part, their partner may add other ideas. Then the partner continues with the same process as he or she reads the second paragraph.

Explain that after each pair finishes the first two paragraphs, students read the rest of their text silently. As students read on their own, they should take notes on the focus area identified in Handout 5: *Background Reading Focus Chart*.

Round Robin
Ask students to share their responses. Remind students that only one person shares at a time, and that there will be no interruptions or comments until all four students have shared their responses.

If a student has the same information as another, invite him/her to respond using one of the following routine expressions:

I agree with so and so, I also noticed....

I also wrote that....

Tell students that if they like something that someone else shares, they can add it to their own chart.

Distribute one copy of Handout #6: *Civil War Photos* to each group, and one copy of Handout #7: *Photograph Response*. Invite students to examine the photographs and, as a group, select one photograph to analyze further. Emphasize that each student should have a completed Photograph Response sheet, and that each student needs to write down the caption.

Base Group Share
Students return to their original base groups taking turns to share their responses to the text they read. They then share the photograph and caption.

Option 3: Implementation with maximal scaffolding
In this option, the teacher reads each text aloud, using the focus areas on Handout #5: *Background Reading Focus Chart* as a guide. The teacher stops at key points and asks students to talk to a partner about whether they can enter information into their chart and what information that might be. The teacher asks for student input and guides the group in their response. Collaboratively, the class works together to fill in the Chart, with the teacher modeling what should be written in each cell (either on poster paper or through a Document Camera).

Post a selected photo from Handout #6: *Civil War Photos*, and distribute Handout #7: *Photograph Response*. As a group, complete Handout #7. Emphasize that each student should have a completed Photograph Response sheet. Ask partners to create captions and then post them on chart paper.

From Lesson 4: Example of side note on purpose for a sequence of tasks and side note for additional instructional options

Purpose

The tasks included in this moment of the lesson are intended to apprentice students in the ways in which writers of complex persuasive texts deliberately use language to construct meaning within and across a text.

Interacting with Texts

- Reading with a Focus with Round Robin
- Listening with a Focus
- Jigsaw Reading
- How Writers Accomplish their Goals
- Find the Tie
- Deconstructing and Constructing Modality

Option/Notes

How Writers Accomplish Their Goals

If some students need more scaffolding to accomplish this task you might work closely with these students, reading through a paragraph and then rereading each sentence or phrase with the question in mind, thinking aloud about the language Jordan uses.

Or, after working through a few paragraphs with the class, you can assign the questions or the paragraphs to different groups.

Throughout the five lessons many activities have been marked as providing opportunities for teachers and students to assess where learners are in their ability to engage in academic practices, i.e., in their understanding of concepts, control of skills, and use of English. For students, this is an opportunity to gain awareness of their own development and of where they require more support. For teachers, this observation provides the evidence that enables them to draw inferences about students' learning relative to the intended learning goals and to make decisions about next instructional steps (Walqui & Heritage, 2012).

This unit will be piloted winter/spring of 2013 in three districts as part of a research project lead by the *Understanding Language Initiative.* Students, teachers, and their work will be followed, and artifacts coming from their pilot –written, audio and video clips- will be posted with commentaries on the UL website as illustration for teachers of the enactment of the unit and the intended and organic results of implementation.

The three types of teacher resources —options for instruction, side notes about tasks and assessments and, eventually, on-line links to task descriptions—are provided so that teachers who implement the lessons in the unit also gain sufficient meta-knowledge about the type of instruction that supports the reading and writing of complex, rigorous, academically challenging texts for all students to generate their own lessons and units.

Who wrote this unit?

Aída Walqui has devoted her professional life to the teaching of English for academic purposes, and the preparation and professional learning of teachers who work in that field. She initiated her teaching and research in her native country, Peru, and continued it in Mexico, the United Kingdom, and the United States. Some of her richest years professionally were the six years she taught in a high school in Salinas, CA. For the last twelve years she has worked at WestEd where she directs the Teacher Professional Development Program (TPD).

Nanette Koelsch has taught at the elementary, secondary and post-secondary levels, and has been an educator for 33 years. She is committed to improving literacy education for English Learners and other underserved students. She has worked with the Teacher Professional Development Program as a professional developer and researcher since 2001. Prior to joining TPD, she worked with WestEd projects focused on literacy and assessment for linguistically diverse students.

Mary Schmida has worked in the field of education for 24 years, first as a teacher in the Peace Corps in West Africa. She then taught College Writing at UC Berkeley while earning her masters and doctorate in Education in Language, Literacy, and Culture. Mary also taught 6th and 7th grade ELD and was an administrator in an urban middle school for two years. She has worked with TPD at WestEd since 2004.

The team has benefitted from the advice of several "critical friends" throughout the conception and development of this unit. As part of the Understanding Language Initiative, **Susan Pimentel** and **George Bunch** provided valuable feedback on earlier drafts of the unit; and they along with **Martha Castellón**, **Lydia Stack**, and **Kenji Hakuta** were supportive and encouraging throughout the process. At WestEd, **Leslie Hamburger** provided invaluable support in helping to make the unit a reality.

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Understanding Language

Language, Literacy, and Learning in the Content Areas

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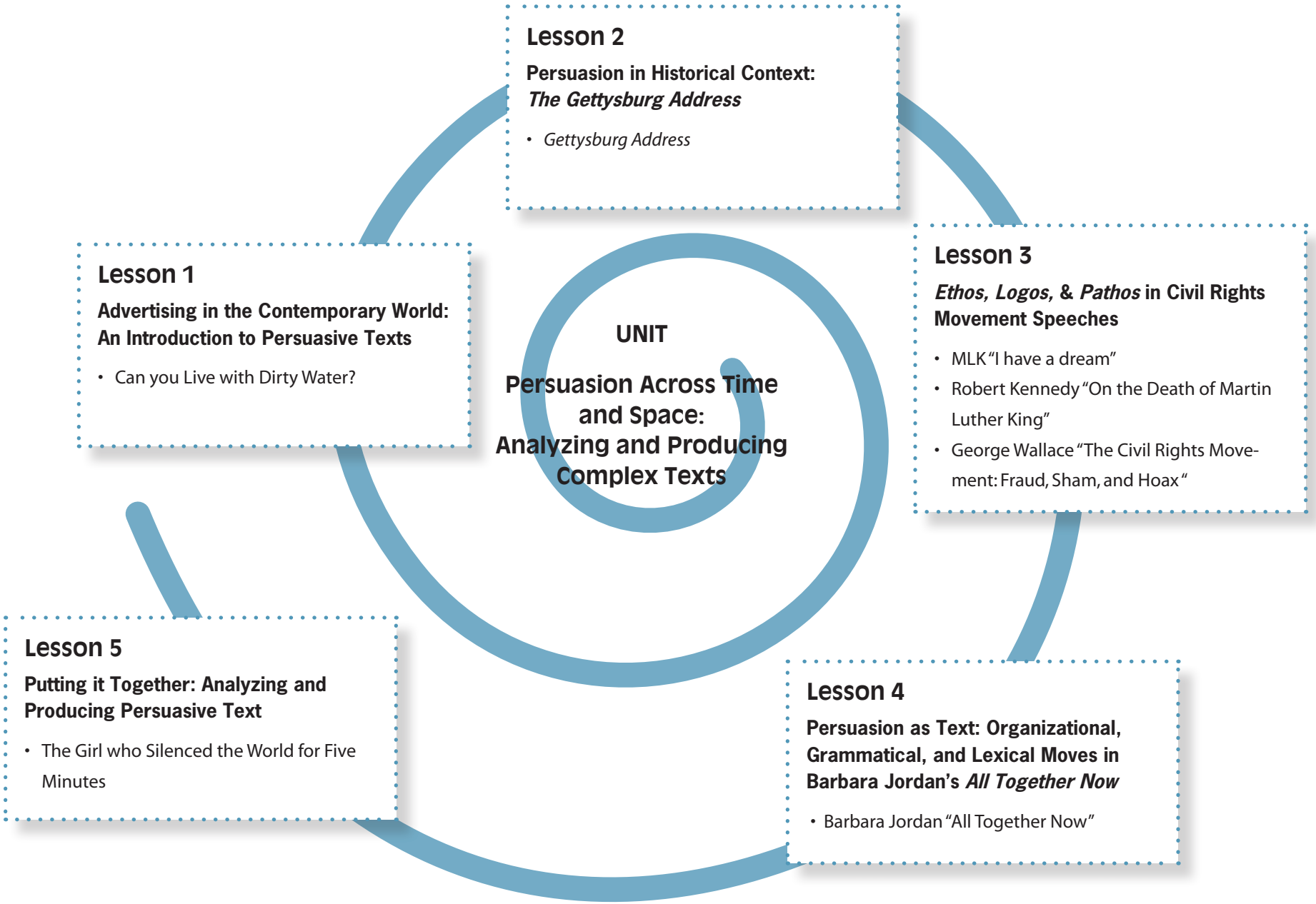
Lesson 2
Persuasion in Historical Context: *The Gettysburg Address*
• *Gettysburg Address*
Lesson 1
Advertising in the Contemporary World: An Introduction to Persuasive Texts
• Can you Live with Dirty Water?
UNIT
Persuasion Across Time and Space: Analyzing and Producing Complex Texts
Lesson 3
Ethos, Logos, & *Pathos* in Civil Rights Movement Speeches
• MLK "I have a dream"
• Robert Kennedy "On the Death of Martin Luther King"
• George Wallace "The Civil Rights Movement: Fraud, Sham, and Hoax"
Lesson 5
Putting it Together: Analyzing and Producing Persuasive Text
• The Girl who Silenced the World for Five Minutes
Lesson 4
Persuasion as Text: Organizational, Grammatical, and Lexical Moves in Barbara Jordan's *All Together Now*
• Barbara Jordan "All Together Now"

UNIT

Persuasion Across Time and Space: Analyzing and Producing Complex Texts

Unit Overview

Developing in-depth understanding of how writers use persuasive techniques to convince others of the veracity, validity, and appeal of their claims not only develops students' academic skills, practices, and understandings of this genre, it also helps to ensure that students have the capacity to examine the claims, evidence, and reasoning they later encounter in public and civic documents. The spiraling and deepening structure of the five lessons comprising this unit engage students in activities that take them from more familiar persuasive practices to the more unfamiliar ones, and from an analysis of the commonsensical uses of language to the least commonsensical and most academic uses of English. The unit is an exemplar that demonstrates how to scaffold student engagement in robust intellectual practices even when students' language development is not at the level that many people traditionally think is needed to carry out this type of work.

A pre- assessment on writing a persuasive essay begins the unit, and is included before Lesson 1. Two versions are included: one for students and a second with teacher directions. This assessment is intended to provide baseline data of students' knowledge of how to write this genre. At the end of the unit, in Lesson 5, students are asked to select a writing situation, develop a claim, read an informational article about the issue and identify relevant evidence to support their claims and to develop a counter argument, and write a persuasive essay. This assessment is intended to be summative. It may be scored using a district rubric or with the rubric included in Lesson 5 handouts.

Key Common Core Reading and Writing Standards Developed in Unit

Reading Informational Text

- 7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly and well as inferences drawn from the text
- 7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text
- 7.4 Determine the meaning of words and phrases as they are used in the texts, including figurative, connotative and technical meanings; analyze the impact of specific word choice on meaning and tone
- 7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of ideas

- 8.1 Cite the textual evidence that most strongly supports analysis of what the text says explicitly and well as inferences drawn from the text
- 8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas, provide an objective summary of the text
- 8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- 8.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

Writing Informational and Argumentative Texts

- 7.1/8.1 Write arguments to support claims with clear reasons and evidence
- 7.4/8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience
- 7.5/8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

Lesson 1

Advertising in the Contemporary World: An Introduction to Persuasive Texts

Overview

In the first lesson in this unit, students are introduced to the use of persuasion in visual, print, and multimodal advertisements. Many advertisements, particularly video, embed persuasive techniques in the familiar genre of narrative first to inform, engage, and interest readers and viewers emotionally, and then to persuade them to take some form of action. This action may be to buy a product, sign a petition, attend an event, or change their behavior. Sometimes the purpose is to raise awareness of an issue –the action or response required is not always made explicit. This lesson explores how the use of persuasive techniques within the narrative of advertisements accomplishes these goals.

Students are introduced to a number of textual analysis standards and persuasive techniques that will be developed and deepened throughout the unit. As they analyze multimodal texts, students examine the author's point of view and purpose, and the intended effect on readers by analyzing modality, word meaning and nuances. They determine the central ideas of text and cite specific evidence to support their analysis. At the end of the lesson, students reflect on what they have learned about persuasive techniques before applying and deepening their understanding of persuasion as they read complex texts.

Lesson 2

Persuasion in Historical Context: *The Gettysburg Address*

Overview

In the second lesson students further their understanding and analysis of persuasive techniques as they engage in close reading of the *Gettysburg Address*. They first build their schema about the time, place, and political context of Lincoln's famous speech through the reading of informational text. As students read the *Gettysburg Address*, they have multiple opportunities to examine and interact with the text in a number of ways, from the macro understanding of Lincoln's message, to the micro word-level examination. Students examine the text to determine how cohesive and coherence ties work together to create meaning. The culminating Performance Task invites students to translate the *Gettysburg Address* into modern English, helping students to synthesize their understanding of what Lincoln's message was.

Lesson 3

Ethos, Logos, & *Pathos* in Civil Rights Movement Speeches

Overview

The third lesson in the unit introduces students to Aristotle's Three Appeals, and helps students analyze how these rhetorical devices are used to persuade a reader or audience to take action or identify with a particular cause. Because rhetorical devices are an important element of speeches, the knowledge gained by students in this lesson is essential for them to critically analyze King's *I Have a Dream*, Kennedy's *On the Assassination of Martin Luther King*, and Wallace's *The Civil Rights Movement: Fraud, Sham, and Hoax*, the three speeches in this unit.

Lesson 4

Persuasion as Text: Organizational, Grammatical, and Lexical Moves in Barbara Jordan's *All Together Now*

Overview

Lesson Four invites students to examine how writers construct persuasive texts at the macro and micro level. Students work together collaboratively to analyze the structural, organizational, grammatical, and lexical choices made in one speech, Barbara Jordan's *All Together Now*. They communicate their understanding of these elements to a younger middle school audience in preparation for writing their own speeches as the culminating performance of the unit. At the end of the lesson students compare and contrast *All Together Now* to one of the speeches read in Lesson 3 using tools of analysis from this lesson and earlier lessons.

Lesson 5

Putting it Together: Analyzing and Producing Persuasive Text

Overview

In the final lesson of this unit, students appropriate what they have learned from their in-depth study of persuasive texts to independently analyze a persuasive speech and write their own persuasive texts. For this reason, the lesson only has extending understanding tasks. Students begin by consolidating their knowledge of how writers deliberately use persuasive devices by analyzing and assuming the role of one of the writers studied in the unit. Taking on the role of highly accomplished writers helps students to position themselves as writers of high quality persuasive texts. Students then examine a persuasive speech, written by someone close in age, which had a big effect on the world when it was delivered at a world conference. Finally, students apply the persuasive techniques learned in the unit as they construct their own persuasive texts.

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Pre-Assessment Persuasive Writing
Instructions for Writing

Name: .....

Date: ..... **Grade level:** .....

School's name: .....

Teacher's name: ..... **Room number:** .....

Introduction

Before you start working on this unit, it will be good -for you and your teacher- to have a sense of your current ability to write persuasive texts. Collecting this sample will be important, since it will allow you to compare your development at the end of the unit to your starting point.

- State your opinion in the form of a thesis or claim
- Support your opinion with evidence and reasoning
- Write a conclusion that summarizes your ideas

Your audience will be your teacher and other educators. You will write your persuasive essay under teacher supervision. You will **not be able to take your writing home.**

Your writing will be assessed on how well you develop:

- A strong opening that makes your reader care about your ideas
- A clearly stated opinion that it is easy for readers to understand
- Strong evidence and reasoning to support your opinion
- Your ideas in an organized way
- Your use of language that is appropriate for your audience and purpose

Once you select the situation you will write about, you will be asked to:

1) Brainstorm ideas
2) Write a first draft
3) Read a partner's essay and provide feedback
4) Reflect on how you would revise your essay based on your partner's feedback

Writing Situations: Pick <u>one</u> of the following to write about.

1. *Writing Situation:* Due to potential problems, many school systems have adopted a policy that bans cell phones and pagers on school grounds. However, some parents have provided these items out of concern for safety. Do you agree or disagree that cell phones and pagers should be banned on school grounds?
2. *Writing Situation:* In some countries, students are responsible for the basic daily cleaning of their school buildings. Fifteen minutes are set aside each day for all students to sweep, dust, and clean their classrooms and corridors. Do you agree or disagree that American schools should adopt this policy?
3. *Writing Situation:* Many people believe violent video games promote negative behaviour in teens and that students under 18 should not be able to play these video games. Do you agree or disagree that teenagers under the age of 18 should not play violent video games?

Task 1: Think about the situation you selected and plan your writing in the area below. You will have about **10 minutes.** Your plan should contain:

- Your personal point of view on the issue
- Three or four points to support your argument
- The order in which you will make these points in your opinion piece

Task 2: Now write a persuasive essay in which you convince the reader of your opinion. Remember to support your position with specific reasons and examples **You will have about 30 minutes to write.**

Task 3: Exchange your writing with a partner

Directions to partner: Read the first draft of your partner's essay. Based on your knowledge of persuasive writing, write one comment telling your partner what he or she has done well and one suggestion for revising the writing to make it more persuasive. Write your first and last name on the line provided. Use the box below to write your feedback.

Your name: .....

Task 4: Based on my partner's feedback, I will revise my first draft by doing the following:

Understanding Language

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Persuasion Across Time and Space: Analyzing and Producing Complex Texts

Pre-Assessment Persuasive Writing
Teacher Directions

General information: Distribute packets to students. Explain to students that they should write their name, the date, name of school, teacher's name and room number in the space provided. List this information on board for students. You may read directions aloud to students and provide additional information if students have questions. If students need more paper, staple any additional sheets to the end of the packet.

Directions *(say)*

Please answer the following questions. If you are not sure about an answer, do the best you can. Stop at the end of the page. I will tell you when to turn the page.

Name: .....

Date: .....

Name of school:.....

Teacher's name:.....

(page 1)

Introduction Directions *(say)*

We are interested in learning how much you understand about writing a persuasive essay before we begin an in-depth study of persuasion. This pre-assessment is not part of your grade. You should, however, try your best. I will read the directions aloud as you follow along. Please raise your hand if you have any questions.

Before you start working on this unit, it will be good -for you and your teacher- to have a sense of your current ability to write persuasive texts. Collecting this sample will be important, since it will allow you to compare your development at the end of the unit to your starting point.

- State your opinion in the form of a thesis or claim
- Support your opinion with evidence and reasoning
- Write a conclusion that summarizes your ideas.

Your audience will be your teacher and other educators. You will write your persuasive essay under teacher supervision. You will **not be able to take your writing home.**

Your writing will be assessed on how well you develop:

- A strong opening that makes your reader care about your ideas
- A clearly stated opinion that it is easy for readers to understand
- Strong evidence and reasoning to support your opinion
- Your ideas in an organized way
- Your use of language that is appropriate for your audience and purpose

Once you select the situation you will write about, you will be asked to:

1) Brainstorm ideas;
2) Write a first draft
3) Read a partner's essay and provide feedback
4) Reflect on how you would revise your essay based on your partner's feedback

(page 2)

Writing Situations *(say)*

I will read the following writing situations aloud. As I read, think about which one of the three situations you feel strongly about and could write a persuasive essay for or against the situation. Remember, you pick one of the following to write about.

Writing Situations: Pick one of the following to write about.

1. *Writing Situation:* Due to potential problems, many school systems have adopted a policy that bans cell phones and pagers on school grounds. However, some parents have provided these items out of concern for safety. Do you agree or disagree that cell phones and pagers should be banned on school grounds?
2. *Writing Situation:* In some countries, students are responsible for the basic daily cleaning of their school buildings. Fifteen minutes are set aside each day for all students to sweep, dust, and clean their classrooms and corridors. Do you agree or disagree that American schools should adopt this policy?
3. *Writing Situation:* Many people believe violent video games promote negative behaviour in teens and that students under 18 should not be able to play these video games. Do you agree or disagree that teenagers under the age of 18 should not play violent video games?

(page 2)

Planning Writing Directions *(say)*

In this part of the pre-assessment, you will be given time to plan your writing. You may use any type of brainstorming you've learned, or you may jot down ideas. The important thing is that your planning demonstrates that you identified your point of view on the issue identified in the situation you picked, three or four points that support your argument, and the order you will make these points in your writing.

I will read your directions aloud. Please ask questions if you do not understand what you are to do.

Task 1: Think about the situation you selected and plan your writing in the area below. You will have about **10 minutes**. Your plan should contain:

- Your personal point of view on the issue
- Three or four points to support your argument
- The order in which you will make these points in your opinion piece.

(page 3)

Writing Directions *(say)*

It is now time to write your persuasive essay. Let's look back at the introduction so that you have time to review the type of information you should include in your essay. (Have students return to the introduction.) I'll give you about 3 minutes to reread this part and then ask for any questions. Write your essay in the lines below. If you need additional space to write, use notepaper. Write your name on the notepaper so that it does not get lost before it is stapled to the back of the packet.

Task 2: Now write a persuasive essay in which you convince the reader of your opinion. Remember to support your position with specific reasons and examples **You will have about 30 minutes to write**

(pages 3-4)

Partner Feedback Directions *(say)*

When you write essays or stories, it's important to get feedback from other students about what works well and suggestions for improving your writing. In this part of the pre-assessment, you will exchange writing with a partner. Each of you will read the other's persuasive essay, noting what works well and making suggestions for making the writing more persuasive. You are not correcting spelling and grammar errors. You are focusing on how the writer persuades the reader to accept his or her opinion.

Task 3: Exchange your writing with a partner

Directions to partner: Read the first draft of your partner's essay. Based on your knowledge of persuasive writing, write one comment telling your partner what he or she has done well and one suggestion for revising the writing to make it more persuasive. Write your first and last name on the line provided. Use the box below to write your feedback.

Your name: .....

(pages 5)

Revision Reflection *(say)*

Read your partner's feedback and decide how you would revise your writing to be more persuasive. Your ideas about revising your writing will help us learn what students know about using the feedback of others to improve their writing.

Task 4: Based on my partner's feedback, I will revise my first draft by doing the following:

THANK STUDENTS FOR THEIR HARD WORK ON THEIR WRITING. REMIND THEM TO MAKE SURE THEY WROTE THEIR NAME ON ANY ADDITIONAL PAPER THEY USED FOR WRITING.

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1
Lesson

Unit: Persuasion Across Time and Space: Analyzing and Producing Complex Texts
Lesson: Advertising in the Contemporary World: An Introduction to Persuasive Texts

OVERVIEW

In the first lesson in this unit, students are introduced to the use of persuasion in visual, print, and multimodal advertisements. Many advertisements, particularly video, embed persuasive techniques in the familiar genre of narrative first to inform, engage, and interest readers and viewers emotionally, and then to persuade them to take some form of action. This action may be to buy a product, sign a petition, attend an event, or change their behavior. Sometimes the purpose is to raise awareness of an issue –the action or response required is not always made explicit. This lesson explores how the use of persuasive techniques within the narrative of advertisements accomplishes these goals. Students are introduced to the use of modality in persuasion and begin to use this important technique to analyze and create texts.

COMMON CORE STANDARDS

Reading Informational Text

- RI7.1/8.1 Cite textual evidence that supports an analysis of what the text says explicitly as well as inferences from the text
- RI8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text
- RI8.7 Evaluate the advantages and disadvantages of using different media to present a particular topic or idea

Language

- L7.6/8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson: Advertising in the Contemporary World: An Introduction to Persuasive Texts

Audience

Middle School (grades 7th and 8th)

Classroom time frame

4 days (four 45 minute class periods)

1
Lesson

Unit: Persuasion Across Time and Space: Analyzing and Producing Complex Texts
Lesson: Advertising in the Contemporary World: An Introduction to Persuasive Texts

Key text

- Video: Evolution Commercial
  http://www.youtube.com/watch?v=hibyAJOSW8U
- Video: Australian Vision Commercial - *Can You Live with Dirty Water?*
  http://www.worldvision.com.au/issues/WaterSanitationHygiene/WhatIsOurResponse/Can_you_live_with_dirty_water_.aspx
- Optional Video: Digital Art Alliance.mp4

Instructional Sequence*

Preparing Learners

Day One

- Quick Write with Round Robin
- Extended Anticipatory Guide with Dyad Share
- Viewing with a Focus (without sound): *Can you Live with Dirty Water?*

Day Two

- Viewing with a Focus (with sound): *Can you Live with Dirty Water?*

Interacting with Texts

Day Two

- Viewing with a Focus with Small and Large Group Round Robin: Evolution
- *Plutchik's Wheel of Emotions*

Day Three

- Narrative Construction with Rubric

Extending Understanding

Days Three-Four

- Constructing and Deconstructing Modality in Text
- Advertisement Analysis
- Individual Writing

* For further information about the tasks comprising the Instructional Sequence see the task descriptions at the end of the lesson. Each task is described and includes information about its purpose, requirements for use, structure and steps for implementation, as well as suggestions for additional scaffolding.

Preparing Learners

- Quick Write with Round Robin
- Extended Anticipatory Guide with Dyad Share
- Viewing with a Focus (without and with sound)

Quick Write with Round Robin

Purpose

Quick Write

The Quick Write prompt is meant to activate students' prior knowledge about an advertisement they like and to reflect on what makes it persuasive. The Round Robin helps the team build schema about the persuasive elements used in advertisements.

Students sit in small groups of four. Explain to students that the lesson they will engage in focuses on advertising in the contemporary world. Ask students to take five minutes to write down their ideas to the following questions:

- What is your favorite advertisement? What makes it particularly effective or persuasive?

Convey to students that a quick write is a way for them to jot down their ideas and get them ready for further exploration. They need not worry about spelling or grammar in a quick write.

Round Robin
Ask students to share their responses in groups of four. Remind students that in a Round Robin, all students must take their turn to share, and others may not interrupt or comment until all students have expressed their ideas.

Extended Anticipatory Guide with Dyad Share

Purpose

Extended Anticipatory Guide

The statements in the Extended Anticipatory Guide focus students' attention on key ideas and concepts that will be developed in the unit.

Distribute Handout #1: *Extended Anticipatory Guide: Advertising in the Contemporary World* and Handout #2: *Dyad Share* and ask students to work in pairs to write their individual decisions in the section labeled "Before Lesson."

Explain to students that they will revisit the guide at the end of the unit to see whether their original opinions have changed based on new learning.

Purpose

Viewing with a Focus

This series of tasks guides students in increasingly complex analysis of the video *Can you Live with Dirty Water?* Students learn to "read" and analyze the narrative videos with a critical lens.

Viewing without sound during the first part of the analysis allows students, particularly English Language Learners, to focus on content without the added dimension of a contrapuntal soundtrack.

Viewing with a Focus (without sound): *Can you Live with Dirty Water?*

Explain to students that they will be watching a video commercial called *Can you Live with Dirty Water?,* first without sound and then with sound. Distribute Handout #3: *Video Response*. Tell students that the first time they watch the video they should view it with the following focus:

- What are the positive and negative emotions the advertisement aims to provoke?

Give students a few minutes to jot down their responses in the corresponding box.

Play the video again, asking students to focus on the following questions:

- What is the problem that needs a solution?
- Is there a "call to action" in this advertisement—what might the advertiser want responders to think and do after watching?

Again, provide students with a few minutes to write down their responses on their handout. Ask them to share their responses with a partner, adding any new and interesting responses to their own handout.

Tell students they will view the video with the soundtrack the next day.

Purpose

The tasks in this part of the lesson apprentice students into analyzing the message or claim, tone, and mood of a visual text and in representing these elements in a written text.

Interacting with Texts
Video: Evolution

- Viewing with a Focus with Small and Large Group Round Robin
- *Plutchik's Wheel of Emotions*
- Narrative Construction with Rubric

Viewing with a Focus with Small and Large Group Round Robin

If possible compose groups of four with a balance of males and females. Explain to students that they are going to construct the narrative for a video that is composed of a series of images. The first time they see the video, groups of four should try to construct a response to the following questions:

- What is happening in this video?
- What is the message?
- Why do you suppose the maker of the video decided not to use words?

Small Group Round Robin
Invite students to share their individual responses to the questions using a Round Robin format. Remind them that though they may agree or disagree with a peer's response, they cannot comment until everyone has expressed their ideas. After everyone has shared, the group should decide on a consensus response to the questions.

Large Group Round Robin
Ask a student in each group to share the team's consensus responses with the whole class. As groups share, write their responses down on chart paper. At the end of the sharing, ask students to consider, based on the responses, what the class narrative of the video might be.

Plutchik's Wheel of Emotions

Ask students to jot down the feelings they have after seeing the video Evolution. Distribute Handout #4: *Plutchik's Wheel of Emotions* and ask students to write down where their emotions about the video would fit on the wheel. Invite students to share their wheel with a partner.

Ask students to consider the emotions evoked by their favorite advertisement. Discuss why advertisers would choose to elicit different emotions from their responders.

Narrative Construction with Rubric

Explain to students that small groups will work together to write a narrative for the video. Review the components of a narrative if needed: orientation, complication, climax, and resolution.

Distribute Handout #5: *Narrative Construction Rubric* and review the performance indicators for content, emphasizing that students' narratives should communicate the video's message or central idea and its development over the course of narrative

Play the video again. Ask students to revisit their responses to the earlier question about the message of the video, adding to or revising their original consensus based on a second viewing. Invite groups to discuss the video using the following questions as a guide:

1. When does the viewer become aware of what is happening in the video?
2. What are the key events in the video? What is the complication, climax, and resolution?
3. How do these elements develop the message?

Groups then write the narrative that communicates understanding of the video's message and its unfolding in images. Everyone should have the narrative written down. Invite groups to volunteer to read their narratives. Discuss differences in interpretation and in narrative construction.

Purpose

Narrative Construction with Rubric

This task provides teachers with a formative assessment of students' mastery of standard RI8.2: Determine the central idea of a text and analyze its development over the course of the text. Students participate in the formative assessment process when they use the task rubric to assess their group's collective mastery of the standard.

Extending Understanding

- Constructing and Deconstructing Modality in Text
- Advertisement Analysis
- Individual Writing

Constructing and Deconstructing Modality

Distribute Handout # 6: *Soft Sells and Hard Sells*

Ask small groups to take turns reading the advertising slogans on the handout aloud. Once they have read a slogan, they should decide whether it is a soft sell of a product or a hard sell of a product. The group should be prepared to share the words that made them decide on placement within a category.

Distribute Handout #7: *Modality in Advertising*.

Explain the categories of high, medium, and low modality, and review words and phrases that signal each category. Ask for examples of their use in everyday life. Tell students the adjectives high, medium, and low are used to describe modality in most persuasive texts, except for advertizing. Advertising uses hard sell, medium sell, and soft sell to describe different types of persuasion in ads. Now give each group a product that they must sell three times: once with a soft sell, once with a medium sell, and once with a hard sell. Explain that students will write their selling slogans using words from each category. (They may also create a visual if that will help them.) As students present their products, other groups should determine what type of sell is being made. After conferring they raise a card that indicates Hard, Medium or Soft Sell.

Discuss the activity by using different types of modality to create persuasive statements about events and issues that matter to students. Be sure to write statements using high, medium, and low modality. Discuss how modality can make a writer sound like an authority or more like a peer.

Advertisement Analysis

In preparation for this activity, ask students to bring in a favorite advertisement or one they dislike. It may be print or video, but should include text. Explain that they will apply what they've learned in this lesson by analyzing their advertisement.

Distribute Handout #8: *Advertisement Analysis* to each student. Ask students to analyze their advertisement using the focus questions in the handout.

Individual Writing

Invite students to write about what they learned about persuasion in this lesson by responding to the following prompt:

> Describe what you have learned about persuasion in this lesson. In your response consider the importance of a central message, ways to communicate your message, and specific uses of language and visuals make a reader feel or think a certain way.

Formative Assessment

This writing is intended to help students synthesize what they have learned in preparation for reading a complex persuasive text in the next lesson. It also provides you, the teacher, with valuable information about what students understood, misunderstood, or missed from this lesson. Rather than "reteaching" the lesson in advertising, use this information to hone your instruction in the next lesson.

Handout #1: Extended Anticipatory Guide

Work with your partner to decide whether you agree or disagree with the statements below. Use the language on Handout #2: *Dyad Share* to guide your discussion.

	Opinion Before Lesson		Findings After Lesson		Evidence
Statement	Agree	Disagree	Agree	Disagree	
1. The purpose of advertisements is to persuade you to buy something.					
2. Changing one word in an advertising slogan can change the meaning of the ad.					
3. Persuasive texts —essays, speeches, or advertisements— always follow the same format.					
4. Modern writers of persuasive texts, including advertisements, use techniques that were used more than two thousand years ago.					
5. The most effective persuasive texts use complex words and sentences.					

Handout #2: Dyad Share

Work with your partner using the following language to discuss and determine whether you agree or disagree with the statements in the Extended Anticipatory Guide:

S1: Ok, I will begin by reading statement 1. "..."Based on what I know, I would say this statement is true/not true, so I will agree/disagree. One reason for my opinion is that ...

S2: I agree/disagree with you. The reason for my agreement/disagreement is that I know that ... Now I will read statement 2. "..." Based on what I know I would say this statement is true/not true, so I will agree/dis agree.

Frame II

S1: Ok, I will begin by reading statement 1."..." Based on what I know, I would say I agree/disagree with this statement. One reason for my opinion is that...

S2: I agree/disagree with you. The reason for my agreement/disagreement is that I know that ... Now I will read statement 2."..." Based on what I know about...I would say agree/disagree.

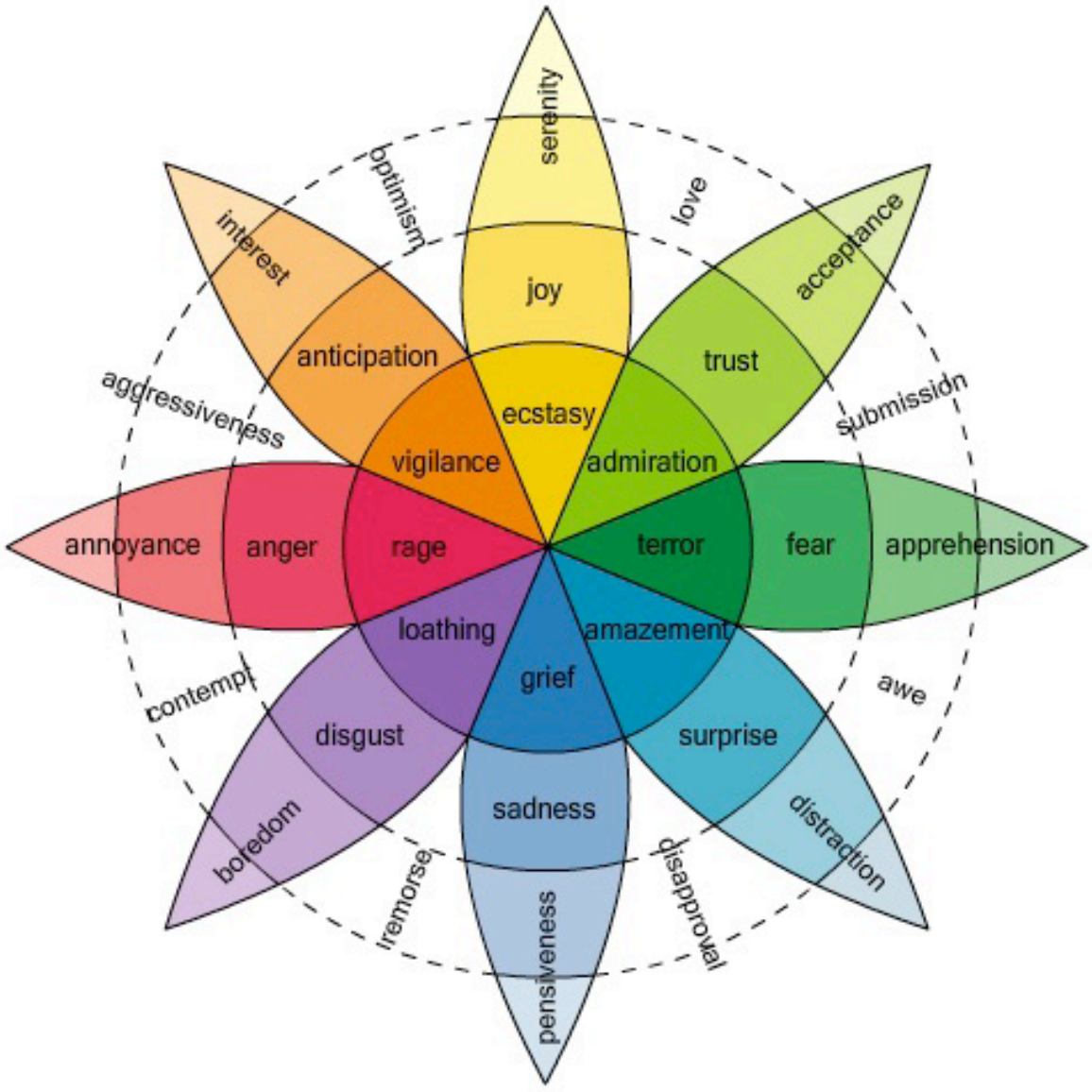
Handout #3: Video Response: *Can You Live with Dirty Water?*

Use the questions on this handout to guide your responses to the video advertisement *Can You Live with Dirty Water?*

Focus: First Viewing What are the positive and negative emotions the advertisement aims to provoke?	Positive	Negative
What is the problem that needs a solution?		
Focus: Second Viewing Is there a "call to action" in this advertisement?		
What might the advertiser want responders to think and do after watching?		
Focus: Viewing with Sound How is the central idea developing? How does sound contribute to this development?		

Handout #4: *Plutchik's Wheel of Emotions*

Locate the three emotions you had after watching the video Evolution by placing an "x" in the corresponding areas of the color wheel.



Handout #5: Narrative Construction Rubric

Performance Indicators	Outstanding	Passing	Needs Revision
Content	Narrative communicates understanding of the video's message and the unfolding of the message in images.	Narrative communicates understanding of ideas and events expressed in the video.	Narrative communicates partial or no understanding of the ideas and events expressed in the video.
Collaboration with Peers	During planning of the narrative, each student is actively involved and contributes ideas. All group members encourage peers' participation and work to incorporate their ideas into the narrative for the video.	During planning, each group member pays attention and contributes. All group members respond to each other's ideas.	During planning, one or more group members fails to pay attention or contribute. One or more group members does not collaborate with peers, either by dominating the group or by refusing to acknowledge the ideas of others.

Handout #6: Soft and Hard Sells

One student in your group reads the first slogan aloud. Your group discusses the slogan and decides whether the advertiser is giving the product a "soft sell" or a "hard sell," and identifies the words that made you decide on your choice. A second student reads the second advertisement and the process continues until all advertisements and slogans have been analyzed.

Advertisement	Slogan	Is the advertiser giving the product a soft or hard sell?	What Words Made You Decide?
	All we're asking for is half your face		
	Is Your Teen in Trouble? Click Here Now, We Can Help!		
	Don't Waste The Park Do The Right Thing		

Advertisement	Slogan	Is the advertiser giving the product a soft or hard sell?	What Words Made You Decide?
	You Will Never Look At Food the Same Way		
	Let yourself indulge. We would like to offer you a complimentary facial.		

Handout #7: Modality in Advertising

Your group will be given a product to sell. Your job is to sell it in three different ways, with three different slogans. One slogan needs to communicate a hard sell of your product, another a medium sell and a third a soft sell. For each type of slogan choose words that communicate your attitude and opinions about your product from the corresponding list. You may use visuals if that will help you. Your group will present the three slogan (in any order) to the class, and other groups will decide, based on your language, what type of sell you are making.

Type of Sell	Type of Modality	Modality: Words that Communicate Attitude and Opinions	Slogan
Hard Sell	High	*Must, ought to, has to, definitely, certainly, always, never*	
Medium Sell	Medium	*Will, should, can, need to, I think, probably, apparently, often, usually*	
Soft Sell	Low	*May, might, could, would, possibly, perhaps, seems, appears, maybe, sometimes*	

Handout #8: Adverstising Analysis

Analyze your advertisement using the questions on the handout. Be prepared to share your analysis with others.

1. Why did you choose this advertisement? What makes it effective or persuasive or ineffective and unpersuasive?	
2. What is the message of the advertisement?	
3. What type of sell is the advertiser making? What language alerts you to this type of sell?	
4. What might the advertiser want the responder to think, feel or do?	
5. After analyzing this advertisement, has your opinion of it changed? Explain why or why not.	

Place your ad here or attach it to this handout.

Tasks in Lesson 1
Advertising in the Contemporary World: An Introduction to Persuasive Texts

Advertisement Analysis

Anticipatory Guide and Extended Anticipatory Guide

Constructing and Deconstructing Modality

Narrative Construction with Rubric

Pluchik's Wheel of Emotion

Quick-Write

Round-Robin

Viewing with a Focus

Advertisement Analysis

Purpose: This Extending Understanding task requires students to critically examine an advertisement of their choice, applying what they have learned in the lesson to their own example.

Required for use: Students choose their own advertisement for this task, so the teacher may want to have a stack of magazines or sample ads that students may choose from. The questions in the cells represent all of the persuasive techniques that students have studied in this lesson, and students now have an opportunity to apply then in a novel way. While students may need a review of these concepts, they should be familiar with the terms and ideas presented in the matrix.

Structure of the activity: To use the matrix, students must have an ad to use on their own. The first time students engage in this task, the teacher should model how to answer the questions and fill in each cell.

Process outline:

- Students bring in their own advertisement, or choose from a selection that the teacher has brought in to class.
- Students read each question and fill in the corresponding cell, individually.
- Students should be prepared to share their analysis with a partner or with the class.

Anticipatory Guide and Extended Anticipatory Guide

Purpose: An Anticipatory Guide is intended to activate students' background knowledge that is relevant to the content of a text they are expected to read and comprehend, as well as introduce key concepts and language. As a preparatory task, the anticipatory guide provides a context for the text and makes connections between content and students' own experiences. The Anticipatory Guide also enables teachers to introduce key vocabulary within the context of a theme. Furthermore, it is a vehicle for teaching students the importance of being aware as readers of their own knowledge in relation to the content of a text. The Anticipatory Guide is a useful diagnostic tool for the teacher, as it allows her to learn ahead of time what students believe about a certain theme or topic, and what background information they are bringing to the text which may support or impede their understanding.

Required for use: To use the Anticipatory Guide effectively, the teacher writes five statements that require students to reflect on and think about themes and concepts they will encounter in the text. The sentences should capture students' interest and provide a mixture of statements that trigger agreement and disagreement. Teachers need to take care when creating the statements so that they are neither too narrow nor too broad. Statements should be one level above the text. For example, a statement might be, "All small children love dogs," rather than, "Peter loved the dog his grandfather gave him."

Structure of the activity: The first time students encounter an Anticipatory Guide, the teacher should model how to read and respond to the statements. When the students engage in the activity, they should be alerted that they have two minutes to read each statement and respond, "agree" or "disagree" by checking the appropriate column. In the column to the right, students will write why they agree or disagree, providing personal evidence to support their response. It is important for students to know that there is not a right or wrong answer.

Process outline:

- Students silently read each statement and individually place a checkmark under the column that best represents their opinions.
- Students add a reason to justify their responses.
- Students begin to share responses in their small groups. One student begins by reading the statement and then stating agree or disagree, and providing a reason for the opinion.
- The other students in the small group each state whether or not they agree or disagree, providing reasons for opinions.
- Once all students have shared, the next student repeats the process with the second statement.

Options for scaffolding: Two students work together, taking turns reading a statement at a time. The first student reads aloud the statement and "thinks aloud" about the reasons he/she agrees or disagrees with the statement. The second student responds and "thinks aloud" about whether he/she agrees or disagrees with the first student's opinions and reasoning. The partners alternate who "thinks aloud."

Two possible exchange frames follow:

Frame I

S1: I will read statement 1. It says_____. I agree/disagree with it because _____ So, I am going to mark it agree/disagree. What do you think?

S2: I agree/disagree with you because _____. So, for statement 1, I will mark agree/disagree. Now let me read statement 2. It says _____. I agree/…

Frame II

S1: Ok, I will begin by reading statement 1. "…"Based on what I know, I would say this statement is true/not true, so I will agree/disagree. One reason for my opinion is that …

S2: I agree/disagree with you. The reason for my agreement/disagreement is that I know that … Now I will read statement 2. "…" Based on what I know I would say this statement is true/not true, so I will agree/disagree.

Constructing and Deconstructing Modality

Purpose: This task helps students develop understanding of the use modality -- the language used to communicate the degree of certainty that something may be the case—in persuasive texts. As they understand modality, students can determine, by analyzing language choices, the attitudes and opinions of authors of visual, written or hybrid texts.

Required for use: The teacher needs to select clear instances of the use of modality for this task to be effective. As students read more complex texts, they can determine the author's degree of certainty about desired actions or changes in beliefs by analyzing the type of modal verbs used within and across sections of text.

Use in Lesson 1: Advertising slogans provide a good beginning text for studying modality because their purpose and word or phrase choice are usually indivisible. The task as used in this lesson has two parts. Students first read advertising slogans and decide whether they are a soft sell or a hard sell and identify the language that made them decide on placement within a category. The teacher then asks for examples and highlights the words that students identify. The categories of high, medium, and low modality and words and phrases that signal each category are explained. Students are asked for examples in real life. Students then are assigned a product that they must sell three times, once with a soft sell, once with a medium sell, and once with a hard sell. Students write their slogans using words from each category. As students present, other groups determine the type of sell based on the modality of the language used in the slogans.

Use in Lesson 4: The task, as used in Lesson 4, builds on and extends students' understanding of the use of modality learned in Lesson 1 by focusing on one writer's use of modality to influence readers of her essay. Students are introduced to the use of modal verbs to convey whether something is suggested, possible, certain, or required, and then analyze specific instances of modality in Barbara Jordan's essay "All Together Now."

Process outline:

- Students sit in small groups.
- They take turns reading selected phrases or sentences aloud.
- Once a sentence or phrase has been read, students decide on the level of modality and the specific word(s) that alert them to the type of "sell."
- Groups should be prepared to share one phrase or sentence, the level of modality, and the language that indicates this modality.

Narrative Construction with Rubric

Purpose: This task engages students in analyzing a video that has no words or sounds to determine its central idea and the way in which the key moments in develop that idea. Students work collaboratively to write a narrative that communicates these elements to others.

Required for use: The teacher needs to select a rich and compelling video clip – one without dialogue-- that can be analyzed for its purpose, key moments, tone, and message and warrants the writing of a narrative. Ideally, the visual text should be complex enough that students can interpret it in varying ways. The questions that focus multiple viewings should engage students in analyzing the video's purpose, message, author's point-of-view, and its component parts.

Structure of the activity: The Narrative Construction task has three main parts. In the first part students watch a video and take notes individually on what is happening in the video and its message, and then come to consensus in small groups about their answers and their rationale for them. Students watch the video a second time, this time focusing on the key narrative moments that develop the message. Finally, small groups then work together to write and a narrative for the video that represents their analysis, using the task rubric as a guide for their work. Students use the rubric categories and indicators to write an individual assessment of the group's story and its collaborative process, which is turned in to the teacher. Groups represent their narratives, and the teacher leads a discussion about differences in interpretation and narrative construction.

Process outline:

- Students work in groups of four.
- Students are given focus questions for viewing.
- Each student takes individual notes in response to the questions as the video is played.
- Students share responses using a round-robin format.
- Students come to consensus about their answers and rationale for their responses.
- Students view the video again, this time focusing on questions about its key moments and message.
- Students are introduced to the narrative rubric and its performance descriptors are explained.
- Small groups write their narrative.
- Students individually write a reflection on the quality of their narrative and collaboration using the rubric as a guide.
- Groups present their narratives and discuss differences in interpretation and narrative construction.

Pluchik's Wheel of Emotion

Purpose: The task helps student describe with precision their emotional responses to visual, written or hybrid texts Students move beyond pat responses by using *Pluchik's Wheel of Emotion* to identify subtle emotions and a more complex vocabulary for describing their responses. *Pluchik's Wheel of Emotion* supports students' awareness of a range of emotions, development of a language for describing emotion, and increased ease in talking about emotional response. It can be used as part of a series of Interacting with Texts tasks, as it helps students distinguish between tone and mood.

Required for use: When first using *Pluchik's Wheel of Emotion* it is important that students be reading a potent visual or written text that triggers emotional responses they have to describe. For example, students respond strongly when reading about the sacrificial killing in Shirley Jackson's short story "The Lottery," as the characters go about their business with no visible affect. It is their matter-of-factness about a disturbing reality that provokes strong responses in students.

Structure of the activity: *Pluchik's Wheel of Emotion* has eight basic emotions at the center of the wheel. Contrasting emotions are opposite in color and placement on the wheel. The outer circles on the wheel represent blends that are more nuanced than basic emotions. The emotions outside of the wheel are combinations arising from adjacent blends. The teacher asks students to jot down emotions felt when reading or viewing a text. Students determine where these emotions would fit on the wheel and whether their intensity reflects students' feelings. If they don't, then the wheel provides them with alternative choices. This activity can be repeated at different points in a text, visual, written, or hybrid. Alternately, students can use the wheel to identify how they felt at different points. The teacher can list emotional responses to different parts of a text and then match those responses to stylistic choices made by the author.

Process outline:

- Students work in small groups.
- Students write down three emotions in response to a text.
- They then locate the emotions on Plutchik's Wheel.
- The group discusses their responses and uses the wheel to arrive at three emotions they share and the rationale for these emotions.
- At a second point in time the activity is repeated and changes in emotional response are identified and mapped back to the text.

Quick-Write

Purpose: The Quick Write invites students to make a connection between background knowledge and themes expressed in a text or unit. It provides students with an opportunity to give a quick gut-level reaction to ideas, situations, or events. Since the goal of the activity is to capture students' first impressions, memories, or feelings, linguistic accuracy and complexity are not stressed.

Required for use: An open-ended and engaging prompt that connects to topics, themes or issues about which students have some background knowledge is an important part of what makes this task effective. If the prompt is too general or too removed from students' experiences in or out of school, students may feel unsure about how to approach the topic. A commitment to fluency on the part of the teacher and students is also required. Students need to know that correctness is not the focus of the activity. If need be, encourage students to write in their native language and require them to use English to talk about what they wrote.

Structure of the activity: One way this activity may be explained to students is to tell them that the writing goes "from your heart to your hand to the paper." Introduce the prompt and, if need be, provide some context by connecting the topic to students' knowledge and experience and the topic or theme that the prompt explores. Give students no more than five minutes to write. If a student says that he or she cannot think of anything to write about have the student write, "I don't know what to write about" for the allotted time.

Process outline:

- Students respond in writing to a prompt without focusing on spelling and grammar correctness.
- Students have no more than 3-5 minutes to write their response.

Round-Robin

Purpose: This task structures small group interaction and participation to ensure that all students have a voice and those students who might otherwise monopolize small group work do not limit anyone else's opportunities to participate. By requiring that every student state his or her response to teacher-initiated questions without interruption, each member of the group connects his/her own ideas to that of their peers and has opportunities to build conceptual and linguistic understanding.

Required for use: Students need time to develop a response to a question prior to engaging in the Round Robin task. The question(s) need to be substantive and open-ended so that students are engaged and learning from each other. If the question(s) are closed, responses will be repetitive and learning constrained. An open-ended question might ask students to pick two or three words from a Wordle (Lesson 3) that jump out to them and describe the images and ideas that come to mind, while a closed question might ask how a character is physically described in a specified section of text.

Structure of the activity: Round Robin requires members of a group listen to and learn from peers without interruption. Students may feel that agreeing and adding information when someone is sharing information shows engagement. To promote active listening, without speaking, some middle school teachers use a prop when first introducing this task. The student holding the prop "holds the floor," and when done speaking, he or she passes the prop to the next person. Eventually students will internalize the structure and will not need a material reminder.

Process outline:

- Each student shares his/her response to a prompt.
- One person speaks at a time
- Nobody should interrupt
- If a student's answer is similar to somebody else's, the student may not pass. Instead the student should indicate agreement ("I have the same opinion as… I also think …")
- There are no interruptions or discussions until the four members have finished sharing their responses.

Viewing with a Focus

Purpose: This task helps students focus on main ideas and key information as they "read" visual text such as a movie or video clip, a picture, an advertisement, etc. In the same way that reading focus questions help students navigate through extraneous or non-salient information in a written text, questions for viewing help students focus on what the teacher thinks is important or noteworthy in a predominately visual text.

Required for use: The questions that guide students' viewing of text need to focus on central ideas in the discipline or subject area. If students are asked low-level questions, they will concentrate on details instead of key ideas or discipline-specific ways of analyzing text.

Structure of the activity: Students are asked to read or view with a specific purpose in mind. For example, they may be given three questions to consider as they view a text or members of a group may have different questions to focus on. Students may need several different possible models of how they might begin their responses to a focus question. Models should be generative, meaning that students are learning ways of using language that will be useful in other academic settings. If visual texts are lengthy, complex, or viewed in different ways (with sound, without sound), students may need questions for different sections or viewings.

Process outline:

- Students use the focus question(s) as a guide for viewing and jotting down notes in response to the question(s).
- Students initially work alone, but may share responses with a partner or small group.

Understanding Language

Language, Literacy, and Learning in the Content Areas

Understanding Language aims to enrich academic content and language development for English Learners (ELs) by making explicit the language and literacy required to meet Common Core State Standards (CCSS) and Next Generation Science Standards http://ell.stanford.edu .

2
Lesson

Unit: Persuasion Across Time and Space: Analyzing and Producing Complex Texts
Lesson: Persuasion in Historical Context: *The Gettysburg Address*

OVERVIEW

In the second lesson students further their understanding and analysis of persuasive techniques as they engage in close reading of the *Gettysburg Address*. They first build their schema about the time, place, and the political context of Lincoln's famous speech through the reading of informational text. As students read the *Gettysburg Address*, they have multiple opportunities to examine and interact with the text in a number of ways, from the macro understanding of Lincoln's message, to the micro word-level examination. Students examine the text to determine how cohesive and coherence ties work together to create meaning. The culminating Performance Task invites students to translate the *Gettysburg Address* into modern English, helping students to synthesize their understanding of what Lincoln's message was.

COMMON CORE STANDARDS

Reading Informational Text

- RI7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text
- RI7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
- RI8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text
- RI7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
- RI8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
- RI7.6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
- RI8.6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

Language

- L7.5/8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.7.6/8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson: Persuasion in Historical Context: *The Gettysburg Address*

Audience

Middle School (grades 7th and 8th)

Classroom time frame

One week (five 45 minute class periods)

Key text

Gettysburg Address, by Abraham Lincoln

Instructional Sequence*

Preparing Learners

Day One

- Era Envelope
  - Civil War Photos Activity
- Clarifying Bookmark
- Base Group Share

Day Two

- Wordle Partner Share with Round Robin

* For further information about the tasks comprising the Instructional Sequence see the task descriptions at the end of the lesson. Each task is described and includes information about its purpose, requirements for use, structure and steps for implementation, as well as suggestions for additional scaffolding.

Interacting with Texts

Day Two, Con't.

- Close Reading

Day Three

- Reading in Four Voices
- Literary Devices Dyad

Day Four

- Wordle, Part II
- Vocabulary Review Jigsaw

Extending Understanding

Day Five

- In Our Own Words

Purpose

By building background information about the time, place, and politics surrounding *The Gettysburg Address,* students will be able to interact with the text on a deeper level as well as gain the necessary components they need to create the final activity, a collaborative translation of the *Gettysburg Address.*

Preparing Learners

- Era Envelope
  - Civil War Photos Activity
- Clarifying Bookmarks
- Base Group Share
- Wordle Partner Share with Round Robin

Introduction

Because speeches are given for specific purposes and at specific times, it is important, when reading them out of context, that readers build relevant background knowledge. The effectiveness of persuasive language depends on the writer or speaker tapping into knowledge and beliefs about the world that they assume their audiences have. This exemplar illustrates the "building the field" about the time and place of Lincoln's famous *Gettysburg Address*. Lincoln's original audience would, of course, have been familiar with this information. The lesson also allows students to apply what they understand about persuasion to Lincoln's speech and consider his use of language and rhetorical devices to move his audience.

Era Envelope

Three options are presented for this activity so that teachers may choose depending upon their students' needs.

- Option 1: Implementation of the task with minimal scaffolding
- Option 2: Implementation of the task moderate scaffolding
- Option 3: Implementation with maximal scaffolding.

Option 1: Implementation of the task with minimal scaffolding
Ask students to sit in heterogeneous groups of three. Distribute the envelope

packet to each group (Handouts #1-3); ask students not to open the envelope until you alert them to do so.

Tell students that they are going to build their background knowledge about the time and place of President Lincoln's famous speech, *The Gettysburg Address*. To do so, they will first examine three documents, answering focus questions about each one. They will then examine a group of photos that provide additional information about the Civil War and pick one photograph to analyze further.

Distribute Handout #5: *Background Reading Focus Chart*. (Handouts #4a-c are used in Option 2.)

Ask one student at each table to open the envelopment and pass out one handout to each person at the table. Tell students that they will each read their own handout, and respond in the corresponding quadrant. Give students about five minutes only, and then ask them to pass the papers to their right. After three turns, each student will have read all three documents in the envelope.

Distribute one copy of Handout #6: *Civil War Photos* to each group, and one copy of *Handout #7: Photograph Response*. Invite students to examine the photographs and, as a group, select one photograph to analyze further. Emphasize that each student should have a completed Photograph Response sheet, and that the group need only write their caption on one strip of paper.

Option 2: Implementation of the task with moderate scaffolding
Tell students they are now sitting in Base Groups. Based on each student's English proficiency and reading level and your knowledge of the texts to be read, assign each student a number from 1 to 3. Subdivide expert groups, if needed, so that each group has no more than four students.

Tell students that they will now become experts in one area of information about the Civil War and the *Gettysburg Address*. They will then return to their Base Groups and share their new knowledge with the other students in their group.

In students' expert groups, distribute a copy of the Handout #4a: *Clarifying Bookmark* and tell students that they are to begin their reading by using the Clarifying Bookmark to read their selection.

Teacher Notes

A Base Group is a group of three or four students. This is considered students' "home base." Students move, when directed to do so, to an Expert Group, where they will complete a particular task. Each member of a Base Group participates in a different Expert Group. When alerted to do so, students return to their original Base Groups and share the information they gathered in their Expert Group. Thus, upon returning to their Base Groups, students receive two to three new pieces of information from their peers to help construct their understanding.

To work through the text, expert group members will take turns reading, in pairs, aloud the first two paragraphs of their assigned reading. Explain that each student will read a paragraph, stop, and use the Clarifying Bookmark to think aloud through the text. After each student is done with his or her part, their partner may add other ideas. Then the partner continues with the same process as he or she reads the second paragraph.

Explain that after each pair finishes the first two paragraphs, students read the rest of their text silently. As students read on their own, they should take notes on the focus area identified in Handout 5: *Background Reading Focus Chart*.

Round Robin
Ask students to share their responses. Remind students that only one person shares at a time, and that there will be no interruptions or comments until all four students have shared their responses.

If a student has the same information as another, invite him/her to respond using one of the following routine expressions:

> I agree with so and so, I also noticed....
>
> I also wrote that....

Tell students that if they like something that someone else shares, they can add it to their own chart.

Distribute one copy of Handout #6: *Civil War Photos* to each group, and one copy of Handout #7: *Photograph Response*. Invite students to examine the photographs and, as a group, select one photograph to analyze further. Emphasize that each student should have a completed Photograph Response sheet, and that each student needs to write down the caption.

Base Group Share
Students return to their original base groups taking turns to share their responses to the text they read. They then share the photograph and caption.

Option 3: Implementation with maximal scaffolding
In this option, the teacher reads each text aloud, using the focus areas on Handout #5: *Background Reading Focus Chart* as a guide. The teacher stops at key points and asks students to talk to a partner about whether they can enter information into their chart and what information that might be. The teacher asks for student input and guides the group in their response. Collaboratively, the class

works together to fill in the Chart, with the teacher modeling what should be written in each cell (either on poster paper or through a Document Camera).

Post a selected photo from Handout #6: *Civil War Photos*, and distribute Handout #7: *Photograph Response*. As a group, complete Handout #7. Emphasize that each student should have a completed Photograph Response sheet. Ask partners to create captions and then post them on chart paper.

Wordle Partner Share

Distribute to each pair Handout #8: *Wordle*. The larger and bolder words in the Wordle are the ones that are repeated most often in *The Gettysburg Address*. This task is useful in not only highlighting certain words, but also in allowing students to consider what particular words mean to them, and how they resonate for them, based on past readings or experiences.

In pairs, ask students to discuss the following two prompts:

- Which words jump out at you (pick two or three)?
- When you think of those words, what images or ideas come to mind?

Round Robin
Tell each partner to share at least one word and their images/ideas associated with it with the other two partners in their small group.

Invite several groups to share their ideas with the class, noting similarities and/or differences in their choices and responses.

Interacting with Texts

- Close Reading
- Reading in Four Voices
- Literary Devices Dyad
- Wordle, Part II
- Dedicate Matrix

Close Reading

Students sit in groups of four. Distribute Handout #9: *The Gettysburg Address*. Tell students that you are going to read the speech aloud.

Tell students that you will read the text twice. First, you will read it aloud and they will listen without interruption or comment, in order to reinforce fluency. Then, you will read it a second time, guiding their understanding by using the Questions to Guide the Classroom Discussion located in the side bar.

Tell students that because the text is difficult, you will stop and guide them through parts of the text. As you read aloud to students, you may want to stop and alert students to some of the language and details of the speech.

Reading in Four Voices

Distribute Handout #10: *The Gettysburg Address in Four Voices*.

Lincoln's speech as been written into meaningful chunks, with each font representing a complete idea or thought. When students hear the speech read aloud in four voices, it deepens their understanding of the text.

Alert students to the different fonts of the text. Explain that each student will choose one font. Each student will only read their own selected font and no other. Tell students that in their small groups, they will now read the text aloud twice; the font will alert each student when it is time to read.

Once students have practiced reading the speech in four voices, select a group to stand and perform the speech aloud, in four voices.

Questions to Guide the Classroom Discussion

Close Reading Activity

Paragraph One

- Four score. What does that mean? What type of expression is that? An expression of time. How much time? A score is 20 years. So, how many years ago?
- Lincoln refers to "our fathers" creating a new nation. Who do you think he is referring to here?
- Why might he refer to the original people who sought independence from England 87 years ago as "our fathers?" What image or feeling do these words create for the listener?

Paragraph Two

- When Lincoln refers to a "nation so conceived and so dedicated," to which phrase in paragraph one is he referring? How do you know?
- Why have people gathered at Gettysburg? Which lines here let us know what the purpose of the gathering is?

Paragraph Three

- What does Lincoln mean when he states that the living must "be dedicated to the unfinished work" of the dead soldiers. Which lines in the speech tell the living what their "unfinished work" is?

Literary Devices Dyad

Remind students that Lincoln's speech was only two minutes long, and only has 267 words in ten sentences. Although it is not a poem, Lincoln utilizes a number of poetic, or literary, devices in his speech. This is one of the reasons his speech is so memorable. While students often associate literary devices with fiction or poetry, in fact, literary devices are used across genres, and are often an important element in speeches. Some examples of literary devices that students may be very familiar with are metaphors and similes.

Tell students that for this speech they will focus on only one literary device, in this case, Repetition.

For students who need less scaffolding, this task can be duplicated to include other literary devices, such as metaphor, alliteration, contrasting imagery, and so on.

Distribute Handout #11: *Literary Device Matrix*.

Ask each pair to work collaboratively in examining the text, with each student filling in his or her own matrix. Pairs will work together, discuss, and reach a consensus before they complete their own matrix. . Tell students that there are at least four examples of the device in Lincoln's *Gettysburg Address*.

Once pairs have found several examples, alert students that they will now share the information with the other partners in their small group. Remind students that they must be able to explain why their answer is an example of the literary device.

Wordle, Part II

Refer students to the Wordle of *The Gettysburg Address*, Handout #8. Ask students to again consider which words jump out at them. Tell students to examine the Wordle closely and consider if variations of the same word are apparent. Ask students to share with a partner any words they find that appear more than once, in a different form (Dedicate and Dedicated). Tell students that if both of these words are considered, they represent the most frequently used word in the speech.

Tell students that they will examine the different ways in which Lincoln uses the verb "Dedicate" in his speech. In this way, students will further access the argument embedded in the text.

Dedicate Matrix

Ask students to look again at the speech.

Tell students to read the speech carefully, circling the word, "Dedicate," or any form of the verb. Note: Lincoln uses the verb six times in the speech.

Distribute Handout #13: *Dedicate Matrix*. Tell students to enter the number of times Lincoln uses the word "Dedicate" in the space provided.

Ask students to now work with a partner to fill out their matrix.

When students are finished, they will share their findings with the other pair at their table.

Extending Understanding

- Vocabulary Review Jigsaw
- In Our Own Words

Vocabulary Review Jigsaw

Students sit in groups of four. Distribute four prepared vocabulary jigsaw cards (A, B, C, D) face down, one to each person in a group. You will retain a fifth card for each group — the answer key. Give students directions:

1. Each group member makes a clue sheet, numbering from 1 to 12 down the left hand side of a piece of paper.
2. In each group, the student holding card A will choose any number from 1-12 to begin the activity. Group members circle it on their clue sheets, and they then share their clues for that number in A, B, C, D order. All students in the team make notes of the clues and when clue D is read, all students guess at the term and write down the group's consensus answer. An important rule is that no student can say the answer until all four clues have been read.
3. After the student holding card A has selected three random numbers for the group, students rotate the cards. The new student A selects the next three numbers, in any order, from those numbers remaining and students guess at the terms.
4. Students rotate the cards two more times so that each group member holds each clue card once.
5. When a group finishes, a member of the team requests an answer key from the teacher and the group checks its answers.

In Our Own Words

Tell students that Lincoln's *Gettysburg Address* can be difficult to understand initially, in part because of the language that Lincoln uses, which is antiquated in style as well as vocabulary. Remind students that with their close reading of the *Gettysburg Address*, and the knowledge they gained about the time and place of the speech through the Era Envelope and Photographs, they now have a deep understanding of the text. The teacher reassembles the new text, in order. Once the class has translated the text, the text is reread orally, with each pair

Purpose/Audience

In Our Own Words

Students should consider their peers as their audience for this task. Ask students to translate their assigned sentence for an audience of their peers who do not have the background knowledge that they now possess, and who have not studied the text. The purpose, then, is to translate the text into everyday English. To do so, students must rely on their deep knowledge of not only the text itself, but of the time and place of the famous speech.

reading their own words aloud. The teacher then leads a conversation about similarity and differences in approaches, various ways that the original meaning is represented. The conversation could also include a discussion of tone and consistency in voice. Students could either revise their words or the words of others for clarity and coherence.

Assign each pair one to two sentences of the *Gettysburg Address* (there are ten sentences total). Tell students that they are to translate their assigned sentence(s) into colloquial English. Alert students to the information they gathered through the Era Envelope activity, and tell them to refer back to those texts, as well as their notes.

To help students translate their sentence(s), ask them to consider, "What would this sound like today? How would we say this sentence in everyday, modern English?"

Once students have translated their sentence(s), have them write their translation on a large strip of poster paper. Put the sentences together, in order, for the class to see.

Ask each pair to read their sentence(s) aloud to the rest of the class, in order.

Individual Writing

Invite students to write about what they learned about persuasion in this lesson by responding to the following prompt:

> Describe what you have learned about the importance of audience and shared knowledge in the effectiveness of a persuasive text? What role does audience play in what information in included or excluded from a persuasive text?

Formative Assessment

This writing is intended to help students synthesize what they have learned about speeches as persuasive texts. In this lesson, they have read one speech, and interacted with it closely. In the next lesson, students will engage in multiple speeches and deepen their understanding of the persuasive genre.

Handout #1: Abraham Lincoln Biography

Abraham Lincoln was the 16th president of the United States. Born in 1809 in a small log cabin in Kentucky, he grew up helping on his family's 348 acre farm. His parents were of low social standing and had little education. Still, Lincoln learned to read and write, and ultimately became a lawyer, passing the bar exam in 1837.

Lincoln married Mary Todd in 1842. They had four sons, but three died at a young age. In 1846, Lincoln was elected to U.S. Congress, and moved to Washington to serve out his term, where he spoke out against the Mexican War and unsuccessfully attempted to abolish **slavery**[1] in the District of Columbia.

A combination of luck, manipulation, and talent won Lincoln the Republican nomination, and he was elected president in 1860. There were four major candidates running for president, and despite the fact that he won less than 40% of the popular vote, Lincoln was elected president. Because some states believed that Lincoln would eventually abolish slavery, which would have a negative impact on farm production, several southern states began to consider the prospect of **secession**[2] –breaking away from the rest of the country.

An initial wave of secession led by South Carolina brought about the establishment of the "Confederate States of America," a self-declared independent nation apart from the United States of America. When Confederate forces from the South opened fire on the Union soldiers from the North at Fort Sumter, the **Civil War**[3] began. After Lincoln called for a **sizeable**[4] militia to **quash**[5] the rebellion, several more states, led by Virginia, also seceded.

notes

[1] *Complete ownership and control by a master; the condition of people being owned and used for difficult work*

[2] *The withdrawal from the Union of 11 Southern states in the period 1860-61, which brought on the Civil War.*

[3] *A war between people of different regions or areas within the same country or nation*

[4] *Large*

[5] *To subdue, or to stop completely something from happening*

Although he was heavily criticized by both the Confederate and Union supporters during his first term, Lincoln was able to gather enough votes to win re-election for a second term in 1864. As the war drew to a close, Lincoln made preparations to unify the nation once again.

Less than one week after the Confederate Army surrendered, Lincoln was ***assassinated***[6] by John Wilkes Booth while attending a Washington theater.

Today, many view Lincoln's most significant action as president to be his Emancipation Proclamation of January 1, 1863, which paved the way for the Thirteenth Amendment and the abolishment of slavery in the United States. He is also remembered for his gifted way with words, giving such memorable speeches as the *Gettysburg Address* and the Second Inaugural.

notes

[6] Killed suddenly or secretively, often for political reasons

Handout #2: The Civil War

Before the American **Civil War**[1] began, there was increasing tension between the Southern and Northern states. One reason for the tension was the fact that the North and the South had different economic interests. The South was mostly comprised of **plantations**[2] that grew crops, such as cotton. A lot of **inexpensive manual labor**[3] was needed to run the plantations, and slaves were used to do this. The North, on the other hand, had **abolished**[4] slavery. The Northern States did not have plantations, and instead used **raw materials,**[5] such as leather, metal, and wood, to create finished goods. As new states were added to the United States, **compromises had to be reached**[6] as to whether they would be admitted as slave or as free states. Both sides worried that the other side would gain an unequal amount of power.

When Abraham Lincoln was elected president in 1861, the conflict between northern and southern states had grown. Many southern states felt that the government was becoming too strong, and that before long, the north would control the south. One fear of the south was slavery would one day be abolished, as President Lincoln was an **Abolitionist**[7]. Of course, this was something that the Southern states disagreed with, and feared would **cripple**[8] their plantation way of life. The month before Lincoln was elected, South Carolina had left from the Union and formed its own country. Ten more states followed with **secession**[9]: Mississippi, Florida, Alabama, Georgia, Louisiana, Texas, Virginia, Arkansas, Tennessee and North Carolina. One month after Lincoln became president, the Civil War Began, lasting four years.

The Union—or the Northern states—won the civil war, thus abolishing slavery for the nation and requiring the Southern states that had left the union to return. By the time the war was over, more than 600,000 soldiers had died, due to battle and disease. More soldiers died in the Civil War than in the American Revolutionary War, World War I, World War II, and the Vietnam War combined.

notes

[1] A war between people of different regions or areas within the same country or nation

[2] Large farms that grew cotton, tobacco, coffee, sugar cane, and peanuts

[3] Field workers who do not need to be paid, or are paid very little

[4] Ended; done away with

[5] Something that can be made into something else, such as leather or wood

[6] As the United States began to grow and add more and more states, people needed to agree as to whether those new states would allow slaves or not.

[7] Someone who worked to get rid of slavery.

[8] Hurt

[9] The withdrawal from the Union of 11 Southern states in the period 1860-61, which brought on the Civil War.

Handout #3: The Battle of Gettysburg

The Battle of Gettysburg was one of the **bloodiest battles**[1] of the **Civil War**[2]. Fought in Gettysburg, Pennsylvania, the battle involved 75,000 Confederate (South) soldiers and 90,000 Union (North) soldiers; over 40,000 men were killed and many more injured during the three-day battle.

When the battle was over, the residents of Gettysburg suggested creating a national **cemetery**[3] on the site, as the bodies of soldiers and horses were **rotting**[4] in the sun, and needed to be quickly buried beneath the soil. A United States Cemetery Board of Commissions was placed in charge of creating the national cemetery. For the formal dedication of the cemetery, they chose Edward Everett of Massachusetts to give a speech, as he was one of the best-known speakers in America at the time. They also invited president Lincoln, generals, and government officials. While Everett's speech was to be the **highlight**[5], President Lincoln was asked to **wrap up**[6] the event with **concluding**[7] comments and remarks.

One of the reasons that the *Gettysburg Address* **remains**[8] significant to this day is that while Edward Everett's speech went on for a total of two hours and four minutes, President Lincoln spoke for only two minutes, and his speech contained only ten sentences. Later, Everett wrote to Lincoln and stated, "I should be glad if I could flatter myself that I came as near to the central idea of the occasion in two hours as you did in two minutes."

notes

[1]A battle that had the most wounded and dead soldiers

[2]A war between people of different regions or areas within the same country or nation

[3]Where dead people are buried

[4]Bodies started to decompose and smell

[5]The best part

[6]Lincoln's speech was supposed to be just something small to end the event

[7]The comments or words that come at the end

[8]Continues to be remembered and quoted

Handout #4a: Clarifying Bookmark I

What I can do	What I can say
I am going to think about what the selected text may mean.	*I'm not sure what this is about, but I think it may mean...*
	This part is tricky, but I think it means...
	After rereading this part, I think it may mean...
I am going to summarize my understanding so far.	*What I understand about this reading so far is...*
	I can summarize this part by saying...
	The main points of this section are...

Handout #4b: Clarifying Bookmark II

What I can do	What I can say
I am going to think about what the selected text may mean.	*I'm not sure what this is about, but I think it may mean...*
	This part is tricky, but I think it means...
	After rereading this part, I think it may mean...
I am going to summarize my understanding so far.	*What I understand about this reading so far is...*
	I can summarize this part by saying...
	The main points of this section are...
I am going to use my prior knowledge to help me understand.	*I know something about this from...*
	I have read or heard about this when...
	I don't understand the section, but I do recognize...
I am going to apply related concepts and/or readings.	*One reading/idea I have encountered before that relates to this is...*
	We learned about this idea/concept when we studied...
	This concept/idea is related to...

Handout #4c: Clarifying Bookmark III

What I can do	What I can say
I am going to think about what the selected text may mean.	*I'm not sure what this is about, but I think it may mean...*
	This part is tricky, but I think it means...
	After rereading this part, I think it may mean...
I am going to summarize my understanding so far.	*What I understand about this reading so far is...*
	I can summarize this part by saying...
	The main points of this section are...
I am going to use my prior knowledge to help me understand.	*I know something about this from...*
	I have read or heard about this when...
	I don't understand the section, but I do recognize...
I am going to apply related concepts and/or readings.	*One reading/idea I have encountered before that relates to this is...*
	We learned about this idea/concept when we studied...
	This concept/idea is related to...
I am going to ask questions about ideas and phrases I don't understand.	*Two questions I have about this section are...*
	I understand this part, but I have a question about...
	I have a question about...
I am going to use related text, pictures, tables, and graphs to help me understand unclear ideas.	*If we look at this graphic, it shows...*
	The table gives me more information about...
	When I scanned the earlier part of the chapter, I found...

Handout #5: Background Reading Focus Chart

#1: Abraham Lincoln Biography

Read the biography on President Lincoln. Jot down a few notes on

His Family Life:

His Education:

His contributions to America:

#2: The Civil War

What central issues caused the Civil War?

What was the outcome of the war?

Union Soldier

Any other interesting facts:

Confederate Soldier

#3: The Battle of Gettysburg

What is significant about the Battle of Gettysburg?

Two or three interesting facts about the Battle of Gettysburg:

Handout #6: Civil War Photos

Handout #7: Photograph Response

Select one photograph that stands out to your group to analyze further. Describe the photograph, completing the following information. After you have described the photographs, write a caption and post the captions below the picture/photos on the wall.

PHOTOGRAPH

General description: This is a picture of .....

Number of people: ..... Number of men or boys: ..... Number of women or girls: .....

Describe clothing: .....

Describe facial expressions: .....

Describe what is happening in the photograph: .....

Describe the objects in the photograph: .....

.....

SETTING OF THE PHOTOGRAPH

Describe as many details as you can identify about the place where the picture was taken (example: in a yard, on a street, etc.): .....

.....

.....

WRITING A CAPTION

A caption is a short description or explanation of a photograph or picture. It often includes information about what is happening in the picture, where and when the picture was taken, and who is in the picture. Write a caption for one photograph on a strip to paper and post it below the picture on the wall.

Handout #8: Wordle

With a partner, discuss which words jump out at you (pick two or three). Once you have selected your two or three words, share with your partner what images or ideas come to mind when you think of those particular words.

Handout #9: The Gettysburg Address

Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

But, in a larger sense, we cannot dedicate—we cannot consecrate—we cannot hallow—this ground. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us—that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion—that we here highly resolve that these dead shall not have died in vain—that this nation, under God, shall have a new birth of freedom— and that government of the people, by the people, for the people, shall not perish from the earth.

Handout #10: The Gettysburg Address in Four Voices

Directions: Each student chooses one of four fonts (regular font, bold font, underlined font, or italics); when it is your turn to real aloud, you will read your font only.

Four score and seven years ago **our fathers brought forth on this continent, a new nation**, conceived in Liberty, *and dedicated to the proposition that all men are created equal*.

Now we are engaged in a great civil war, **testing whether that nation**, or any nation so conceived and so dedicated, **can long endure**. *We are met on a great battlefield of that war.* We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live. **It is altogether fitting** *and proper* **that we should do this.**

But, in a larger sense, we cannot dedicate—**we cannot consecrate**—*we cannot hallow*—this ground. The brave men, **living and dead**, who struggled here, have consecrated it, *far above our poor power to add* **or detract**. The world will little note, **nor long remember what we say here**, *but it can never forget what they did here*. It is for us the living, **rather, to be dedicated here to the unfinished work** which they who fought here have thus far so nobly advanced. *It is rather for us to be here dedicated to the great task remaining before us*—that from these honored dead **we take increased devotion to that cause for which they gave the last full measure of devotion**—that we here highly resolve that these dead shall not have died in vain—*that this nation*, under God, **shall have a new birth of freedom**—and that government of the people, by the people, *for the people*, **shall not perish from the earth.**

Handout #11: Literary Device Matrix

Repetition: By repeating the same word or idea within the same sentence, or across sentences, the speaker ties a theme together and creates clarity for the listener. Often, repetitions are in groups of three.

Directions: Work with a partner to find examples of repetition in the *Gettysburg Address*. The first example has been done for you.

Example: New nation	any nation	this nation

(Adapted from *The Gettysburg Address* Teacher Resource Guide, Abraham Lincoln Presidential Library and Museum)

Handout #12: Literary Device Answer Key

Repetition
New **nation**, that **nation**, any **nation**
So conceived, so dedicated
We are engaged, we are met, we have come
We cannot dedicate, we cannot consecrate, we cannot hallow
Of the people, by the people, for the people

Handout #13: Dedicate Matrix

How many times does Lincoln use the word (or a word derived from) *Dedicate?*	
The first two times Lincoln uses the word *dedicate*, it is linked to the word *conceived.* How is Lincoln using the word dedicate in these two instances? What does it mean? Who is dedicating in these two instances?	
The next two times Lincoln uses the word *dedicate*, he relates it to the word *consecrate.* How is Lincoln using the word dedicate in these two instances? What does it mean now? Who is dedicating in these two instances?	
The last two times Lincoln uses the word *dedicate*, it relates to personal commitment. What purpose does the word dedicate serve in these last two instances?	

(after an idea from David Coleman)

Gettysburg Address
Vocabulary Review Jigsaw
Card A

1. The word starts with the letter S
2. The word starts with the letter S
3. The word starts with the letter G
4. The word starts with the letter A
5. This phrase has two words.
   The first word starts with the letter F
   The second with the letter S
6. The word starts with the letter L
7. The word starts with the letter P
8. The word starts with the letter C
9. The word starts with the letter E
10. The word starts with the letter C
11. The word starts with the letter H
12. The word starts with the letter D

Gettysburg Address
Vocabulary Review Jigsaw
Card B

1. This word has THREE syllables
2. This word has THREE syllables
3. This word has THREE syllables
4. This word has FOUR syllables
5. Both words have ONE syllable
6. This word has TWO syllables
7. This word has FOUR syllables
8. This word has TWO syllables
9. This word has TWO syllables
10. This word has THREE syllables
11. This word has TWO syllables
12. This word has TWO syllables

Gettysburg Address
Vocabulary Review Jigsaw
Card C

1. The last letter in this word is y
2. The last letter in this word is n
3. The last letter in this word is g
4. The last letter in this word is e
5. The last letter in this phrase is e
6. The last letter in this word is n
7. The last letter in this word is n
8. The last letter in this word is e
9. The last letter in this word is e
10. The last letter in this word is e
11. The last letter in this word is w
12. The last letter in this word is t

Gettysburg Address
Vocabulary Review Jigsaw
Card D

1. It means "a system in which people are the property of more powerful others."
2. It means, "the act of withdrawing from, or breaking away from."
3. It means, "the location of a famous battle in the Civil War."
4. It means, "to kill deliberately, typically a politically prominent person."
5. It means, "four times twenty; 80."
6. It is the last name of the president of the U.S. during the Civil War.
7. It means, "something that is suggested for consideration."
8. It means, "to form an idea; to think or believe."
9. It means, "to tolerate or to suffer patiently."
10. It means, "to make or declare sacred."
11. It means, "to make holy."
12. It means, "to take away from; diminish."

Gettysburg Address
Vocabulary Review Jigsaw
Answer Sheet

1. Slavery
2. Secession
3. Gettysburg
4. Assassinate
5. Four score
6. Lincoln
7. Proposition
8. Conceive
9. Endure
10. Consecrate
11. Hallow
12. Detract

Tasks in Lesson 2

Persuasion in Historical Context: *The Gettysburg Address*

Clarifying Bookmark

Era Envelope

In Our Own Words

Literary Device Matrix

Reading in Four Voices

Round-Robin

Vocabulary Review Jigsaw I and II

Wordle

Clarifying Bookmark

Purpose: This task is used to assist students in their development of good reading habits. It requires that students read texts beyond their comprehension, and that they slow down in their reading and consciously apply strategies to make sense of the text and of their reading: what they understand, how they understand it, what they don't understand and what they may do about it. Over time students appropriate this conscious and effortful focus on strategies and their relevant application. Then they automatically use these skills in reading, until they encounter a text that is complex beyond their ability to understand, and once again the conscious process of focusing on making sense of text can be applied.

Required for use: To use the Clarifying Bookmark effectively the teacher selects four or five especially complex and rich paragraphs from a text the class is reading. If five paragraphs are selected, the teacher can model the activity with one, and then invite students to work in dyads through the other four. The choice of paragraphs must be deliberate and modeling is important until the students understand the process very well. This activity should not continue for more than four paragraphs at a time, thus the sections to be read need to be carefully chosen because of their richness for exploration.

Structure of the activity: The Clarifying Bookmark has two columns. In the left hand column, strategies that can be used are introduced. In the right hand side, three *routine expressions* or *formulaic chunks* are offered students so that they choose how to initiate their participation. Initially the teacher uses only Section I, which offers students a choice of two strategies. After this section has been practiced several times over a period of three or four weeks, and students are totally comfortable with their application to the point where they have internalized them, two more strategies are added. Once again, students practice several times choosing among four strategies to apply to their exploration of the reading of a section of the text. When they are comfortable and have appropriated the additional strategies, the two final strategies are added and the same process ensues.

Process outline:

- Students work in dyads reading the text.
- Student A reads first selected paragraph in a soft voice to her/his partner.
- Student A then announces which strategy s/he is going to choose: 'I am going to summarize my understanding so far.' And then chooses one of the formulaic chunks offered to them in the right hand side of the chart: 'The main points of this section are…'
- Then Student B may add his ideas –if they are different than the ones stated by A- or not. After that, she reads the next paragraph in a soft voice to his/her partner and engages in the process of selecting a strategy and then applying it by using one of the three routine expressions offered in the right hand side of the chart.
- After Student B is finished exploring the paragraph, Student A may add something different or just continue with the next paragraph.

Era Envelope

Purpose: This task is used to build the field (provide relevant background knowledge) to students as part of preparing learners to read a text that is situated in a specific time period. Learning about the societal norms, politics, culture, and so on of a particular era helps students understand the historical context of an event, and thus better access the message, undertones, and nuances of texts that may be misunderstood or misinterpreted otherwise such as speeches, poems, and historical fiction.

Required for use: To create the Era Envelope—an envelope with three or four pieces of background information—the teacher chooses relevant texts or photographs –with captions- that illustrate a particular aspect of a time period. Each item in the envelope must fit on one page. In addition to the pieces of background information, the teacher creates a graphic organizer to be used by students as they read each piece. The graphic organizer serves to focus the students reading of the texts, highlighting salient information to consider, and the space to write responses.

Structure of the activity: The Era Envelope consists of a large manila envelope or a folder, which contains three to four pieces of background information, along with focus questions to guide reading. Students work together in groups, based on the number of background information texts. The task begins with each student reading a different background text and answering the corresponding focus questions on the task handout. After about five minutes, students rotate papers, and each student repeats the process with a new text. Eventually all students will have read the documents.

Process outline:

- Students sit in heterogeneous groups of three or four based on the number of texts (no more than four).
- One student opens and distributes the texts in the envelope, one to each student in the group.
- A second student distributes the accompanying handout for the task.
- Each student reads his or her text, taking notes on the focus questions and writing answers in the corresponding box of the handout.
- At the teacher's signal, students pass their papers in the direction specified.
- Students repeat this process until all texts are read.
- After everyone in the group has read and responded to the focus questions, students share responses text-by-text, adding to or revising responses as needed.

Options for scaffolding: For classes with students who are at varying levels of English proficiency, teachers have the option of placing students in heterogeneous base groups and homogeneous expert groups, based on students' English proficiency and reading level. Though different expert groups may read material of varying levels of textual difficulty, all groups are responsible for the same academic and cognitive tasks, and each member of the expert group contributes equally to the knowledge of his or her base group.

In Our Own Words

Purpose: This task engages students in representing the meaning of a complex text in another form of English than originally written. Students work in dyads to translate a selected portion of text, contributing to the class's representation of the text as a whole. To do so, students must understand how their section helps to develop the author's central idea. Such understanding is developed through close reading of the text occurring in the Interacting with Texts moment of the lesson. In Our Own Words is an Extending Understanding task that asks students to "represent" the text in a novel way.

Required for use: For this task to be successful, students need to have engaged in tasks that ask them to analyze the text by deconstructing key chunks and reconnecting these chunks to the whole, citing evidence from the text to support to support their ideas, and connecting the development of central ideas across the text. Without close reading students will lack the knowledge needed to represent a complex text in a new form.

Structure of activity: Pairs are assigned a portion of a whole text. They work together to "translate" their assigned section into school English, meaning that students should be instructed to use the grammatical and lexical form of English they use in their classes. Students are given large strips of paper on which to write their new text. The teacher reassembles the new text, in order. Once the class has translated the text, the text is reread orally, with each pair reading their own words aloud. The teacher then leads a conversation about similarity and differences in approaches, various ways that the original meaning is represented. The conversation could also include a discussion of tone and consistency in voice. Students could either revise their words or the words of others for clarity and coherence.

Use in Lesson 2: Students engage in this task as part of the Extending Understanding moment in this lesson. Dyads are assigned one of the ten sentences comprising the *Gettysburg Address* and collaborate on translating their assigned sentence into modern English. Students are encouraged to draw on their close reading of the Gettysburg Address and the knowledge they gained about the time and place of the speech through the Era Envelope and Photographs tasks to help them translate the text, which is antiquated in style as well as vocabulary.

Process outline:

- Dyads work together.
- Each dyad is assigned a portion of the text to be translated into school English.
- Once students have translated their assigned text, they write it on a large strip of poster paper.
- The teacher put the whole text together, in order, for the class to see.
- Each pair to reads their translation aloud to the rest of the class, in order.

Options for scaffolding: One way to differentiate instruction is to strategically assign portions of the whole text based on the level of difficulty. Students would have accomplished readers and speakers of English translate the most difficult sections, while students who are learning English translate the most understandable sections. As an addition support, pair a student struggling with English with a more fluent speaker who speaks the same home language.

Literary Device Matrix

Purpose: This task is used to weave in a focus on literary devices that writers use to make writing powerful or meaningful as part of the Interacting with Texts moment. Rather than teaching literary devices in isolation, devoid of context, this task allows for a focus on the way a particular writer uses literary devices to impact the reader within a specific text.

Required for use: To use the Literary Device Matrix, the teacher must select and identify texts that have an abundance of a particular literary device (for example, alliteration, repetition, amplification, parallelism, antithesis, and so on). If text only has one example of a device there will be only one right answer. A text that has several examples of a particular literary device provides students with opportunities to find and discuss multiple examples.

Structure of the activity: The teacher must model how to use the matrix, by filling in the first row with an example from the text, justifying their choice with a reason why that is a good example. The rest of the rows are left blank, and students fill them in with their own examples and justifications. Students have multiple opportunities to discover the examples and deepen their understanding, first by working with a partner, and then with the other dyad in their small group.

Process outline:

- Students work in dyads with the assigned text and the matrix.
- Students collaborate to find an example of the assigned literary device, jot down the examples in the matrix row, and justify their choice with a reason why that is a good example.
- Students share their answers with the other dyad in their group.
- If a dyad hears an example that they do not have, they should add it to their own matrix.

Reading in Four Voices

Purpose: This task is used to scaffold the reading of difficult texts. The selected text is chunked into meaningful parts, which promotes students' focus on units of meaning, rather than focusing their reading strictly on punctuation or line breaks.

Required for use: This task requires careful preparation by the teacher. For this task to be successful, the text should be oral in nature (e.g., poems, speeches, monologues or songs) and rich enough in content that it warrants multiple readings. To prepare a text, the teacher reads the text aloud, chunking meaning parts, based on where natural pauses occur. This scaffolds students' reading by emphasizing the meaningful chunks that form the architecture of a text. Each chunk is written in one of four fonts (plain, bold, underlined, and italic); thus, the creation of this task requires teachers to re-type the text. This task is not intended for use with textbooks.

Structure of the activity: Students read the formatted text collaboratively, with each student reading aloud only his or her assigned font. In this way, the reading aloud helps students focus on units of meaning. Each group of four students will read their text collaboratively twice, with students keeping the same parts. Often, after an initial, tentative reading, students will realize that even if they do not understand everything in the text, they will still be able to make some sense of it (this is especially true for poetry). This collaborative reading ensures that students at all reading levels are able to contribute to the group task while developing their language skills.

Process outline:

- Students sit in groups of four.
- Each student chooses one of four fonts.
- The different font styles will alert students when it is their turn to read.
- Students will read the text collaboratively, with each person reading his or her font style to read aloud.
- Students will read the text twice, aloud in their small groups.

Round Robin

Purpose: This task structures small group interaction and participation to ensure that all students have a voice and those students who might otherwise monopolize small group work do not limit anyone else's opportunities to participate. By requiring that every student state his or her response to teacher-initiated questions without interruption, each member of the group connects his/her own ideas to that of their peers and has opportunities to build conceptual and linguistic understanding.

Required for use: Students need time to develop a response to a question prior to engaging in the Round Robin task. The question(s) need to be substantive and open-ended so that students are engaged and learning from each other. If the question(s) are closed, responses will be repetitive and learning constrained. An open-ended question might ask students to pick two or three words from a Wordle (Lesson 2) that jump out to them and describe the images and ideas that come to mind, while a closed question might ask how a character is physically described in a specified section of text.

Structure of the activity: Round Robin requires members of a group listen to and learn from peers without interruption. Students may feel that agreeing and adding information when someone is sharing information shows engagement. To promote active listening, without speaking, some middle school teachers use a prop when first introducing this task. The student holding the prop "holds the floor," and when done speaking, he or she passes the prop to the next person. Eventually students will internalize the structure and will not need a material reminder.

Process outline:

- Each student shares his/her response to a prompt.
- One person speaks at a time
- Nobody should interrupt
- If a student's answer is similar to somebody else's, the student may not pass. Instead the student should indicate agreement ("I have the same opinion as… I also think …")
- There are no interruptions or discussions until the four members have finished sharing their responses.

Vocabulary Review Jigsaw

Purpose: This task engages students in a fun, collaborative way in the review of content vocabulary and terms. Students work in groups of four to combine the clues held by each member and try to guess the 12 target words. It is important to recognize that this task is not used to teach vocabulary, but to review vocabulary.

Required for use: To use the Vocabulary Review Jigsaw, the teacher selects 12 key vocabulary items or terms that the students have been introduced to within a unit of study or a text. The teacher prepares five cards—four to be used in the jigsaw, and the Answer Key. There are two ways to prepare the jigsaw cards (Version I and Version II):

In Version I, the clues for each word fall into four categories. Three of the categories are very simple: (A) the first letter, (B) the number of syllables, and (C) the last letter. The fourth category, (D), is a working definition of the term. The definition is not one from the dictionary; rather, the teacher's definition uses knowledge stressed in class and can be written in the teacher's own words. In Version II, all the clues are meaningful. Clue A should be the broadest, opening up many possibilities. Clue B, while narrowing the selection of an answer, should still leave it quite open. Clue C should narrow the possibilities. And Clue D should limit the possibilities to the target word.

Structure of the activity: Initially, the teacher models the Vocabulary Review Jigsaw. For this process, students need to be in small groups of four. The teacher explains to students that they will participate in a fun way to review vocabulary. It should be stressed to students that the activity is collaborative and that all four clues (A, B, C, and D) must be heard before the group can guess the vocabulary word. The teacher should prepare a short sample jigsaw as an example for the students. Model the process with a key term students have learned in previous units and texts. For example, a term such as "hyperbole." Prepare four index cards with the clues:

A: The first letter is "h."

B: There are four syllables.

C: The last letter is "e."

D: The word means exaggerated statements or phrases not to be taken literally.

Four students will work together to model for the class, with each student reading only their assigned clue.

Process outline:

- Students sit in small groups of four.
- Students number a piece of paper 1-12, down the left hand side.
- The student with Card A selects the number he or she would like to read and all group members then circle the number on their answer sheet.
- Each student reads their clue for that number, in order, A, B, C, and D.
- After all four clues have been read, the students try to guess the word or term.
- Students write their answer in the appropriate line on their answer sheet.
- After three turns, students rotate the cards to the right, so that all four students have a chance to read all four clue cards.
- When a group has completed the jigsaw, one member asks for the answer sheet, and the group checks their answers, taking notes of any terms that require additional study.

Wordle

Purpose: This task is used to help students focus on how authors use repetition to emphasize and develop ideas and create cohesion and coherence in texts. By creating a "word cloud," words that appear more frequently in a text are highlighted, as these words appear larger and thicker in the visual diagram of lexical choices in a text. Students are able to reflect on their impression, interpretation, or understanding of these significant words.

Required for use: For this task to be effective, the selected text should use repetition of words to emphasize ideas and create connections across the text. The teacher takes a selected text and places it in to a word cloud program, such as Wordle (http://www.wordle.net/create). There are many "word cloud" programs available on through the internet; some additional programs include Wordsift (http://www.wordsift.com) and Tag Crowd (http://tagcrowd.com). When using any word cloud program, teachers need to note if any words have been omitted in the final visual. Some programs allow for certain words to be filtered or omitted by choice, and others will filter certain words (such as pronouns or conjunctions) automatically.

Structure of the activity: The Wordle activity has two parts, one occurring in the Preparing the Learner moment and the other in the Interacting with Texts moment. In the first part of the activity, students are invited to examine the Wordle, noting which words jump out at them before reading the text. After choosing one or two words, students reflect in pairs on what images or ideas come to mind when they think of that particular word. Students then share their thoughts with others, noting similarities and differences in their choices and responses. Teachers may choose to provide students with the language they want them to use in their discussion in the form of formulaic chunks. In the second part of the activity, the teacher focuses students' attention on one or two words key to an author's argument, asking students to examine different ways the author uses the word(s) to develop central ideas.

Use in Lesson 2: In this lesson, students first examine a Wordle of the Gettysburg Address that visually displays Lincoln's repetition of words, with the following most often represented in the speech: dead, nation, great, dedicated, and we. Students work in pairs to select two or three words that "jump out at them," and then work with these words to develop semantic and visual associations. Students later return to the text to analyze the different ways that Lincoln uses the verb "dedicate," to develop his argument.

Process outline:

- Students work in dyads examining the Wordle.
- Students are provided with focus questions, such as "Which words jump out as you (pick two or three)" and "When you think of those words, what images and ideas come to mind?" to guide their discussion.
- Student A begins by responding to the first prompt, followed by Student B.

- When discussing ideas and images, Student B begins, followed by Student A. Once dyads have shared their ideas, students will share their ideas with the other dyads in their small group. Once all students have shared, the teacher may invite several students to share their group's ideas with the class, noting similarities and differences.
- In the second part of the task, students examine the author's use of selected words to develop central idea(s).

Understanding Language

Language, Literacy, and Learning in the Content Areas

Understanding Language aims to enrich academic content and language development for English Learners (ELs) by making explicit the language and literacy required to meet Common Core State Standards (CCSS) and Next Generation Science Standards http://ell.stanford.edu .

3
Lesson

Unit: Persuasion Across Time and Space: Analyzing and Producing Complex Texts
Lesson: *Ethos, Logos, & Pathos* in Civil Rights Movement Speeches

OVERVIEW

The third lesson in the unit introduces students to Aristotle's Three Appeals, and helps students analyze how these rhetorical devices are used to persuade a reader or audience to take action or identify with a particular cause. Because rhetorical devices are an important element of speeches, the knowledge gained by students in this lesson is essential for them to critically analyze King's *I Have a Dream*, Kennedy's *On the Assassination of Martin Luther King*, and Wallace's *The Civil Rights Movement: Fraud, Sham, and Hoax*, the three speeches in this unit.

COMMON CORE STANDARDS

Speaking and Listening

- SL.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
- SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

Reading Informational Text

- RI.7.4/RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
- RI.7.8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
- RI.8.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

Language

- L.7.3/8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.7.5/8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Lesson: *Ethos*, *Logos*, & *Pathos* in Civil Rights Movement Speeches

Audience

Middle School (grades 7th and 8th)

Classroom time frame

Three class periods (45 minutes each)

Instructional Sequence*

Preparing Learners

Day One

- Three Appeals Matrix
- Sort and Label

Day Two

- Anticipatory Guide

Interacting with Texts

Day Two (Con't)

- Reading with a Focus

Day Three

- Round Robin
- Expert Group: Dyadic Reading
- Expert Group: Reading with a Focus
- Expert Group Consensus
- Base Group Round-Robin

Extending Understanding

- Mind Mirror
- Individual Writing

* For further information about the tasks comprising the Instructional Sequence see the task descriptions at the end of the lesson. Each task is described and includes information about its purpose, requirements for use, structure and steps for implementation, as well as suggestions for additional scaffolding.

Preparing Learners

- Three Appeals Matrix
- Sort and Label
- Anticipatory Guide

Introduction

Much like other informational texts, the purpose of a speech is to explain, persuade, or inspire. In order for students to understand how speeches accomplish these aims, it is essential that students know:

- The rhetorical devices used in speeches
- How these devices are used
- Why these devices are used

Speeches also have some characteristics that are necessary for students to understand, namely:

- Speeches are usually meant for a specific audience
- Speeches have a purpose
- Speeches emphasize a main idea
- A good speaker conveys certain emotions to his or her audience

Three Appeals Matrix

Arrange students in groups of four; this is their base group. A base group is their "home" group. Tell students that in subsequent activities, they will leave their base groups and join an "Expert Group," where they will acquire knowledge that they will subsequently bring back to their base group. Remind students that they participated in a Base Group/Expert Group Jigsaw in the previous lesson. Ensure that each group has 2 partners. Cut out and distribute two sets of

Options/Notes

A Base Group is a group of three or four students. This is considered students' "home base." Students move, when directed to do so, to an Expert Group, where they will complete a particular task. Each member of a Base Group participates in a different Expert Group. When alerted to do so, students return to their original Base Groups and share the information they gathered in their Expert Group. Thus, upon returning to their Base Groups, students receive two to three new pieces of information from their peers to help construct their understanding.

Options/Notes

Three Appeals Matrix

You may want to have a stack of magazine ads available in the case that students encounter difficulty thinking of an ad.

Handout #1: *Appeals Cards* to each table. Make sure to write the corresponding letter on one side of the *Appeals Cards* to the corresponding appeal:

Card A: Ethos

Card B: Logos

Card C: Pathos

In pairs, have students read the Appeals Cards and discuss and fill out the cells of Handout #2: *Appeals Card Matrix*. Each group needs to think of a magazine, television, or radio ad in order to complete the third part of the handout.

Purpose

Sort and Label

The goal of this task is to help students solidify their understanding of the three appeals by being able to recognize when they see or hear one. Students are free to use the *Appeal Cards* to help them place the statements in the appropriate category.

Sort and Label

Using Handout #3: *Sort and Label Strips,* cut each statement into strips. Each strip contains a statement that represents one of the three appeals: Ethos, Logos, or Pathos. One student chooses a strip and reads it aloud to the other members of the base group. Have students work collaboratively to decide which appeal category the strip belongs in: Ethos, Logos, or Pathos. Students need to be able to explain why they placed each strip under the label of Ethos, Logos, or Pathos.

Each *Sort and Label* strip represents only one of the three appeals.

Anticipatory Guide

Sit students in base groups of four. Distribute Handout #4: *Anticipatory Guide* and ask students to individually place a checkmark under the column that bests represents their opinion for each statement. They should also write one reason for their choice. An Anticipatory Guide is useful in helping students tap into their prior knowledge, as well as allowing the teacher to see what assumptions or biases students may bring to the text that they may need to be aware of.

Interacting with Texts

- Reading with a Focus with Round Robin
- Expert Group: Dyad Reading
- Expert Group: Reading with a Focus with Dyad Share
- Dyad Share Out
- Expert Group Consensus
- Base Group Round Robin

Options/Notes

Expert Groups

When creating Expert Groups, be sure to place students who need the least scaffolding in the group that will read George Wallace's speech, as this is the most difficult text. Place medium to strong readers in the group that will read Martin Luther King Jr.'s speech, and the less strong readers in the group reading Robert' Kennedy's speech, which is the easiest text to access.

Expert Groups

Students sit in Base Groups of three. Assign students in the base group to the letter A, B, or C. Group A will read *I Have a Dream*, Group B will read *On the Death of Martin Luther King*, and Group C will read *The Civil Rights Movement: Fraud, Sham, and Hoax*. Have students move to expert groups of four students. Tell students that they will now become an "expert" in their assigned speech. Later, they will return to their base group and share their knowledge with the others.

Reading with a Focus

Ask students to read silently to themselves, focusing on:

- Their focus question
- One question they have about the era or time

Round-Robin
In a Round-Robin format, have students share their responses to their focus question.

Expert Group: Dyad Read Paragraphs 1-6

Distribute Handout #6: *I Have a Dream* to Group A, *On the Death of Martin Luther King* to Group B, and *The Civil Rights Movement: Fraud, Sham, and Hoax* to group C.

Tell students to read the first six paragraphs in dyadic interaction. One student begins with paragraph one and then asks his/her partner questions using Raphael's "Types of Question/Answer Relationship:"

1. **Right There** Questions: look for information that is explicitly stated in the paragraph.
2. **Think and Search** Questions: the answer to these questions is implicit in the text, so you need to infer, conclude, etc.
3. **On My Own**: the question asks for information that is not present in the text, but is related to the theme of the text.
4. **The Author and Me**: these are questions that readers would ask the author if they had the opportunity to meet.

Model for students what each of the four types of questions might look and sound like, using Handout #6a. Read aloud the first paragraph to students and then stop and model for students what a *Right There Question* would be, what a *Think and Search Question* would be, what an *On My Own Question* would be, and finally, what *The Author and Me Question* might be. Suggested questions are at the end of the text on Handout #6a. Ask students to take turns reading a paragraph, asking at least three types of questions and answering them.

Expert Group: Reading with a Focus

Distribute Handout #7: *Speech Matrix.* Invite students to read the speech focusing on the questions in the matrix. Read the questions in Handout #7 with students. Tell students that they will use evidence from the text to support their findings.

Dyad Share

In their expert groups, tell students to work with one other partner to respond to the matrix questions. With their partner, have students find examples to support their assertions. Remind students to write in a notebook. Students fill in the cells of their matrix after they reach a consensus with the other pair of students in their group.

Dyad Share Out

Have pairs share their notes with each other. Students should share examples from the speech to support their answers.

Options/Notes

Expert Group: Reading with a Focus

In Lesson 2 students looked for repetition in Lincoln's speech. They may need to be reminded of additional literary devices that they may encounter in their assigned speech. For example, students may look for alliteration, metaphor, simile, hyperbole, and personification.

Options/Notes:

Expert Group Consensus

Only correct information should be taken back and shared with members of the base group. Therefore, it is important for students to alert the teacher when they have reached a consensus and share their findings with the teacher before being allowed to fill in the cells of their matrix.

Expert Group Consensus

After pairs share with each other, ask students to decide how to fill in the cells of their matrix. For quality control purposes, remind students that they must raise their hands and share their responses with the teacher before writing in the cells.

Base Group Round- Robin

Ask students to return to their base groups (their original groups) and share the information in their matrix cells with the other members of their group. Emphasize that although students may look at their notes in their cells, they should also establish eye contact with their teammates, and use body language to help them better communicate their ideas and findings. The other students in the base group should fill in their cells with the appropriate information as each pairs shares. Tell students that once partners are finished sharing, each member of the other partnership may ask one question.

Purpose:

Mind Mirror

The mind mirror activity asks students to synthesize and be creative with their understandings of a given author. In an outline of a author's head, students depict how this author was feeling and thinking at a specific time and what questions the author was considering. To illustrate all these ideas students use (two) relevant quotes from the text and create (two) phrases that summarize the most salient aspects of the author's thoughts and emotions. Students also include (two) symbols and (two) drawings that are important in explaining the author's perspective. (This activity provides a good opportunity to clarify the difference between a drawing and a symbol.)

To encourage creativity in students who are new to mind mirrors, show them two or three very different mind mirrors for a person they have already studied in history. One such example may use a quote to trace the hairline of the author and another to trace the two eyebrows. If the author wears earrings, each one could contain the symbols or pictures that are components of a mind mirror.

As with any product that engages students in drawing and not much writing, monitor the time. Start by allowing 30 minutes for the activity and in subsequent applications gradually reduce the time to 20 minutes.

Extending Understanding

- Mind Mirror
- Individual Writing

Mind Mirror

Explain to students that they will work collaboratively in their Expert Groups, to create a mind mirror for their speaker (Martin Luther King, Robert Kennedy, or George Wallace that shows the situation, thoughts, concerns, or dilemmas of that person. At a minimum, each mind mirror should contain:

- Two quotes from the speech, properly marked with quotation marks
- Two original phrases about the speaker that your group has written
- Two symbols that relate to the speech
- Two relevant drawings

Tell students they should be creative. A mind mirror uses the outline of a person's head to depict how a person was feeling or thinking at a specific time. Students might, for example, decide to use a quote to trace a hairline or two eyebrows.

Refer students to Handout #8: *Mind Mirror Rubric*, so that students have a clear understanding of the expectations.

Distribute markers and poster paper. Give students 30 minutes for this activity.

Individual Writing

Invite students to write about what they learned about persuasion in this lesson by responding to the following prompt:

> Describe what you have learned about the ways in which authors and speakers make use of Aristotle's Three Appeals. When might a writer or speaker choose to use one type of appeal over another. Which appeal do you think is most effective?

Handout #1: Appeals Cards

Cut out the cards below to distribute to each group. Mark "A", "B", an "C" on the opposite side of each card, according to the *Three Appeals* section of the exemplar.

Ethos comes from the Greek word for character, but a more modern translation might be "image." An ethos-driven speech or document is based on the reputation, values, credibility, and moral character of the author. The writer appeals to the reader's sense of fairness and relies on statements that refer to fairness, morals, values, and ethics. If we believe someone is an authority on the topic and has a "good sense and good moral character," we will be more likely to believe what that person says. The English words "ethical" and "ethics" are derived from this term.

Logos comes from the Greek word for reason. A logos-driven speech or document is based on logic or reason, and ideas are presented in ways that most people find reasonable and convincing. Most scholarly or academic documents are logos-driven presenting statistics, facts, or reasons for believing their ideas or arguments are true. The English word "logic" is derived from this term.

Pathos comes from the Greek word for emotion. A pathos-driven speech or document is based on emotion; the goal is to use language or images that provoke an emotional response in the audience. Emotions such as anger, pity, fear, joy, and love can motivate people to believe or act in a certain way. In our society, many advertisements are pathos-driven ("You don't have as many friends as you would like to have? Buy shampoo X, and you will be beautiful and popular!"). There are several words in English that have to do with feelings or emotions that are derived from this word, such as "pathetic" and "empathy".

Handout #2: Appeals Card Matrix

Directions: With a partner, use the Three Appeals Cards to fill in each of the cells.

	Ethos	Logos	Pathos
What is the derivation of this word? What are some words in English that come from this term?			
One sentence summary of this appeal.			
Think of an ad on TV, the radio, or on a billboard that utilizes this type of appeal. What is it, and why is it an example of this appeal?			

Handout #3: Sort and Label Strips

1. We are known and respected because of our good name: *Mighty Clean*. Our loyal customers have trusted our Company for over 50 years. And we can now continue serving you through the World Wide Web; you can now buy our products on-line, with the same lifetime guarantee and value that you have come to expect. Visit us on-line for a full list of quality trusted *Mighty Clean* products.

2. Cars built by the *Eco-Company* are completely made through the use of re-usable materials and recycled parts. They even run on eco-friendly fuel. Let's all do our part to save Mother Earth; if you have to drive a car that protects the environment—drive an *Eco-Company* car!

3. Do you suffer from extreme bad breath? Don't worry! You will no longer feel left out of conversations in the halls, or worried about talking in public! You will have the courage to speak your mind without fear. Buy *Fresh Mouth Gum*, and you will become the most popular kid at school!

4. Fair trade agreements have raised the quality of life for coffee producers, so fair trade agreements could be used to help other farmers as well.

5. According to the *Murphy Corporation* study, when teachers' salaries are raised in a district, more high quality teachers are hired, and teacher morale is higher. When teachers' salaries are lowered, the study found that more teachers left the profession and a higher percentage of teachers were hired without a credential.

6. My sister is a teacher, and she often has trouble paying her bills. She is an excellent teacher, dedicated to her students, funny, warm, loving, and yet, she can only afford to live in a tiny apartment.

7. If children are our future, as we often say, we should understand that investing in their intellectual development is a necessary step for securing the future of all Americans. Investing in our teachers is investing in our children.

Answer Sheet

1. [Ethos—reputation of the company]

2. [Logos—logic of protecting the earth]

3. [Pathos—use of emotions such as fear of not belonging and joy of popularity]

4. [Logos—logic of fair trade helping other farmers]

5. [Logos—reasoning from authority]

6. [Pathos—information is given to provoke an emotional response in the reader]

7. [Ethos—information is given to appeal to the reader's sense of ethics, morals, and values]

Handout #4: Anticipatory Guide: Types of Appeals

Individually, read each statement on your own and then check either the Agree or the Disagree box, depending on your opinion. You should also provide one reason for your choice in the space provided.

	Agree	Disagree	Reason for your choice
Speeches should appeal to everyone; that is, a good speech is one that anyone can relate to.			
One of the goals of a speech is to motivate or inspire people.			
Unlike written texts, a speech is spoken aloud and people listen to it, so it does not use rhetorical or literary devices.			
Speeches are so powerful that certain people in history are remembered because of a particular speech they gave.			
Speeches need to be original; people do not borrow phrases from other people's famous speeches			

Handout #5: Background Information
Group A Background Information
I Have a Dream

Dr. Martin Luther King Jr. delivered his famous speech, I Have a Dream, on August 28, 1963 to an audience of more than 200,000 people. These people had come together from all over the United States to gather at the Lincoln Memorial in Washington D.C. for the March on Washington for Jobs and Freedom.

1963 was a time in American history that was characterized by many forms of racial discrimination and injustices in education, employment, housing, military service, and voting. There were separate schools for white and black children, and many landlords refused to rent houses to black families, forcing them to live in poor and over-crowded neighborhoods.

In the months leading up to the March on Washington, there was a lot of frustration at racial inequity in black communities. Demonstrations by African Americans and confrontation with police were common. By the end of the year, twenty thousand activists had been arrested and over nine hundred demonstrations had taken place in over one hundred cities.

Dr. King, a Baptist minister, won the Nobel Peace Prize when he was only 35 years old. A follower of the philosophy of Mahatma Gandhi, King is one of the world's best-known modern advocates of nonviolent social change. One year after the March on Washington, Congress passed the Civil Rights Act. Four years later in 1968, King was assassinated in Memphis, Tennessee.

Group B Background Information On the Death of Martin Luther King

Robert Kennedy, the younger brother of slain president John F. Kennedy, was a passionate Civil Rights supporter and former presidential candidate. On April 4, 1968, Robert Kennedy was campaigning to a large group of African Americans in Indianapolis, Indiana for the Democratic nomination for President of the United States.

Initially, the police had told Kennedy to not campaign in this particular neighborhood because it was considered to be a dangerous ghetto in the city. When he arrived to deliver his speech, he was told that Dr. Martin Luther King had been shot and killed. He realized that the people in the audience had not yet heard of this event. Rather than giving the speech that he had prepared, he decided to tell them the news that Dr. Martin Luther King was dead.

Kennedy realized that the death of Dr. King would be devastating to the Black community. In his speech, he urged people to follow Dr. King's message and respond to the catastrophe with prayer and understanding. During the days following the murder of Martin Luther King there were riots in cities across America, but the people in Indianapolis remained calm that night and the following days, as they thought about the message of peace in Robert Kennedy's speech.

On June 4, 1968, two months after he gave his famous speech On the Death of Martin Luther King, Robert Kennedy was shot and killed. His contribution to the civil rights movement is considered to be his greatest achievement.

Group C Background Information
The Civil Rights Movement: Fraud, Sham, and Hoax

George Wallace was born in Alabama in 1919 to a farming family. He attended the University of Alabama Law School, and became a judge of the Third Judicial Circuit of Alabama in 1953.

He became governor of Alabama for the first time in 1962, during a time of great racial tension in the south, especially in Alabama. Promoting segregation between white and black people, Wallace won the election by a large margin. In his acceptance speech, he told the people of Alabama that they would have, "Segregation now, segregation forever."

During this time, Alabama was the state with some or the worst violence and mistreatment of its citizens in the country. There was rampant police brutality against African Americans, and at the peak of the Civil Rights Movement, there were over 3,000 African Americans in jail in the city of Birmingham, Alabama.

In 1964, Wallace began his (unsuccessful) campaign to become president of the United States, using segregation as his platform. He openly stated that he did not believe that African American should be able to vote, serve on juries, or hold public office. In addition to his stated views, he physically attempted to block African American students from entering the University of Alabama, stating that he would, "Stand by the schoolhouse door" in order to stop integration.

On July 4th, 1964, George Wallace gave a speech in Atlanta, Georgia called, "The Civil Rights Movement: Fraud, Sham, and Hoax" in which he condemned The Civil Rights Act. The Civil Rights Act had become a law the day before Wallace's famous speech, and was a very important piece of legislation. The Civil Rights Act made discrimination against women, religion, and race illegal in the United States. It ended school segregation as well as other laws, such as laws preventing African Americans from attending all-white movie theaters, certain public parks, and living in all-white neighborhoods. This law, George Wallace argued, was a threat to individual liberty and individual rights.

George Wallace was elected Governor of Alabama four times, in 1962, 1970, 1974, and 1982. He also, unsuccessfully, ran for U.S. President four times.

Handout #6a: Practice Speech

Chief Joseph of the Nez Perce – On Surrender to US Army, 1877

[In 1877 the US government ordered the Nez Pierce to leave their land and relocate to a reservation (land reserved by the US government for Native Americans). The Nez Pierce refused to go. Instead, Chief Joseph tried to lead 800 of his people to Canada. During their 1,000 mile journey, The Nez Pierce repeatedly fought the U.S. Army. When they were only 40 miles from Canada, they were finally trapped. After a five-day fight, half of the Nez Pierce had been killed, and Chief Joseph surrendered. This is the speech he gave]

Tell General Howard I know his heart. What he told me before, I have it in my heart. I am tired of fighting. Our Chiefs are killed; Looking Glass is dead, Ta Hool Hool Shute is dead. The old men are all dead. It is the young men who say yes or no. He who led on the young men is dead.

It is cold, and we have no blankets; the little children are freezing to death. My people, some of them, have run away to the hills, and have no blankets, no food. No one knows where they are – perhaps freezing to death. I want to have time to look for my children, and see how many of them I can find. Maybe I shall find them among the dead.

Hear me, my Chiefs! I am tired; my heart is sick and sad. From where the sun now stands I will fight no more forever.

Paragraph #1 Example Questions:

Right There Question: Who are the people Chief Joseph says have been killed?

Think and Search Question: Why does Chief Joseph include the names of certain chiefs who have been killed?

On My Own: Why are all of the chiefs and the elders dead, and not the young people?

The Author and Me: How is it that you are a chief, and you still survived?

Handout #6: Speeches Martin Luther King Excerpt from "I Have a Dream" Speech, August 28th, 1963

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I am happy to join with you today in what will go down in history as the greatest demonstration for freedom in the history of our nation.

Five score years ago, a great American, in whose symbolic shadow we stand today, signed the Emancipation Proclamation. This momentous decree came as a great beacon light of hope to millions of Negro slaves who had been seared in the flames of withering injustice. It came as a joyous daybreak to end the long night of their captivity.

But one hundred years later, the Negro still is not free. One hundred years later, the life of the Negro is still sadly crippled by the manacles of segregation and the chains of discrimination. One hundred years later, the Negro lives on a lonely island of poverty in the midst of a vast ocean of material prosperity. One hundred years later, the Negro is still languished in the corners of American society and finds himself an exile in his own land. And so we've come here today to dramatize a shameful condition.

It would be fatal for the nation to overlook the urgency of the moment. This sweltering summer of the Negro's legitimate discontent will not pass until there is an invigorating autumn of freedom and equality. Nineteen sixty-three is not an end, but a beginning. And those who hope that the Negro needed to blow off steam and will now be content will have a rude awakening if the nation returns to business as usual. And there will be neither rest nor tranquil-

Source: http://odur.let.rug.nl/~usa/D/1951-1975/mlk/dream.htm

notes

ity in America until the Negro is granted his citizenship rights. The whirlwinds of revolt will continue to shake the foundations of our nation until the bright day of justice emerges.

But there is something that I must say to my people, who stand on the warm threshold which leads into the palace of justice: In the process of gaining our rightful place, we must not be guilty of wrongful deeds. Let us not seek to satisfy our thirst for freedom by drinking from the cup of bitterness and hatred. We must forever conduct our struggle on the high plane of dignity and discipline. We must not allow our creative protest to degenerate into physical violence. Again and again, we must rise to the majestic heights of meeting physical force with soul force.

The marvelous new militancy which has engulfed the Negro community must not lead us to a distrust of all white people, for many of our white brothers, as evidenced by their presence here today, have come to realize that their destiny is tied up with our destiny. And they have come to realize that their freedom is inextricably bound to our freedom.

We cannot walk alone.

And as we walk, we must make the pledge that we shall always march ahead.

We cannot turn back.

There are those who are asking the devotees of civil rights, "When will you be satisfied?" We can never be satisfied as long as the Negro is the victim of the unspeakable horrors of police brutality. We can never be satisfied as long as our bodies, heavy with the fatigue of travel, cannot gain lodging in the motels of the highways and the hotels of the cities. We cannot be satisfied as long as the negro's basic mobility is from a smaller ghetto to a larger one. We can never be satisfied as long as our children are stripped of their self-hood and robbed of their dignity by signs stating: "For Whites Only." We cannot be satisfied as long as a Negro in Mississippi cannot vote and a Negro in New York believes he has nothing for which to vote. No, no, we are not satisfied,

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and we will not be satisfied until "justice rolls down like waters, and righteousness like a mighty stream."[1]

I am not unmindful that some of you have come here out of great trials and tribulations. Some of you have come fresh from narrow jail cells. And some of you have come from areas where your quest -- quest for freedom left you battered by the storms of persecution and staggered by the winds of police brutality. You have been the veterans of creative suffering. Continue to work with the faith that unearned suffering is redemptive.

Let us not wallow in the valley of despair, I say to you today, my friends.

And so even though we face the difficulties of today and tomorrow, I still have a dream. It is a dream deeply rooted in the American dream.

I have a dream that one day this nation will rise up and live out the true meaning of its creed: "We hold these truths to be self-evident, that all men are created equal."

I have a dream that one day on the red hills of Georgia, the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood.

I have a dream that one day even the state of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice.

I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.

I have a *dream* today!

I have a dream that one day, down in Alabama, with its vicious racists, with its governor having his lips dripping with the words of "interposition" and "nullification" -- one day right there in Alabama little black boys and black girls will be

able to join hands with little white boys and white girls as sisters and brothers.

I have a *dream* today!

I have a dream that one day every valley shall be exalted, and every hill and mountain shall be made low, the rough places will be made plain, and the crooked places will be made straight; "and the glory of the Lord shall be revealed and all flesh shall see it together."2

This is our hope, and this is the faith that I go back to the South with.

With this faith, we will be able to hew out of the mountain of despair a stone of hope. With this faith, we will be able to transform the jangling discords of our nation into a beautiful symphony of brotherhood. With this faith, we will be able to work together, to pray together, to struggle together, to go to jail together, to stand up for freedom together, knowing that we will be free one day.

And this will be the day -- this will be the day when all of God's children will be able to sing with new meaning:

My country 'tis of thee, sweet land of liberty, of thee I sing.

Land where my fathers died, land of the Pilgrim's pride,

From every mountainside, let freedom ring!

And if America is to be a great nation, this must become true.

And so let freedom ring from the prodigious hilltops of New Hampshire.

Let freedom ring from the mighty mountains of New York.

Let freedom ring from the heightening Alleghenies of Pennsylvania.

Let freedom ring from the snow-capped Rockies of Colorado.

notes

Let freedom ring from the curvaceous slopes of California.

But not only that:

Let freedom ring from Stone Mountain of Georgia.

Let freedom ring from Lookout Mountain of Tennessee.

Let freedom ring from every hill and molehill of Mississippi.

From every mountainside, let freedom ring.

And when this happens, when we allow freedom ring, when we let it ring from every village and every hamlet, from every state and every city, we will be able to speed up that day when *all* of God's children, black men and white men, Jews and Gentiles, Protestants and Catholics, will be able to join hands and sing in the words of the old Negro spiritual:

Free at last! Free at last!

Thank God Almighty, we are free at last!

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Robert F. Kennedy On the Death of Martin Luther King, April 4th, 1968

Ladies and Gentlemen – I'm only going to talk to you just for a minute or so this evening. Because...

I have some very sad news for all of you, and I think sad news for all of our fellow citizens, and people who love peace all over the world, and that is that Martin Luther King was shot and was killed tonight in Memphis, Tennessee.

Martin Luther King dedicated his life to love and to justice between fellow human beings. He died in the cause of that effort. In this difficult day, in this difficult time for the United States, it's perhaps well to ask what kind of a nation we are and what direction we want to move in.

For those of you who are black – considering the evidence evidently is that there were white people who were responsible – you can be filled with bitterness, and with hatred, and a desire for revenge.

We can move in that direction as a country, in greater polarization – black people amongst blacks, and white amongst whites, filled with hatred toward one another. Or we can make an effort, as Martin Luther King did, to understand and to comprehend, and replace that violence, that stain of bloodshed that has spread across our land, with an effort to understand, compassion and love.

For those of you who are black and are tempted to be filled with hatred and mistrust of the injustice of such an act, against all white people, I would only

Source: http://www.historyplace.com/speeches/rfk.htm

say that I can also feel in my own heart the same kind of feeling. I had a member of my family killed, but he was killed by a white man.

But we have to make an effort in the United States, we have to make an effort to understand, to get beyond these rather difficult times.

My favorite poet was Aeschylus. He once wrote: "Even in our sleep, pain which cannot forget falls drop by drop upon the heart, until, in our own despair, against our will, comes wisdom through the awful grace of God."

What we need in the United States is not division; what we need in the United States is not hatred; what we need in the United States is not violence and lawlessness, but is love and wisdom, and compassion toward one another, and a feeling of justice toward those who still suffer within our country, whether they be white or whether they be black.

(Interrupted by applause)

So I ask you tonight to return home, to say a prayer for the family of Martin Luther King, yeah that's true, but more importantly to say a prayer for our own country, which all of us love – a prayer for understanding and that compassion of which I spoke. We can do well in this country. We will have difficult times. We've had difficult times in the past. And we will have difficult times in the future. It is not the end of violence; it is not the end of lawlessness; and it's not the end of disorder.

But the vast majority of white people and the vast majority of black people in this country want to live together, want to improve the quality of our life, and want justice for all human beings that abide in our land.

(Interrupted by applause)

Let us dedicate ourselves to what the Greeks wrote so many years ago: to tame the savageness of man and make gentle the life of this world.

Let us dedicate ourselves to that, and say a prayer for our country and for our people. Thank you very much. *(Applause)*

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George C. Wallace, "The Civil Rights Movement: Fraud, Sham, and Hoax", July 4, 1964

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We come here today in deference to the memory of those stalwart patriots who on July 4, 1776, pledged their lives, their fortunes, and their sacred honor to establish and defend the proposition that governments are created by the people, empowered by the people, derive their just powers from the consent of the people, and must forever remain subservient to the will of the people.

Today, 188 years later, we celebrate that occasion and find inspiration and determination and courage to preserve and protect the great principles of freedom enunciated in the Declaration of Independence.

It is therefore a cruel irony that the President of the United States has only yesterday signed into law the most monstrous piece of legislation ever enacted by the United States Congress.

It is a fraud, a sham, and a hoax.

This bill will live in infamy. To sign it into law at any time is tragic. To do so upon the eve of the celebration of our independence insults the intelligence of the American people.

Never before in the history of this nation have so many human and property rights been destroyed by a single enactment of the Congress. It is an act of tyranny. It is the assassin's knife stuck in the back of liberty.

With this assassin's knife and a blackjack in the hand of the Federal force-cult, the left-wing liberals will try to force us back into bondage. Bondage to a tyranny more brutal than that imposed by the British monarchy which claimed

Source: http://www.vlib.us/amdocs/texts/wallace64.html

power to rule over the lives of our forefathers under sanction of the Divine Right of kings.

Today, this tyranny is imposed by the central government which claims the right to rule over our lives under sanction of the omnipotent black-robed despots who sit on the bench of the United States Supreme Court.

To illustrate the fraud--it is not a Civil Rights Bill. It is a Federal Penal Code. It creates Federal crimes which would take volumes to list and years to tabulate because it affects the lives of 192 million American citizens. Every person in every walk and station of life and every aspect of our daily lives becomes subject to the criminal provisions of this bill.

It threatens our freedom of speech, of assembly, or association, and makes the exercise of these Freedoms a federal crime under certain conditions.

It affects our political rights, our right to trial by jury, our right to the full use and enjoyment of our private property, the freedom from search and seizure of our private property and possessions, the freedom from harassment by Federal police and, in short, all the rights of individuals inherent in a society of free men.

Yet there are those who call this a good bill.

It was the same persons who said it was a good bill before the amendment pretending to forbid busing of pupils from neighborhood schools. Yet a Federal judge may still order busing from one neighborhood school to another. They have done it, they will continue to do it. As a matter of fact, it is but another evidence of the deceitful intent of the sponsors of this bill for them to claim that it accomplished any such thing.

It was left-wing radicals who led the fight in the Senate for the so-called civil rights bill now about to enslave our nation.

We find Senator Hubert Humphrey telling the people of the United States that "non-violent" demonstrations would continue to serve a good purpose through a "long, busy and constructive summer."

notes

notes

Yet this same Senator told the people of this country that passage of this monstrous bill would ease tensions and stop demonstrations.

This is the same Senator who has suggested, now that the Civil Rights Bill is passed, that the President call the fifty state Governors together to work out ways and means to enforce this rotten measure.

There is no need for him to call on me. I am not about to be a party to anything having to do with the law that is going to destroy individual freedom and liberty in this country.

I am having nothing to do with enforcing a law that will destroy our free enterprise system.

I am having nothing to do with enforcing a law that will destroy neighborhood schools.

I am having nothing to do with enforcing a law that will destroy the rights of private property.

I am having nothing to do with enforcing a law that destroys your right--and my right--to choose my neighbors--or to sell my house to whomever I choose.

I am having nothing to do with enforcing a law that destroys the labor seniority system.

First, let us let it be known that we intend to take the offensive and carry our fight for freedom across this nation. We will wield the power that is ours--the power of the people.

Let it be known that we will no longer tolerate the boot of tyranny. We will no longer hide our heads in the sand. We will reschool our thoughts in the lessons our forefathers knew so well.

We must destroy the power to dictate, to forbid, to require, to demand, to distribute, to edict, and to judge what is best and enforce that will of judgment upon free citizens.

We must revitalize a government founded in this nation on faith in God.

I ask that you join with me and that together, we give an active and courageous leadership to the millions of people throughout this nation who look with hope and faith to our fight to preserve our constitutional system of government with its guarantees of liberty and justice for all within the framework of our priceless freedoms.

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Handout #7: Speech Matrix

Directions: You and your expert group partner will read and respond in your notebook to each question in the column of your assigned speech. Do not fill in the column until after you and your partner reach a consensus with the other pair in your expert group. You will only fill in one column; you will complete the other two columns when you return to your base group.

	I Have a Dream	On the Death of Martin Luther King	The Civil Rights Movement
Who is the audience?			
What is the problem or issue that the speaker is addressing? Provide a quotation from the speech that either states or alludes to this problem.			
What does the speaker want people to do, think, or feel? Provide textual evidence for your claim.			
Which types of appeals does the speaker use (ethos, logos, or pathos)?			
Find three quotes that illustrate which appeals the speaker uses.			
What other literary devices do you find in the speech? For example, are there examples of metaphor, simile, repetition, and so on? Find at least two examples.			

Handout #8: Mind Mirror Rubric

Performance Indicators	Outstanding	Passing	Needs Revision
Content	• Includes two or more relevant quotations from the speech • Includes two or more phrases that synthesize important ideas from the speech • Includes two or more symbols that communicate relevant ideas • As a whole, the mind mirror successfully communicates relevant ideas about the speaker's situation and state of mind	• Includes two quotations from the speech • Includes two phrases based on the speech • Includes two symbols • Includes two drawings • As a whole, the mind mirror successfully communicates relevant ideas about the speaker's situation and state of mind	• Lacks two or more of the following: – quotations – phrases – symbols – drawings • The words and pictures are unrelated to the project idea * The mind mirror does not communicate the speaker's situation and state of mind
Presentation	• Each member of the group contributes to the mind mirror and any verbal presentation • Mind mirror uses a creative design and creative wording to portray the speaker's situation and state of mind • Mind mirror effectively uses color or shading • Product is neat	• Each member of the group contributes to the mind mirror and any verbal presentation • Mind mirror uses color and shading • Product is neat	• One or more members of the group do not contribute to the mind mirror or the presentation • Mind mirror does not use color or shading • Product is sloppy

Tasks in Lesson 3

Ethos, Logos, & Pathos in Civil Rights Movement Speeches

Anticipatory Guide and Extended Anticipatory Guide

Dyad Reading: Question-Answer Relationships

Mind Mirror with Rubric

Reaching a Consensus

Reading with a Focus

Round-Robin

Sort and Label

Three Appeals Matrix

Anticipatory Guide

Purpose: An Anticipatory Guide is intended to activate students' background knowledge that is relevant to the content of a text they are expected to read and comprehend, as well as introduce key concepts and language. As a preparatory task, the anticipatory guide provides a context for the text and makes connections between content and students' own experiences. The Anticipatory Guide also enables teachers to introduce key vocabulary within the context of a theme. Furthermore, it is a vehicle for teaching students the importance of being aware as readers of their own knowledge in relation to the content of a text. The Anticipatory Guide is a useful diagnostic tool for the teacher, as it allows her to learn ahead of time what students believe about a certain theme or topic, and what background information they are bringing to the text which may support or impede their understanding.

Required for use: To use the Anticipatory Guide effectively, the teacher writes five statements that require students to reflect on and think about themes and concepts they will encounter in the text. The sentences should capture students' interest and provide a mixture of statements that trigger agreement and disagreement. Teachers need to take care when creating the statements so that they are neither too narrow nor too broad. Statements should be one level above the text. For example, a statement might be, "All small children love dogs," rather than, "Peter loved the dog his grandfather gave him."

Structure of the activity: The first time students encounter an Anticipatory Guide, the teacher should model how to read and respond to the statements. When the students engage in the activity, they should be alerted that they have two minutes to read each statement and respond, "agree" or "disagree" by checking the appropriate column. In the column to the right, students will write why they agree or disagree, providing personal evidence to support their response. It is important for students to know that there is not a right or wrong answer.

Process outline:

- Students silently read each statement and individually place a checkmark under the column that best represents their opinions.
- Students add a reason to justify their responses.
- Students begin to share responses in their small groups. One student begins by reading the statement and then stating agree or disagree, and providing a reason for the opinion.
- The other students in the small group each state whether or not they agree or disagree, providing reasons for opinions.
- Once all students have shared, the next student repeats the process with the second statement.

Options for scaffolding: Two students work together, taking turns reading a statement at a time. The first student reads aloud the statement and "thinks aloud" about the reasons he/she agrees or disagrees with the statement. The second student responds and "thinks aloud" about whether he/she agrees or disagrees with the first student's opinions and reasoning. The partners alternate who "thinks aloud."

Two possible exchange frames follow:

Frame I

S1: I will read statement 1. It says_____. I agree/disagree with it because _____ So, I am going to mark it agree/disagree. What do you think?

S2: I agree/disagree with you because _____. So, for statement 1, I will mark agree/disagree. Now let me read statement 2. It says _____. I agree/…

Frame II

S1: Ok, I will begin by reading statement 1. "…"Based on what I know, I would say this statement is true/not true, so I will agree/disagree. One reason for my opinion is that …

S2: I agree/disagree with you. The reason for my agreement/disagreement is that I know that … Now I will read statement 2. "…" Based on what I know I would say this statement is true/not true, so I will agree/disagree.

Dyad Reading: Question-Answer Relationships

Purpose: The use of Raphael's Question-Answer Relationships helps develop students' awareness of the types of questions that good readers ask of a text and fosters their critical reading skills. As students work collaboratively to ask "right there," "think and search," "author and me," and "on my own" questions" they develop metacognitive awareness of different question types, becoming strategic about their search for answers based on an awareness of what different types of questions look for, including the need to actively bring their own knowledge and experiences to the reading of text.

Required for use: The first time this activity is used, the teacher needs to model how to read and question a text, using the four question types. The teacher should supply students with a sample text, and read it aloud, modeling each of the four types of questions.

Structure of the activity: This task presents students with four types of questions to ask of a text and author. Students take turns reading selected paragraphs from a text the class is reading. After each student reads a paragraph, he or she will ask one of the four types of questions. The listening partner will respond to the question, and then begin reading aloud the next paragraph, and so on.

Process outline:

- Students work in dyads reading the text.
- Student A reads the first selected paragraph in a soft voice to his/her partner.
- Student A then alerts Student B which type of question s/he is going to ask, and then asks a question.
- Student B responds to the question asked by Student A.
- Student B reads the next paragraph, and alerts Student A which type of question s/he has chosen and then asks a question of Student A.
- Student A answers the question.
- Students continue with this process until they have each read the selected paragraphs.

Options for scaffolding: Provide students with a few sample questions in each category to use with specific texts. After modeling and practicing the use of these question types with the texts, develop students' metacognitive understanding by deconstructing how the language used in the questions helps to signal the type of questions being asked. Ask the class to brainstorm additional questions that might be asked of any text in each of the categories. Next time students engage in using this reading strategy, they can use the questions they generated. Eventually, they will be able to generate their own questions as they read.

Mind Mirror with Rubric

Purpose: The mind mirror activity asks students to synthesize and be creative with their understandings of a given character or historical figure in a text they have read. In an outline of a head, students depict how this character was feeling and thinking at a specific time and what questions the character was considering. To illustrate all these ideas students use relevant quotes and symbols to represent the most salient aspects of the character's thoughts and emotions. Students also include original phrases and drawings that are important in explaining the character's perspective. The task engages students in textual analysis as they discuss which quotes and symbols to select and in assuming a critical stance as they craft original phrases that represent their analysis of the character's perspective.

Required for use: For this task to be successful, students need to be able to distinguish between strong and weak textual evidence and defensible and indefensible analyses. If students choose "any" quote or symbol to represent a character the power of the task is reduced. The same is true of the drawings and original phrases. To encourage quality work from students who are new to mind mirrors, show them two or three very different mind mirrors for a character they have already studied in a story or from history. One such example may use a quote to trace the hairline of the character and another to trace the two eyebrows. If the character wears earrings, each one could contain the symbols or pictures that are components of a mind mirror. A review of the content of the examples using the rubric will sharpen students' understanding of what constitutes quality work.

Structure of the activity: This task occurs during the Extending Understanding moment of the lesson. Groups of four are assigned a character (or speaker or historical figure) from the text(s) they have read and collaborate in producing their mind mirror. The mind mirror requires that students select two quotes and two symbols from the text(s) and develop two original phrases and two drawings to represent their character. After finishing the mind mirror, students use the rubric to assess their product and plan their presentation to the class. One requirement of the task is that every student must present some aspect of the their group's mind mirror to their peers. As with any product that engages students in drawing and not much writing, monitor the time. Start by allowing 30 minutes for the activity and in subsequent applications gradually reduce the time to 20 minutes.

Use in Lesson 3: Students create a mind mirror for the speaker of the speech they read and analyzed (King, Kennedy, or Wallace), drawing from background reading about the speaker and time period and the text of the speech itself. Their goal is to represent the speaker's thoughts, feelings, and perspective at the time of the speech. Symbols and quotes come directly from the speech, while the original phrases and drawings may be based on multiple texts.

Process outline:

- Students are assigned an author, speaker, or select a character from the chosen text.
- The teacher reviews the rubric, making sure that students understand the requirements of the assignment and the criteria for excellence.

- Students are given markers and poster paper.
- Students collaborate on the creation of the mind mirror, negotiating which quotes and symbols to select, what phrases and drawings to develop, and how best to represent these elements in the poster.
- Students assess their own mind mirror using the rubric.
- Students present their mind mirror to the class, explaining how the elements of the mind mirror represent the character.

Options for scaffolding: Students may need additional language support for their presentation of the mind mirrors to the class. They may also want to write out their part of the presentation on an index card. Possible formulaic expressions for presenting a student's chosen element(s) include:

The reason we chose the (symbol, quote, drawing, original phrase) is...

We discussed many ideas, but in the end we...

Reaching a Consensus

Purpose: This task helps students learn how to negotiate and reach agreement about discipline-specific content. It requires that students have the opportunity and time to develop their own ideas or evidence about a theme, idea, or problem posed by the teacher. Students then share their ideas in their group, individually reflect and prioritize choices, share choices in the small group and come to consensus about a group response. Learning how to prepare for and discuss issues and ideas is an important part of participating in academic communities.

Required for use: Students need a focus for reading, writing, or solving a problem and time to develop their own ideas. To eliminate the possibility that the student with the strongest competence in English will dominate the discussion, it is important that the teacher circulate around the classroom as students are developing their own ideas to see who needs support. Sometimes students are looking for a specific phrase or word to express their ideas that the teacher can easily provide.

Structure of the activity: To allow all voices to be heard, the group members should share their ideas in a round-robin format (see the Round-Robin task description). As students listen to each other's ideas, they silently note which one they most agree with. In a second Round Robin, students each express their preferences, again without being interrupted. Finally, a timed discussion ensues. While during the discussion not everybody will participate in equal ways, at least the structure assures that all students will have contributed their opinions and preferences to the solution of the problem. If students work with a partner, each member of the dyad must record ideas and, preferably, students should be in different groups.

Process outline:

- Students may work alone or with a partner to respond to the ideas, theme, or problem posed by the teacher. If students work as partners, they must each write down their ideas.
- In the first round robin, each student must share his or her ideas.
- Students listen and silently note which one they agree with the most.
- In a second round robin, students state their preferences.
- Students discuss preferences and come to agreement in a timed discussion.

Reading with a Focus

Purpose: This task requires students to read with a specific purpose in mind. For example, they may be given three questions to consider as they complete the reading of an article. Or, they may be asked to read an author's journal with the understanding that at the completion of the reading they will decide on a salient image the journal triggered for them, as well as a quote that highlights key concepts or emotions. This is important because when tackling difficult texts, students often do not know what the salient information is, and do not know what to pay attention to in their reading. Focus questions guide students' reading and alert them to the pertinent information in a text.

Required for use: In order for a teacher to write focus questions for a reading, the teacher must know why he or she is asking students to read the particular text, and what the purpose and goals are for the reading. For example, one goal for students reading of speeches might be to apply their understanding of Aristotle's persuasive appeals. If this is the case, the question, "What does the speaker want people to do, think, or feel" would require students to infer, based on their understanding of how a writer uses Ethos, Pathos or Logos to influence readers.

Structure of the activity: Before reading, the teacher tells students that they will be reading with a focus, and alerts them to the focus question(s).

Process outline:

- Teacher reads the focus question(s) aloud to the students.
- As needed, teacher clarifies and/or checks for understanding.
- Students read the assigned text, with the focus question in mind, taking notes as they read.

Round Robin

Purpose: This task structures small group interaction and participation to ensure that all students have a voice and those students who might otherwise monopolize small group work do not limit anyone else's opportunities to participate. By requiring that every student state his or her response to teacher-initiated questions without interruption, each member of the group connects his/her own ideas to that of their peers and has opportunities to build conceptual and linguistic understanding.

Required for use: Students need time to develop a response to a question prior to engaging in the Round Robin task. The question(s) need to be substantive and open-ended so that students are engaged and learning from each other. If the question(s) are closed, responses will be repetitive and learning constrained. An open-ended question might ask students to pick two or three words from a Wordle (Lesson 3) that jump out to them and describe the images and ideas that come to mind, while a closed question might ask how a character is physically described in a specified section of text.

Structure of the activity: Round Robin requires members of a group listen to and learn from peers without interruption. Students may feel that agreeing and adding information when someone is sharing information shows engagement. To promote active listening, without speaking, some middle school teachers use a prop when first introducing this task. The student holding the prop "holds the floor," and when done speaking, he or she passes the prop to the next person. Eventually students will internalize the structure and will not need a material reminder.

Process outline:

- Each student shares his/her response to a prompt.
- One person speaks at a time
- Nobody should interrupt
- If a student's answer is similar to somebody else's, the student may not pass. Instead the student should indicate agreement ("I have the same opinion as… I also think …")
- There are no interruptions or discussions until the four members have finished sharing their responses.

Sort and Label

Purpose: This task gives students a chance to solidify and apply their understanding of a concept, key terms, and classification systems. Based on the knowledge learned earlier in a lesson, students work in pairs or small groups to sort the materials given by the teacher. With each placement, students must be able to explain the reasoning behind the placement.

Required for use: To create a Sort and Label task, the teacher must select or write sentences or short texts that illustrate one of the selected categories. For example, if a Sort and Label task is created for figurative language, the short texts or sentences might include examples of alliteration, hyperbole, metaphor, simile, and so on, and students must sort them accordingly; ideally, there are two or more sentences for each Label. The sentences or short texts for each of the chosen categories must cut into sentence strips and placed in envelopes prior to class.

Structure of the activity: The Sort and Label task give students a chance to apply what they have learned because they must consider and identify a category (or label) for an item. Students work in pairs or groups of four, and their discussion and collaboration serves to scaffold their understanding, both with their initial sorting as well as when they hear how peers have sorted. Teacher may open the discussion up after all sorting has taken place, especially if there are disagreements or uncertainties with respect to the sorting.

Use in Lesson 3: In this particular version of the Sort and Label, students work in pairs to sort statements that illustrate the use of each of the three appeals of Ethos, Logos, and Pathos into the appropriate category. Each pair receives an envelope containing statements cut into strips. One students in the pair chooses a sentence strip and reads it aloud to their partner, and then states into which category or label the sentence should be placed, and why. Their partner then agrees and reads a different sentence, or, if they disagree, explain why they disagree and suggest an alternative placement. The two partners continue taking turns until all of the sentences have been sorted to their satisfaction. After all statements have been placed into one of the three categories, dyads at the table cross-share, explaining reasoning for the placement to the opposite pair.

Process outline:

- Students sit in groups of four, working in dyads.
- Each dyad receives a set of sentence strips.
- Partner A picks up a strip and reads it aloud to Partner B, and then states which category to place the sentence in (in this case, Ethos, Pathos, or Logos), stating a justification for the placement.
- Partner B may agree or disagree. If Partner B agrees, then he or she selects another sentence strip and repeats the process. If Partner B disagrees, he or she states why and suggests a different placement. Partners discuss and reach a consensus before continuing.
- Partners cross share their placements, explaining their reasoning.

Three Appeals Matrix

Purpose: This task is used to guide and facilitate students' learning of Aristotle's Three Appeals, Ethos, Pathos, and Logos. The focus questions in the matrix help alert students to the salient information in their Appeals Card, and also asks them to apply their new knowledge to something relevant and tangible in their own lives by extending the concept to TV ads, billboards, and radio advertisements. The matrix also allows students to categorize information and understand the terms in generative ways.

Required for use: To use the Three Appeals Matrix, students need their own copy of the three appeals cards, as well as their own copy of the matrix. Ideally, students work in pairs, reading the cards aloud to each other and then answering the questions in the matrix. They can then share their information with another dyad to further build their understanding and help solidify the meaning and application of the terms.

Teachers should bring in several magazines for students to use if they cannot think of an ad on their own. The magazine ads can also be used as examples for classroom discussion as representations of ethos, pathos, or logos appeals.

Structure of the activity: The Three Appeals Matrix is designed to facilitate students' reading of the Three Appeals Cards by providing students with focus questions, as well as opportunities to both summarize and apply their understanding. The three columns allow students to see the differences between the three types of appeals side-by-side. Students work with a partner first, and then expand their own understanding by sharing and receiving information from others.

Process outline:

- Students sit in groups of four, working in dyads.
- Students work in dyads to read and discuss the Three Appeal Cards, and fill out the cells of the Appeals Card Matrix collaboratively.
- Dyads share their findings, adding to their own matrices if they hear something novel or interesting that they do not have or did not consider in their own discussion.

Understanding Language

Language, Literacy, and Learning in the Content Areas

Understanding Language aims to enrich academic content and language development for English Learners (ELs) by making explicit the language and literacy required to meet Common Core State Standards (CCSS) and Next Generation Science Standards http://ell.stanford.edu .

4
Lesson

Unit: Persuasion Across Time and Space: Analyzing and Producing Complex Texts
Lesson: Persuasion as Text: Organizational, Grammatical, and Lexical Moves in Barbara Jordan's *All Together Now*

OVERVIEW

Lesson Four invites students to examine how writers construct persuasive texts at the macro and micro level. Students work together collaboratively to analyze the structural, organizational, grammatical, and lexical choices made in one speech, Barbara Jordan's *All Together Now*. They communicate their understanding of these elements to a younger middle school audience in preparation for writing their own speeches as the culminating performance of the unit. At the end of the lesson students compare and contrast *All Together Now* to one of the speeches read in Lesson 3 using tools of analysis from this lesson and earlier lessons.

COMMON CORE STANDARDS

Reading Informational Text

- RI7 1: Cite several pieces of textual evidence to support analysis of what the text says explicitly and well as inferences drawn from the text
- RI7.2: Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text
- RI7.4: Determine the meaning of words and phrases as they are used in the texts, including figurative, connotative and technical meanings; analyze the impact of specific word choice on meaning and tone
- RI7.5: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of ideas
- RI8.2: Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas, provide an objective summary of the text

Language

- L7.5/8.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings
- L7.6/8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson: Persuasion as Text: Organizational, Grammatical, and Lexical Moves in Barbara Jordan's *All Together Now*

Audience

Middle School (grades 7th and 8th)

Classroom time frame

Seven days (seven 45 minute class periods)

Key Text

All Together Now, by Barbara Jordan

Instructional Sequence*

Preparing Learners

Day One

- Three Step Interview
- Novel Ideas Only

Interacting with Texts

Day One

- Reading with a Focus

Day Two

- Listening with a Focus
- Jigsaw Reading

Day Three

- How Writers Accomplish their Goals

* For further information about the tasks comprising the Instructional Sequence see the task descriptions at the end of the lesson. Each task is described and includes information about its purpose, requirements for use, structure and steps for implementation, as well as suggestions for additional scaffolding.

Day Four

- Find the Tie
- Deconstructing and Constructing Modality

Extending Understanding

Day Five

- Collaborative Poster with Rubric
- Gallery Walk

Days Six-Seven

- Reviewing with a Focus
- Compare/Contrast Matrix: Two Speeches
- Compare/Contrast Collaborative Poster
- Independent Writing

Unit: Persuasion Across Time and Space: Analyzing and Producing Complex Texts
Lesson: Persuasion as Text: Organizational, Grammatical, and Lexical Moves in Barbara Jordan's *All Together Now*

Preparing Learners

- Three-Step Interview
- Novel Ideas Only

Introduction

The tasks in this lesson illustrate how teachers can develop students' understanding of the macro- and microstructures characteristic of persuasive texts by analyzing models of persuasive texts.

When teaching persuasive writing to adolescent learners, we often stress the macrostructure or global organization of texts, telling students that they must introduce a topic, state a thesis about the topic, present logically ordered evidence in support of that thesis, and provide a summation that synthesizes the evidence presented in support of their argument. Depending on the genre, students may also need to provide counter-arguments or acknowledge the writing or ideas of others.

Students need to understand the macrostructure of specific genres. Without understanding common structural and organization patterns, they have difficulty entering into the discourse worlds of different disciplines. Students, especially ELLs, must also learn the microstructures of a genre, the grammatical and lexical choices writers make to convey content knowledge and authority, to highlight key points and mark the structure of the argument. Without this knowledge, the texts they produce lack the academic register needed at the secondary level.

At the end of this lesson, students will have the opportunity to compare the arguments of two speeches. Students will either compare Barbara Jordan's speech, *All Together Now*, or George Wallace's speech, *The Civil Rights Movement: Fraud, Sham, and Hoax* to Martin Luther King's *I Have a Dream* speech.

Purpose

Three-Step Interview

The task, adapted from Kagan, engages students in different types of talk. Students ask for, provide, and report out information. The specific prompt used in this interview and the processes involved in interviewing and reporting helps students realize that they can contribute novel information to the ongoing discussion and analysis of persuasion, a preparation for their role as "more expert others" as they inform younger students about persuasive techniques later in the lesson.

Three-Step Interview

Ask students to sit in groups of four. The two students next to each other will be students A and B. The two other students sitting across from them will be students C and D. Explain that you will provide two questions and that students will interview each other. Tell students that the person conducting an interview needs to listen carefully as he or she will report to the group. Explain, and post, the steps to the interview:

> Step One: At the same time, and using the questions provided, students A and C interview students B and D, who respond providing their personal information.
>
> Step Two: Now students B and D request the same information from students A and C simultaneously.
>
> Step Three: Working as a group of four, each student reports to the other three the information provided by their partners.
>
> The questions for this interview are:
>
> - What is the most memorable argument you have had?
> - Were you able to convince the other person you were arguing with about anything?
> - Was the person you were arguing with able to convince you of anything? If so, how did this happen? If not, why do you think that it did not?

Explain to students that they will have six minutes to conduct the first and second interviews, and that you will signal when three minutes has expired. Tell students that they will have no more than eight minutes for the sharing, and that you will signal at the four-minute mark.

Purpose

Novel Ideas Only

This task helps ideas to quickly surface. Its use here is meant to connect students' current ideas to the essay that is the focus of this lesson. They will revisit their original ideas later in the lesson.

Novel Ideas Only

Form groups of four and ask members to individually copy the following prompt the teacher will write on the board:

> We think an essay called "All Together Now" may be about:

Explain the steps that students will follow:

1. Students number the page from 1 to 8.
2. Students will have two minutes to predict what an essay called "All Together Now" may be about. Within each team one student offers a suggestion, another student echoes it, and all students write the suggestion on their papers without discussion.
3. Students should help each other write ideas in the best possible way, and should not proceed until the four have already completed writing the idea on their paper.

After two minutes, stop the brainstorming and ask all students to draw a line after the last item in the group's list. Then, instruct all teams to stand with their lists. Call on one student from a group to read the team's ideas. Students start by reading the prompt, "We think an essay called "All Together Now" may be about" and then adds whatever ideas the team has come up with. The rest of the class pays attention because when a second student is called to add ideas, the student should begin by reading the prompt and "novel ideas only." If a team has all of their ideas covered, at that time, they sit down.

Once they are seated, they individually add to their list ideas they hear other teams offer.

Purpose

The tasks included in this moment of the lesson are intended to apprentice students in the ways in which writers of complex persuasive texts deliberately use language to construct meaning within and across a text.

Interacting with Texts

- Reading with a Focus with Round Robin
- Listening with a Focus
- Jigsaw Reading
- How Writers Accomplish their Goals
- Find the Tie
- Deconstructing and Constructing Modality

Reading with a Focus with Round Robin

Students sit in heterogeneous groups of four. Explain to students that they will be reading an essay by a woman named Barbara Jordan, and that though she is well-known to older Americans, young people might not know about her life. For that reason, they will have the opportunity to read a brief biography about her.

Distribute Handout #1: *Biography of Barbara Jordan* and Handout #2: *Reading with a Focus*. Assign one of the following focus questions to each student in the small group, based on reading level:

1. Who is Barbara Jordan and why is she considered important?
2. What are two or three important facts to know about Barbara Jordan?
3. What do we know about her commitment to equality and social justice from reading her biography?
4. What do we know about the attitudes and beliefs of society from reading about her life?

Give students approximately 10 minutes to read the biography and answer assigned focus questions.

Round Robin
Ask students to share their answers in question order. As each student shares, other group members should take notes on the focus question.

Listening with a Focus

Distribute Handout #3: *All Together Now* and ask students to follow along as you read *All Together Now* aloud with the following focus:

> After reading her biography and listening to her essay, what do you think the title "All Together Now" means now?

Ask students to share their responses with a partner.

Call on a few partners to share their responses.

Collect the speech before the next activity, explaining to students that they will use the entire speech later in the lesson.

Jigsaw Reading

Ask students to sit in groups of seven. Explain the overall process of the Jigsaw Reading task to students by explaining that the writers use language to connect paragraphs and larger chunks of text, and that students will reassemble a text that has been divided into sections to help them understand how these types of connections work. Distribute and review the directions that accompany Handout #4: *Reading Jigsaw*:

1. Read the individual section silently. Do not show it to others.
2. Decide where in the text the individual section belongs (beginning, middle, end), and reasons for the placement.
3. When everyone in the group has finished reading silently, the student who thinks he or she has the first piece says "I think I have the first piece because..." and then justifies the decision by giving just enough information so that others can decide if they agree or not.
4. At this point, other group members agree or not. If they agree, the content is read aloud. If not, someone else must volunteer.
5. Once agreement on the placement of a section is reached, the piece goes on the table face up. This process continues for the other sections of text.

Check on students' progress as they are working in their groups. Ask clarifying questions so that students articulate the reasons for placement of the pieces. If there is confusion, ask questions based on the clues in the section in question and on adjacent sections. Once groups have completed the task, invite students to share the order they selected and the reasons for it.

Option/Notes

How Writers Accomplish Their Goals

If some students need more scaffolding to accomplish this task you might work closely with these students, reading through a paragraph and then rereading each sentence or phrase with the question in mind, thinking aloud about the language Jordan uses.

Or, after working through a few paragraphs with the class, you can assign the questions or the paragraphs to different groups.

How Writers Accomplish their Goals

Ask students to sit in groups of four. Tell them that they are going to read and analyze Barbara Jordan's essay *All Together Now* to investigate how writers of persuasive texts deliberately craft the structure of their texts to signal their goals to the reader, and also use specific language to accomplish those goals. Provide students with the structure of persuasive texts that writers commonly use:

- Author introduces topic and states his/her position or opinion on topic
- Author provides examples and evidence that support the position
- Author anticipates and addresses readers' concerns by providing a counterargument
- Author restates compelling evidence and sums up argument in a conclusion

To model, explain to students that it is the content and language used to express ideas that make the common structure come alive, and that writers may or may not follow a strict format. Distribute Handout #5: *How Writers Accomplish Their Goals* and explain that the essay is divided into sections, and the questions in the left-hand column invite students to analyze how the language Jordan uses works together to accomplish her goals in the essay. Explain to students you will guide part of the close reading of the text and students will collaborate together to analyze the essay more independently.

Read aloud the first paragraph and then think aloud about how you would go about answering the questions before you model looking for answers to the questions. Jordan is a masterful writer, so you might linger on especially interesting choices she makes to accomplish her goals as you go through the piece.

Begin reading paragraph 2 in the next section (paragraphs 2-4). Stop after the first sentence and ask the question about what the reader expects to follow this. Ask partners to discuss. Call on volunteers to generate ideas. Guide students to write down a response.

Work through the text section by section using a combination of guided response, partner and whole class discussion and giving students more autonomy as indicated. Be sure to bring the class back together to clarify any misconceptions or amplify responses.

Find the Tie

Invite students to sit in groups of four for this task. Discuss as a class how in everyday interactions, speakers often use the conjunction "and" to connect ideas. Ask students to share experiences about teachers telling them to avoid using *and* or *and then* in their writing. Explain to students that they will examine how writers of persuasive texts make connections between and among ideas through the structure of sentences and through the use of logical ties or cohesive devices. Review some ways that writers create cohesion within a text, making connections with the ways that Lincoln used these devices in *The Gettysburg Address:*

- Repetition of words or phrases
- Use of words that are associated with the same topic
- Words that refer back to information in the beginning part of a sentence
- Words that refer back to information in previous sentences or paragraphs
- Expanding on an idea from previous sentences or paragraphs

Distribute a copy Handout #6: *Find the Tie*. Read the first paragraph of Jordan's speech aloud.

Ask students to discuss the paragraph and find examples of *repetition of words and phrases*. You might ask students to find any words or phrases that are repeated (e.g., we have the legislation and we have the laws, tolerant harmonious society and tolerant society).

Invite students to share examples, and list them on the board or on a chart. Clarify any confusion. Then, as a class circle or underline the examples.

Now read the second and third paragraphs aloud. Ask students to work with a partner to underline or circle one or more ways that the writer connected ideas between paragraphs two and three. Examples of ways that Jordan connects paragraphs two and three are highlighted in different colors and potential questions to guide students are included in side note:

> We all know that race relations in America have had a very rocky history. Think about the 1960's when Dr. Martin Luther King, Jr., was in his heyday and there were marches and protests against segregation and discrimination. The movement culminated in 1963 with the March on Washington.

Find the Tie Questions

Connections between paragraphs and three:

- What words are repeated in both paragraphs?
- How does the phrase "Following that event" connect paragraph three to paragraph two?
- How does the phrase "black people and white people" connect information in both paragraphs?"

> Following that event, race relations reached an all-time peak. President Lyndon B. Johnson pushed through the Civil Rights Act of 1964, which remains the fundamental piece of civil rights legislation in this century. The Voting Rights Act of 1965 ensured that everyone in our country could vote. At last, black people and white people seemed ready to live together in peace.

Tell students to share what they found in their groups. Then ask for each group to share a novel idea.

Explain that students will now work together in their groups to find examples of connections. Tell them that they will first identify and agree on examples, circle or underline examples, and then write what the connection is in the left hand column. Point out that paragraphs are numbered to make it easier for students to locate and circle or underline examples of different types of connective ties.

After students have completed the task, lead a discussion about the ways that Jordan connected ideas. List student contributions on the board.

Deconstructing and Constructing Modality

Remind students of how they used modality in advertising to distinguish between soft and hard sells. Explain that in this lesson, they will look at modality in Jordan's speech because they will want to use this technique in their own writing of persuasive texts.

Introduce this task by explaining to students that they are going to focus on how writers of persuasive texts try to convince readers that their ideas are reasonable and better than any other idea. Writers do this because people are more likely to accept and believe ideas when they think writers or speakers have thought carefully about what they are proposing.

Tell students they are going to analyze how Barbara Jordan influences her readers/listeners through the use of a type of helping verb called a modal. Explain to students that the word is derived from the Latin word *modus*, defined as manner or way, as in a way of acting or behaving. Examining how a writer uses modal verbs reveals how the writer is "selling" or persuading the reader. List modal verbs that are commonly used with other verbs in persuasive texts

> can, could, will, would, should, must

Tell students that in persuasive writing these helping verbs convey whether the author is indicating something is:

a) suggested/recommended/advised– use of *should* or *should not*
b) possible–use of *can* / *could* or *can* / *could not*
c) certain– use of *will* / *would* or *will* / *would not*
d) required/necessary - use of *must* or *must not*

Explain to students that they are going to investigate how Barbara Jordan uses modal verbs to present her viewpoints. Distribute Handout #7: *Deconstructing and Constructing Modality* and model how you would determine the author's attitude using a think-aloud approach with the first question.

After groups have finished analyzing the author's viewpoint, discuss the choices students made with the whole class. If students disagree about choices or reasons, encourage a discussion about differences in opinions. Discuss possible reasons for the author's use of the modals *can* or *could* (I am saying this is possible) and *would* or *will* (I am saying this is a certainty) and use of *must* (I am saying this is necessary) in a persuasive text about ending discrimination.

Extending Understanding

- Collaborative Poster
- Gallery Walk
- Reviewing with a Focus
- Compare/Contrast Matrix: Two Speeches
- Collaborative Poster with Independent Writing

Purpose

Collaborative Poster

Asking students to communicate understanding to a younger audience engages them in synthesizing and summarizing their understanding of the concepts learned in Interacting with Texts. As such, the task provides a formative assessment of students' understanding of concepts and practices.

Collaborative Poster

Tell students that each group will develop a Collaborative Poster that summarizes what they have learned about how writers construct persuasive texts. Explain that they will give these posters to sixth grade classes to help them with their own persuasive texts. Tell students that they should address the following questions in their poster and that they may use graphics and other visual elements to communicate their ideas:

- What is the purpose of persuasive texts?
- How are persuasive texts usually organized?
- Why do writers use helping verbs such as can/could, will/would, and must/should in persuasive texts?
- How do writers connect ideas within paragraphs and between paragraphs?
- What recommendations about how to write a persuasive letter would you make to younger students?

Gallery Walk

Have students display their posters. Tell students to walk around and look at other group's posters. Ask students to focus on common elements in posters, taking notes about ways that other groups explained elements of persuasive writing. After groups return to their seats, ask each group to identify the big ideas that were expressed. Make a list as a class.

Comparing and Contrasting Speeches

Two options are presented for this activity. Students may choose which texts they want to compare, or the teacher may assign texts.

Option 1: Implementation with moderate scaffolding
Students compare Barbara Jordan's speech, *All Together Now*, to Martin Luther King's *I Have a Dream* speech.

Reviewing with a Focus

Students sit in heterogeneous groups of three. Each trio should have one student who read *I have a Dream,* one who read *On the Death of Martin Luther King*, and one who read *The Civil Rights Movement: Fraud, Sham, and Hoax*. Explain to students that they will compare and contrast how writers use persuasive techniques in two of the speeches before writing their own speeches later in the unit.

Remind students that they shared their analysis of the speeches in an earlier lesson when they read the speeches in a base/expert jigsaw. Ask them to take this matrix out. Distribute the *I Have a Dream* speech so that students can refer to it as needed. Play an audio of the *I Have a Dream* speech, if needed. Ask trios to review King's speech, using the earlier matrix as a guide.

Compare/Contrast: *I Have a Dream* and *All Together Now*

Distribute Handout #8: *Compare/Contrast Matrix: Two Speeches* to students and review the categories for comparison. As a class, complete the matrix for the first category of comparison using *I Have a Dream.* Ask partners to work together to complete the matrix for *I Have a Dream*. Remind students that they can use their notes for this activity.

Trio-Share
Invite trios to cross-share at another table, adding to or revising as needed.

Now ask each table group to work together to complete the matrix for Jordan's speech.

Class Discussion
Lead a discussion about how students completed the matrix, clarifying any questions or misconceptions.

Collaborative Poster with Independent Writing

Invite groups to create a Collaborative Poster comparing and contrasting the two speeches. Tell students their posters should contain:

- One image for each speech that captures the purpose of the speech
- One quote from each speech that they find especially powerful
- One original phrase that compares or contrasts the main idea of each speech or
- One original phrase for each speech that summarizes its main idea

Independent Writing

Explain to students that they will now individually write an explanation of how their original phrase comparing and contrasting the two speeches relates to the other elements of their team's Collaborative Poster. In their writing they need to fully explain how the phrase:

- Expresses important differences or similarities in the purposes of each speech
- Expresses important differences or similarities in the main ideas of each speech

Option 2: Implementation with minimal scaffolding

Students compare Martin Luther King's *I Have a Dream* speech to George Wallace's speech, *The Civil Rights Movement: Fraud, Sham, and Hoax*. Students who read Wallace's speech should be able to do so independently.

Reviewing with a Focus

Students sit in heterogeneous groups of three. Each trio should include one student who read *I Have a Dream*, one who read *On the Death of Martin Luther King,* and one who read *The Civil Rights Movement: Fraud, Sham, and Hoax.* Explain to students that they will compare and contrast how writers use persuasive techniques in two speeches before writing their own speeches later in the unit.

Remind students that they shared their analysis of the speeches in an earlier lesson when they read the speeches in a base/expert jigsaw. Ask them to take this matrix out. Distribute the *I Have a Dream* speech so that students can refer to it as needed. Play an audio of the *I Have a Dream* speech, if needed. Ask trios to review King's speech, using the earlier matrix as a guide.

Compare/Contrast: *I Have a Dream* and *The Civil Rights Movement: Fraud, Sham, and Hoax*

Distribute Handout #8: *Compare/Contrast Matrix: Two Speeches* to students and review the categories for comparison. As a class, complete the matrix for the first category of comparison using *I Have a Dream*. Ask partners to work together to complete the matrix for *I Have a Dream*. Remind students that they can use their notes for this activity.

Pair-Share
Invite partners to cross-share at their tables, adding to or revising as needed.

Reading with a Focus
Ask students to read Wallace's speech individually, taking notes using the questions in the matrix as a guide. Emphasize that students should take notes on a separate piece of paper, not on the matrix.

Round Robin
Ask students to share their responses to the focus questions using a round robin format.

Come to Consensus
Each group will come to consensus about their answers. When they do, they should raise their hand for a quality check. When their responses have been approved, they may write them down in the matrix.

Collaborative Poster with Independent Writing

Invite groups to create a Collaborative Poster comparing and contrasting the two speeches. Tell students their posters should contain:

- One image for each speech that captures the purpose of the speech
- One quote from each speech that they find especially powerful
- One original phrase that compares or contrasts the main idea of each speech or
- One original phrase for each speech that summarizes its main idea

Independent Writing

Explain to students that they will now individually write an explanation of how their original phrase comparing and contrasting the two speeches relates to the other elements of their team's Collaborative Poster. In their writing they need to fully explain how the phrase:

- Expresses important differences or similarities in the purposes of each speech
- Expresses important differences or similarities in the main ideas of each speech

Handout #1: Biography of Barbara Jordan

"I realized that the best training available at an all-back university at that time was not equal to the best training one developed at a white university. Separate was not equal; it just wasn't. No matter what kind of face you put on it or how many frills you attached to it, separate was not equal. I was doing sixteen years of remedial work in thinking."

Barbara Jordan, *A Self-Portrait* (emphasis included in original)

Barbara Jordan was an American politician and a leader of the Civil Rights movement. She was known as a thoughtful, powerful, speaker and as a person committed to social justice and equality for all people.

Barbara Jordan grew up in a poor neighborhood in Houston, Texas. She attended segregated public schools, and an all-black college, where she graduated at the top of her class.

Barbara Jordan chose law as a career because she believed she would then be able to have an impact on racial injustice. She wanted to attend Harvard's law school, but was advised that a black woman student from a Southern school would probably not be accepted.

In her own life she accomplished many "firsts' as an African American woman. She was the first African American to attend Boston University Law School, the first African American elected to the Texas Senate since 1883, the first southern African American female elected to the United States House of Representatives, and the first African American to be a keynote speaker at a national Democratic convention.

Barbara Jordan devoted her life to closing the gap between what the constitution and legislation promised to all citizens and the discrimination that many poor and minority people faced. As a U.S. congresswoman, she supported legislation that required banks to lend and make other services available to underserved poor and minority communities. She supported the renewal of the Voting Rights Act of 1965 and expansion of that act to cover language minorities. This extended protection to Hispanics in Texas and was opposed by Texas Governor and Secretary of State. She argued passionately for equity and inclusion for all people.

In her speech at the 1992 Democratic convention Barbara Jordan said:

> We are one, we Americans, we're one, and we reject any intruder who seeks to divide us on the basis of race and color. We honor cultural identity--we always have, we always will. But, separatism is not allowed (applause)--separatism is not the American way. We must not allow ideas like political correctness to divide us and cause us to reverse hard-won achievements in human rights and civil rights."

On her death in 1996, at age 59, she became the first African-American woman to be buried in the Texas State Cemetery.

Handout #2: Reading with a Focus

As you read, take notes on your assigned question. When other members of your group share their responses to questions, take notes in the corresponding box.

Focus Questions	Notes from Reading
1. Who is Barbara Jordan and why is she considered important?	
2. What are two or three important facts to know about Barbara Jordan?	
3. What do we know about her commitment to equality and social justice from reading her biography?	
4. What do we know about the attitudes and beliefs of society at the time from reading about her accomplishments?	

Handout #3: Barbara Jordan, "All Together Now"

notes

When I look at race relations today I can see that some positive changes have come about. But much remains to be done, and the answer does not lie in more legislation. We *have* the legislation we need; we have the laws. Frankly, I don't believe that the task of bringing us all together can be accomplished by government. What we need now is soul force—the efforts of people working on a small scale to build a truly tolerant harmonious society. And parents can do a great deal to create that tolerant society.

We all know that race relations in America have had a very rocky history. Think about the 1960's when Dr. Martin Luther King, Jr., was in his heyday and there were marches and protests against segregation and discrimination. The movement culminated in 1963 with the March on Washington.

Following that event, race relations reached an all-time peak. President Lyndon B. Johnson pushed through the Civil Rights Act of 1964, which remains the fundamental piece of civil rights legislation in this century. The Voting Rights Act of 1965 ensured that everyone in our country could vote. At last, black people and white people seemed ready to live together in peace.

But that is not what happened. By the 1990's the good feelings had diminished. Today the nation seems to be suffering from compassion fatigue, and issues such as race relations and civil rights have never regained momentum.

Those issues, however, remain crucial. As our society becomes more diverse, people of all races and backgrounds will have to learn to live together. If we don't think this is important, all we have to do is look at the situation in Bosnia today.

Source: "All Together Now" from Sesame Street Parents Magazine, July/August, 1994

How do we create a harmonious society out of so many kinds of people? The key is tolerance—the one value that is indispensable in creating community.

If we are concerned about community, if it is important to us that people not feel excluded, then we have to do something. Each of us can decide to have one friend of a different race or background in our mix of friends. If we do this, we'll be working together to push things forward.

What can parents do? We can put our faith in young people as a positive force. I have yet to find a racist baby. Babies come into the world as blank as slates and, with their beautiful innocence, see others not as different but as enjoyable companions. Children learn ideas and attitudes from the adults who nurture them. I absolutely believe that children do not adopt prejudices unless they absorb them from their parents or teachers.

The best way to get this country faithful to the American dream of tolerance and equality is to start small. Parents can actively encourage their children to be in the company of people who are of other racial and ethnic backgrounds. If a child thinks, "Well, that person's color is not the same as mine, but she must be okay because she likes to play with the same things I like to play with," that child will grow up with a broader view of humanity.

I'm an incurable optimist. For the rest of the time that I have left on this planet I want to bring people together. You might think of this as a labor of love. Now, I know that love means different things to different people. But what I mean is this: I care about you because you are a fellow human being and I find it okay in my mind, in my heart, to simply say to you, I love you. And maybe that would encourage you to love me in return.

It is possible for all of us to work on this—at home, in our schools, at our jobs. It is possible to work on human relationships in every area of our lives.

notes

Handout #4: Reading Jigsaw

Cut along dotted line----------

When I look at race relations today I can see that some positive changes have come about. But much remains to be done, and the answer does not lie in more legislation. We have the legislation we need; we have the laws. Frankly, I don't believe that the task of bringing us all together can be accomplished by government. What we need now is soul force—the efforts of people working on a small scale to build a truly tolerant harmonious society. And parents can do a great deal to create that tolerant society.

We all know that race relations in America have had a very rocky history. Think about the 1960's when Dr. Martin Luther King, Jr., was in his heyday and there were marches and protests against segregation and discrimination. The movement culminated in 1963 with the March on Washington.

Cut along dotted line----------

Following that event, race relations reached an all-time peak. President Lyndon B. Johnson pushed through the Civil Rights Act of 1964, which remains the fundamental piece of civil rights legislation in this century. The Voting Rights Act of 1965 ensured that everyone in our country could vote. At last, black people and white people seemed ready to live together in peace.

Cut along dotted line----------

But that is not what happened. By the 1990's the good feelings had diminished. Today the nation seems to be suffering from compassion fatigue, and issues such as race relations and civil rights have never regained momentum.

Those issues, however, remain crucial. As our society becomes more diverse, people of all races and backgrounds will have to learn to live together. If we don't think this is important, all we have to do is look at the situation in Bosnia today.

How do we create a harmonious society out of so many kinds of people? The key is tolerance—the one value that is indispensable in creating community.

Cut along dotted line----------

If we are concerned about community, if it is important to us that people not feel excluded, then we have to do something. Each of us can decide to have one friend of a different race or background in our mix of friends. If we do this, we'll be working together to push things forward.

One thing is clear to me: We, as human beings, must be willing to accept people who are different from ourselves. I must be willing to accept people who don't look as I do and don't talk as I do. It is crucial that I am open to their feelings, their inner reality.

Cut along dotted line----------

What can parents do? We can put our faith in young people as a positive force. I have yet to find a racist baby. Babies come into the world as blank as slates and, with their beautiful innocence, see others not as different but as enjoyable companions. Children learn ideas and attitudes from the adults who nurture them. I absolutely believe that children do not adopt prejudices unless they absorb them from their parents or teachers.

Cut along dotted line----------

The best way to get this country faithful to the American dream of tolerance and equality is to start small. Parents can actively encourage their children to be in the company of people who are of other racial and ethnic backgrounds. If a child thinks, "Well, that person's color is not the same as mine, but she must be okay because she likes to play with the same things I like to play with," that child will grow up with a broader view of humanity.

Cut along dotted line----------

I'm an incurable optimist. For the rest of the time that I have left on this planet I want to bring people together. You might think of this as a labor of love. Now, I know that love means different things to different people. But what I mean is this: I care about you because you are a fellow human being and I find it okay in my mind, in my heart, to simply say to you, I love you. And maybe that would encourage you to love me in return.

It is possible for all of us to work on this—at home, in our schools, at our jobs. It is possible to work on human relationships in every area of our lives.

Cut along dotted line----------

Directions for Jigsaw Reading

1. Read the individual section silently. Do not show it to others.
2. Decide where in the text the individual section belongs (beginning, middle, end?), and reasons for the placement.
3. When everyone in the group has finished reading silently, the student who thinks he or she has the first piece says "I think I have the first piece because..." and then justifies the decision by giving just enough information so that others can decide if they agree or not.
4. At this point, other group members agree or not. If they agree, the content is read aloud. If not someone else must volunteer.
5. Once agreement on the placement of a section is reached, the piece goes on the table face up. This process continues for the other sections of text.

Unit: Persuasion Across Time and Space: Analyzing and Producing Complex Texts

Lesson: Persuasion as Text: Organizational, Grammatical, and Lexical Moves in Barbara Jordan's *All Together Now*

Handout #5: How Writers Accomplish Their Goals

What is the writer doing in this section of the text?	*All Together Now* by Barbara Jordan	How does she accomplish this? What specific language signals that?
In the first sentence, what does Barbara Jordan mean by "race relations?" *In this first paragraph, what language does Barbara Jordan use to introduce her the topic? What language does she use to introduce her position on the topic?* *After reading the first paragraph, who do you think is Jordan's primary audience? How do you know?*	When I look at race relations today I can see that some positive changes have come about. But much remains to be done, and the answer does not lie in more legislation. We have the legislation we need; we have the laws. Frankly, I don't believe that the task of bringing us all together can be accomplished by government. What we need now is soul force—the efforts of people working on a small scale to build a truly tolerant harmonious society. And parents can do a great deal to create that tolerant society.	
After the first sentence in paragraph 2, what do we expect the author to do next? *What does Jordan accomplish by listing some pivotal events in improving race relations in America?* *What language does the author use to signal that laws are not enough?*	We all know that race relations in America have had a very rocky history. Think about the 1960's when Dr. Martin Luther King, Jr. was in his heyday and there were marches and protests against segregation and discrimination. The movement culminated in 1963 with the March on Washington. Following that event, race relations reached an all-time peak. President Lyndon B. Johnson pushed through the Civil Rights Act of 1964, which remains the fundamental piece of civil rights legislation in this century. The Voting Rights Act of 1965 ensured that everyone in our country could vote. At last, black people and white people seemed ready to live together in peace. But that is not what happened. By the 1990's the good feelings had diminished. Today the nation seems to be suffering from compassion fatigue, and issues such as race relations and civil rights have never regained momentum.	

What is the writer doing in this section of the text?	All Together Now by Barbara Jordan	How does she accomplish this? What specific language signals that?
When Jordan gave her speech, the genocide in Bosnia was in the news almost daily. Why would a writer choose to include current information about another country after talking about events in the US?	Those issues, however, remain crucial. As our society becomes more diverse, people of all races and backgrounds will have to learn to live together. If we don't think this is important, all we have to do is look at the situation in Bosnia today.	
This paragraph consists of one question and one answer. What is she doing in the paragraph? Is she successful?	How do we create a harmonious society out of so many kinds of people? The key is tolerance—the one value that is indispensable in creating community.	
Jordan uses different levels of modality in this paragraph. What is she trying to accomplish with "have to do," "can decide" and "we'll (we will)?	If we are concerned about community, if it is important to us that people not feel excluded, then we have to do something. Each of us can decide to have one friend of a different race or background in our mix of friends. If we do this, we'll be working together to push things forward.	
Jordan shifts her focus in this section. How does the question "What can parents do?" tie together or create cohesion with the first paragraph in the essay? *How does the word "small" connect ideas in this paragraph to ideas in the preceding paragraph?*	What can parents do? We can put our faith in young people as a positive force. I have yet to find a racist baby. Babies come into the world as blank as slates and, with their beautiful innocence, see others not as different but as enjoyable companions. Children learn ideas and attitudes from the adults who nurture them. I absolutely believe that children do not adopt prejudices unless they absorb them from their parents or teachers. The best way to get this country faithful to the American dream of tolerance and equality is to start small. Parents can actively encourage their children to be in the company of people who are of other racial and ethnic backgrounds. If a child thinks, "Well that person's color is not the same as mine, but she must be okay because she likes to play with the same things I like to play with," that child will grow up with a broader view of humanity.	

What is the writer doing in this section of the text?	All Together Now by Barbara Jordan	How does she accomplish this? What specific language signals that?
How does Jordan personalize tolerance in her final paragraphs? *How does Jordan use language to connect the ideas in these last two paragraphs ideas developed earlier?*	I'm an incurable optimist. For the rest of the time that I have left on this planet I want to bring people together. You might think of this as a labor of love. Now, I know that love means different things to different people. But what I mean is this: I care about you because you are a fellow human being and I find it okay in my mind, in my heart, to simply say to you, I love you. And maybe that would encourage you to love me in return. It is possible for all of us to work on this—at home, in our schools, at our jobs. It is possible to work on human relationships in every area of our lives.	

Handout #6: Find the Tie

Circle, underline or draw arrows of any instances of connections and logical ties that you find. Explain the tie in the left-hand column.

Look for examples of	Paragraphs 1-7 from *All Together Now* by Barbara Jordan, 1992	Explain the tie:
Words or phrases that are repeated Words or phrases that are associated with the same topic Words that refer back to information in the beginning part of a sentence Words or phrases that refer back to information in previous sentences or paragraphs Ideas from previous sentences or paragraphs that are expanded	(1) When I look at race relations today I can see that some positive changes have come about. But much remains to be done, and the answer does not lie in more legislation. We have the legislation we need; we have the laws. Frankly, I don't believe that the task of bringing us all together can be accomplished by government. What we need now is soul force—the efforts of people working on a small scale to build a truly tolerant harmonious society. And parents can do a great deal to create that tolerant society. (2) We all know that race relations in America have had a very rocky history. Think about the 1960's when Dr. Martin Luther King, Jr., was in his heyday and there were marches and protests against segregation and discrimination. The movement culminated in 1963 with the March on Washington. (3) Following that event, race relations reached an all-time peak. President Lyndon B. Johnson pushed through the Civil Rights Act of 1964, which remains the fundamental piece of civil rights legislation in this century. The Voting Rights Act of 1965 ensured that everyone in our country could vote. At last, black people and white people seemed ready to live together in peace.	

Look for examples of	Paragraphs 1-7 from *All Together Now* by Barbara Jordan, 1992	Explain the tie:
Words or phrases that are repeated Words or phrases that are associated with the same topic Words that refer back to information in the beginning part of a sentence Words or phrases that refer back to information in previous sentences or paragraphs Ideas from previous sentences or paragraphs that are expanded	(4) But that is not what happened. By the 1990's the good feelings had diminished. Today the nation seems to be suffering from compassion fatigue, and issues such as race relations and civil rights have never regained momentum. (5) Those issues, however, remain crucial. As our society becomes more diverse, people of all races and backgrounds will have to learn to live together. If we don't think this is important, all we have to do is look at the situation in Bosnia today. (6) How do we create a harmonious society out of so many kinds of people? The key is tolerance—the one value that is indispensable in creating community. (7) If we are concerned about community, if it is important to us that people not feel excluded, then we have to do something. Each of us can decide to have one friend of a different race or background in our mix of friends. If we do this, we'll be working together to push things forward.	

Handout #7: Deconstructing and Constructing Modality

Read the selection from the speech and the questions about the author's viewpoint.

Work together with your group to decide attitude or stance toward what she is saying. Provide a reason for your response.

Sentence	Question about Author's Views	Our response and evidence that supports it
From paragraph 1: When I look at race relations today, I **can** see that some positive changes have come about.	Based on the author's use of **can,** do you think the author is: Recommending positive changes Saying that it is possible to see some changes	
We, as human beings, **must be willing to accept** people who are different from ourselves.	Based on the author's use of **must,** do you think the author is: Saying that it is necessary for people to accept each other Saying that it is possible to accept each other	
If a child thinks, "Well, that person's color is not the same as mine, but she must be okay because she likes to play with the same things I like to play with," that child **will grow up** with a broader view of humanity.	Based on the author's use of **will,** do you think the author is: Saying that that growing up with a broader view of humanity is a possibility Saying that growing up with a broader view of humanity is a certainity	

Handout #8: Compare/Contrast Matrix: Two Speeches

	Title: *I Have a Dream*	Title:_____
What is the author's argument? Textual evidence:		
What evidence does the author use to support his/her argument?		
What is the author's purpose, meaning what does the author want the reader to think, feel, or do?		
What type of persuasive techniques does the author use?		
What quote best represents the author's argument? Reason for choosing:		

Tasks in Lesson 4

Persuasion as Text: Organizational, Grammatical, and Lexical Moves in Barbara Jordan's *All Together Now*

Collaborative Poster

Compare/Contrast Matrix

Constructing and Deconstructing Modality

Find the Tie

Gallery Walk

How Writer Accomplish Their Goals

Jigsaw Reading

Novel Ideas Only

Reading with a Focus

Three-Step Interview

Collaborative Poster with Rubric

Purpose: The Collaborative Poster with Rubric provides opportunities for students to consolidate and extend their understanding of key ideas in a text or unit by representing them in a novel way, and is most effective when used in the Extending Understand of Texts moment of the lesson. The task requires that students synthesize their own understanding of key ideas they read, share that understanding with members of their group, and negotiate and come to consensus about how to represent these main ideas and themes in visual and written form. A rubric is provided to enhance students' agency and autonomy by making explicit what needs to be paid attention to during the development of the end product. In doing so, students revisit the text to select a quote and image that best represents key ideas and to craft an original phrase that synthesizes their understanding. The task provides support for students to cite relevant evidence that supports their reasoning about a text.

Required for use: Students need to be given time to think individually about how to represent on a collaborative poster the spirit of a text read by the team. In the ensuing discussions in their small groups — at which point the group must reach consensus on one (or more) image, quote, and original phrase — all should be primed with ideas to share and from which to build their consensus. As groups plan and create their poster, a rubric is essential to ensure that they discuss the text, stay on task, and use images to highlight main ideas rather than merely to decorate the poster.

Structure of the activity: The first time students create a Collaborative Poster; they should have 25 minutes to complete it, but no more (do not compromise). After 20 minutes, post the posters as they are and have students use the rubric to assess selected posters. Teams may revise their posters on their own time. Decrease the time for work on subsequent poster assignments until students work within a 20-minute timeframe.

Provide each student in the team a single marker, of a different color from any other team member's for his or her work on the poster, as well as for signing the poster when the group agrees that it is complete.

Process outline:

- Students have already read the team text, supported by scaffolding as needed.
- Students have selected one quote and one image to share.
- Students engage in two Round Robin sharing: the first to share the quote and the second to share the image.
- After students have finished sharing their images and quotes they begin to negotiate about which quote best represents the spirit or theme of the story.
- After that, students agree on an integrated image that best represents the text.

- Once these have been agreed upon, students develop an original phrase that connects to and synthesizes the ideas they have represented in the poster.
- Each student contributes to the completion of the poster, signs his or her name, using the assigned marker.
- Finally, students use the rubric to evaluate their own work. They give themselves an overall evaluation and indicate two reasons why the product deserves that assessment.
- Posters are posted in the room for all to see.
- Other groups assess one poster, using the rubric. They indicate three reasons why the poster gets the specific rating and perhaps suggest what team could do to improve. They sign and place their assessment on the poster.

Compare/Contrast Matrix

Purpose: The Compare-and-Contrast Matrix is a graphic organizer that helps students analyze key features of two or more ideas, characters, objects, stories, etc., and can be used in all three moments of a lesson. These comparison charts highlight the central notions in a text, whether it is written or oral. The task can be used immediately before students experience an oral text, such as a mini-lecture to foreshadow important ideas that the teacher will present. Students can also use these matrixes to organize their understanding of a text they are reading or to revisit a text they have recently finished reading. As with any graphic organizer, these notes can be very helpful to students in constructing essays.

Required for use: For this task to be effective, the questions or prompts that guide students' comparison must focus on salient and key elements that pertain to two or more thing being compared. For example, asking how two or more characters respond to challenges they face focuses students' attention on conflict and theme, while asking how characters are described focuses on categories that are not generative.

Structure of the activity: The teacher develops, based on goals for the lesson(s), three or four questions or prompts that guide students' analysis. The foci for comparison are placed in the left-hand column of a table, and the ideas, characters, objects, stories, etc. being compared are labeled at the top of columns in the table. For example, a compare/contrast matrix comparing two texts using three questions would be arrayed as follows:

	Text A	Text B
Question 1		
Question 2		
Question 3		

Use in Lesson 4: In this lesson, students are invited to compare two speeches analyzed in the unit. They are required to use three questions to compare the two speeches and may choose any two of four questions for additional comparison. The questions that guide students engage them in using tools of analysis from the earlier lessons and form the foundation for the development a collaborative poster and a written independent explanation of the team's posters.

Process outline:

- Students work with a partner or small group
- They may complete the chart independently and then share findings or may complete it collaboratively.
- The teacher should circulate to clear up any misunderstandings.

Constructing and Deconstructing Modality

Purpose: This task helps students develop understanding of the use modality -- the language used to communicate the degree of certainty that something may be the case—in persuasive texts. As they understand modality, students can determine, by analyzing language choices, the attitudes and opinions of authors of visual, written or hybrid texts.

Required for use: The teacher needs to select clear instances of the use of modality for this task to be effective. As students read more complex texts, they can determine the author's degree of certainty about desired actions or changes in beliefs by analyzing the type of modal verbs used within and across sections of text.

Use in Lesson 1: Advertising slogans provide a good beginning text for studying modality because their purpose and word or phrase choice are usually indivisible. The task as used in this lesson has two parts. Students first read advertising slogans and decide whether they are a soft sell or a hard sell and identify the language that made them decide on placement within a category. The teacher then asks for examples and highlights the words that students identify. The categories of high, medium, and low modality and words and phrases that signal each category are explained. Students are asked for examples in real life. Students then are assigned a product that they must sell three times, once with a soft sell, once with a medium sell, and once with a hard sell. Students write their slogans using words from each category. As students present, other groups determine the type of sell based on the modality of the language used in the slogans.

Use in Lesson 4: The task, as used in Lesson 4, builds on and extends students' understanding of the use of modality learned in Lesson 1 by focusing on one writer's use of modality to influence readers of her essay. Students are introduced to the use of modal verbs to convey whether something is suggested, possible, certain, or required, and then analyze specific instances of modality in Barbara Jordan's essay "All Together Now."

Process outline:

- Students sit in small groups.
- They take turns reading selected phrases or sentences aloud.
- Once a sentence or phrase has been read, students decide on the level of modality and the specific word(s) that alert them to the type of "sell."
- Groups should be prepared to share one phrase or sentence, the level of modality, and the language that indicates this modality.

Find the Tie

Purpose: Find the Tie helps students develop understanding of how authors use cohesive devices to connect ideas in a text. Students make connections between devices used in everyday conversation such as "and" and those used in formal essays and texts. They examine texts for instances of cohesive ties, e.g., repetition of words or phrases, use of words connected to the same topic, anaphoric and cataphoric references, and expansion of ideas from previous sentences or paragraphs.

Required for use: For this task to be effective, students need to use authentic text rather than disconnected sentences or paragraphs. When the Find the Tie task is part of a series of Interacting with Texts tasks, students deepen their understanding of ideas and of the lexical and grammatical uses language that express meaning in the text they are reading.

Structure of the activity: The teacher begins by discussion how people connect ideas in conversation, especially with the use of the conjunction "and," and asks students to share experiences about teachers telling them to not use "and" or "and then" in their writing. The teacher then makes the connection to the text students are engaged in reading and analyzing, explaining that the author(s) uses specific devices to make connections between and among ideas," and then lists the ways that this can occur. Students then work as a whole class, with a partner, and in small groups to find examples of cohesive devices in the text they have been reading and analyzing.

Process outline:

- Students make connections between everyday cohesive devices and school writing.
- Teacher introduces devices that students will look for in the text(s) the class is reading.
- Students work as a whole class to find examples in the first paragraph of a text.
- Teacher clarifies any confusion.
- Partners work to find examples in selected paragraph and these are discussed as a class.
- Small groups work collaborative to find cohesive devices.
- After students have completed the task, the teacher leads a discussion about the ways that the author connected ideas and lists students' contributions on chart paper for further reference and use in their own writing.

Gallery Walk

Purpose: This task enables students to self assess a product and then assume a more distant and critical stance toward a collaborative product developed in groups, an important aspect of reflection and meta-awareness developed in tasks comprising the Extending Understanding moment. The Gallery Walk also promotes students' metacognitive development, since they have to understand the level of implementation of key criteria in peers' products. To do this, they are provided with a rubric or specific focus for assessing how other groups accomplished the same task. The Gallery Walk helps students learn about effective, or ineffective, ways to organize and represent ideas, take note of patterns and trends within the classroom, and envision how they might accomplish tasks in the future.

Required for use: A clear focus for assessing other groups' work is necessary for this task to be effective. The focus for the gallery walk should be specific and generative and related directly to the criteria for development of the product. A second, and equally necessary, requirement is the setting of norms for assessing the work of other students. Students need clear guidelines and language before they begin their gallery walks, and they need to write a written assessment and sign their notes. This helps to model academic uses of language and habits of mind, and to avert problems.

Structure of the activity: Students need to know what they should do as individuals and as a group as they assess the work of others and when they return to their small groups. Based on the number of groups and the needs of students, students may participate in the gallery walk as individuals, dyads or small groups. If students are unfamiliar with assessing the work of others, the teacher may need to model the process with the help of two or three students and a poster from another class. Students need to know if they are to take notes on a form or post comments on a poster. They also need to know how they will be held accountable individually and as a group.

Process outline:

- Students move in groups, pairs, or individually in a pre-arranged direction and signal.
- Students discuss the product using a rubric or focus questions provided.
- Students write down their assessment with each student keeping notes and signing it.

Options for scaffolding: If needed, students should have formulaic expressions that they can use to begin their discussion of the product. Some possible expressions include:

Based on the rubric, I think the poster should be rated ____ because...

I think the poster should be rated as _____ because...

I agree/disagree with your assessment because....

How Writers Accomplish Their Goals

Purpose: This task engages students in close reading of a text to identify the specific language used to signal the author's goals to the reader. It asks students to go beyond the structure of a text to analyze relationships between macro moves across a text and micro moves within sentences and paragraphs. The attention to structure, content, and language apprentices students into close textual analysis, citing of strong evidence, and tracing the development of central ideas over the course of a text.

Required for use: To use this task effectively, the teacher needs to analyze what the author is doing in different parts and the language that signals the accomplishment of the author's intention. Based on this analysis, the teacher develops focus questions that guide students in reading closely to locate specific uses of language by the author. The text selected for this purpose needs to have a successful, deliberate structure, otherwise the task will not work.

Structure of the activity: The teacher first determines the structure of the text and separates the sections by spaces or by creating a three-column table. The text in placed in the middle column. The teacher develops questions to scaffold students' understanding of content and language within each section of the text. These questions are written in the left-hand column of the table alongside the corresponding section. The third column is labeled " How does the writer accomplish this? What specific language signals his/her accomplishment?" When first introducing this task, it is important that the students are familiar with the genre, including the more common structures used to organize ideas. When introducing the activity, the teacher models the process with the first section of a text, first thinking aloud about how to approach the task, and then reading and thinking about how he or she would locate the specific language used to signal the author's intention. Students read along and write down the selected language. This process continues, with the teacher gradually releasing control as students develop autonomy.

Process outline:

- Students work in groups of four
- To begin, the teacher provides students with the structure writers commonly use in texts representing the genre selected and the text that will be analyzed.
- The teacher uses a think aloud approach to model how to approach the task, and then reads aloud the section and models how to locate specific language, which the students write down.
- The teacher repeats this process through several sections, as needed.
- Students work together in small groups to progress through the final section(s) on their own.
- When small groups work independently, one student reads the section aloud and other students follow along.

- All students in a group should have the same information written in their handouts.
- Small groups discuss questions and are prepared to share responses in a larger group.
- During this time, the teacher circulates around the classroom to clarify any students' misunderstandings.

Options for scaffolding: Teacher guides students through the whole text, paragraph-by-paragraph, selecting those questions that will be teacher-directed and those that will be student-directed and clarified by the teacher.

Jigsaw Reading

Purpose: The Jigsaw Reading is useful for alerting students to the organization of a text and the discourse and content connections that make texts flow and be predictable. For example, the structure of a story or, more specifically, of a fairy tale, begins with something like "Once upon a time," introduces a character, causes something problematic to happen to the character "one day," solves the problem, and finally everybody "lives happily ever after." The activity requires that students read closely to determine where in a text their section fits. In the process, students begin to focus, without prompting, on how grammatical and lexical choices create cohesion and meaning within and across sentences and how larger units of text are connected to create coherence or a unity of meaning. The activity apprentices students into the type of close reading needed to understand more complex texts.

Required for use: An ideal text for this treatment should be no longer than a page or two. It should be especially interesting and have five to seven sections that can stand on their own in terms of content and meaning. Initially, the sections should contain clear markers of organization for the genre. As students become more sophisticated readers and writers in a genre they may benefit from reading and reassembling texts that are clearly organized but do not use "set" markers to signal organization.

Structure of the activity: Initially, the teacher explains the overall purpose of the task by explaining that writers use language to connect ideas within and across paragraphs in a text, and that students will reassemble a text that has been divided into sections to help them understand how these types of connections work. The teacher might introduce the task with a genre that is familiar to the class.

The selected text is cut into its sections, placed in an envelope; the number of sections determines the number of students in a group. Distribute and review the directions.

Process outline:

- One student distributes the sections randomly to the group members.
- Each student then reads his or her piece silently and tries to imagine where the piece fits into a whole: Is it a beginning? The middle? The end? What makes them think so? Students must have reasons for their idea.
- When everyone in a group appears to be ready, the person who thinks he or she has the first piece says, "I think I have the first piece because…" and without reading the text aloud explains what clues led to this supposition. If any other group members think they have the first piece, then they too must explain, "I think I have the first piece because…" Once the group decides what piece should go first, the person with that piece reads it aloud.
- After hearing the piece, the group agrees or disagrees on whether it is indeed the first piece. If agreement is reached, the piece goes face up on the table where group members can refer to it as needed.

- Students follow the same procedure to reconstruct the rest of the text, section by section.
- If students feel they have made a mistake along the way, they go back and repair it before continuing.
- Once the whole process is finished, all group members review the jigsawed text to make sure it has been assembled correctly.

Novel Ideas Only

Purpose: This task elicits knowledge or intuitions that reside in a group about a specific topic or text by asking students to brainstorm ideas about possible content based on a title, and is used within the Preparing the Learner moment. It is meant to build a class-wide set of semantic associations that will be refined during the lesson. Through participating in this task, students are alerted to the importance of a title or topic in predicting what the content of a text may be about and in developing understanding of its importance in the actual reading of the text.

Required for use: For this task to be effective, the prompt used needs to be open enough to elicit multiple ideas. For example, a prompt asking students to consider what a story called the "The Circuit" is about elicits ideas about the topics and ideas related to the title. In contrast, a prompt asking students to consider topics and ideas about an article called "Why we need to stop pollution" is too narrow.

This task is designed to move quickly and to engage students in generating ideas and listening carefully to their peers. The teacher's role is to encourage collaborative norms and active listening in small and large group activities. Students who know more English help those who know less English. It is better for a team to have only one or two items that are written in the best possible way that all can agree on than to have one student write five items while others have fewer or none. It is important that the teacher facilitate students' voices and minimize his or her own voice by not commenting or elaborating on students' contributions.

Structure of the activity: The teacher posts the prompt for all to see and asks students to write it down and to number their papers 1-8. The teacher explains that students will have three minutes together to brainstorm possible contents of a text with that title. As each idea is offered, a second student echoes the idea and all group members add it to their individual lists. It is important that all lists in a group be the same. After three minutes, students are asked to draw a line under the last item in their group's list and to stand. The teacher calls on one student from a group to read the prompt and the group's brainstorm list. Other groups listen, checking any duplicate items, so that the groups that follow contribute "novel ideas only." When a group is finished presenting, its member sit down and individual members write novel ideas contributed by other groups below the line on their lists.

Process outline:

- Students work in groups of four.
- Students copy the teacher generated prompt and number their papers.
- One student offers an idea, another echoes it, and all write it down.
- After three minutes, the students draw a line under the last item in the list.
- All students stand, and the teacher calls one a student from a group to read the group's list.

- The student starts by reading the prompt, "We think that a _____called _____ may be about…", and then adds whatever ideas the team has agreed on.
- The rest of the class must pay attention because after the first group has presented all of their ideas, the teacher asks them to sit down and calls on a student from another team to add that team's "novel ideas only." Ideas that have already been presented cannot be repeated.
- As teams complete their turns and sit down, each seated student must begin recording novel ideas from other groups below the line that marks the end of his or her team's ideas. The lists for all team members should be identical above the line, but after the line they will vary.
- Whenever a team is standing and their last novel idea is covered by another team, at that moment, not waiting to be called on by the teacher, they take their seats and are free to begin adding novel ideas to their papers. Only one team, the last one standing, will not be able to add ideas below the line.
- When all ideas have been given, the teacher assigns a number to each team. Students write their team number in the right margin of their paper, providing the teacher with a quick way to sort team papers and check that everybody in a group has followed instructions.

Reading with a Focus

Purpose: This task requires students to read with a specific purpose in mind. For example, they may be given three questions to consider as they complete the reading of an article. Or, they may be asked to read an author's journal with the understanding that at the completion of the reading they will decide on a salient image the journal triggered for them, as well as a quote that highlights key concepts or emotions. This is important because when tackling difficult texts, students often do not know what the salient information is, and do not know what to pay attention to in their reading. Focus questions guide students' reading and alert them to the pertinent information in a text.

Required for use: In order for a teacher to write focus questions for a reading, the teacher must know why he or she is asking students to read the particular text, and what the purpose and goals are for the reading. For example, one goal for students reading of speeches might be to apply their understanding of Aristotle's persuasive appeals. If this is the case, the question, "What does the speaker want people to do, think, or feel" would require students to infer, based on their understanding of how a writer uses Ethos, Pathos or Logos to influence readers.

Structure of the activity: Before reading, the teacher tells students that they will be reading with a focus, and alerts them to the focus question(s).

Process outline:

- Teacher reads the focus question(s) aloud to the students.
- As needed, teacher clarifies and/or checks for understanding.
- Students read the assigned text, with the focus question in mind, taking notes as they read.

Three Step Interview

Purpose: The task, adapted from Kagan, engages students in different types of talk and promotes linguistic, conceptual and academic development. Students move from informal interview to summarizing and presenting information to others. The specific prompt used in Three-Step Interview, in addition to the processes involved in interviewing and reporting, helps students realize that they can contribute novel information to the theme or area of study in the classroom.

Required for use: The specific prompt given to students helps to make this task successful. The prompt should connect students' experience and knowledge to the themes and concepts studied in the lesson. Also, students need clear directions for this task to work. It is a good idea to post the steps for the activity in the front of the room for all to see.

Structure of the activity: Students sit in groups of four, with should partners working as dyads. One dyad is composed of Students A and B, and the other C and D. Members of a dyad interview each other, using the teacher provided prompt questions. Each member of a dyad shares the other member's response to the interview questions. At the end of the activity, A shares B's information and vice versa, and C shares D's information and vice versa.

Use in Lesson 4: Students are asked to interview each other about a memorable argument, asking about whether either participant in the argument changed their position and why or why not. This specific prompt used in this interview and the processes involved in interviewing and reporting helps students realize that they can contribute novel information to the ongoing discussion and analysis of argument, a preparation for their role as "more expert others" as they inform younger students about persuasive techniques later in the lesson.

Process outline:

- Teams of four subdivide into two groups of two. Within each dyad, one student asks the questions, one at a time, and the other student respond to each. Students asking the questions must pay attention to the answers because they have to report them later.
- Roles are reversed within each dyad. The student who answered questions before now asks them. The student who asked questions before now provides responses.
- The group of four comes back together. Taking turns in a round-robin format, each student shares with the whole group what was learned from his or her partner.

Understanding Language

Language, Literacy, and Learning in the Content Areas

Understanding Language aims to enrich academic content and language development for English Learners (ELs) by making explicit the language and literacy required to meet Common Core State Standards (CCSS) and Next Generation Science Standards http://ell.stanford.edu .

5
Lesson

Unit: Persuasion Across Time and Space: Analyzing and Producing Complex Texts
Lesson: Putting it Together: Analyzing and Producing Persuasive Text

OVERVIEW

In the final lesson of this unit, students appropriate what they have learned from their in-depth study of persuasive texts to independently analyze a persuasive speech and write their own persuasive texts. For this reason, the lesson only has extending understanding tasks. Students begin by consolidating their knowledge of how writers deliberately use persuasive devices by analyzing and assuming the role of one of the writers studied in the unit. Taking on the role of highly accomplished writers helps students to position themselves as writers of high quality persuasive texts. Students then examine a persuasive speech, written by someone close in age, which had a big effect on the world when it was delivered at a world conference. Finally, students apply the persuasive techniques learned in the unit as they construct their own persuasive texts.

COMMON CORE STANDARDS

Writing

- W7.1/8.1 Write arguments to support claims with clear reasons and evidence
- W7.4/8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience

Reading Informational Text

- RI 7.2 Determine two or more central ideas in a text and analyze their development over the course of the text
- RI 7.5 Analyze the structure an author uses to organize a text, including how major sections contribute to the whole and to the development of ideas.
- RI8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas, provide an objective summary of the text
- RI 8.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

Language

- L7.6/8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson: Putting it Together: Analyzing and Producing Persuasive Text

Audience

Middle School (grades 7th and 8th)

Classroom time frame

4 days (four 45 minute class periods)

Key text

- Transcript of Speech given at the 1992 UN Earth Summit, by Severn Suzuki
- Video: *The Girl Who Silenced the World for 5 Minutes* (available at a number of sites, including www.youtube.com)

Instructional Sequence*

Extending Understanding

- Role Play and Mixer
- Speech Analysis
- Persuasive Writing

* For further information about the tasks comprising the Instructional Sequence see the task descriptions at the end of the lesson. Each task is described and includes information about its purpose, requirements for use, structure and steps for implementation, as well as suggestions for additional scaffolding.

Extending Understanding

- Role Play and Mixer
- Speech Analysis
- Persuasive Writing

Role Play and Mixer

Students are assigned a writer discussed in the unit to review and play the author in a role-play. Assign one of the writers whose speeches were analyzed in the unit to each student. Students will use notes, handouts, and information from the Internet, if needed, to compile bullet points about their author on a large index card. The card will be used in the Mixer when students assume the role of the person they are assigned. Explain to students that the questions that will focus their review are written in the first person point of view because the students will speak using the first person in the Mixer. Distribute Handout #1: *Role Play* to students and explain the following focus questions for their review. Provide students with the following focus for their review:

Who am I?

Some important facts to know about me

Why I wrote my speech

Why people read my speech today

How I made a difference in the world

Remind students that they should turn the question into a statement when they take notes. Their answers should begin with that statement. Invite them to use these statements as they begin to describe themselves to others.

When students have completed their research and compiled their notes, they are ready for the Mixer. Place the names of the authors in a box, making sure that you have enough cards for each student to select one.

Students must find the person in the room who is a match for their card and sit down and role-play. For example, if someone draws the Martin Luther King card, and they are also playing Martin Luther King, they must walk around the room and find another person who is Martin Luther King by asking, "Who are you?" Students are simultaneously hunting for authors and playing their author. Once a pair of students are matched, the two sit and interview each other using their bullet point card if needed.

Have students repeat the process several times, so that all students sit and assume their roles at least twice.

Speech Analysis

Tell students that they are now going to read and analyze a speech written by a 12 year-old girl. Distribute Handout #2: *The Girl who Silenced the World for Five Minutes*, and discus the background information. Explain to students that before analyzing the speech, they will have the opportunity to listen to the author delivering the speech. Play the video of Severn's speech, using subtitles if needed.

Ask for students' reactions to the speech, focusing on what struck them about it. Some scaffolding questions to ask include asking about what lines stood out or how the listeners' body language changed over the course of the speech, for example.

Distribute Handout #3: *Speech Analysis* and review some of the concepts covered in unit, if needed. Now distribute Handout #4: *Speech Analysis Rubric*; review categories for proficient and outstanding, and make connections between indicators on the rubric and questions on the handout. Let students know that they are working independently, and that this is a summative assessment. Ask students to use the rubric to self-assess their analysis of the speech. Provide time for students to go back to text and make revisions to the evidence or final responses, as needed.

Purpose

Speech Analysis

The Speech Analysis task is the first of two summative performances. In this task, students read a speech and respond to five required questions and two free-choice questions that engage them in analyzing the text. The required Speech Analysis questions invite them to analyze how the central idea of a speech is developed within specific paragraphs and over the course of the text. Free choice questions engage students in analyzing how the speaker uses persuasive devices to develop her argument. Students cite direct evidence or summarize evidence from the text before writing a final answer on the handout provided. Their answers provide a summative assessment of their mastery of key reading standards targeted in the unit. The rubric included in the handouts can be used to assess students' mastery. Teachers may choose to use a percentage correct scoring approach or may weight questions they consider especially important.

Persuasive Writing Post-Assessment: Summative Assessment

Tell students that they will now write their own persuasive essays. Remind students that when they participated in a pre-assessment of persuasive writing at the beginning of the unit they chose a situation and wrote a persuasive essay for or against the issue. Explain that writing the final persuasive essay is a chance to show what they have learned in the unit. Tell students that they will be able to choose the same situation or another one to focus on during their writing, and that this time they will also read an article about the issue and use information from the article as evidence to support their viewpoints.

Distribute the post-assessment. Point out the informational texts that correspond to the writing situations. As with the pre-assessment, you may answer any questions that students may have about the task.

In the post assessment, students are instructed to brainstorm ideas for their essay in the space provided. If you want to provide additional structure for students to plan, outline, and draft their essays, use Handouts 5-7 in this lesson. After students have selected one of the three situations and annotated the corresponding article, ask them to use Handout #5: Persuasive Essay Outline. Students can exchange outlines with a partner, if needed. Tell students that they will use Handout #6: Persuasive Essay Graphic Organizer to draft their essay. After students have drafted their essay, they exchange papers with a partner. Partners review essays using Handout #7: Peer Response Sheet and explain their feedback to each other. Students then write their final draft.

Students' essays may be scored using a district rubric or the optional "kid-friendly" rubrics provided in the handouts. Two versions of the rubric are included, a peer assessment version and a self-assessment version. If you decide to use these rubrics, you can include the peer response rubric in the partner response section of the assessment. Students can score their own writing at the end of the assessment using the self-assessment rubric. As with any rubric, review the performance indicators with students so that the rubric can guide students as they write, respond to peers' essays, and revise their own essays.

Handout #1: Role Play Review

Authors: Abraham Lincoln, Martin Luther King, Robert Kennedy, George Wallace, Barbara Jordan

Questions	Notes about me:
Who am I?	I am...
Why I wrote my speech?	I wrote my speech because...
Why people read my speeches today?	People read my speeches now because they...
How I made a difference in the world?	I made a difference in the world by...

Handout #2: The Girl who Silenced the World for Five Minutes

Severn Cullis-Suzuki started the Environmental Children's Organization (ECO) when she was only 9-years-old. ECO was a small group of children committed to learning and teaching other kids about environmental issues. In 1992 they raised their own money and attended the UN's Earth Summit in Rio de Janeiro. A then 12-year-old Severn closed a Plenary Session with this amazing speech that received a standing ovation. She received a lot of praise for her talk then—even Al Gore called it "the best speech at Rio." The speech went viral on You Tube, where it is called The Speech that Silenced the World for Five Minutes."

"Hello, I am Severn Suzuki speaking for E.C.O - the Environmental Children's Organization. We are a group of 12 and 13 year-olds trying to make a difference, Vanessa Suttie, Morgan Geisler, Michelle Quigg and me. We've raised all the money to come here ourselves, to come 5,000 miles to tell you adults you must change your ways. Coming up here today, I have no hidden agenda. I am fighting for my future. Losing my future is not like losing an election, or a few points on the stock market."

"I am here to speak for all generations to come. I am here to speak on behalf of the starving children around the world whose cries go unheard. I am here to speak for the countless animals dying across this planet, because they have nowhere left to go. I am afraid to go out in the sun now, because of the holes in our ozone. I am afraid to breathe the air, because I don't know what chemicals are in it. I used to go fishing in Vancouver, my home, with my Dad until, just a few years ago, we found a fish full of cancers. And now we hear of animals and plants going extinct every day, vanishing forever. In my life, I have dreamt of seeing the great herds of wild animals, jungles and rainforests full of birds and butterflies, but now I wonder if they will even exist for my children to see."

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"Did you have to worry of these things when you were my age? All this is happening before our eyes and yet we act as if we have all the time we want and all the solutions. I'm only a child and I don't have all the solutions, but I want you to realize, neither do you. You don't know how to fix the holes in our ozone layer. You don't know how to bring the salmon back up a dead stream. You don't know how to bring back an animal now extinct. And you can't bring back the forest that once grew where there is now a desert. If you don't know how to fix it, please stop breaking it."

"Here you may be delegates of your governments, business people, organizers, reporters or politicians. But, really, you're mothers and fathers, sisters and brothers, aunts and uncles and all of you are someone's child. I'm only a child, yet I know we are all part of a family, 5 billion strong, in fact 30 million species strong. And borders and governments will never change that. I'm only a child, yet I know we are all in this together and should act as one single world towards one single goal."

"In my anger, I am not blind and in my fear I am not afraid of telling the world how I feel. In my country we make so much waste, we buy and throw away, buy and throw away, buy and throw away and yet Northern countries will not share with the needy. Even when we have more than enough we are afraid to share, we are afraid to let go of some of our wealth. In Canada, we live the privileged life. We've plenty of food, water and shelter. We have watches, bicycles, computers and television sets. The list could go on for 2 days. Two days ago here in Brazil, we were shocked when we spent time with some children living on the streets. This is what one child told us, 'I wish I was rich and if I were, I would give all the street children food, clothes, medicines, shelter and love and affection'. If a child on the street who has nothing is willing to share, why are we who have everything still so greedy? I can't stop thinking that these are children my own age, that it makes a tremendous difference where you are born. And that I could be one of those children living in the favelas of Rio. I could be a child starving in Somalia, or a victim of war in the Middle East or a beggar in India. I am only a child, yet I know if all the money spent on war was spent on finding environmental answers ending poverty and in finding treaties, what a wonderful place this earth would be."

"At school, even in kindergarten, you teach us how to behave in the world. You teach us to not to fight with others, to work things out, to respect others and to clean up our mess, not to hurt other creatures, to share, not be greedy. Then, why do you go out and do the things you tell us not to do? Do not forget why you are attending these conferences, who you are doing this for. We are your own children. You are deciding what kind of a world we are growing up in. Parents should be able to comfort their children by saying 'Everything is going to be all right, it's not the end of the world, and we are doing the best we can'. But I don't think you can say that to us anymore. Are we even on your list of priorities? My dad always says, 'You are what you do, not what you say'. Well, what you do makes me cry at night. You grown-ups say you love us. But I challenge you, please, make your actions reflect your words. Thank you."

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Handout #3: Speech Analysis for The Girl Who Silenced the World for Five Minutes

Questions	Evidence from Text	Final Response
All students answer 1-5		
1. What is Severn Suzuki's argument?		
2. What specific evidence does she use to support her argument?		
3. How does she develop her argument? What ideas does she expand or extend over the course of the speech?		
4. Which paragraph do you think is especially effective at developing her argument? (Write the first sentence of the paragraph in the Evidence box.)		
5. What ideas from the beginning of her speech are included or expanded in her conclusion?		

Choose two of the following questions to answer		
What type of appeal does Severn Suzuki use the most?		
What does she want her audience to think, feel, or do when she uses this appeal? (Write three examples of the appeal from the text in the Evidence box.)		
Is Severn Suzuki engaging in a "soft" sell or "hard" sell of her ideas? What specific language signals this? Does she succeed?		
What type of cohesive devices does she use to tie together her ideas? (Write examples from the text in the Evidence box.)		

Handout #4: Speech Analysis Rubric

	Outstanding	Proficient	Needs Development
Argument	Determines central argument Provides strong evidence of how author develops ideas in major sections of the text Analyzes how conclusion connects or extends central ideas	Identifies one or more main ideas Provides examples of development from different parts of the text Makes connections between ideas in conclusion and main ideas in beginning	May or may not identify main ideas Does not provide examples of development or examples, if cited, do not address the whole text Mentions ideas in author's conclusion but does not connect them to relevant ideas in beginning
Persuasive Devices	Provides strong evidence and explanation of author's use of specific persuasive techniques at multiple levels (words, phrases, within and across paragraphs, etc)	Understands author's use of persuasive techniques and provides relevant examples from the text	Demonstrates partial understanding of persuasive techniques
Evidence	Cites strong evidence to support analyses	Cites relevant evidence to support ideas	Evidence is missing or is not relevant

Handout#5: Persuasive Essay Outline

I. Introduction

What is your argument or main idea? This will be your thesis:

II. Body

What are three main points that support your argument? This is your evidence.

1.

2.

3.

What are the opposing views or arguments? Who might disagree with you, and why? Consider their point of view:

1.

2.

3.

How will you respond to the ideas or views of those who disagree with you? What counter evidence can you offer to persuade them to agree with you?

1.

2.

III. Conclusion

How will you end your essay? What will your closing be?

Handout#6: Persuasive Essay Graphic Organizer

Audience: Educators at school or district
Purpose: Persuade readers to take action

Introduction

Goal: Make your readers want to read your essay

Guiding Question: How will I present my topic and thesis or claim in a compelling way?

Background information:

Thesis statement or claim:

Body Paragraphs

Goal: Support your thesis or claim with enough evidence and reasoning that readers are persuaded to accept your ideas and take action

Guiding Question: How will I convince my readers that they should accept my ideas? (Write as many paragraphs as needed, anywhere from 1-4. Each paragraph follows the same structure)

Statement in support of thesis or claim:

Evidence:

Explanation of evidence:

Statement in support of thesis or claim:

Evidence:

Explanation of evidence:

Write additional paragraphs below, following the same format.

Conclusion

Goal is to write a potent or powerful conclusion

Guiding Questions: How will I close my essay? Will I summarize my ideas or extend my argument?

Handout#7: Peer Response Sheet

Read your partner's essay and respond to the following questions:

What is the thesis or claim?

What are the main points of the argument?

1.

2.

3.

What evidence does the writer use to support these points?

1.

2.

3.

Are their any opposing arguments? If so, what are they?

What type of conclusion does the writer use (restatement, expansion of ideas)? Is it effective?

Now assess your partner's essay using a rubric. Based on your scores, list one thing the writer did WELL, and one idea for improvement:

Persuasion Across Time and Space: Analyzing and Producing Complex Texts

Post- Assessment Persuasive Writing
Instructions for Writing

Please complete following information. Your teacher will tell you when to turn the page.

Name: .....

Date: .....

Name of school:.....

Teacher's name:.....

Room number:.....

Introduction

This post-assessment activity requires you to write a second persuasive essay in response to a writing prompt. You will be given the same three situations from the pre-assessment, and you will pick one issue to write about. You may pick the same situation you chose before or a new situation. Your purpose for writing is to convince your readers to act or think differently about the issue. One important change from the pre-assessment is that you will read an informational text about the situation before you begin writing. As you read, you will identify evidence that you will use to support your thesis. In your essay you will need to:

- State your opinion in the form of a thesis or claim
- Support your opinion with evidence from the informational texts and your own life experience and explain how the evidence supports your thesis
- Address any concerns or differing viewpoints your reader may have about your opinion and evidence by making a counter argument
- Write a conclusion that summarizes your ideas

Your audience will be your teacher and other educators. You will write your persuasive essay under teacher supervision.

Your writing will be assessed on how well you develop:

- A strong opening that makes your reader care about your ideas
- A clearly stated opinion that it is easy for readers to understand
- Strong evidence, from the readings and your own life, along with explanations or reasoning about why the evidence supports your opinion
- Address any concerns or differing viewpoints your reader may have about your opinion and evidence by making a counter argument
- Your ideas in an organized way
- Your use of language that is appropriate for your audience and purpose

Once you select the situation you will write about, you will be asked to:

1) Brainstorm ideas
2) Write a first draft
3) Read a partner's essay and provide feedback
4) Reflect on how you will revise your essay based on your partner's feedback
5) Revise your essay

Writing Situations: Pick <u>one</u> of the following to write about.

1. *Writing Situation 1:* Due to potential problems, many school systems have adopted a policy that bans cell phones on school grounds. However, some parents have provided these items out of concern for safety. Do you agree or disagree that cell phones should be banned on school grounds?
2. *Writing Situation 2:* In some countries, students are responsible for the basic daily cleaning of their school buildings. Fifteen minutes are set aside each day for all students to sweep, dust, and clean their classrooms and corridors. Do you agree or disagree that fifteen minutes should be set aside each day for all students to sweep, dust, and clean their classrooms and corridors?
3. *Writing Situation 3:* Many people believe violent video games promote negative behaviour in teens and that students under 18 should not be able to play these video games. Do you agree or disagree that teenagers under the age of 18 should not play violent video games?

Informational Text for Writing Situation 1

Question: Should cell phones and pagers be banned on school grounds?

My opinion:

Underline evidence in the following text that you will use in your essay to support your opinion and explain why you chose the evidence in the right-hand column.

L.A. Unified to Study Campus Cellphone Ban
— By Duke Helfand and Erika Hayasaki | Times Staff Writers

The Los Angeles Board of Education is expected to reopen a debate today over students using cellphones on school grounds, possibly relaxing its policy that bans the devices on campus for being disruptive.

The school board is scheduled to take the issue up in the wake of a change in state law last year that rescinded or overturned a 15-year-old prohibition on "electronic signaling devices" at California schools. Responding to parents who want to reach their children during emergencies, such as school shootings or earthquakes, the state is allowing districts to set their own rules.

Los Angeles Unified Superintendent Roy Romer and school board President Jose Huizar both said that they think students should be allowed to "possess" cellphones on campus, but that their use should be heavily regulated.

Romer's staff had proposed continuing an outright ban on the devices, citing a desire by principals to stop youngsters from using them to cheat on tests by using text messages and to avoid the interruptions of lessons with ringing phones. In a recent district survey, 74% of secondary school principals wanted to keep the ban and 77% predicted problems if rules were eased.

But Romer and Huizar said they are open to cellphones on campus so that students and parents can reach each other in emergency situations, such as the shooting that occurred across the street from Taft High School in Woodland Hills this month.

"I truly believe that we ought to prohibit the use but not the possession," Romer said, adding that he would allow principals some discretion in enforcement.

Reason for choosing evidence

Huizar added, "An outright ban is probably not in the best interest of students at this time."

The district's current policy, based on the now-abandoned 1988 state law, prohibits students from possessing and using cellphones on campus, except in cases of medical necessity.

Students, teachers and parents had different reactions to the potential change in policy.

Belmont High sophomore Jose Manuel said he carries a cellphone at school -- despite the district's ban. He said he wants to continue to keep it at his side, even if it's turned off, because he worries about school shootings.

"What if there's an emergency and somebody is dying?" asked Jose, 15. "How will I be able to call for help?"

Christy Esquivel, 17, said she keeps her navy blue Nokia phone in her bag mostly for emergencies, but she admitted that she likes to play games on the phone when she is bored, "mostly in my math class."

Esquivel sat on a curb in front of Belmont High on Monday chatting with her boyfriend on the cellphone that she pays for by working at Rite Aid. She said she often calls her boyfriend or friends during class breaks and lunch and has never been disciplined for it.

"I can't be without my phone now," she said. "I'm so used to it. I can always call my mom to tell her where I will be."

Informational Text for Writing Situation 2

Question: Do you agree or disagree that fifteen minutes should be set aside each day for all students to sweep, dust, and clean their classrooms and corridors?

My opinion:

Underline evidence in the following text that you will use in your essay to support your opinion and explain why you chose the evidence in the right-hand column.

Communing Through Cleaning

— By Adam Voiland/ U.S. News & World Report.

The sight of the school principal on hands and knees might seem strange. But in Japan, it's the period of about 15 minutes each day when students, teachers, and administrators all drop whatever they are doing, pull out the buckets and mops, and give everything a good scrub.

Most Japanese schools don't employ janitors, but the point is not to cut costs. Rather, the practice is rooted in Buddhist traditions that associate cleaning with morality-a concept that contrasts sharply with the Greco-Roman notion of cleaning as a menial task best left to the lower classes.

"Education is not only teaching subjects but also cooperation with others, ethics, a sense of responsibility, and public morality. Doing chores contributes to this," says a member of the Board of Education. "Besides, if students make a mess, they know they will have to clean it up. So naturally, they try to keep things clean."

At lunchtime, the students even put on hairnets and help serve and clear away dishes from the midday meal. "Cleaning is just one part of a web of activities that signal to children that they are valued members of a community," says Christopher Bjork, an educational anthropologist at Vassar College.

Community is also built in the classroom. Rather than having students move between classes when subjects change, the teachers rotate, leaving students with the same classmates for much of the day. The idea is to get students to function harmoniously in a group. If a student shouts during class, for instance, or won't clean, it's largely up to classmates to pressure him to behave.

Reason for choosing evidence

Getting American kids to cooperate is a harder task, but some American educators see lessons in the Japanese model. The Academy of the Pacific Rim Charter Public School in Boston has adapted many elements of the Japanese system, including homeroom groups and daily cleaning.

"I've learned to pick up after myself," says Mary-Rose Delapp, 12, a student at the academy. "When cleaning time comes, I'm helping my classmates, and I think that prepares me for a life of helping people."

Informational Text for Writing Situation 3

Question: Do you agree or disagree that teenagers under the age of 18 should not play violent video games?

My opinion:

Underline evidence in the following text that you will use in your essay to support your opinion and explain why you chose the evidence in the right-hand column.

Does game violence make teens aggressive?
— By Kristin Kalning Games editor msnbc.com

Can video games make kids more violent? A new study employing state-of-the-art brain-scanning technology says that the answer may be yes.

Researchers at the Indiana University School of Medicine say that brain scans of kids who played a violent video game showed an increase in emotional arousal – and a corresponding decrease of activity in brain areas involved in self-control, inhibition and attention.

Does this mean that your teenager will feel an uncontrollable urge to go on a shooting rampage after playing "Call of Duty?"

Vince Mathews, the principal investigator on the study, hesitates to make that leap. But he says he does think that the study should encourage parents to look more closely at the types of games their kids are playing.

"Based on our results, I think parents should be aware of the relationship between violent video-game playing and brain function."

Mathews and his colleagues chose two action games to include in their research -- one violent the other not.

The first game was the high-octane but non-violent racing game "Need for Speed: Underground." The other was the ultra-violent first-person shooter "Medal of Honor: Frontline."

The team divided a group of 44 adolescents under age 18 into two groups, and randomly assigned the kids to play one of the two games. Immediately after the play sessions, the children were given MRIs of their brains.

Reason for choosing evidence

The scans showed a negative effect on the brains of the teens who played "Medal of Honor" for 30 minutes. That same effect was not present in the kids who played "Need for Speed."

The only difference? Violent content.

What's not clear is whether the activity picked up by the MRIs indicates a lingering — or worse, permanent — effect on the kids' brains.

And it's also not known what effect longer play times might have. The scope of this study was 30 minutes of play, and one brain scan per kid, although further research is in the works.

But not everyone is convinced that this latest research adds much to the debate – particularly the game development community. One such naysayer is Doug Lowenstein, president of the Entertainment Software Association.

"We've seen other studies in this field that have made dramatic claims but turn out to be less persuasive when objectively analyzed."

The Entertainment Software Association has a whole section of its Web site dedicated to the topic of video game violence, which would suggest that they get asked about it — a lot.

And they've got plenty of answers at the ready for the critics who want to lay school shootings or teen aggression at the feet of the game industry. Several studies cited by the ESA point to games' potential benefits for developing decision-making skills or bettering reaction times.

Increasingly parents are more accepting of video game violence, chalking it up to being a part of growing up.

"I was dead-set against violent video games," says Kelley Windfield, a Sammamish, Washington-based mother of two. "But my husband told me I had to start loosening up."

Laura Best, a mother of three from Clovis, California, says she looks for age-appropriate games for her 14 year-old son, Kyle. And although he doesn't play a lot of games, he does tend to gravitate towards shooters like "Medal of Honor." But she isn't concerned that Kyle will become aggressive as a result.

"That's like saying a soccer game or a football game will make a kid more aggressive," she says. "It's about self-control, and you've got to learn it."

Task 1: Brainstorm and plan your writing in the area below. You will have about 10 minutes.

Think about the situation you selected and plan your writing in the area below. Your plan should contain:

- Your personal point of view on the issue
- Three or four points to support your argument
- One argument against your opinion that you will address in your essay
- The order in which you will make these points in your opinion piece.

Task 2: Write your persuasive essay. You will have about 30 minutes

Task 3: Exchange your writing with a partner

Directions to partner: Read the first draft of your partner's essay. Based on your knowledge of persuasive writing, write one comment telling your partner what he or she has done well and one suggestion for revising the writing to make it more persuasive. Write your first and last name on the line provided. Use the box below to write your feedback.

Your name: .....

Task 4: Based on my partner's feedback, I will revise my first draft by doing the following:

.....

.....

.....

.....

.....

.....

Task 5: Write the final draft of your essay. You will have about 30 minutes.

Optional Handouts:
Kid-friendly Persuasive Essay Rubrics

Optional Handout #1: Peer Response Persuasive Essay Rubric

Use this rubric to assess your dyad partner's first draft of his or her essay. It is okay if some aspects of your partner's essay score higher or lower in some areas. Write your scores at the bottom of the rubric. Based on your assessment, provide your partner suggestions for revision.

	Focus of Text	Development of Central Idea	Organization of Writing
6	• The writer's thesis or claim is clear • The writer has an interesting/ engaging introduction • The writer's logic is clearly maintained • The writer has an effective conclusion • The writer's voice is appropriate for his/her audience and purpose for writing	• All of the writer's major points develop the central idea • Most points are developed evenly • The writer used effective evidence, such as facts/statistics, explanations, examples • The writer fully explains how evidence supports thesis or claim • The writer includes a counter argument that addresses any concerns that readers may have • The writer's points are logically connected and interrelated	• The writer's structure is clear and appropriate to his/her purpose for writing • All points are appropriately paragraphed and interrelated • The writer ties together sentences in paragraphs and the paragraphs together with appropriate transitions, pronouns, repetition or other devices
5	• The writer's introduction makes his/ her topic and thesis or claim clear • The writer's logic is clearly maintained • The writer has an effective conclusion • The writer's voice is appropriate for his/her audience and purpose for writing	• All of the writer's major points are develop the central idea; support may be uneven • The writer developed some details using facts/statistics, explanations and support • The writer explains how the evidence supports the thesis or claim • The writer addresses concerns that readers may have • The writer's points are logically presented and connected	• The writer's structure is clear and appropriate to his/her purpose for writing • The writer used appropriate paragraphing • The writer's ideas flow • The writer used transitions, pronouns or repetition to tie sentences together

4	• The writer's introduction lists everything that is discussed in the writing • The writer maintains his/her position • The writer's conclusion is clear but may simply restate the introduction • The writer's voice may not be consistent	• The writer develops most main points with details • Support or reasoning may be uneven • Most of the writer's points are logically presented and organized	• The writer's structure is evident • Most major points are paragraphed appropriately • Most of the writing flows from one point to another • The writer's sentences connect to each other in different ways
3	• The writer identifies his/her position somewhere in the text • The writer may not have written enough • The writer's voice shifts to informal or may disappear	• Some major points are developed but support may be general • The writer may have change the topic or support may be unrelated to thesis or claim	• The writer's structure is noticeable • The writer has some appropriate paragraphs • The writing does not flow from one idea to another
2	• The writer's topic may be unclear or may veer • The writer may not have written enough • The writer may have been too informal for his/her audience or may not be aware of the audience	• Most of the support is very general • The writer may have listed his/her points • The writer may repeat the same reasons	• The writer attempted to structure his/her writing but the reader has to work hard to find the structure • The writing has few appropriate paragraphs • The writer's ideas jump around and do not flow
1	• The writing is confusing • The writer did not write enough	• Most of the support is very general • The writer may have listed his/her points • The writer may repeat the same reasons	• The writer attempted to structure his/her writing but the reader has to work hard to find the structure • The writing has few appropriate paragraphs • The writer's ideas jump around and do not flow

Comments about parts of my partner writing that were persuasive:

Suggestions for making the persuasive essay stronger:

Optional Handout #2: Self-assessment Persuasive Essay Rubric

Use the rubric to self-assess your essay after your first revision. Based on your self-assessment, revise your writing as needed.

Score for Focus of Text:

Score for Development of Central Idea

Score for Organization of Writing

How I will revise to make my writing more effective:

	Focus of Text	Development of Central Idea	Organization of Writing
6	• My thesis or claim is clear • I have an interesting/engaging introduction • My logic is clearly maintained • I have an effective conclusion • My voice is appropriate for his/her audience and purpose for writing	• All of my major points develop the central idea • Most points are developed evenly • I used effective evidence, such as facts/statistics, explanations, examples • I fully explain how evidence supports thesis or claim • I include a counter argument that addresses any concerns that readers may have • My points are logically connected and interrelated	• The structure of my essay is clear and appropriate to my purpose for writing • I use appropriate paragraphing • I tie together sentences in paragraphs and paragraphs together with appropriate transitions, pronouns, repetition or other devices

5	• My introduction makes my thesis or claim clear • My logic is clearly maintained • I have an effective conclusion • My voice is appropriate for my audience and purpose for writing	• All of my major points develop the central idea; support may be uneven • I develop some details using facts/ statistics, explanations and support • I explain how the evidence supports the thesis or claim • I address concerns that readers may have • My points are logically presented and connected	• The structure of my essay is clear and appropriate to my purpose for writing • I use appropriate paragraphing • My ideas flow • I use transitions, pronouns or repetition to tie sentences together
4	• My introduction lists everything that is discussed in the writing • I maintains my position • My conclusion is clear but may simply restate the introduction • My voice may not be consistent	• I develop most main points with details • My support or reasoning may be uneven • Most of my points are logically presented and organized	• The structure of my essay is evident • Most of my major points are paragraphed appropriately • Most of my writing flows from one point to another • My sentences connect to each other in different ways
3	• I identify my position somewhere in the text • I may not have written enough • I shift my voice to informal	• I develop some major points but my support may be general • I may change the topic or support may be unrelated my thesis or claim	• The structure of my essay is noticeable • Some of my ideas have appropriate paragraphs • My ideas do not flow from one to another
2	• My topic may be unclear or may veer • I may not have written enough • I may have been too informal for my audience or may not be aware of the audience	• Most of my support is very general • I may have listed his/her points • I may repeat the same reasons	• I attempted to structure the essay but the reader has to work hard to find the structure • I have few appropriate paragraphs • My ideas jump around and do not flow
1	• The writing is confusing • I did not write enough	• My support may be confusing • I did not write enough to judge this area	• The writing appears to have no plan • I did not write enough to judge this area

Tasks in Lesson 5

Putting it Together: Analyzing and Producing Persuasive Text

Role-Play and Mixer

Speech Analysis

Role Play and Mixer

Purpose: In this task students assume the role of an author that they have read and studied. The purpose of this Extending Understanding task is two-fold. First and foremost, it invites students to connect texts they have read and analyzed and the writers or speakers of those texts, to the present. Too often students read and study texts as if they "stand alone" separate from the writer and from themselves. In becoming an author of an acclaimed text, students also try on a new identify—a writer who has something to say. For many students who lack a voice as a writer, this task may be the first time they are a writer.

Required for use: To be effective, guidelines for preparation and for enactment of the role need to be given to students and time allotted for them to assume a first person perspective as the author. Equally important is that students have had ample time to study the texts and have some familiarity with time period of the author as part of a larger theme. Unless students can situate themselves in that time and place, it may be difficult for those who have no background knowledge to assume the role.

Structure of the activity: Students are assigned a writer from a unit to review and play the character in a role play. The teacher prepares focus questions to guide student preparation, including any needed research on the Internet, and to prepare bullet-points about their author on a large index card. The card is used in the mixer and is written in the first person. When students have completed their research and compiled their notes, they are ready for the mixer. The teacher places the names of the authors in box, making sure that there are enough cards for each student to select one. Each student selects a card and finds that author in the room by asking, "Who are you?" The other author must offer something from his/her index card and if the answer matches that author, the person asking the question interviews that author. Everyone is both asking and answering the question Who am I?

Use in Lesson 5: The Role-Play Mixer task helps students transition from the study and analysis of texts to the eventual writer of persuasive texts as the final performance in the unit. Students are assigned one of the authors read in the unit: Jordan, Lincoln, Kennedy, King and Wallace, and provided with the following focus for their preparation:

1. Who am I?
2. Some important facts to know about me
3. Why I wrote my speech
4. Why people read my speeches today
5. How I made a difference in the world

Process outline:

- Students are assigned an author and given a focus for preparation.
- Students research any additional information needed to address the focus areas.
- Students write their notes in the first person on index cards
- Teacher prepares a container of names of the authors, in sufficient number
- Students draw a name and begin hunting for that person by asking, "Who are you?"
- When a student finds a match for the name, he or she interviews the author.
- Students keep mixing until everyone has interviewed two authors.

Speech Analysis

Purpose: This summative performance task invites students to examine a text closely, and guides them through an analysis and reflection of specific structural elements and stylistic choices the author uses to forward an idea, argument, or concept.

Required for use: The concepts and structures presented in the Speech Analysis Matrix need to have been taught and reinforced throughout a lesson or text, prior to asking students to engage in this level of analysis. The teacher may revisit or review as needed at this stage of the lesson, but this should be a review only. Questions 1-5 in the matrix are questions that require students to analyze a central idea, while the free choice questions focus on the speaker's use of persuasive devices. When constructing the matrix, the teacher needs to take care in the wording and the purpose of each question.

Structure of the activity: Students read a speech and respond to five required questions and two free-choice questions that engage them in analyzing the text. The required Speech Analysis questions invite them to analyze how the central idea of a speech is developed within specific paragraphs and over the course of the text. Free choice questions engage students in analyzing how the speaker uses persuasive devices to develop her argument. Students cite direct evidence or summarize evidence from the text before writing a final answer on the handout provided. Their answers provide a summative assessment of their mastery of key reading standards targeted in the unit. The rubric included in the handouts can be used to assess students' mastery. Teachers may choose to use a percentage correct scoring approach or may weight questions they consider especially important.

Process outline:

- Students listen to the speech on audio, if available, or read aloud by the teacher.
- Students share their reactions to the speech, focusing on what struck them about it.
- Teacher distributes handout, "Speech Analysis," and reviews some or all concepts in the unit, depending on the needs of the students.
- Students complete questions 1-5 (Speech Analysis).
- Students select two additional questions to answer regarding the speaker's use of persuasive devices.

Understanding Language

Language, Literacy, and Learning in the Content Areas

Understanding Language aims to enrich academic content and language development for English Learners (ELs) by making explicit the language and literacy required to meet Common Core State Standards (CCSS) and Next Generation Science Standards http://ell.stanford.edu .