



GRADE 9-10 ENGLISH LANGUAGE ARTS: SPEECHES – ARGUMENT AND METHODS

UNIT OVERVIEW

This unit requires students to read four speeches for the purpose of teaching argument. In the final task, students must analyze the claims in all four speeches to support their own argument as to which speech makes the strongest argument for promoting racial equality. Prior to the final assessment, students complete two formative reading tasks that build in complexity and are sequenced to scaffold student learning for the culminating assessment when students write their argumentative essay.

Task Details

Task Name: Speeches: Argument and Methods

Grade: 9-10

Subject: English Language Arts

Depth of Knowledge: 4

Task Description: This task asks students to write an argumentative essay in which they make a case for the speaker who they think makes the strongest argument to promote racial equality. Students consider each speaker’s use of claims, counterclaims, reasons, evidence, and methods when making their determination.

Standards: Assessment Task 3

RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.
- c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

-- Continued--

L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Use parallel structure.
- b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Use semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
- b. Use a colon to introduce a list or quotation.
- c. Spell correctly.

Materials Needed:

“I Have a Dream,” by Martin Luther King, Jr.

<http://www.americanrhetoric.com/speeches/mlkhaveadream.htm>

“Remarks to the Convocation of the Church of God in Christ,” by William J. Clinton

<http://millercenter.org/president/speeches/detail/3436>

“Ending Racial Inequality,” by George W. Bush

<http://www.washingtonpost.com/wp-srv/onpolitics/elections/bushtext071000.htm>

“Remarks to the NAACP,” by Barack Obama

<http://www.whitehouse.gov/the-press-office/remarks-president-naacp-centennial-convention-07162009>



TABLE OF CONTENTS

The task and instructional supports in the following pages are designed to help educators understand and implement Common Core–aligned performance tasks that are embedded in a unit of instruction. Rather than asking teachers to introduce a task into the semester without context, this work is intended to encourage analysis of student and teacher work to understand what alignment looks like. We have learned through the NYC Common Core pilots and Lab Learning sites that focusing instruction on culminating rigorous assessments drives significant shifts in curriculum and pedagogy. Callout boxes are included in the unit outline and instructional supports to give ideas on how to include multiple entry points for diverse learners.

PERFORMANCE TASKS	4
ASSESSMENT TASK 1	7
ASSESSMENT TASK 2	9
ASSESSMENT TASK 3	11
RUBRIC	14
ANNOTATED STUDENT WORK	18
INSTRUCTIONAL SUPPORTS	26
UNIT OUTLINE	27
UNIT OUTLINE with Instructional Supports	33
ADDITIONAL SUPPORTS	112

Acknowledgements: This task and unit was developed by the Institute for Learning from the University of Pittsburgh with student work and input on additional instructional supports from teachers from Hillcrest High School, Marie Curie High School, and Fillmore Academy. Additional input was given from the Common Core Fellows.



GRADE 9-10 ENGLISH LANGUAGE ARTS: SPEECHES—ARGUMENT AND METHODS

PERFORMANCE TASKS

The following section includes three performance tasks. Prior to the final assessment, students complete two formative reading tasks that build in complexity and are sequenced to scaffold student learning for the culminating assessment, in which students write an argumentative essay.

The assessments were created by the Institute for Learning at the University of Pittsburgh and are designed to be embedded within the instructional supports outlined on pages 33-111 of this bundle.

Argument & Methods

Assessment Tasks
Grades 9-10

Table of Contents

Assessment Task 1	3
Assessment Prompt and Standards Alignment	3
Student Assessment Task 1 Prompt	3
Standards Alignment	4
Assessment Task 2	5
Assessment Prompt and Standards Alignment	5
Student Assessment Task 2 Prompt	5
Standards Alignment:	6
Assessment Task 3	7
Assessment Prompt and Standards Alignment	7
Student Assessment Task 3 Prompt	7
Standards Alignment:	8

In the following pages, you will find the three grade 9-10 assessment tasks on argumentative texts. These assessment tasks are keyed to selected Common Core State Standards (CCSS) and assess key content and skills that are addressed in the unit, *Speeches: Argument and Methods*.

Assessment Task 1

Assessment Prompt and Standards Alignment

Student Assessment Task 1 (Prompt):

Please read President Barack Obama’s speech, “Remarks to the NAACP.” This speech was delivered on July 17, 2009 at the National Association for the Advancement of Colored People’s [NAACP] Centennial Convention.

After you’ve read Obama’s speech, identify the two claims you find most significant to his argument. Then, complete the three-column chart below to explain each claim. In column 1, state each significant claim and the paragraph number where the claim can be found. In column 2, explain the significance of each claim to Obama’s argument. In column 3, explain how Obama supports each claim and distinguishes it from one or more of the speech’s counterclaims. Use evidence from the text to support your explanations. Your response should be written for an audience who is familiar with Obama’s speech and follow the conventions of standard English.

Significant Claim and Paragraph Number	Explanation of Significance to Obama’s Argument	Explanation of How Obama Supports the Claim and Distinguishes It from One or More Counterclaims

Answer the questions below to plan your response. Your answers will be collected but not graded. After you've written your response, answer the StepBack questions. Your answers to the StepBack questions will also be collected but not graded.

Understanding the Assessment Task: As a way to examine the task and its directions, answer these questions:

1. Looking back over the task, what will you need to do first, second, third, etc., to fully address the task in your response?
2. Who are you writing for and how can you select and explain evidence from the text to suit the audience who will read this assessment?

StepBack After Completing the Task:

1. In ten words or less, what did you include in your response that makes it complete, thoughtful, and accurate?
2. When faced with a difficult part of the task, what did you do to overcome the difficulty?
3. What more did you learn about the text by completing the assessment task?

Standards Alignment: For standards where there is partial alignment, the underlined words and phrases indicate the part of the standard to which the task is aligned.	
RI.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.9-10.5:	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
L.9-10.1:	<u>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</u>
L.9-10.2:	Demonstrate command of the conventions of standards English capitalization, punctuation, and spelling when writing.

Assessment Task 2

Assessment Prompt and Standards Alignment

Student Assessment Task 2 (Prompt):

Reread Obama’s speech “Remarks to the NAACP.” Then, write a multi-paragraph explanatory essay in which you explain how you think Obama organized his speech into sections and how each section of his speech advanced his argument. Use paragraph numbers to indicate the sections of the speech. Also, be sure to use relevant textual evidence to support your ideas and explanations.

Your essay should be one to two pages in length and written for an audience who is familiar with Obama’s speech. Be sure to follow the conventions of standard English.

Answer the questions below to plan your response. Your answers will be collected but not graded. After you’ve written your response, answer the StepBack questions. Your answers to the StepBack questions will also be collected but not graded.

Understanding the Assessment Task: As a way to examine the task and its directions, answer these questions:

1. Looking back over the task, what will you need to do first, second, third, etc., to fully address the task in your response?
2. Who are you writing for and how can you select and explain evidence from the text to suit the audience who will read this assessment?

StepBack After Completing the Task:

1. In ten words or less, what did you include in your response that makes it complete, thoughtful, and accurate?
2. When faced a difficult part of the task, what did you do to overcome the difficulty?
What more did you learn about the text by completing the assessment task?

<p><u>Standards Alignment:</u> For standards where there is partial alignment, the underlined words and phrases indicate the part of the standard to which the task is aligned.</p>	
<p>RI.9-10.1</p>	<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>
<p>RI.9-10.5:</p>	<p>Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.</p>
<p>L.9-10.1:</p>	<p><u>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</u></p>
<p>L.9-10.2:</p>	<p>Demonstrate command of the conventions of standards English capitalization, punctuation, and spelling when writing.</p>

Assessment Task 3

Assessment Prompt and Standards Alignment

Student Assessment Task 3 (Prompt):

As part of this unit, you have read several arguments made by leaders across time to promote racial equality. The arguments you read are:

- “I Have a Dream,” by Martin Luther King, Jr.,
- “Remarks to the Convocation of the Church of God in Christ,” by William J. Clinton,
- “Ending Racial Inequality,” by George W. Bush, and
- “Remarks to the NAACP,” by Barack Obama

Which of the four speakers do you think makes the strongest argument?

Write an argumentative essay in which you make a case for the speaker who you think makes the strongest argument to promote racial equality. Consider each speaker’s use of claims, counterclaims, reasons, evidence, and methods when making your determination.

Your argumentative essay should be one to two pages in length and should be written for an audience who is familiar with the speeches. Organize your essay so that it is easy to follow and establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. Begin by introducing the topic and argument. Develop your argumentative essay with claims and counterclaims that are grounded in evidence from the four texts listed above. Be sure to use transitions that help link major sections of the text and clarify the relationships between and among claims, counterclaims, reasons, and evidence. Use the conventions of standard English and maintain a formal style.

Answer the questions below to plan your essay. Your answers will be collected but not graded. After you’ve written your essay, answer the StepBack questions. Your answers to the StepBack questions will also be collected but not graded.

Understanding the Assessment Task: As a way to examine the task and its directions, answer these questions:

1. Looking back over the task, what will you need to do first, second, third, etc., to fully address the task in your response?
2. Who are you writing for and how can you select and explain evidence from the text to suit the audience who will read this assessment?

StepBack After Completing the Task:

1. In ten words or less, what did you include in your response that makes it complete, thoughtful, and accurate?
2. When faced a difficult part of the task, what did you do to overcome the difficulty?
3. What more did you learn about the text by completing the assessment task?

<p><u>Standards Alignment:</u> For standards where there is partial alignment, the underlined words and phrases indicate the part of the standard to which the task is aligned.</p>	
RI.9-10.1	<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>
W.9-10.1	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ol style="list-style-type: none"> a. Introduce precise claims(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

	e. Provide a concluding statement or section that follows from and supports the argument presented.
L.9-10.1:	<u>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</u>
L.9-10.2:	Demonstrate command of the conventions of standards English capitalization, punctuation, and spelling when writing.



GRADE 9-10 ENGLISH LANGUAGE ARTS: SPEECHES—ARGUMENT AND METHODS

RUBRIC

Task 3 was scored using a primary-trait rubric and a secondary-trait rubric.

Primary-trait rubrics focus attention on rating of a single trait considered to be the most essential for demonstrating success regarding a particular product or performance. They can be used most effectively by teachers with the ELA model of assessment tasks for several reasons. First, by isolating one component of written discourse to assess, primary trait scoring allows raters or teachers to focus sharply on that component without being distracted by many other possibilities. The component that is chosen for assessment is not just any component but one that is essential to success on a particular assessment task. The study of the work is focused on the heart of the task. If students are weak on the heart of the task, teachers have sufficient data to plan lessons for re-teaching and/or modifying lessons. Also, because the scoring guide uses language from the task and the Common Core standards to define its score levels, it allows for greater alignment between the task assigned and the trait or dimension being assessed. At the very least, anyone who looks at the scoring guide rubric should expect to see such a connection. For its specificity and clarity alone, primary-trait rubrics offer important advantages over other means of scoring.

Secondary-trait rubrics identify assessed skills and content from the task that have not been identified in the primary-trait rubric. They accompany primary-trait rubrics and are used after primary-trait rubrics.

**Primary-Trait Rubric for
Grades 9-10 Speeches: Argument and Methods Unit
Assessment Task 3**

Primary Trait for Assessment Task 3: Essay makes an argument for which of four speakers makes the strongest argument and supports the argument with reasons and textual evidence.

The score for the primary trait is combined with both of the secondary trait scores for a total score.

Scoring Guide

Score Point	Description
4	Argumentative text makes valid and convincing claims and counterclaims about which speaker makes the strongest argument to promote racial equality. Claims are supported with valid reasoning and relevant and sufficient textual evidence from all four speeches including each speaker's use of claims, counterclaims, reasons, evidence, and methods.
3	Argumentative text makes valid claims and counterclaims about which speaker makes the strongest argument to promote racial equality. Claims are supported with valid reasoning and relevant textual evidence from all four speeches. The textual evidence may not be sufficient to make a convincing argument. For instance, the evidence may not consider one or more of the following each speaker: use of claims, counterclaims, reasons, evidence, or methods.
2	Argumentative text makes valid claims and counterclaims about which speaker makes the strongest argument to promote racial equality. Claims are only minimally supported with reasoning and textual evidence from four speeches. The evidence does not consider each speaker's use of claims, counterclaims, reasons, evidence, or methods.
1	Argumentative text provides a claim, but no counterclaim, and contains mostly summary of speeches and their arguments.
0	No claim made. No response. Response does not answer the prompt. Response is unintelligible or undecipherable.

**Secondary Trait 1 Rubric for
Grades 9-10 Speeches: Argument and Methods Unit
Assessment Task 3**

Secondary Trait 1 of Assessment Task 3: Essay demonstrates organization and use of transitions to clarify relationships among ideas.

The score for this secondary trait is combined with the primary trait score and the other secondary trait score for a total score.

Scoring Guide

Score Point	Description
3	Essay begins by introducing the topic and purpose. Essay consistently uses transitions to make clear the organization, to link major sections of the essay, and to clarify relationships among ideas.
2	Essay begins by introducing the topic and purpose. Essay inconsistently uses transitions to make clear the organization, to link major sections of the essay, and to clarify relationships among ideas.
1	Essay begins by introducing the topic and purpose, but they are underdeveloped and not clearly related to the ideas in the essay. Essay uses few or no transitions and/or has unclear organization.
0	No response was given. Response does not answer the prompt. Response is unintelligible or undecipherable.

**Secondary Trait 2 Rubric for
Grades 9-10 Speeches: Argument and Methods Unit
Assessment Task 3**

Secondary Trait 2 of Assessment Task 3: Essay demonstrates use of a formal style and standard English.

The score for this secondary trait is combined with the primary trait score and the other secondary trait score for a total score.

Scoring Guide

Score Point	Description
3	Essay consistently uses a formal style and standard English grammar and usage, including accepted use of capitalization, punctuation, and spelling. Response contains few or no errors.
2	Essay inconsistently uses a formal style and standard English grammar and usage, including accepted use of capitalization, punctuation, and spelling. Response contains errors that occasionally limit understanding.
1	Essay does not use a formal style. Essay uses limited standard English grammar and usage. Response contains errors that often limit understanding.
0	No response was given. Response does not answer the prompt. Response is unintelligible or undecipherable.



GRADE 9-10 ENGLISH LANGUAGE ARTS: SPEECHES—ARGUMENT AND METHODS

ANNOTATED STUDENT WORK

Annotated student work in this section contains student work at a range of score points. The student work shows examples of student understandings and misunderstandings of the task. The work is annotated against the standards cited for the task. The summaries explain how each example was scored against the Common Core-aligned rubric, and the next steps suggest possible instructional moves a teacher could take with each student.

The student work presented in the following section did not successfully meet or exceed standard (level 3 or 4 on the rubric). All students failed to adequately address counterclaims in their argument, in spite of instructional time spent on the skill. It is important to note that in many of the speeches, the counterclaims are implicit. This is appropriate for Common Core alignment, as the Common Core assumes students have been studying formal argument for three years prior to 9th grade. However, we recognize that for these initial years before full implementation of the Common Core, many students will have little or no exposure to the language of formal argument prior to this unit. It therefore may be appropriate to preface this unit with lessons teaching the language and structure of argument, with less complex text. See “Additional Supports” in the Learning Plan on page 112 for ideas on strategies to support students with writing arguments.

Grade 9-10 English Language Arts: Speeches—Argument and Methods Annotated Student Work

Student A: Level 2

Discrimination and racial inequality has been a highly debated topic in the United States. Many Presidents such as Barack Obama, George W. Bush and William J. Clinton have given speeches concerning this topic and some have even made it the cornerstone of their presidency. Of all these speakers I have a listed however; I believe there is one speaker who makes the best argument, Barack Obama

Both Barack Obama and George W. Bush make a point about inequality in school. Bush and Obama said there was a huge learning gap between rich, poor white and minority however; Obama makes the point to include the Brown v. Education case. Although this case was so long ago we still haven't fixed the problem. Obama Made the point to show that because African Americans lacked economic opportunity there is a prosperity gap between black and whites dividing us further. The fact the African American communities lacked basic services such as parks, garbage pick-up, building code enforcement etc. helped create a destructive cycle of violence that continues today.

Barack Obama did something in his argument that the other two men didn't. He talked about inequality against blacks and whites. Most people don't believe whites face inequality and that there anger is unjust however Barack Obama points out most whites don't feel privileged by their race and most of them have had the immigrant experience and had to work for what they have. So, when they hear an African American gets an advantage in a good job or college because of injustices never committed by them or their fears about urban neighborhoods are prejudiced their resentment will build over time and they will express it just not in public.

I felt that Bill Clinton Didn't talk about inequality at all. His whole speech was about gun violence. He used statistics to strengthen his arguments and he did make valid points such as low job rates in urban areas are directly linked to high crime rates in these same areas and we need to strengthen our communities to lower gun violence however this did not seem relevant to the topic of inequality.

Bush and Obama's solutions to the issue of inequality are different. Bush believes the solution to this problem would be education, health care and private property. He believed private property and education were extremely important and could help elevate the people in this country to a new level. Obama, on the other hand, believed that education was important but the way to end discrimination and inequality is to work together. Working together to make peace with the past and fix the present by investing in schools and communities, enforcing our civil rights laws ensuring fairness in the justice system and for people to realize that their dreams can come true without the expense of someone else's dreams and most importantly treat others the way you would want to be treated.

Comment [S1]: The author identifies who makes the best argument but does not specify the argument, i.e., how to promote racial equality. [W.9-10.1a]

Comment [TL2]: The student introduces his/her claim by comparing Bush and Obama's focus on education. [W.9-10.1a]

Comment [IP3]: Student identifies Obama's use of historical evidence to support an analysis of racial inequality but does not elaborate on how this evidence supports the student's claim that Obama's speech is better. [RI.9-10.1]

Comment [IP4]: The student introduces facts but fails to maintain a formal style by including "etc." within his/her sentence. [W.9-10.1d]

Comment [I5]: The student identifies Obama's attention to counterclaims in his speech ("most people don't believe whites face inequality . . .") and clearly distinguishes Obama's claim and reasoning as different from the other speakers'. However, the student fails to connect this to the overall argument of how Obama is more successful in making an argument for promoting racial equality. [W.9-10.1b]

Comment [IP6]: The student attempts to maintain an objective tone by providing evidence without including their opinion. [W.9-10.d]

Comment [IP7]: The student effectively uses the phrase "on the other hand" to link claims and counterclaims. [W.9-10.1c]

Comment [I8]: This analysis does not clearly explain the difference between Bush's and Obama's different solutions. [W.9-10.1a]

**Grade 9-10 English Language Arts: Speeches—Argument and Methods
Annotated Student Work**

All in all I believe all the speeches I read about racial inequality were good but the one that stood out the most was said by Barack Obama and although both Bush and Obama used allusions, personal statements, and anecdotes I feel Barack used them better and elaborated more on everything. He explained his argument in great detail and that is why he had the best speech.

Comment [IP9]: The student provides a concluding statement, but it introduces new ideas that were not presented throughout the argument. This is the first time the student addresses the use of rhetorical methods for developing an argument, which was a central requirement of the task. [W.9-10.1e]

Criterion and Score Point	Evidence	Instructional Next Steps
<p>Primary Trait – Level 2 (of 4): Argumentative text makes valid claims and counterclaims about which speaker makes the strongest argument to promote racial equality. Claims are only minimally supported with reasoning and textual evidence from four speeches. The evidence does not adequately consider each speaker’s use of claims, counterclaims, reasons, evidence, or methods.</p>	<p>The response earns a 2 and is almost at a Level 3 since the student makes valid claims and some emerging counterclaims about how Obama makes the strongest argument to promote racial equality. The claims are supported with valid reasoning but with relevant textual evidence from only three of the four speeches (it is missing evidence from the King speech). The textual evidence is not sufficient to make a completely convincing argument.</p>	<p>Teacher could facilitate student practice with linking claims and evidence through identifying the underlying assumption that connects evidence to claims. The student could analyze the claims in each speech by completing a graphic organizer, with columns for Claim, Evidence, Rule (Warrant), and Conclusion. He/she would then see how the authors linked claims and evidence through reasoning. Having analyzed these models, the student could then practice developing their own reasoning to support claims and debunk counterclaims.</p>
<p>Secondary Trait 1 – Level 2 (of 3): Essay begins by introducing the topic and purpose. Essay inconsistently uses transitions to make clear the organization, to link major sections of the essay, and to clarify relationships among ideas.</p>	<p>The argument jumps from speech to speech in places without making it clear to the reader how they are linked or the relationship between various pieces of evidence.</p>	<p>The teacher could have the student underline transitional phrases in model essays and circle what the phrases are clarifying or linking. The student could then compile a glossary of transitional phrases and their uses that he/she could adopt in his/her own writing. Students may also benefit from engaging in a protocol that has students practice using transitions by building their ideas off of others’ ideas: “While I agree with you, I also think . . .”</p>
<p>Secondary Trait 2 – Level 2 (of 3): Essay inconsistently uses a formal style and standard English grammar and usage, including accepted use of capitalization, punctuation, and spelling. Response contains errors that occasionally limit understanding.</p>	<p>The response generally follows the rules of grammar but struggles in places with capitalization, punctuation, run-on sentences, and formal style.</p>	

Grade 9-10 English Language Arts: Speeches—Argument and Methods Annotated Student Work

Student B: Level 2

Racism is the belief that the genetic factors constituting race are primary determinants of human traits and capacities; prima facie, it is the implication that racial differences produce innate superiorities in a particular race. The term, "racial discrimination," refers to the effects of racism. In one of our current president's speech, Barack Obama, cautiously examined the United State's racial history, in an effort to help blacks, and their white counterparts, better understand each other. His goal, as a Civil Rights Lawyer, was to move the country forward, solving racial problems which prove antithetical to the American Dream, society, and living, regardless of the factors that race, gender, and class play on the economy. Obama makes the best argument of racial inequality.

Former US president George W. Bush stated in his speech, "Ending Racial Inequality" stated that "Our nation must make a new commitment to equality and upward mobility for all out citizens." I oppose his statement since he fails to define racial inequality, or offer a solution to the cause, yet expecting the matter to resolve itself. Barack Obama, on the other hand, showed viewers that there are more factors than just hate which contribute to racial inequality. "This belief comes from my unyielding faith in the decency and generosity of the American people. But it also comes from my own story." As our new leader, Obama connects with listeners on an elevated level, by appealing to pathos and ethos. He opens the mind of the listener to such a degree that one can relate to his story, and believe that he will be a good president.

The speech "Remarks To The Convocation Of The Church Of God In Christ." by William J. Clinton greatly contrasts both president's speeches since he speaks of Martin Luther King Jr. as if he was there next to him, putting words in his mouth. The beginning of Clintons speech proves confusing since he doesn't state what pertains to racial inequality, nor its current state. In the interim, Obama stated a very important claim: "I believe deeply that we cannot solve the challenges of our time unless we solve them together, unless we perfect our union by understanding that we may have different stories, but we hold common hopes." This statement was especially remarkable since it convey's Obama's worry and concern for the wellbeing of the United States. It portrays his will to lessen, if not extinguish racial inequality.

Martin Luther King called for less discrimination. He is a definition, if not a symbol, of peace, and our efforts to exterminate racial inequality. Without his preaching, the Civil Rights Movement would not have gained strength, thus, altering our world into one with even more discrimination, and hate. Martin Luther said "With 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." After the slave era, African Americans were still treated unequally, story and running for president.

A lot has changed in the last 48 years. Reading our president's speech, due to his rhetorical, unique writing, I am compelled to continue reading about the challenges Obama overcame to win political office, and his vision for the United States. I believe, his vision surpasses that of any previous president. Friend's of mine have argued that racism and discrimination is not gone, nor does it dominate any less of our societal interactions than it did in the middle of the 20th century. They claim, that it is

Comment [IP10]: The student establishes a formal style and objective tone by clearly stating the definition of racism without introducing personal opinion but does not cite the source of this definition. [W.9-10.1d]

Comment [S11]: The student ends the introduction by establishing the argument for the paper. However, the student identifies which author makes the best argument for racial inequality instead of answering the task question of who makes the best case for promoting racial equality. Thus it is unclear whether the student is arguing for who makes the best case for ending racial inequality or who has the best understanding of the causes of racial inequality. [W.9-10.1a]

Comment [I12]: Student cites evidence but does not elaborate on how that evidence supports his/her claim. [W.9-10.1 a and b]

Comment [IP13]: The student correctly identifies a rhetorical method (pathos and ethos) that Obama uses to persuade his audience but does not effectively reason how this method makes Obama's speech more valid then Bush's. This could be due to student's misunderstanding of the task question—i.e. this quote would support the argument that Obama understands racial inequality better than the other speakers. [RI.9-10.1]

Comment [I14]: Student attempts to use linking words to distinguish a claim from a counterclaim but misuses the phrase "in the interim." [W.9-10.1a]

Comment [I15]: The student's emerging use of academic vocabulary ("portray, lessen, extinguish") helps him/her establish a formal tone. [W.9-10.1d]

Comment [IP16]: The statement does not follow the argument presented and introduces a new claim in the conclusion that is opinion-based rather than evidence-based. The use of the first person is inconsistent with the student's earlier use of third person and the formal tone used throughout most of his/her essay. [W.9-10.1e]

**Grade 9-10 English Language Arts: Speeches—Argument and Methods
Annotated Student Work**

just more discreet, and well hidden from the overall American public. Be that as it may, granted that Obama wins a second term, I hope that he will work harder to fix the components of his persuading speech.

Criterion and Score Point	Evidence	Instructional Next Steps
<p>Primary Trait – Level 2 (of 4): Argumentative text makes valid claims and counterclaims about which speaker makes the strongest argument to promote racial equality. Claims are only minimally supported with reasoning and textual evidence from four speeches. The evidence does not consider each speaker’s use of claims, counterclaims, reasons, evidence, or methods.</p>	<p>The response makes valid claims about which speaker understands racial inequality the most, but fails to address the topic of which speaker made the best argument for “promoting racial equality” as assigned in the task. The claim made by the student is minimally supported with reasoning and textual evidence from all four speeches. The response also only briefly attempts to address counterclaims.</p>	<p>The teacher could have the student read and practice paraphrasing the task question prior to reading the speeches. With a clear understanding of the end task, the student is more likely to analyze the speeches through the appropriate lens. The teacher might also give the student a graphic organizer to assist him/her in identifying potential evidence from each essay that relates to the task question.</p>
<p>Secondary Trait 1 – Level 2 (of 3): Essay begins by introducing the topic and purpose. Essay inconsistently uses transitions to make clear the organization, to link major sections of the essay, and to clarify relationships among ideas.</p>	<p>The response begins with a clear position statement and devotes a paragraph to each speech but does little to connect one paragraph to another. Relationships between ideas are not developed for the reader.</p>	<p>Teacher could facilitate student practice with linking claims and evidence through identifying the underlying assumption that connects evidence to claims. The student could analyze the claims in each speech by completing a graphic organizer, with columns for Claim, Evidence, Rule (Warrant), and Conclusion. He/she would then see how the authors linked claims and evidence through reasoning. Having analyzed these models, the student could then practice developing their own reasoning to support claims and debunk counterclaims.</p>
<p>Secondary Trait 2 – Level 2 (of 3): Essay inconsistently uses a formal style and standard English grammar and usage, including accepted use of capitalization, punctuation, and spelling. Response contains errors that occasionally limit understanding.</p>	<p>The student shows emerging use of academic vocabulary in his/her attempts to adopt a formal style. The response inconsistently uses standard English grammar and includes errors involving capitalization and punctuation. The student incorrectly inserts commas throughout the essay. The student does not utilize parallel structure at any point in the essay, a skill required by Language standard 9-10.1a.</p>	

Grade 9-10 English Language Arts: Speeches—Argument and Methods Annotated Student Work

Student C: Level 1

In comparison to Clinton's, Bush's and Obama's speech, I feel that William J. Clinton's speech, "Remarks to the Convocation of the Church of God in Christ", is the most strongest argument that promotes to racial equality. Clinton's speech is mostly about the violence that had been going on in the 1990s. Since Martin Luther king Jr's speech, America has done a good "... letting people who have the ability to do so live wherever they want to live, go wherever they want to go in this great country." Meaning that America has done a good job giving the black community their freedom. But even though they have their freedom, they don't have equality. Many African American teenager are also abusing the freedom they now have. Many of them are killing each other. Many are being killed by kids that are younger than them. Many are using drugs. And many teenage girls have gotten pregnet and the father of the child has left them alone. This is not what Martin Luther King Jr died for. "I fought to stop white people from being so filled with hate that they would wreak violence on black people. I did not fight for the right of black people to murder other black people with reckless abandon," is what Martin Luther King Jr. would say if he was still here. Clinton doesn't want to take away the freedom that the African Americans have now recieved after all this time, but he knows that there is something he needs to do if he wants all this violence to stop.

Clinton's speech is the most strongest speech that promotes racial equality because he gives reasons and claims to why he needs to pass of bill to make his people safer. "... on that night that we abused our freedom in that way, they would have found it hard to believe. And I tell you, it is our moral duty to turn it around." Clinton does not only believe that it is his job to help free the nation of all the violence, but he believes that it is America itself that should help free itself from all the violence. "We are tring to pass a bill to make our people safer..." is what Clinton tells America. He is helping us recover from all the violence and helping us find ways to be safer. "... unless we recognize that it's due to the breakdown of the family, the community... none of the other things we seek to do will ever take us where we need to go." All the crime, drugs and violence is due to many of those things mentioned. And if they don't heal they will never look to a future. A future where everything is better and safer. A future that they will do together by the grace of God.

In Bush's speech he has said ".. our nation is harmed when we let our differences sepearte us and divide us." Which is absolutly true but he gives no real problem in his speech as had Clinton. Bush has stated on paragraph number 3, "Our nation must make a new commitment to equality and upward mobility for all our citizens." Bush wants to keep the commitment of equality, but not only does he want

Comment [S17]: Although the student did not introduce the topic and purpose, the argument is clear. [W.9-10.1a]

Comment [IP18]: The student cites textual evidence, and analyzes the meaning of the quotation, but does not connect it to his/her claim about Clinton's speech. Thus, the student does not demonstrate a clear understanding of either text. [RI.9-10.1]

Comment [I19]: Student uses quotation marks for a phrase that does not come from MLK speech, demonstrating invalid reasoning and an incomplete understanding of paraphrasing evidence. [RI.9-10.1, W.9-10.1]

Comment [IP20]: The student attempts to use a formal style and maintain an objective tone by explaining Clinton's argument without inserting personal opinion. [W.9-10.1d]

Comment [I21]: The student provides quotations but does not explain the connection between passing a gun violence bill and the "breakdown of the family," or how this evidence supports his/her argument that Clinton's speech is the strongest. [W.9-10.1b]

**Grade 9-10 English Language Arts: Speeches—Argument and Methods
Annotated Student Work**

to keep it, he wants to make a better one. One where we won't think of our actions towards different people but just act like they were our own.

In Obama's speech, he states "... race is an issue that I believed this nation cannot afford to ignore right now." What he is trying to say is that right now is not the time to ignore all the equality that is going around quietly, because if they do they will never be able to work together to solve the challenges that are going around in the world today. Such as health care, education, and the need to find a job for every American. "... that single moment of recognition between that young white girl and that old black man is not enough. It is not enough to give health care to the sick, or jobs to the jobless, or education to our children." What Obama is trying to say is that even though a story isn't enough for all of those changes to happen, it is enough to have our union grow stronger.

In the end Obama and Clinton's speech are good. But only Clinton's speech has the strongest argument for racial equality because he states "We will, somehow, by God's grace, we will turn this around." Meaning he will turn all the violence and the inequality around so that we can work together. So we can rebuild families, communities, and neighborhoods. So that we can take despair away from the American's heart and put in hope. "We have to reach deep inside to the values, the spirit, the soul, and the truth of human nature" to deal and get over the ravages of crime.

Comment [S22]: Student attempts to address counterclaims using textual evidence but does not adequately connect his/her analysis to his/her claims about Clinton's speech. [W.9-10.1b]

Comment [IP23]: The student provides a concluding statement using a quotation; however, the quotation does not adequately support or follow from the arguments made throughout the paper. [W.9-10.1e]

Comment [IP24]: The student attempts to use linking words and phrases but needs practice avoiding the use of sentence fragments, such as "Meaning..." [L.9-10.1b]

Criterion and Score Point	Evidence	Instructional Next Steps
<p>Primary Trait – Level 1 (of 4): Argumentative text provides a claim, but no counterclaim, and contains mostly summary of speeches and their arguments.</p>	<p>The response is mainly a summary of Clinton's, Obama's, and Bush's speech. It makes some claims about each speech, but they are only minimally supported with textual evidence. The student provides unsubstantiated anecdotal evidence in the argument "Many African Americans are also abusing the freedom they now have." Furthermore, the student provides a quotation credited to Martin Luther King, Jr., but later states that the quote was what King WOULD have said, had he been alive. The student does not clearly demonstrate an understanding of quoting vs. paraphrasing vs. logical inferences.</p>	<p>During assessments 1 and 2, the teacher could provide the student with graphic organizers to help the student understand how to analyze and cite evidence from a text. Filling in columns relating to "They say," "I say," and "This makes me think" will help the student to learn the difference between directly quoting, paraphrasing, and inferring or extrapolating.</p>

**Grade 9-10 English Language Arts: Speeches—Argument and Methods
Annotated Student Work**

<p>Secondary Trait 1 – Level 1 (of 3): Essay begins by introducing the topic and purpose, but they are underdeveloped and not clearly related to the ideas in the essay. Essay uses few or no transitions and/or has unclear organization</p>	<p>The student begins the essay with a transition phrase “in comparison,” but it is unclear to the reader what is being compared or what the subject of the essay is. The student states the claim. There are no clear transitions between most paragraphs.</p>	<p>The teacher could have the student underline transitional phrases in model essays and circle what the phrases are clarifying or linking. The student could then compile a glossary of transitional phrases and their uses that he/she could adopt in his/her own writing.</p>
<p>Secondary Trait 2 – Level 1 (of 3): Essay inconsistently uses a formal style and standard English grammar and usage, including accepted use of capitalization, punctuation, and spelling. Response contains errors that occasionally limit understanding.</p>	<p>The response has several spelling errors and the frequent use and misuse of quotations limits understanding in places. Furthermore, the writing included at least four examples of sentence fragments.</p>	<p>In order to help students focus on a small number of high-leverage areas, it is recommended that students practice developing primary traits before focusing attention on secondary traits. Until a student can more precisely articulate what they want to say, they are less likely to understand the nuances of correct grammar and punctuation and how conventions can either clarify or obscure meaning.</p>



GRADE 9-10 ENGLISH LANGUAGE ARTS: SPEECHES—AGUMENT AND METHODS

INSTRUCTIONAL SUPPORTS

The instructional supports on the following pages include a unit outline on pages 27-32 with essential questions, enduring understandings, and formative assessments. The unit outline format was informed by Wiggins and McTighe's *Understanding By Design*. Teachers may use this unit outline as it is described, integrate parts of it into a currently existing curriculum unit, or use it as a model or checklist for a currently existing unit on a different topic.

Each of the individual tasks in the Unit Outline with Instructional Supports section on pages 33-111 are intended to be developed into lesson plans and are presented as three different options. The options are designed to address diverse student needs and should be chosen or adapted based on differing student skills and background knowledge within your classroom.

Additional instructional supports are provided on pages 112-115. These supports are designed to help introduce and build background knowledge about the language of argument prior to studying argument specific to the four speeches in this instructional unit.

Unit Outline – Grade 9-10 English Language Arts

INTRODUCTION: This unit outline provides an example of how to integrate performance tasks into a unit. Teachers may (a) use this unit outline as it is described below; (b) integrate parts of it into a currently existing curriculum unit; or (c) use it as a model or checklist for a currently existing unit on a different topic. The length of the unit includes suggested time spent on the classroom instruction of lessons and administration of assessments. Please note that this framework does not include individual lessons.

Grade 9-10 English Language Arts Unit: Speeches—Argument and Methods

UNIT TOPIC AND LENGTH:

This unit requires students to read four speeches for the purpose of teaching argument. In the final task, students must analyze the claims in all four speeches to support their own argument as to which speech makes the strongest argument for promoting racial equality. Prior to the final assessment, students complete two formative reading tasks that build in complexity and are sequenced to scaffold student learning for the culminating assessment when students write their argumentative essay.

This bundle contains a unit outline, tiered instructional supports, and optional additional supports in the form of pre-unit activities to build background knowledge on the language of argument. This unit could take anywhere from 2–6 weeks depending on student interest, prior knowledge, and skills.

COMMON CORE LEARNING STANDARDS:

Assessment Tasks 1 and 2:

RI.9-10.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.9-10.5

Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of the text (e.g., a section or chapter).

L.9-10.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Use parallel structure.
- b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

L.9-10.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
- b. Use a colon to introduce a list or quotation.
- c. Spell correctly.

Assessment Task 3

RI.9-10.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Unit Outline – Grade 9-10 English Language Arts

W.9-10.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- a. Introduce precise claims(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.
- c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

L.9-10.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Use parallel structure.
- b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

L.9-10.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
- b. Use a colon to introduce a list or quotation.
- c. Spell correctly.

BIG IDEAS/ENDURING UNDERSTANDINGS:

- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- Many leaders have sought to promote racial equality over the years.
- Speakers use the different techniques to get their point across.
- Speakers use certain methods to gain the attention of the audience and to build and support their arguments.

ESSENTIAL QUESTIONS:

- How do four different leaders across time imagine solutions to reach racial equality?
- What methods do these speakers use to build and support their arguments?

Unit Outline – Grade 9-10 English Language Arts

CONTENT:

Reading Expository Texts

- Strategies for reading and comprehending expository argumentative texts
- Strength of an author’s claim and the evidence and reasoning the author uses to support that claim

Argument Writing

- Components of academic argument
- Evidence and reasoning
- Analysis
- Conclusion
- Adhering to the conventions of standard written English
- Terms and relationship between claims and counterclaims

Other Content

- Vocabulary of an argument
- “I Have a Dream,” Martin Luther King, Jr.
- “Remarks to the Convocation of the Church of God in Christ,” William J. Clinton
- “Ending Racial Inequality,” George W. Bush
- “Remarks to the NAACP,” Barack Obama

SKILLS:

Reading Expository Texts

- Determine the central idea of an informational text.
- Formulate the claims that support that position.
- Summarize an author’s argument clearly and coherently.
- Evaluate the relative strengths and weaknesses of an author’s argument in a nonfiction text.
- Challenge the text.
- Identify and explain how the author has linked evidence directly to the claims.
- Identify limitations of evidence provided by the author to support the claims made.
- Determine degree of persuasion of each of the author’s claims.

Argument Writing

- Identify and create organized and complex explanatory text that contains all of the components of academic argument.
- Introduce the context and significance of an issue.
- State a position clearly.
- Draw a distinction between academic meaning of argument and the common definition of argument.
- Provide detailed support and inherent logic to bolster an argument.
- Gather and evaluate relevant primary and secondary sources.
- Analyze and reflect on arguments presented in a text.
- Summarize stated position and draw conclusions.
- Use language to make clear connections and distinctions and to transition between portions of the argument.
- Update and revise individual or shared writing products.

VOCABULARY/KEY TERMS:

Academic Vocabulary:

segregation, discrimination, appalling, oppression, despair, tribulations, prosperity, optimism, empowerment, righteousness, justice, harmony

Unit Outline – Grade 9-10 English Language Arts

Language of Argument:

Issue: Topic of dispute with importance to an audience

Argument: What the author wants to persuade the audience to do or believe

Claims: Represent valid reasoning and sufficient evidence supporting the argument

Counterclaims: Represent alternate or opposing claims

Rebuttal: Explanations and evidence to refute the counterclaims

ASSESSMENT EVIDENCE AND ACTIVITIES:

FORMATIVE ASSESSMENT:

Assessment Task 1

Student Assessment Task 1 (Prompt):

Please read President Barack Obama’s speech “Remarks to the NAACP.” This speech was delivered on July 17, 2009, at the National Association for the Advancement of Colored People’s [NAACP] Centennial Convention.

After you’ve read Obama’s speech, identify the two claims you find most significant to his argument. Then, complete the three-column chart to explain each claim. In column 1, state each significant claim and the paragraph number where the claim can be found. In column 2, explain the significance of each claim to Obama’s argument. In column 3, explain how Obama supports each claim and distinguishes it from one or more of the speech’s counterclaims. Use evidence from the text to support your explanations. Your response should be written for an audience who is familiar with Obama’s speech and follow the conventions of standard English.

Assessment Task 2

Student Assessment Task 2 (Prompt):

Reread Obama’s speech “Remarks to the NAACP.” Then, write a multi-paragraph explanatory essay in which you explain how you think Obama organized his speech into sections and how each section of his speech advanced his argument. Use paragraph numbers to indicate the sections of the speech. Also, be sure to use relevant textual evidence to support your ideas and explanations.

Your essay should be one to two pages in length and written for an audience who is familiar with Obama’s speech. Be sure to follow the conventions of standard English.

FINAL PERFORMANCE TASK:

Assessment Task 3: Assessment Prompt and Standards Alignment

Student Assessment Task 3 (Prompt):

As part of this unit, you have read several arguments made by leaders across time to promote racial equality. The arguments you read are:

“I Have a Dream,” by Martin Luther King, Jr.,

“Remarks to the Convocation of the Church of God in Christ,” by William J. Clinton,

“Ending Racial Inequality,” by George W. Bush, and

“Remarks to the NAACP,” by Barack Obama.

Which of the four speakers do you think makes the strongest argument?

Write an argumentative essay in which you make a case for the speaker who you think makes the strongest argument to promote racial equality. Consider each speaker’s use of claims, counterclaims, reasons, evidence, and methods when making your determination.

Unit Outline – Grade 9-10 English Language Arts

Your argumentative essay should be one to two pages in length and should be written for an audience who is familiar with the speeches. Organize your essay so that it is easy to follow and establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. Begin by introducing the topic and argument. Develop your argumentative essay with claims and counterclaims that are grounded in evidence from the four texts listed above. Be sure to use transitions that help link major sections of the text and clarify the relationships between and among claims, counterclaims, reasons, and evidence. Use the conventions of standard English and maintain a formal style.

LEARNING PLAN & ACTIVITIES:

Please refer to page 33 of this bundle for Instructional Supports designed to support the development of student mastery with the content and skills outlined above. These supports are presented in three different options. The options are designed to address diverse student needs and should be chosen or adapted based on differing student skills and background knowledge within your classroom. *For more ideas on how to support [English Language Learners](#) and [Students with Disabilities](#), visit the “About the Tasks” section of the Common Core Library.*

Additional Supports

Additional instructional Supports are provided on pages 112. These supports are designed to help introduce and build background knowledge about the language of argument prior to reading and writing about the four speeches.

This unit requires students to read four speeches for the purpose of teaching argument. In the final task, students must analyze the claims in all four speeches to support their own argument as to which speech makes the strongest claims. For students who have not had a lot of practice writing arguments and analyzing multiple texts within one essay, a teacher might consider requiring students to analyze fewer texts in the final essay. Two or three texts would provide sufficient opportunity to meet the standards: e.g., “Choose two of the four speeches to compare and contrast. Which speaker makes the strongest argument for promoting racial equality?”

A text provided in the unit, Barack Obama’s “Remarks to the NAACP,” is the most quantitatively and qualitatively complex text, and it is the only text that students read independently. Additionally, the text is beyond the complexity required for the Grade 9-10 band. While providing students with the opportunity to independently unpack a highly complex text is instructionally sound, teachers could also use the Obama speech as a mentor text and one of the other speeches as the independent-reading text for the formative assessments. Teachers should consider the balance of student interest, prior knowledge, and skills when assessing the appropriateness of texts for a given task.

RESOURCES:

Unit Outline – Grade 9-10 English Language Arts

“I Have a Dream,” by Martin Luther King, Jr.

<http://www.americanrhetoric.com/speeches/mlkhaveadream.htm>

“Remarks to the Convocation of the Church of God in Christ,” by William J. Clinton

<http://millercenter.org/president/speeches/detail/3436>

“Ending Racial Inequality,” by George W. Bush

<http://www.washingtonpost.com/wp-srv/onpolitics/elections/bushtext071000.htm>

“Remarks to the NAACP,” by Barack Obama

<http://www.whitehouse.gov/the-press-office/remarks-president-naacp-centennial-convention-07162009>

SPEECHES: ARGUMENT & METHODS
UNIT OUTLINE

Grades 9-10

Anthony Petrosky and Vivian Mihalakis
Institute for Learning
Learning Research and Development Center
University of Pittsburgh
For the Common Core Standards Project
Copyright 2010 Common Core Standards Project

Table of Contents

Unit Outline	3
Tasks, Teaching Approaches, and Standards “I Have a Dream” (Text 1)	4
Tasks, Teaching Approaches, and Standards “Remarks to the Convocation of the Church of God in Christ” (Text 2)	29
Tasks, Teaching Approaches, and Standards “Ending Racial Inequality” (Text 3)	47
Tasks, Teaching Approaches, and Standards (Comparing Texts)	60
Appendix A: “Remarks To The Convocation of the Church of God in Christ” by William J. Clinton	72
Appendix B: “Ending Racial Inequality” by George W. Bush	76
Appendix C: Vocabulary and Instructional Approaches	79

UNIT OUTLINE

ARGUMENT & METHODS		
How do three different leaders across time imagine solutions to reach racial equality? What methods do these speakers use to build and support their arguments?		
Text 1 "I Have a Dream" Martin Luther King, Jr. August 28, 1963	Text 2 "Remarks to the Convocation of the Church of God in Christ" William J. Clinton November 13, 1993	Text 3 "Ending Racial Inequality" George W. Bush NAACP Annual Convention July 10, 2000
<p>1.1 Prior Knowledge & Build Background: Who is Martin Luther King, Jr.? What do you know about him? What do you know about his famous speech, "I Have a Dream"?</p> <p>1.2 Comprehension: What is King's argument? Who is his audience and what does he want them to do?</p> <p>1.3 Structure: How does King organize his speech? How does each section advance his argument?</p> <p>1.4 Author's Methods: Metaphor: Identify the metaphors that you find most compelling to King's argument. Explain each metaphor and what you find most compelling about it given King's argument, purpose, and audience.</p> <p>1.5 Author's Methods: Allusion: King makes several allusions in this speech. Research one and explain its role in his argument.</p> <p>1.6 Author's Methods: Repetition Study King's use of repetition. What does he repeat and for what purposes? How does his use of repetition link to and advance his argument?</p>	<p>Prior Knowledge: Who is William J. Clinton? What do you know about him?</p> <p>2.1 Comprehension: Write a summary of Clinton's speech. Include his argument, the specific claims and counterclaims he makes, and who his audience is.</p> <p>2.2 Relationship Among Ideas: Identify and explain the claims you find most significant to Clinton's argument. How does he support each claim? What is the relationship among the claims and between the claims and counterclaims?</p> <p>2.3 Author's Methods: What methods does Clinton use to build and support his argument? How does each advance his argument?</p> <p>2.4 Drawing an Inference: What do you see as the main goal of Clinton's speech? Write an argument using claims and counterclaims that are grounded in evidence from the speech to support what you see as the main goal of his speech.</p>	<p>Prior Knowledge: Who is George W. Bush? What do you know about him? What is the NAACP?</p> <p>3.1 Comprehension: Write a summary of Bush's speech. Include the specific claims and counterclaims he makes, who his audience is, and what he wants them to do.</p> <p>3.2 Structure: How does Bush organize his speech? How does each section advance his argument?</p> <p>3.3 Author's Methods: Compare two methods that Bush and another speaker use. Explain how each uses these methods and argue for which you find more effective given the speaker's argument, purpose, and audience.</p> <p>3.4 Language: Reread paragraph 5. What is Bush saying and doing in this paragraph? Imitate Bush's writing by writing a paragraph like this one using your own ideas.</p>
<p>4.1 Comparing Texts: Speaking almost 40 years after King, Bush says, "Discrimination is still a reality, even when it takes different forms." Compare the inequities or forms of discrimination that each of the three speakers is speaking about. What evidence and methods does each speaker use to convince his audience of these inequities?</p>		
<p>4.2 Comparing Texts: King, Clinton, and Bush all argue for ending racial inequality. Compare their solutions and the claims, reasoning, and methods they use for those solutions.</p>		

Text 1:

“I Have a Dream”
Martin Luther King, Jr.
August 28, 1963

Tasks, Teaching Approaches, and Standards

TASK 1.1: Prior Knowledge & Background

Primary and secondary sources about Martin Luther King, Jr., his role in the Civil Rights Movement, and his speech, “I Have a Dream”

- Who is Martin Luther King, Jr.? What do you know about him?
- What do you know about his famous speech, “I Have a Dream”?

College and Career Readiness Standards

Reading:

1. *Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.*

Teaching Approaches

Option 1

- **Individual work:** Students list what they know about Martin Luther King, Jr. and his speech, “I Have a Dream.”
- **Pair work:** Students share their lists with a partner.
- **Whole group:** Teacher-facilitated discussion of what students know about King and “I Have a Dream”. Teacher records answers for all students to see.
- **Teacher** provides students with primary and secondary sources to fill in students’ background knowledge of King and “I Have a Dream.” Sources might include a biography of King, information about his role in the Civil Rights Movement, photographs of King giving his famous speech, and photographs of the crowd gathered to hear the speech.
- **Individual work:** Students review the sources and add to their lists of what they know about King and “I Have a Dream.”
- **Whole group:** Teacher asks students to share any new information they gathered from the various sources. Teacher adds new information to previous record.

Reading: Informational

1. *Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.*

Speaking & Listening

1. *Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.*

Option 2

- **Teacher** posts various primary and secondary sources about King and his speech, “I Have a Dream,” online.
- **Individual work:** Students review and respond to the sources by answering the above questions and posting a reply to what other

Reading: Informational

1. *Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.*

Writing

6. *Use technology, including the Internet, to produce,*

students have written.

- **Whole group:** Teacher shares patterns of responses with students.

publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

7. *Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.*

Option 3

- **Individual work:** Students research primary and secondary sources (photos, online resources, videos) about Martin Luther King, Jr. and "I Have a Dream". Each student writes a response to answer above questions.
- **Pairs:** Students share their sources and responses. Pairs create a one-minute poster-board presentation to share what they consider most significant about what they've learned with the class.
- **Presentations:** Pairs present to the class.
- **Whole group discussion:** Teacher-led discussion about King and "I Have a Dream."

Reading: Informational

1. *Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.*

Writing

6. *Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.*
7. *Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.*

Speaking & Listening

1. *Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.*
 - a. *Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.*
 - b. *Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed.*
 - c. *Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.*
 - d. *Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.*
4. *Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.*

TASK 1.2: Comprehension

“I Have a Dream,” by Martin Luther King, Jr.

- What is King’s argument?
- Who is his audience and what does he want them to do?

College and Career Readiness Anchor Standards

Reading:

1. *Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.*
2. *Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.*

Teaching Approaches

Option 1

- **Whole group:** Teacher engages students in a whole group discussion around the following questions: What’s an argument? What are we talking about when we refer to claims and counterclaims? Teacher records and posts the definitions for all to see. Written record of definitions is titled, “Language of Argument.”
- **Individual work:** Students read, listen to, or watch a video of King delivering, “I Have a Dream,” taking notes in response to the following comprehension question: What is King’s argument?
- **Partner work:** After reading/listening to/watching the speech, students discuss what King’s argument is with their partner, citing evidence from what they say and taking notes on their conversation.
- **Individual work:** Next, students respond in writing to the question: Who is King’s audience and what does he want them to do? Students use evidence from the speech that gives them insight into his audience and what he wants them to do.
- **Trio work:** In groups of three, students share their notes and writing about King’s audience and what he wants them to do.
- **Whole group:** Teacher engages students in a whole group discussion of King’s argument. Students provide evidence to support what they say. Next, teacher leads students in a discussion of who King’s audience is and what he wants them to do. Students cite evidence to support their responses. Finally, the teacher

Reading: Informational

1. *Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.*
2. *Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.*

Speaking & Listening

1. *Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.*
 - a. *Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.*
 - c. *Work with peers to set rules for collegial discussions and decision-making clear goals and deadlines, and individual roles as needed. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.*
 - d. *Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.*

asks students what claims or counterclaims King makes in this speech.

- **Whole group reflection:** Students engage in a discussion in response to the following question: How did our discussion confirm or revise your thinking about King's argument and audience?

Option 2

- **Whole group:** Teacher engages students in a whole group discussion around the following questions: What's an argument? What are we talking about when we refer to claims and counterclaims? Teacher records and posts the definitions for all to see. Written record of definitions is titled, "Language of Argument."
- **Individual work:** Students read, listen to, or watch a video of King delivering, "I Have a Dream," taking notes in response to the following comprehension questions: What is King's argument? Who is his audience and what does he want them to do? After reading/listening/watching, students compose a quick write to answer the questions.
- **Small group:** Students share their quick writes in pairs or trios.
- **Whole group:** Teacher-led, whole group share of King's argument, audience and what he wants them to do. Teacher records the information for all students to see. Students add missing information to their own notes. Then, the teacher asks students what claims or counterclaims King makes in this speech.
- **Whole group reflection:** Students engage in a discussion in response to the following question: How did our discussion confirm or revise your thinking about King's argument, and audience?

Reading: Informational

1. *Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.*
2. *Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.*

Writing

10. *Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.*

Speaking & Listening

1. *Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.*

Option 3

- **Whole group:** Teacher engages students in a whole group discussion around the following questions: What's an argument? What are we talking about when we refer to claims and counterclaims? Teacher records and posts the definitions for all to see. Written record of definitions is titled, "Language of Argument."
- **Individual work:** Students read, listen to, or watch a video of King delivering, "I Have a

Reading: Informational

1. *Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.*
2. *Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.*

Dream,” taking notes in response to the following comprehension questions: What is King’s argument? Who is his audience and what does he want them to do?

- **Pair work:** Students share their notes in pairs.
- **Teacher** accesses students’ prior knowledge regarding the qualities of a summary and how to write a summary. Teacher provides a mini-lesson to review misconceptions or clarify students’ understanding.
- **Individual work:** Students write a summary of King’s speech. The summary should include King’s argument, audience, and what he wants them to do.
- **Trio work:** Students share their summaries in groups of three. Each student takes turns reading his/her summary aloud. Listeners note two things the writer does that make the summary effective and one thing the writer could do to revise the summary. Listeners should focus on the content, craft, and structure.
- **Whole group:** Teacher selects effective summaries to read aloud and/or display. Students analyze, discuss, and compare the content, craft and structure of the various summaries.
- **Individual work:** Students revise and hand in their summaries. Teacher reviews the work to determine small and whole group follow-up mini-lessons related to writing summaries.
- **Whole group reflection:** Students engage in a discussion in response to the following question: How did hearing your peers’ summaries confirm or revise your thinking about King’s argument and audience?

Option 4

- **Teacher** creates a wiki. Students read, listen to, or watch King’s speech. Then, they write a summary of the speech that includes King’s argument, who his audience is, and what he wants them to do.

Writing

4. *Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose, and audience.*
5. *Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.*

Speaking & Listening

1. *Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.*
 - a. *Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.*
 - b. *Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed.*
 - c. *Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.*
 - d. *Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.*

Language

1. *Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.*
2. *Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.*

Reading: Informational

1. *Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.*
2. *Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.*

Writing

5. *Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most*

- significant for a specific purpose and audience.*
6. *Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.*
 10. *Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.*

Language

1. *Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.*
2. *Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.*

TASK 1.3: Structure

“I Have a Dream,” by Martin Luther King, Jr.

- How does King organize his speech? How does each section advance his argument?

College and Career Readiness Anchor Standards

Reading:

2. *Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.*
5. *Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.*

Speaking & Listening:

1. *Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.*

Teaching Approaches

Option 1

- **Teacher prepares students for model** of studying the structure of King’s speech in two parts. First, to analyze individual paragraphs and sets of paragraphs and second to use the first analysis to determine and name the overall structure of the speech.
- **Teacher** tells students as part of this next task, they will be looking at how King organizes his speech and thinking about how each section of his speech advances his argument. The teacher explains that s/he is going to model a task that students will then be asked to do. Students are asked to take notes on what the teacher is saying and doing to complete the task.
- **Teacher model:** Teacher reads the first four paragraphs of King’s speech aloud. After each paragraph, the teacher thinks aloud about what King is saying and doing in each paragraph, taking notes in a place that all students can see. Then, the teacher steps back from what s/he has written to think aloud about how each paragraph or set of paragraphs advances his argument.
- **Whole group:** Students share what they heard and saw the teacher doing. Teacher takes notes and posts them for students to use when they do this task in small groups.
- **Trio work:** Students get together with two others. Together, students reread King speech, taking notes on what King is saying and doing in each paragraph and discuss how each

Reading: Informational

2. *Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.*
5. *Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.*

Speaking & Listening

1. *Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.*
 - a. *Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.*
 - b. *Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed.*
 - c. *Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.*
 - d. *Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.*

paragraph or set of paragraphs advances his argument.

- **Whole group share:** The teacher displays a copy of King’s speech in a place that all students can see. The teacher leads a sharing out of what students said King is saying and doing in each paragraph and a discussion of how each paragraph or set of paragraphs advances his argument.
- **Teacher** leads the group in the second part of the analysis to step back from the speech to discuss and name the structure of his speech. Students may say that the speech is broken into three sections: (1) reminder of the past, (2) description of the current situation, and (3) vision of the future. Other students might say that King’s speech has six parts: (1) reminder of the past, (2) description of the current situation, (3) argument for why current situation needs to be corrected, (4) outline of his goals, (5) how to achieve these goals, and (6) visualizing life in the future if goals are achieved.
- **Whole group reflection:** Teacher asks students to share what more they learned about King’s speech from engaging in the task.

Option 2

- **Teacher prepares students for model** of studying the structure of King’s speech in two parts. First, to analyze individual paragraphs and sets of paragraphs and second to use the first analysis to determine and name the overall structure of the speech.
- **Teacher** tells students as part of this next task, they will be looking at how King organizes his speech and thinking about how each section of his speech advances his argument. The teacher explains that s/he is going to model a task that students will then be asked to do. Students are asked to take notes on what the teacher is saying and doing to complete the task.
- **Teacher model:** Teacher reads the first four paragraphs of King’s speech aloud. After each paragraph, the teacher thinks aloud about what King is saying and doing in each paragraph, taking notes in a place that all students can see. Then, the teacher steps back from what s/he has written to think aloud about how each paragraph or set of paragraphs advances his

Reading: Informational

2. *Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.*
5. *Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.*

Speaking & Listening:

1. *Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.*
 - a. *Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.*
 - b. *Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed.*
 - c. *Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively*

argument.

- **Whole group:** Students share what they heard and saw the teacher doing. Teacher takes notes and posts them for students to use when they do this task in small groups.
- **Pair work:** Students get together with a partner. Together, students reread King's speech, taking notes on what King is saying and doing in each paragraph and discuss how each paragraph or set of paragraphs advances his argument.
- **Pair-to-pair work:** Pairs get together with another pair to form groups of four. First, students share their work and thinking with each other. Then, they work together to determine and name how King organized his speech.
- **Pair-to-pair work:** Students prepare a two-minute presentation with a visual to share their analysis of how King organized his speech and how each section advances his argument.
- **Presentations:** Small groups present their analysis with visual to the class. Listeners take notes about what they would add, challenge, or question about what groups say. After each group presents, teacher asks listeners for what they noted.
- **Whole group:** After all the presentations, teacher leads students in a discussion about what they learned from engaging in the task.

incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

- d. *Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.*
4. *Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.*

Option 3

- **Pair or trio work:** Working in groups of two or three, students reread King's speech to analyze how he organized his speech and how each section advances his argument. Students prepare to share their thinking with the class by creating and posting a visual that shows how King organized his speech and how each section advances his argument.
- **Gallery walk:** Students review each group's posted visual, taking notes on the similarities and differences among them.
- **Whole group:** Teacher-led, whole group discussion of the similarities and differences in the groups' visuals. Students discuss the two or three visuals that most clearly and accurately represent the organization of King's speech including how each section advances his argument. Teacher wraps up the discussion

Reading: Informational

2. *Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.*
5. *Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.*

Speaking & Listening

1. *Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.*
 - a. *Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned*

by asking students what they learned from engaging in the task.

- exchange of ideas.*
 - b. Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed.*
 - c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.*
 - d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.*
- 4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.*

TASK 1.4: Author's Methods: Metaphor

"I Have a Dream," by Martin Luther King, Jr.

- Identify the metaphors that you find most compelling to King's argument. Explain each metaphor and what you find most compelling about it given his argument, purpose, and audience.

College and Career Readiness Anchor Standards

Reading:

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Speaking & Listening:

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Teaching Approaches

Option 1

- **Whole group:** Teacher asks students what it means for something to be compelling. Teacher adds the definitions to "Language of Argument." Teacher explains that the next three tasks that they will complete as part of their study of King's speech will ask them to look at various methods that he uses to build and support his argument. Teacher explains to students that methods are the strategies that authors use to develop their arguments in ways that are appropriate for their audience. Methods include such things as anecdotes, figurative language, rhetorical questions, allusions, words and phrases that clarify relationships between and among claims, counterclaims, reasons, and evidence, etc. Teacher adds the definition of methods to the "Language of Argument." The first in the series of methods tasks is designed for students to look at King's use of metaphors.
- **Teacher prepares students for model:** Teacher explains that s/he is going to model a task that students will then be asked to do. Students are asked to take notes on what the teacher is saying and doing to complete the task.
- **Teacher model:** Teacher creates a three-column chart like the one below in a place that all students can see.

Reading: Informational

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

Speaking & Listening

1. Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
 - a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
 - c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

Compelling Metaphor	Explanation of what it means	Explanation of what's compelling given King's argument, purpose and audience

- d. *Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.*

Then, the teacher thinks aloud through the process of selecting a metaphor that s/he finds compelling to King's argument and completing the chart. Students take note on what she's saying and doing to complete the task.

- **Whole group:** Students share what they heard and saw the teacher doing to select and explain a metaphor that strikes him/her as compelling to King's argument. Teacher takes notes and displays them for students to use when they do this task individually.
- **Individual work:** Students create three column-charts in their notebook and select and explain three metaphors that strike them as compelling to King's argument.
- **Whole group:** Teacher leads a discussion of King's metaphors by asking for one student to share and explain a compelling metaphor that s/he chose. After the student shares, the teacher asks others who chose the same metaphor if they have anything to add to what the first student said. After students add relevant information or thinking, the teacher asks another student to share and explain a compelling metaphor. The class goes through the same process until all metaphors have been shared and discussed.
- **Whole group:** Teacher leads the students in a discussion about the overall impact of the metaphors that King uses. Then, the teacher asks students to share what they learned about metaphor from engaging in this task.

Option 2

- **Whole group:** Teacher asks students what it means for something to be compelling. Teacher adds the definitions to "Language of Argument." Teacher explains that the next three tasks that they will complete as part of their study of King's speech will ask them to look at various methods that he uses to build and support his argument. Teacher explains to

Reading: Informational

1. *Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.*
4. *Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone*

students that methods are the strategies that authors use to develop their arguments in ways that are appropriate for their audience. Methods include such things as anecdotes, figurative language, rhetorical questions, allusions, words and phrases that clarify relationships between and among claims, counterclaims, reasons, and evidence, etc. Teacher adds the definition of methods to the “Language of Argument.” The first in the series of methods tasks is designed for students to look at King’s use of metaphors.

- **Teacher prepares students for model:** Teacher explains that s/he is going to model a task that students will then be asked to do. Students are asked to take notes on what the teacher is saying and doing to complete the task.
- **Teacher model:** Teacher creates a three-column chart like the one below in a place that all students can see.

Compelling Metaphor	Explanation of what it means	Explanation of what’s compelling given King’s argument, purpose and audience

Then, the teacher thinks aloud through the process of selecting a metaphor that s/he finds compelling to King’s argument and completing the chart. Students take notes on what she’s saying and doing to complete the task.

- **Whole group:** Students share what they heard and saw the teacher doing to select and explain a metaphor that strikes him/her as compelling to King’s argument. Teacher takes notes and displays them for students to use when they do this task individually.
- **Trio work:** Students get together with two others and create three column-charts on chart paper that will be posted for all to see. Then, students select and explain three metaphors that strike them as compelling to King’s argument. Students post their chart when they are finished.
- **Gallery walk:** Students review each trio’s chart, taking notes or recording questions about what they notice on individual charts

5. *Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.*
6. *Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.*

Speaking & Listening

1. *Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.*
 - a. *Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.*
 - b. *Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed.*
 - c. *Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.*
 - d. *Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.*
4. *Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.*

and/or across several charts. (As students are doing their gallery walk, the teacher is reviewing charts to see which ones s/he would like to look at more closely with the group during the whole class discussion. These might be selected because they identify metaphors that other groups did not, clearly explain their chosen metaphors, or represent a misunderstanding that is shared by several groups.)

- **Whole group discussion:** Teacher engages students in a discussion about the notes and questions they recorded as they looked at the charts. Then, the teacher asks students to focus on specific charts given the points s/he wants to highlight (see above).
- **Whole group reflection:** Teacher leads the students in a discussion about what they learned about metaphors from engaging in this task.

Option 3

- **Whole group:** Teacher asks students what it means for something to be compelling. Teacher adds the definitions to “Language of Argument.” Teacher explains that the next three tasks that they will complete as part of their study of King’s speech will ask them to look at various methods that he uses to build and support his argument. Teacher explains to students that methods are the strategies that authors use to develop their arguments in ways that are appropriate for their audience. Methods include such things as anecdotes, figurative language, rhetorical questions, allusions, words and phrases that clarify relationships between and among claims, counterclaims, reasons, and evidence, etc. Teacher adds the definition of methods to the “Language of Argument.” The first in the series of tasks is designed for students to look at King’s use of metaphors.
- **Teacher prepares students for model:** Teacher explains that s/he is going to model a task that students will then be asked to do. Students are asked to take notes on what the teacher is saying and doing to complete the task.
- **Teacher model:** Teacher creates a three-column chart like the one below in a place that all students can see.

Reading: Informational

1. *Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.*
4. *Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone*
5. *Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.*
6. *Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.*

Speaking & Listening

1. *Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.*
 - a. *Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.*
 - b. *Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed.*
 - c. *Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and*

Compelling Metaphor	Explanation of what it means	Explanation of what's compelling given King's argument, purpose and audience

Then, the teacher thinks aloud through the process of selecting a metaphor that s/he finds compelling to King's argument and completing the chart. Students take notes on what she's saying and doing to complete the task.

- **Whole group:** Students share what they heard and saw the teacher doing to select and explain a metaphor that strikes him/her as compelling to King's argument. Teacher takes notes and displays them for students to use when they do this task individually.
- **Individual work:** Students create three-column chart. Then, they select and explain three metaphors that strike them as compelling to King's argument. Students complete the three-column chart with their selected metaphors.
- **Trio work:** Students get together with two others to share the metaphors they selected. As a group, they select the one metaphor (from the nine offered) that they find most compelling to King's argument. Trios create a T-chart on chart paper to share their metaphor and explanation.
- **Gallery walk:** Students review each trio's chart, taking notes or recording questions about what they notice on individual charts and/or across several charts. (As students are doing their gallery walk, the teacher is reviewing charts to see which ones s/he would like to look at more closely with the group during the whole class discussion. These might be selected because they identify metaphors that other groups did not, clearly explain their chosen metaphors, or represent a misunderstanding that is shared by several groups.)
- **Whole group discussion:** Teacher engages students in a discussion about the notes and questions they recorded as they looked at the charts. Then, the teacher asks students to focus on specific charts given the points s/he wants to highlight (see above).

clarify, verify, or challenge ideas and conclusions.

- d. *Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.*
4. *Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.*

- **Whole group reflection:** Teacher leads the students in a discussion about what they learned about metaphors from engaging in this task.

TASK 1.5: Author's Methods: Allusion

"I Have a Dream," by Martin Luther King, Jr.

- King makes several allusions in his speech. Research one and explain its role in his argument.

College and Career Readiness Anchor Standards

Reading:

1. *Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.*
4. *Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and explain how specific word choices shape meaning or tone.*

Writing:

7. *Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.*

Speaking & Listening:

1. *Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.*

Teaching Approaches

Option 1

- **Teacher** asks students what they know about allusions. Teacher provides a mini-lesson on allusion to introduce students to the concept, fill in gaps in understanding, or clarify any misunderstandings. Teacher adds the definition of allusion to the "Language of Argument." Teacher explains that the next method students will study in King's speech is his use of allusions.
 - **Individual work:** Students list the allusions in King's speech.
 - **Pair or trio work:** Students share and combine their lists with one or two other students.
 - **Whole group:** Teacher-facilitated call out of the allusions in King's speech. Teacher creates a master list that all students can see.
 - **Teacher model:** Teacher selects one allusion and models gathering research about it. Then the teacher models thinking through the allusion's role in King's argument.
 - **Whole group:** Students share what they saw and heard the teacher do to research the allusions and explain its role in King's argument.
 - **Individual work:** Each student selects an allusion from the master list. Students research their selected allusion and do a quick write to explain its role in King's argument.
 - **Whole group:** Teacher-led discussion of each
- Reading: Informational**
1. *Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.*
 4. *Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.*
- Speaking & Listening**
1. *Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.*
 - a. *Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.*
 - b. *Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed.*
 - c. *Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.*
 - d. *Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.*

allusion and its role in King's speech. Then, teacher leads students in a discussion about what they learned about allusions from engaging in this task.

Option 2

- **Teacher** asks students what they know about allusions. Teacher provides a mini-lesson on allusion to introduce students to the concept, fill in gaps in understanding, or clarify any misunderstandings. Teacher adds the definition of allusion to the “Language of Argument.” Teacher explains that the next method students will study in King’s speech is his use of allusions.
- **Pair or trio work:** Students work with one or two others to list the allusions in King’s speech.
- **Whole group:** Teacher-facilitated call out of the allusions in King’s speech. Teacher creates a master list that all students can see.
- **Teacher model:** Teacher selects one allusion and models gathering research about it. Then the teacher models thinking through the allusion’s role in King’s argument.
- **Whole group:** Students share what they saw and heard the teacher do to research the allusions and explain its role in King’s argument.
- **Pair or trio work:** Students return to their partner(s) and select an allusion from the master list. Small groups research their selected allusion and explain its role in King’s argument. Pairs/trios create and post a display to share their research and explanation with the class.
- **Individual work:** Students review the displays created by each small group.
- **Whole group:** Teacher-led discussion of what students learned about allusions and how King uses allusions in this speech.

Reading: Informational

1. *Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.*
4. *Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.*

Speaking & Listening

1. *Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.*
 - a. *Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.*
 - b. *Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed.*
 - c. *Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.*
 - d. *Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.*
4. *Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.*

Option 3

- **Teacher** asks students what they know about allusions. Teacher provides a mini-lesson on allusion to introduce students to the concept, fill in gaps in understanding, or clarify any misunderstandings. Teacher adds the definition of allusion to the “Language of Argument.” Teacher explains that the next method

Reading: Informational

1. *Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.*
4. *Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on*

students will study in King's speech is his use of allusions.

- **Pair or trio work:** Students work with one or two others to list the allusions in King's speech.
- **Whole group:** Teacher-facilitated call out of the allusions in King's speech. Teacher creates a master list that all students can see.
- **Teacher model:** Teacher selects one allusion and models gathering research about it. Then the teacher models thinking through the allusion's role in King's argument.
- **Whole group:** Students share what they saw and heard the teacher do to research the allusions and explain its role in King's argument.
- **Pair or trio work:** Students return to their earlier partner(s). Teacher assigns each small group one allusion from King's speech to research. Pairs/trios research their assigned allusion and explain its role in King's argument. Small groups prepare to present their allusions to the class. Groups create a visual to support their presentations.
- **Presentations:** Pairs/trios present their allusion to the class by sharing some research on their allusion and explaining the allusion's role in King's argument.
- **Whole group:** Teacher-led discussion of what students learned about allusions and how King uses allusions in this speech.

meaning and tone.

Speaking & Listening

1. *Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.*
 - a. *Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.*
 - b. *Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed.*
 - c. *Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.*
 - d. *Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.*

Language:

1. *Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.*
2. *Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.*

Option 4

- **Teacher** asks students what they know about allusions. Teacher provides a mini-lesson on allusion to introduce students to the concept, fill in gaps in understanding, or clarify any misunderstandings. Teacher adds the definition of allusion to the "Language of Argument." Teacher explains that the next method students will study in King's speech is his use of allusions.
- **Whole group:** Teacher-facilitated call out of the allusions in King's speech. Teacher creates a master list of all the allusions that students can see.
- **Trio work:** In groups of three, students select one allusion and gathers research on that allusion.
- **Whole group:** Teacher-led discussion about

Reading: Informational

1. *Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.*
4. *Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.*

Speaking & Listening

1. *Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.*
 - a. *Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned*

each allusion in which trios share their research.

- **Whole group:** Together the class chooses one allusion and works to explain the role of that allusion to King's argument.
- **Trio work:** Students return to their earlier group. Using the research that was gathered by the class, each trio explains the role of three or four allusions to King's argument.
- **Whole groups:** Teacher-led discussion of the role of each allusion to King's argument. Additionally, students discuss what they learned about allusions and how King uses allusions in this speech.

exchange of ideas.

- b. Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed.*
- c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.*
- d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.*

TASK 1.6: Author's Methods: Repetition

"I Have a Dream," by Martin Luther King, Jr.

- Study King's use of repetition. What does he repeat and for what purposes? How does his use of repetition link to and advance his argument?

College and Career Readiness Anchor Standards

Reading:

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.

Teaching Approaches

Option 1

- **Whole group:** Teacher explains that the final method students will study in King's speech is his use of repetition to advance his argument.
- **Teacher** provides students with the following prompt:

Study King's use of repetition. Then, draft a 1-2 page informational/explanatory essay in which you both explain what King repeats and for what purposes and explain how his use of repetition links to and advances his argument.
- **Pair work:** Once students finish their responses, they share what they've written with a partner in preparation for a whole group inquiry-based discussion.
- **Whole group:** Teacher-facilitated, whole group discussion. During the discussion, students ground their ideas and responses in evidence from King's speech, build off of each other's responses, ask questions of each other, and press each other for evidence or explanations of the evidence.
- **Individual Work:** Students review their original written response and make revisions based on the discussion. Revisions might include incorporating more evidence to support their original interpretation regarding King's use of repetition or completely changing their interpretation. Students hand in their responses.

Reading: Informational

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.

Writing

2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Speaking & Listening

1. Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
 - a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

- **Whole group reflection:** Teacher asks students to reflect on the three methods tasks they engaged in (i.e., metaphor, allusions, and repetition). Teacher-led discussion on the following questions:
 - What have you learned about the methods authors use to build and support their argument from studying King’s methods?
 - How might you use this information as you read and write arguments?
 - What lingering questions do you have about methods?

- b. *Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed.*
- c. *Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.*
- d. *Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.*

Option 2

- **Whole group:** Teacher explains that the final method students will study in King’s speech is his use of repetition to advance his argument.
- **Pair work:** Students get together with another student and reread King’s speech, underlining the words and phrases that King repeats. Then, they analyze how King uses repetition by discussing the questions below. Students take notes on their conversation so that they are prepared to share their ideas during the whole group discussion.
 - What do you notice about the words and phrases that King repeats?
 - How do those words and phrases relate or link to King’s argument and purpose?
- **Whole group:** Teacher-facilitated, whole group discussion. During the discussion, students ground their ideas and responses in evidence from King’s speech, build off of each other’s responses, ask questions of each other, and press each other for evidence or explanations of the evidence.
- **Individual work:** Student drafts an informational/explanatory essay in which they explain their analysis of King’s use of repetition. Students hand in their essays.
- **Whole group reflection:** Teacher asks students to reflect on the three methods tasks they engaged in (i.e., metaphor, allusions, and repetition). Teacher-led discussion on the following questions:
 - What have you learned about the methods authors use to build and

Reading: Informational

1. *Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.*
4. *Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.*
5. *Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.*

Writing:

2. *Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.*
4. *Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.*
5. *Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.*

Speaking & Listening

1. *Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.*
 - a. *Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.*
 - b. *Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed.*
 - c. *Propel conversations by posing and responding*

support their argument from studying King's methods?

- How might you use this information as you read and write arguments?
- What lingering questions do you have about methods?

to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

- d. *Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.*

Option 3

- **Whole group:** Teacher explains that the final method students will study in King's speech is his use of repetition to advance his argument.
- **Individual work:** Each student selects or is assigned four paragraphs of King's speech to study (e.g., 1-4, 5-8, 9-12, 13-16). Students reread their paragraphs and underline the words and phrases that King repeats.
- **Trio work:** Students get together with two others who selected or were assigned the same paragraphs they were. They share the words and phrases they underlined. Together, they analyze how King uses repetition by discussing the questions below. Students take notes on their conversation so that they are prepared to share their ideas during the whole group discussion.
 - What do you notice about the words and phrases that King repeats?
 - How do those words and phrases relate or link to King's argument and purpose?
- **Trio presentations:** Each trio reads their assigned paragraphs and then shares the words and phrases that they identified and what they noticed/discussed about the words/phrases that King repeats and how those word/phrases link to King's argument and purpose. Paragraphs are shared in the order in which they appear in King's speech. For paragraphs that have multiple trios working on them, the teacher selects one trio to read and share and other trios add additional information from their analysis. As trios share, students should be taking notes or recording questions for the group, and the teacher is making decisions about which analyses s/he would like to look at more closely with the group during the whole class discussion. These might be selected because the analysis is

Reading: Informational

1. *Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.*
4. *Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.*
5. *Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.*

Speaking & Listening

1. *Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.*
 - a. *Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.*
 - b. *Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed.*
 - c. *Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.*
 - d. *Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.*
4. *Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.*

insightful, represents misunderstandings, etc. In other words, the work does not need to be perfect. Such examples can be used as teaching points for the whole group.

- **Whole group discussion:** Teacher engages students in discussing the following question:
 - How does King use repetition to advance his argument?
- **Whole group reflection:** Teacher asks students to reflect on the three methods tasks they engaged in (i.e., metaphor, allusions, and repetition). Teacher-led discussion on the following questions:
 - What have you learned about the methods authors use to build and support their argument from studying King's methods?
 - How might you use this information as you read and write arguments?
 - What lingering questions do you have about methods?

Text 2:

**“Remarks to the Convocation of the Church of God
in Christ”**

William J. Clinton
November 13, 1993

Tasks, Teaching Approaches, and Standards

TASK 2.1: Comprehension

“Remarks to the Convocation of the Church of God in Christ,” by William Jefferson Clinton

- Write a summary of Clinton’s speech. Include his argument, the specific claims and counterclaims he makes, who his audience is, and what he wants them to do.

College and Career Readiness Anchor Standards

Reading:

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Writing:

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
10. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Teaching Approaches

Option 1

**Before students read this speech, the teacher should be sure they know that William J. Clinton was the 42nd President of the United States. He is a Democrat and was president from 1993-2001.*

- **Pair or trio work:** In groups of two or three, students read Clinton’s speech “Remarks to the Convocation of the Church of God in Christ.” As they read, students take notes to answer the following questions: What is Clinton’s argument? What claims and counterclaims does he make? Who is his audience and what does he want them to do? Students’ notes include evidence from the speech to support their thinking and ideas.
- **Teacher model:** Teacher models writing a summary of King’s speech by working from notes taken on his argument and audience. The teacher demonstrates using these notes to write a summary of King’s speech. As the teacher models, students take notes on what the teacher is thinking about, doing, and saying.
- **Whole group:** Teacher asks students to share what they noticed him/her thinking about, doing, and saying to write a summary of King’s speech. Teacher takes notes and posts for students to use when they write their own

Reading: Informational

2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Writing

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
10. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Speaking & Listening

1. Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
2. Integrate multiple sources of information presented in diverse media or formats evaluating the credibility and accuracy of each source.

Language

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

summaries.

- **Individual or pair work:** Students write a summary of Clinton's speech.
- **Trio work:** Students share their summaries in groups of three. Each student takes turns reading his/her summary aloud. Listeners note two things the writer does that make the summary effective and one thing the writer could do to revise the summary. Listeners focus on the content, craft, and structure.
- **Whole group:** Teacher selects effective summaries to read aloud and/or display. Students analyze, discuss, and compare the content, craft and structure of the various summaries.
- **Individual or pair work:** Students revise and hand in their summaries. Teacher reviews the work to determine small and whole group follow-up mini-lessons related to summary.

Option 2

**Before students read this speech, the teacher should be sure they know that William J. Clinton was the 42nd President of the United States. He is a Democrat and was president from 1993-2001.*

- **Pair or trio work:** In groups of two or three, students read Clinton's speech "Remarks to the Convocation of the Church of God in Christ." As they read, students take notes to answer the following questions: What is Clinton's argument? What claims and counterclaims does he make? Who is his audience and what does he want them to do? Students' notes include evidence from the speech to support their thinking and ideas.
- **Whole group:** Teacher-led discussion of Clinton's argument, claims and counterclaims, who his audience is, and what he wants them to do. Teacher creates a master list that all students can see.
- **Teacher model:** Teacher shows students a model of a summary that was written on King's speech. Students analyze the content, craft and structure of the model summary.
- **Individual work:** Students write a summary of Clinton's speech.
- **Small groups:** Students share their summaries in groups of three. Each student takes turns reading his/her summary aloud.

Reading: Informational

2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Writing

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
10. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Speaking & Listening

1. Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate multiple sources of information presented in diverse media or formats evaluating the credibility and accuracy of each source.

Language

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Listeners note two things the writer does that make the summary effective and one thing the writer could do to revise the summary. Listeners should focus on the content, craft, and structure.

- **Whole group:** Teacher selects effective summaries to read aloud and/or display. Students analyze, discuss, and compare the content, craft and structure of the various summaries.
- **Individual work:** Students revise and hand in their summaries. Teacher reviews the work to determine small and whole group follow-up mini-lessons related to summary.

Option 3

**Before students read this speech, the teacher should be sure they know that William J. Clinton was the 42nd President of the United States. He is a Democrat and was president from 1993-2001.*

- **Individual work:** Students read Clinton's speech "Remarks to the Convocation of the Church of God in Christ." As they read, students take notes to answer the following questions: What is Clinton's argument? What claims and counterclaims does he make? Who is his audience and what does he want them to do? Students' notes include evidence from the speech to support their thinking and ideas.
- **Individual work:** Students write a summary of Clinton's speech. Their summaries include his argument, claims and counterclaims, who his audience is and what he wants them to do.
- **Small groups:** Students share their summaries in groups of three. Each student takes turns reading his/her summary aloud. Listeners note two things the writer does that make the summary effective and one thing the writer could do to revise the summary. Listeners should focus on the content, craft, and structure.
- **Whole group:** Teacher selects effective summaries to read aloud and/or display. Students analyze, discuss, and compare the content, craft and structure of the various summaries.
- **Individual work:** Students revise and hand in their summaries. Teacher reviews the work to determine small and whole group follow-up mini-lessons related to summary.

Reading: Informational

2. *Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.*

Writing

5. *Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.*
10. *Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.*

Speaking & Listening

1. *Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.*
2. *Integrate multiple sources of information presented in diverse media or formats evaluating the credibility and accuracy of each source.*

Language

1. *Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.*
2. *Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.*

Option 4

**Before students read this speech, the teacher should be sure they know that William J. Clinton was the 42nd President of the United States. He is a Democrat and was president from 1993-2001.*

- **Individual work:** Students read Clinton's speech "Remarks to the Convocation of the Church of God in Christ." As they read, students take notes to answer the following questions: What is Clinton's argument? What claims and counterclaims does he make? Who is his audience and what does he want them to do? Students' notes include evidence from the speech to support their thinking and ideas.
- **Teacher** creates a wiki, and students write a summary of Clinton's speech that includes his argument, claims and counterclaims, who his audience is and what he wants them to do.

Reading: Informational

2. *Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.*

Writing

5. *Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.*
6. *Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.*
10. *Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.*

Language

1. *Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.*
2. *Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.*

TASK 2.2: Relationship Between Ideas

“Remarks to the Convocation of the Church of God in Christ,” William Jefferson Clinton

- Identify and explain the claims that you find most significant to Clinton’s argument. How does he support each claim?
- What is the relationship among the claims and between the claims and counterclaims?

College and Career Readiness Anchor Standards

Reading:

1. *Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.*
5. *Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.*
8. *Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.*

Teaching Approaches

Option 1

- **Pair work:** Students get together with a partner and review Clinton’s speech and their summaries from task 2.1 to identify the two claims that they find most significant to Clinton’s argument. Then, they complete the three-column chart below:

Significant Claim	Explanation of claim’s significance to Clinton’s argument	Reasons and evidence used to support each claim

- **Whole group:** Teacher-led discussion of the claims students found most significant to Clinton’s argument by asking for one pair to share and explain a claim that they chose. After the pair shares, the teacher asks others who chose the same claim if they have anything to add to what was said. After students add relevant information or thinking, the teacher ask students:
 - Do you think Clinton’s reasoning to support the claim is valid? Why or why not?
 - Do you think the evidence he used is relevant and sufficient? If not, what additional or different evidence might he have used?

Reading: Informational

1. *Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.*
5. *Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.*
8. *Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.*

Speaking & Listening

1. *Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.*
 - a. *Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.*
 - b. *Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed.*
 - c. *Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.*
 - d. *Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence*

Then teacher asks another pair to share and explain a significant claim that they chose. The class goes through the same process above until all claims have been shared and discussed.

and reasoning presented.

- **Pair work:** Once all significant claims are shared, the teacher asks students to return to their partner to discuss the question below. Students should take notes on their discussion so that they are prepared to share their ideas during the whole group discussion.
 - What do you see as the relationship among the claims and between the claims and counterclaims?
- **Whole group:** Teacher-facilitated, whole group discussion of the relationship among the claims and between the claims and counterclaims. During the discussion, students ground their ideas and responses in evidence from the speech, build off of each other’s responses, ask questions of each other, and press each other for evidence or explanations of the evidence.
- **Whole group reflection:** Teacher asks students to engage in a discussion in response to the following question:
 - What more did you learn about Clinton’s speech by identifying, explaining, and analyzing claims you found significant?

Option 2

- **Pair work:** Students get together with a partner and review Clinton’s speech and their summaries from task 2.1 to identify the one claim that they find most significant to Clinton’s argument. Then, they complete the three-column chart below:

Significant Claim	Explanation of claim’s significance to Clinton’s argument	Reasons and evidence used to support each claim

Reading: Informational

1. *Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.*
5. *Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.*
8. *Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.*

Speaking & Listening

1. *Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.*
 - a. *Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or*

- **Pair-to-pair work:** Pairs get together with another pair of students who chose a different claim than they did. Pairs share their claims and reasoning with each other. As a foursome, students decide which one claim to share with the class. The claims they choose should be the one they deem (a) most significant to Clinton’s argument and (b) best supported with valid reasoning and relevant and sufficient evidence.
- **Whole group:** Teacher-led discussion of the claims students found most significant to Clinton’s argument by asking for one group of four to share and explain a claim that they chose. After the foursome shares, the teacher asks the whole class if they would like to add, challenge, or ask questions about what was said. Then teacher asks another foursome to share and explain a significant claim that they chose. The class goes through the same process above until all chosen claims have been shared and discussed.
- **Pair work:** Once all significant claims are shared, the teacher asks students to return to their original partner to discuss the question below. Students should take notes on their discussion so that they are prepared to share their ideas during the whole group discussion.
 - What do you see as the relationship among the claims and between the claims and counterclaims?
- **Whole group:** Teacher-facilitated, whole group discussion of the relationship among the claims and between the claims and counterclaims. During the discussion, students ground their ideas and responses in evidence from the speech, build off of each other’s responses, ask questions of each other, and press each other for evidence or explanations of the evidence.
- **Whole group reflection:** Teacher asks students to engage in a discussion in response to the following question:
 - What more did you learn about Clinton’s speech by identifying, explaining, and analyzing claims you found significant?

issue to stimulate a thoughtful, well-reasoned exchange of ideas.

- b. *Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed.*
- c. *Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.*
- d. *Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.*

Option 3

- **Teacher** provides students with the following prompt:
 - Study the claims that Clinton makes in his speech. Then, draft a 1-2 page response in which you: (A) Identify, explain, and analyze the claim you find most significant to Clinton's argument. This claim should be one that's both significant and well supported with valid reasoning and relevant and sufficient evidence. (B) Explain what you see as the relationship among the claims and between the claims and counterclaims?
- **Pair work:** Once students finish their responses, they share what they've written with a partner in preparation for a whole group inquiry-based discussion.
- **Whole group:** Teacher-facilitated, whole group discussion. During the discussion, students ground their ideas and responses in evidence from Clinton's speech, build off of each other's responses, ask questions of each other, and press each other for evidence or explanations of the evidence.
- **Individual Work:** Students review their original written response and make revisions based on the discussion. Students hand in their responses. Teacher reviews the work to determine small and whole group follow-up mini-lessons.
- **Whole group reflection:** Teacher asks students to engage in a discussion in response to the following question:
 - What more did you learn about Clinton's speech by engaging in this task?

Reading: Informational

1. *Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.*
5. *Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.*
8. *Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.*

Writing

2. *Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.*
5. *Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.*
10. *Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.*

Speaking & Listening

1. *Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.*
 - a. *Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.*
 - b. *Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed.*
 - c. *Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.*
 - d. *Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.*

TASK 2.3: Author's Methods

“Remarks to the Convocation of the Church of God in Christ,” by William Jefferson Clinton

- What methods does Clinton use to build and support his argument? How does each method advance his argument?

College and Career Readiness Anchor Standards

Reading:

1. *Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.*
4. *Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.*
5. *Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.*

Speaking & Listening:

1. *Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.*
4. *Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.*

Teaching Approaches

Option 1

- **Whole group:** Teacher explains to students that they will now study the methods Clinton uses to build and support his argument. Teacher asks several students to refresh the class' memory about methods by explaining and providing examples of methods.
- **Teacher prepares students for model:** Teacher explains that s/he is going to model a task that students will then be asked to do. Students are asked to take notes on what the teacher is saying and doing to complete the task.
- **Teacher model:** Teacher creates a three-column chart like the one below in a place where all students can see it.

Method & Example(s)	How Does the Author Use This Method?	Explanation of Method's Effectiveness Given Argument, Purpose and Audience

Reading: Informational

1. *Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.*
4. *Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.*
5. *Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.*

Speaking & Listening

1. *Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.*
 - a. *Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.*
 - b. *Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed.*
 - c. *Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and*

Teacher selects a method from Clinton’s speech – one that students are unlikely to select and that can be used as a teaching point – and models thinking through analyzing that method by completing the chart.

- **Whole group:** Students share what they heard and saw the teacher doing. Teacher takes notes and posts them for students to use when they do this task individually. Notes are titled, “Identifying and Analyzing Methods.”
- **Individual work:** Students select three methods to analyze and complete the three-column chart.
- **Teacher** circulates around the room looking for individuals whose analysis would benefit the class to see. Teacher asks those students if they would be willing to share their work and thinking with the whole group. (The work that is shared does not need to be perfect. For example, a student might have identified a valid method but lacks an explanation of how it works in the text or how effective it is given the argument, purpose, and audience. Such examples can be used as teaching points for the whole group. See bullet below.)
- **Whole group:** Previously identified students share three-column charts with the whole group. Students explain their work and share what they did and thought about to identify and analyze methods. After each pair shares, teacher asks the whole group:
 - Does the explanation provided clearly describe how this method works in the text? If not, what other information might be included?
 - Is the method’s effectiveness clearly explained? If not, what more can be said to its effectiveness?

The class works together to revise the three-column charts. Teacher also uses this time to introduce other methods that students might not have identified on their own and push students’ understanding and analysis of how methods work.

- **Individual work:** After several students have presented their charts to the whole group, students review their own three-column charts individually to make sure the methods they identified are clearly explained. Students hand in their work. Teacher reviews the work to determine small and whole group follow-up

conclusions.

- d. *Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.*
3. *Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.*

mini-lessons related to identifying and analyzing methods.

- **Whole group:** Teacher-led discussion on the following question:
 - What more did you learn about methods from engaging in this task?

Option 2

- **Whole group:** Teacher explains to students that they will now study the methods Clinton uses to build and support his argument. Teacher asks several students to refresh the class' memory about methods by explaining and providing examples of methods.
- **Teacher prepares students for model:** Teacher explains that s/he is going to model a task that students will then be asked to do. Students are asked to take notes on what the teacher is saying and doing to complete the task.
- **Teacher model:** Teacher creates a three-column chart like the one below in a place where all students can see it.

Method & Example(s)	How Does the Author Use This Method?	Explanation of Method's Effectiveness Given Argument, Purpose and Audience

Teacher selects a method from Clinton's speech – one that students are unlikely to select and that can be used as a teaching point – and models thinking through analyzing that method by completing the chart.

- **Whole group:** Students share what they heard and saw the teacher doing. Teacher takes notes and posts them for students to use when they do this task individually. Notes are titled, "Identifying and Analyzing Methods."
- **Trio work:** In groups of three, students select three methods to analyze. They create and complete the three-column chart on paper that can be shared with the class. Trios post their charts.

Reading: Informational

1. *Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.*
4. *Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.*
5. *Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.*

Speaking & Listening

1. *Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.*
 - a. *Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.*
 - b. *Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed.*
 - c. *Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.*
 - d. *Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.*
4. *Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.*

- **Gallery walk:** Students review each trio's chart, taking notes or recording questions about what they notice about the analysis of the methods on individual charts and/or across several charts. (As students are doing their gallery walk, the teacher is reviewing charts to see which ones s/he would like to look at more closely with the group during the whole class discussion. These might be selected because they identify methods that other groups did not, clearly explain how specific methods work, or clearly explain the method's effectiveness. The work that is shared does not need to be perfect. For example, students might have identified a valid method but lack an explanation of how it works in the text or how effective it is given the argument, purpose, and audience. Such examples can be used as teaching points for the whole group.)
- **Whole group discussion:** Teacher engages students in a discussion about the notes and questions students recorded as they looked at the charts. Then, the teacher asks students to focus on specific charts given the points s/he wants to highlight (see above).
- **Whole group reflection:** Teacher-led discussion on the following question:
 - What more did you learn about methods from engaging in this task?

Option 3

- **Whole group:** Teacher explains to students that they will now study the methods Clinton uses to build and support his argument. Teacher asks several students to refresh the class' memory about methods by explaining and providing examples of methods.
- **Teacher prepares students for model:** Teacher explains that s/he is going to model a task that students will then be asked to do. Students are asked to take notes on what the teacher is saying and doing to complete the task.
- **Teacher model:** Teacher creates a three-column chart like the one below in a place where all students can see it.

Reading: Informational

1. *Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.*
4. *Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.*
5. *Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.*

Speaking & Listening

1. *Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.*

Method & Example(s)	How Does the Author Use This Method?	Explanation of Method's Effectiveness Given Argument, Purpose and Audience

Teacher selects a method from Clinton's speech – one that students are unlikely to select and that can be used as a teaching point – and models thinking through analyzing that method by completing the chart.

- **Whole group:** Students share what they heard and saw the teacher doing. Teacher takes notes and posts them for students to use when they do this task individually. Notes are titled, "Identifying and Analyzing Methods."
- **Trio work:** The teacher assigns each trio three paragraphs from Clinton's speech to analyze for the methods that he uses. Students reread the paragraphs and complete the three-column for each method they identify.
- **Trio presentations:** Each trio reads their assigned paragraphs and shares the methods they identified and their analysis of those methods. Paragraphs are shared in order in which they appear in Clinton's speech. As trios share, students should be taking notes or recording questions for the group. (As students share, the teacher is making decisions about which analyses s/he would like to look at more closely with the group during the whole class discussion. These might be selected because they identify methods that other groups did not, clearly explain how specific methods work, or clearly explain the method's effectiveness. The work that is shared does not need to be perfect. For example, students might have identified a valid method but lack an explanation of how it works in the text or how effective it is given the argument, purpose, and audience. Such examples can be used as teaching points for the whole group.)
- **Whole group discussion:** Teacher engages students in a discussion about the notes and questions students recorded. Then, the teacher asks students to focus on specific analyses given the points s/he wants to highlight (see

- a. *Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.*
 - b. *Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed.*
 - c. *Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.*
 - d. *Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.*
4. *Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.*

above).

- **Whole group reflection:** Teacher-led discussion on the following question:
 - What more did you learn about methods from engaging in this task?

TASK 2.4: Drawing an Inference

“Remarks to the Convocation of the Church of God in Christ,” William Jefferson Clinton

- What do you see as the main goal of Clinton’s speech? Write an argument using claims and counterclaims that are grounded in evidence from the speech to support what you see as the main goal of his speech.

College and Career Readiness Anchor Standards

Reading:

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
6. Assess how point of view or purpose shapes the content and style of a text.

Teaching Approaches

Option 1

- **Individual work:** Students review Clinton’s speech and their work from prior tasks on this speech to write an argument in response to the question: What do you see as the main goal of Clinton’s speech? Students are to use claims and counterclaims that are grounded in evidence from the speech.
- **Small group:** Students share their arguments with one or two others. Listeners focus on similarities and differences in the responses and the evidence used to support responses.
- **Whole group:** Teacher-facilitated, whole group discussion. During the discussion, students ground their interpretations in evidence from Clinton’s speech, build off of each other’s responses, ask questions of each other, and press each other for evidence or explanations of the evidence.
- **Individual work:** Students review their original argument and make revisions based on the discussion. Revisions might include incorporating more evidence to support their original interpretation or completely changing their interpretation. Students hand in their responses. Teacher reviews the work to determine small and whole group follow-up mini-lessons.

Reading: Informational

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
6. Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

Writing

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Speaking and Listening

1. Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
 - a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
 - c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
 - d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Language

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Option 2

- **Individual work:** Students review Clinton's speech and their work from prior tasks on this speech to take notes to answer the question: What do you see as the main goal of Clinton's speech?
- **Teacher model:** Teacher provides a draft of an argument on the main goal of King's speech. Together, the class reviews the draft, analyzing the structure and identifying the claims, counterclaims, evidence, explanations, and conclusions.
- **Individual work:** Each student writes a draft of an argument about what they think the main goal of Clinton's speech is.
- **Trio work:** Students share their drafts in groups of three by reading it aloud. Listeners give feedback to each other by stating one thing the writer did particularly well and one thing the writer could revise to strengthen his/her argument. Feedback should focus on the ideas, craft and structure of the argument.
- **Individual work:** Students revise and hand in their drafts. Teacher reviews the work to determine small and whole group follow-up mini-lessons.

Reading: Informational

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

Writing

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Speaking and Listening

1. Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Language

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Option 3

- **Individual work:** Students review Clinton's speech and their work from prior tasks on this speech to take notes to answer the question: What do you see as the main goal of Clinton's speech?
- **Small group:** Students get together with two others who have the same interpretation they do. They discuss their interpretation and prepare a two-minute presentation of their interpretation to the class. Students create a poster or some visual to support their presentation.
- **Presentations:** Small groups present their interpretations. Listeners focus on whether

Reading: Informational

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

Speaking and Listening

1. Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
 - a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence

groups have adequate and accurate evidence to support their interpretation.

- **Whole group:** Teacher-led, whole group discussion to review the various interpretations that were presented and the quality of the evidence used to support the interpretations. Students also share what they learned from hearing a range of perspectives on Clinton's goal.

from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

- Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed.*
 - Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.*
 - Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.*
- Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.*

Language

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.*
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.*

Option 4

- **Teacher** posts the following question on an online discussion board for students: What do you see as the main goal of Clinton's speech?
- **Individual work:** Students post their argument and respond to other students' postings. All postings should have evidence from the text to support interpretations.
- **Teacher** reviews the postings and shares with students the range of supported interpretations that were discussed/posted.

Reading: Informational

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.*
- Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.*

Writing

- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.*
- Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.*

Language

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.*
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.*

Text 3:
“Ending Racial Inequality”
George W. Bush
NAACP Annual Convention
July 10, 2000

Tasks, Teaching Approaches, and Standards

TASK 3.1: Comprehension

“Ending Racial Inequality,” by George W. Bush

- Write a summary of Bush’s speech. Include his argument, the specific claims and counterclaims he makes, who his audience is, and what he wants them to do.

College and Career Readiness Anchor Standards

Reading:

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Writing:

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of tasks, purposes, and audiences.

Teaching Approaches

Option 1

**Before students read this speech, the teacher should be sure that they know that George W. Bush was the 43rd President of the United States. He is a Republican and was president from 2001-2009. This speech was given while he was running for president.*

- **Pair or trio work:** In groups of two or three, students read Bush’s speech, “Ending Racial Inequality.” As they read, students take notes to answer the following questions: What is Bush’s argument? What claims and counterclaims does he make? Who is his audience and what does he want them to do? Students’ notes include evidence from the speech to support their thinking and ideas.
- **Whole group:** Teacher-led discussion of Bush’s argument, claims and counterclaims, who his audience is, and what he wants them to do. Teacher creates a master list that all students can see.
- **Individual work:** Students write a summary of Bush’s speech.
- **Small groups:** Students share their summaries in groups of two or three. Each student takes turns reading his/her summary aloud. Listeners note two things the writer does that make the summary effective and one thing the writer could do to revise the summary.

Reading: Informational

2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Writing

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
10. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Speaking & Listening

1. Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

Language

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Listeners should focus on the content, craft, and structure.

- **Individual work:** Students revise and hand in their summaries. Teacher reviews the work to determine small and whole group follow-up mini-lessons related to summary.

Option 2

**Before students read this speech, the teacher should be sure that they know that George W. Bush was the 43rd President of the United States. He is a Republican and was president from 2001-2009. This speech was given while he was running for president.*

- **Individual work:** Students read Bush's speech, "Ending Racial Inequality." As they read, students take notes to answer the following questions: What is Bush's argument? What claims and counterclaims does he make? Who is his audience and what does he want them to do? Students' notes include evidence from the speech to support their thinking and ideas.
- **Whole group:** Teacher-led discussion of Bush's argument, claims and counterclaims, who his audience is, and what he wants them to do. Teacher creates a master list that all students can see.
- **Individual work:** Students write a summary of Bush's speech.
- **Small groups:** Students share their summaries in groups of three. Each student takes turns reading his/her summary aloud. Listeners note two things the writer does that make the summary effective and one thing the writer could do to revise the summary. Listeners should focus on the content, craft, and structure.

Individual work: Students revise their summaries using the feedback from their peers as a guide. Students hand in their summaries. Teacher reviews the work to determine small and whole group follow-up mini-lessons related to summary.

Option 3

**Before students read this speech, the teacher should be sure that they know that George W. Bush was the 43rd President of the United States.*

Reading: Informational

2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Writing

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
10. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Speaking & Listening

1. Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Language

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Reading: Informational

2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific

He is a Republican and was president from 2001-2009. This speech was given while he was running for president.

- **Individual work:** Students read Bush's speech, "Ending Racial Inequality." As they read, students take notes to answer the following questions: What is Bush's argument? What claims and counterclaims does he make? Who is his audience and what does he want them to do? Students' notes include evidence from the speech to support their thinking and ideas.
- **Individual work:** Students write a summary of Bush's speech.
- **Small groups:** Students share their summaries in groups of three. Each student takes turns reading his/her summary aloud. Listeners note two things the writer does that make the summary effective and one thing the writer could do to revise the summary. Listeners should focus on the content, craft, and structure.
- **Individual work:** Students revise their summaries using the feedback from their peers as a guide. Students hand in their summaries. Teacher reviews the work to determine small and whole group follow-up mini-lessons related to summary.

Option 4

**Before students read this speech, the teacher should be sure that they know that George W. Bush was the 43rd President of the United States. He is a Republican and was president from 2001-2009. This speech was given while he was running for president.*

- **Individual work:** Students read Bush's speech, "Ending Racial Inequality." As they read, students take notes to answer the following questions: What is Bush's argument? What claims and counterclaims does he make? Who is his audience and what does he want them to do? Students' notes include evidence from the speech to support their thinking and ideas.
- **Teacher** creates a wiki, and students write a summary of Bush's speech.

details; provide an objective summary of the text.

Writing

5. *Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.*
10. *Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.*

Speaking & Listening

1. *Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.*

Language

1. *Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.*
2. *Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.*

Reading: Informational

2. *Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.*

Writing

5. *Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.*
6. *Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically*
10. *Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.*

Language

1. *Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.*
2. *Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.*

TASK 3.2: Structure

“Promoting Racial Equality,” by George W. Bush

- How does Bush organize his speech? How does each section advance his argument?

College and Career Readiness Anchor Standards

Reading:

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.

Writing:

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Speaking & Listening:

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Language:

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Teaching Approaches

Option 1

- **Teacher** asks several students to talk about the process they went through to analyze the structure of King's speech.
- **Individual work:** Students reread “Promoting Racial Equality” to take notes on their analysis of what Bush is saying and doing in each paragraph and section to advance his argument and then state what they see as the overall organization or structure of Bush's speech.
- **Pair work:** Students share their notes on how each section of Bush's speech advances his argument and Bush organizes his speech overall. Teacher circulates around the room to listen in on students' discussions and provide support in the form of small or whole group mini-lessons as needed.
- **Individual work:** Students write an informational/explanatory essay in which they explain how Bush organizes his speech and how each section advances his argument. [If needed, teacher provides a model of a completed essay on King or Clinton's organization.]

Reading: Informational

2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text

Writing

2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Speaking & Listening

1. Initiate and participate effectively in a range of collaborative discussions with diverse partners on

- **Pair work:** Students read their essay to a partner. Listeners note two things the writer does that make the essay effective and one thing the writer could do to revise the essay. Listeners should focus on the content, craft, and structure.
- **Whole group:** Teacher selects effective essays to read aloud and/or display. Students analyze, discuss, and compare the content, craft, and structure of the various essays.
- **Individual work:** Students revise and hand in their essays. Teacher reviews the work to determine small and whole group follow-up mini-lessons.

grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Language:

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Option 2

- **Teacher** asks several students to talk about the process they went through to analyze the structure of King’s speech.
- **Pair work:** Students get together with another student to reread “Promoting Racial Equality” to take notes on their analysis of what Bush is saying and doing in each paragraph and section to advance his argument and then state what they see as the overall organization or structure of Bush’s speech.
- **Whole group:** Teacher-led discussion in which students share their notes on how each section of Bush’s speech advances his argument and how Bush organizes his speech overall.
- **Individual work:** Students write an informational/explanatory essay in which they explain how Bush organizes his speech and how each section advances his argument. [If needed, teacher provides a model of a completed essay on King or Clinton’s organization.]
- **Pair work:** Students read their essay to a partner. Listeners note two things the writer does that make the essay effective and one thing the writer could do to revise the essay. Listeners should focus on the content, craft, and structure.
- **Whole group:** Teacher selects effective essays to read aloud and/or display. Students analyze, discuss, and compare the content, craft, and structure of the various essays.
- **Individual work:** Students revise and hand in their essays. Teacher reviews the work to determine small and whole group follow-up mini-lessons.

Reading: Informational

2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
5. Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text

Writing

2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Speaking & Listening

1. Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Language:

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

TASK 3.3: Author's Methods

“Promoting Racial Equality,” by George W. Bush

- Compare two methods that Bush and another speaker use. Explain how each uses these methods and argue for which you find more effective given the speaker's argument, purpose, and audience.

College and Career Readiness Anchor Standards

Reading:

1. *Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.*
4. *Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.*
6. *Assess how point of view or purpose shapes the content and style of a text.*
9. *Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.*

Teaching Approaches

Option 1

- **Pair or trio work:** Students get together with one or two others.
 - First, they identify several of the methods that Bush uses to build and support his argument. They discuss how Bush uses each method and consider the method's effectiveness given Bush's argument, audience, and purpose.
 - Next, students compare Bush's methods to either King or Clinton by identifying two methods that Bush and this other speaker use. Then they compare how each uses the two methods.
 - Finally, students argue for which speaker uses the two identified methods more effectively given the speaker's argument, purpose and audience.
- **Pair or trio work:** Students create a two minute presentation to share their comparison of two methods and their argument about which speaker used the methods more effectively given his argument, purpose and audience.
- **Presentations:** Pair/trios present to the class. Listeners focus on whether groups have accurately and adequately compared the methods and convincingly argued for which

Reading: Informational

1. *Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.*
4. *Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.*
6. *Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.*
9. *Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.*

Speaking & Listening

1. *Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.*
 - a. *Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.*
 - b. *Work with peers to set rules for collegial discussions and decision-making clear goals and deadlines, and individual roles as needed.*
 - c. *Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.*

speaker used the methods more effectively given his argument, purpose and audience. After each pair/trio shares, listeners are asked to share any observations, questions, or challenges in response to what pairs/trios presented.

- **Whole group reflection:** After all presentations, the teacher asks students to share responses to the following questions:
 - What more did you learn about methods from comparing and listening to others compare the methods across two authors?
 - How will the work you did today help you as you read and write arguments in the future?

- d. *Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.*
4. *Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.*

Option 2

- **Pair or trio work:** Students get together with one or two others.
 - First, they identify several of the methods that Bush uses to build and support his argument. They discuss how Bush uses each method and consider the method's effectiveness given Bush's argument, audience, and purpose.
 - Next, students compare Bush's methods to either King or Clinton by identifying two methods that Bush and this other speaker use. Then they compare how each uses the two methods.
 - Finally, students argue for which speaker uses the two identified methods more effectively given the speaker's argument, purpose and audience.
- **Individual work:** Students are presented with the following prompt:
 - Compare two methods that Bush and another speaker (i.e., King or Clinton) use. Write an essay in which you explain how each uses the two methods and then argue for which use of the methods you find more effective given the speaker's argument, purpose, and audience.
- **Pair work:** Students partner with a student whom they did not work with for the initial

Reading: Informational

1. *Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.*
4. *Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.*
6. *Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.*
9. *Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.*

Writing

2. *Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.*
4. *Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.*
5. *Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.*

Speaking & Listening

1. *Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.*
 - a. *Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or*

activity. Students take turns reading their drafts to each other. Listeners note two things the writer does that make the essay effective and one thing the writer could do to revise the essay. Listeners should focus on the content, craft, and structure.

- **Whole group:** Teacher selects effective essays to read aloud and/or display. Students analyze, discuss, and compare the content, craft, and structure of the various essays.
- **Individual work:** Students revise and hand in their essays. Teacher reviews the work to determine small and whole group follow-up mini-lessons.
- **Whole group reflection:** The teacher asks students to share responses to the following questions:
 - What more did you learn about methods from comparing and reading others comparisons of the methods across two authors?
 - How will the work you did today help you as you read and write arguments in the future?

issue to stimulate a thoughtful, well-reasoned exchange of ideas.

- b. *Work with peers to set rules for collegial discussions and decision-making clear goals and deadlines, and individual roles as needed.*
- c. *Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.*
- d. *Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.*

Option 3

- **Individual work:** Students are presented with the following prompt:
 - Compare two methods that Bush and another speaker (i.e., King or Clinton) use. Write an essay in which you explain how each uses the two methods and then argue for which use of the methods you find more effective given the speaker's argument, purpose, and audience.
- **Pair work:** Students partner with another student and take turns reading their drafts to each other. Listeners note two things the writer does that make the essay effective and one thing the writer could do to revise the essay. Listeners should focus on the content, craft, and structure.
- **Whole group:** Teacher selects effective essays to read aloud and/or display. Students analyze, discuss, and compare the content, craft, and structure of the various essays.
- **Individual work:** Students revise and hand in their essays. Teacher reviews the work to determine small and whole group follow-up

Reading: Informational

1. *Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.*
4. *Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.*
6. *Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.*
9. *Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.*

Writing

2. *Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.*
4. *Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.*
5. *Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.*

mini-lessons.

- **Whole group reflection:** The teacher asks students to share responses to the following questions:
 - What more did you learn about methods from comparing and reading others' comparisons of the methods across two authors?
 - How will the work you did today help you as you read and write arguments in the future?

TASK 3.4: Language

“Ending Racial Inequality,” by George W. Bush

- Reread paragraph 5. What is Bush saying and doing in this paragraph? Imitate Bush’s writing by writing a paragraph like this one using your own ideas.

College and Career Readiness Anchor Standards

Reading:

1. *Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.*
4. *Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.*
5. *Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.*

Writing:

10. *Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of tasks, purposes, and audiences.*

Speaking and Listening

1. *Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.*

Language:

1. *Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.*
2. *Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.*

Teaching Approaches

Option 1

- **Whole group:** Teacher projects paragraph 5 for all students to see. The teacher or a student reads this paragraph aloud. Then, the class does a sentence-by-sentence analysis of what Bush is saying in this paragraph. Students talk about how this paragraph bridges the ideas in paragraph 4 about the progress that has been made and the ideas in paragraph 6 regarding the problems that still exist. Then, the class examines each sentence for how it’s written (e.g., sentence construction, comma use, etc.).
- **Teacher models** writing a paragraph like this one by imitating Bush’s sentences about an issue s/he cares about where there’s been some noticeable progress but much remains to be done.
- **Individual work:** Students write their own paragraphs, imitating Bush’s sentences, with their own issues.
- **Trio work:** Students share their paragraphs in groups of three. Each group chooses one paragraph to share with the class.
- **Whole group:** Trios share their paragraphs.

Reading: Informational

1. *Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.*
4. *Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.*
5. *Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.*

Writing

10. *Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.*

Speaking and Listening

1. *Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.*

Language

1. *Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.*
2. *Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.*

Option 2

- **Whole group:** Teacher projects paragraph 5 for all students to see. Teacher or a student reads this paragraph aloud. After reading, the class does a sentence-by-sentence analysis of what Bush is saying in this paragraph. Students talk about how this paragraph bridges the ideas in paragraph 4 about the progress that has been made and the ideas in paragraph 6 regarding the problems that still exist. Then, the class examines each sentence for how it's written (e.g., sentence construction, comma use, etc.).
- **Teacher models** writing a paragraph like this one by imitating Bush's sentences about an issue s/he cares about where there's been some noticeable progress but much remains to be done.
- **Small groups:** Students work with one or two others to write their own paragraph, imitating Bush's sentences, with their own issue.
- **Whole group:** Small groups share their paragraphs.

Reading: Informational

1. *Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.*
4. *Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.*
5. *Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.*

Writing

10. *Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.*

Speaking & Listening

1. *Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.*
 - a. *Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.*
 - b. *Work with peers to set rules for collegial discussions and decision-making clear goals and deadlines, and individual roles as needed.*
 - c. *Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.*
 - d. *Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.*

Language

1. *Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.*
2. *Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.*

Option 3:

- **Individual work:** Students reread paragraph 5 and take notes on what Bush is saying and doing in each sentence.
- **Whole group:** Teacher-led discussion of the

Reading: Informational

1. *Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.*
4. *Determine the meaning of words and phrases as*

sentences in paragraph 5.

- **Individual work:** Students write their own paragraphs by imitating Bush's sentences with their own issues.
- **Small group:** Students share their paragraph in groups of three. Each group chooses one paragraph to share with the class.
- **Whole group:** Small groups share their paragraphs.

they are used in a text, including figurative, connotative, and technical meanings.

5. *Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.*

Writing

10. *Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.*

Speaking & Listening

1. *Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.*

Language

1. *Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.*
2. *Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.*

Comparing Texts

**“I Have a Dream”
“Convocation of the Church of God in Christ”
“Ending Racial Inequality”**

Tasks, Teaching Approaches, and Standards

TASK 4.1: Comparing Texts – King, Clinton, and Bush

“I Have a Dream,” by Martin Luther King, Jr., “Remarks to the Convocation of the Church of God in Christ,” by William J. Clinton, and “Ending Racial Inequality,” by George W. Bush

- Speaking almost 40 years after King, Bush says, “Discrimination is still a reality, even when it takes different forms.” Compare the inequities or forms of discrimination that each of the speakers is speaking about. What evidence does each speaker use to convince his audience of these inequities? How does each speaker use methods to convince his audience?

College and Career Readiness Anchor Standards

Reading:

1. *Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.*
5. *Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.*
6. *Assess how point of view or purpose shapes the content and style of a text.*
9. *Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.*

Speaking & Listening:

1. *Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.*

Teaching Approaches

Option 1

- **Pair work:** Students work in pairs. Each pair chooses one of the three speeches to work with. For their chosen speech, students list inequities or forms of discrimination their speaker is speaking about. For each inequity, students take notes on the evidence and methods the speaker uses to convince his audience these inequities exist.
- **Small group:** Each pair of students gets together with another pair that chose the same speech. Students share and compile their notes.
- **Whole group:** Teacher-led, whole group discussion of each speech beginning with King and ending with Bush. Pairs of students share their notes on inequities, evidence, and methods for their chosen speech while the teacher records the information so that all students can see it. Once notes have been recorded for each speech, teacher asks students to look across the notes on three speeches to compare the inequities the speakers are speaking about. Then the teacher asks students to compare how the speakers use evidence and methods to convince their audiences that these inequities exist.

Reading: Informational

1. *Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.*
5. *Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.*
6. *Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.*
9. *Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.*

Speaking & Listening

1. *Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.*
 - a. *Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.*
 - b. *Work with peers to set rules for collegial discussions and decision-making clear goals and deadlines, and individual roles as needed.*
 - c. *Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively*

incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

- d. *Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.*

Option 2

- **Whole group:** The class reviews King's speech to list the inequities or forms of discrimination he is speaking about. Teacher records these for all to see. For each inequity, students share the evidence and methods King uses to convince his audience these inequities exist. Again, teacher records this information for all to see.
- **Pair work:** Students work in pairs. Each pair chooses to work with either Clinton's or Bush's speech. Students list the inequities Clinton or Bush is speaking about. For each inequity, students take notes on the evidence and methods the speaker uses to convince his audience these inequities exist.
- **Small group:** Each pair of students gets together with another pair that chose the same speech. Students share their notes. Small groups create a two-minute presentation with a visual to share their notes with the whole class.
- **Presentations:** Each small group presents to the class. Listeners take notes on the similarities and differences among the inequities the three speakers are speaking about as well as how the speakers use evidence and methods to convince their audiences that these inequities exist.
- **Whole group:** Teacher-led discussion on the similarities and differences among the inequities the three speakers are speaking about as well as how the speakers use evidence and methods to convince their audiences that these inequities exist.

Reading: Informational

1. *Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.*
5. *Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.*
6. *Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.*
9. *Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.*

Speaking & Listening

1. *Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.*
 - a. *Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.*
 - b. *Work with peers to set rules for collegial discussions and decision-making clear goals and deadlines, and individual roles as needed.*
 - c. *Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.*
 - d. *Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.*
4. *Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.*

Option 3

- **Whole group:** The class reviews King's speech to list the inequities or forms of discrimination he is speaking about. Teacher records these for all to see. For each inequity, students share the evidence and methods King uses to convince his audience these inequities exist. Again, teacher records this information for all to see.
- **Individual work:** Each student chooses to work with either Clinton's or Bush's speech. Students list the inequities Clinton or Bush is speaking about. For each inequity, students take notes on the evidence and methods the speaker uses to convince his audience this inequity exists.
- **Small group:** Students get together with someone who chose a different speech than they did. Students share their notes. Then they review the posted notes on King's speech. Together students take notes on the similarities and differences among the inequities the three speakers are speaking about as well as how the speakers use evidence and methods to convince their audiences that these inequities exist.
- **Whole group:** Teacher-led discussion of the similarities and differences among the inequities the three speakers are speaking about. Students also discuss how the speakers use evidence and methods to convince their audiences that these inequities exist.
- **Individual work:** Students write a draft of an informational/explanatory text comparing the inequities the speakers are speaking about as well as how the speakers use evidence and methods to convince their audiences that these inequities exist.

Reading: Informational

1. *Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.*
5. *Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.*
6. *Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.*
9. *Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.*

Writing

2. *Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.*

Speaking & Listening

1. *Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.*
 - a. *Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.*
 - b. *Work with peers to set rules for collegial discussions and decision-making clear goals and deadlines, and individual roles as needed.*
 - c. *Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.*
 - d. *Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.*

TASK 4.2: Comparing Texts

“I Have a Dream,” by Martin Luther King, Jr., “Remarks to the Convocation of the Church of God in Christ,” by William Jefferson Clinton, and “Ending Racial Inequality,” by George W. Bush

- All three speakers argue for ending racial inequality. Compare their solutions and the reasoning, evidence, and methods they use for those solutions.

College and Career Readiness Anchor Standards

Reading:

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
6. Assess how point of view or purpose shapes the content and style of a text.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Teaching Approaches

Option 1: Writing Assignment – Comparing Two Speeches

- **Pair work:** Students work in pairs. Each pair chooses two of the three speeches to work with. For their chosen speeches, students list the solutions each speaker gives for ending racial inequality. For each solution, students take notes on the reasoning, evidence, and methods the speaker uses for proposing those solutions.
- **Small group:** Each pair of students gets together with another pair that chose the same speeches. Students share and compile their notes.
- **Whole group:** Teacher-led, whole group discussion of each speech beginning with King and ending with Bush. Pairs of students share their notes on the solutions, reasoning, evidence, and methods in their chosen speech while the teacher records the information so that all students can see it.
- **Small group:** Once notes have been recorded for each speech, teacher asks students to look across the notes on the two speeches they chose to study and compare the solutions the speakers provide for ending racial inequality and the reasoning, evidence, and methods they use for proposing those solutions. Small groups discuss and take notes on their

Reading: Informational

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
6. Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
9. Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.

Writing

2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

thinking.

- **Whole group:** Teacher mini-lesson on the various ways to structure a comparison/contrast essay. Teacher and students discuss what structure makes the most sense given the notes they've gathered on the three speeches.
- **Whole group:** The teacher distributes a model of comparison/contrast essay that compares two topics or texts students have read previously. Together, students analyze the model for what it says and how it's written. The class generates a chart of what makes the essay effective.
- **Individual work:** Students draft their essays using evidence and ideas gathered during small and whole group work. They use the class-generated chart to guide their drafting. Students are encouraged to bounce ideas off each other as they are drafting.
- **Partner work:** Students trade essays with a partner and provide feedback for revision. Students provide feedback related to one or two items from the class-generated chart.
- **Teacher** distributes and discusses grading criteria with students.
- **Individual work:** Students revise their essay using peer feedback, class-generated chart, and grading criteria as guides.
- **Partner work:** Students partner with someone for peer editing.
- **Students** edit and hand in their essays.

Option 2: Writing Assignment – Comparing Two Speeches

- **Whole group:** The class reviews King's speech to list the solutions he provides for ending racial inequality. Teacher records these for all to see. For each solution, students share the reasoning, evidence, and methods King uses for proposing those solutions. Again, teacher record this information.
- **Pair work:** Students work in pairs to take notes on Clinton's or Bush's solutions for ending racial inequality. For each solution, students take notes on the reasoning, evidence, and methods the speakers use for proposing those solutions.
- **Pair work:** Once notes have been recorded for

Speaking & Listening

1. *Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.*
 - a. *Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.*
 - b. *Work with peers to set rules for collegial discussions and decision-making clear goals and deadlines, and individual roles as needed.*
 - c. *Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.*
 - d. *Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.*

Language

1. *Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.*
2. *Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.*

Reading: Informational

1. *Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.*
2. *Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.*
3. *Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.*
6. *Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.*

either Clinton's or Bush's speech, teacher asks students to look across those notes and the notes the class took on King to compare the solutions the speakers provide for ending racial inequality and the reasoning, evidence, and methods they use for proposing those solutions. Small groups discuss and take notes on their thinking.

- **Whole group:** Teacher mini-lesson on the various ways to structure a comparison/contrast essay. Teacher and students discuss what structure makes the most sense given the notes they've gathered on the speeches.
- **Whole group:** The teacher distributes a model of comparison/contrast essay that compares two topics or text students have read previously. Together, students analyze the model for what it says and how it's written. The class generates a chart of what makes the essay effective.
- **Individual work:** Students draft their essays using evidence and ideas gathered during pair and whole group work. They use the class-generated chart to guide their drafting.
- **Partner work:** Students trade essays with a partner and provide feedback for revision. Students provide feedback related to one or two items from the class-generated chart.
- **Teacher** distributes and discusses grading criteria with students.
- **Individual work:** Students revise their essay using peer feedback, class-generated chart, and grading criteria as guides.
- **Partner work:** Students partner with someone for peer editing.
- **Students** edit and hand in their essays.

9. *Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.*

Writing

2. *Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.*
4. *Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.*
9. *Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.*

Speaking & Listening

1. *Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.*
 - a. *Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.*
 - b. *Work with peers to set rules for collegial discussions and decision-making clear goals and deadlines, and individual roles as needed.*
 - c. *Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.*
 - d. *Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.*

Language

1. *Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.*
2. *Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.*

Option 3: Writing Assignment – Comparing Three Speeches

- **Pair work:** Students work in pairs. Each pair chooses one of the three speeches to work with. For their chosen speech, students list the solutions the speaker gives for ending racial inequality. For each solution, students take notes on the reasoning, evidence, and

Reading Informational

1. *Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.*
2. *Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by*

methods the speaker uses for proposing those solutions.

- **Small group:** Each pair of students gets together with another pair that chose the same speech. Students share and compile their notes.
- **Whole group:** Teacher-led, whole group discussion of each speech beginning with King and ending with Bush. Pairs of students share their notes on the solutions, reasoning, evidence, and methods of their chosen speech while the teacher records the information so that all students can see it.
- **Small group:** Once notes have been recorded for each speech, teacher asks students to look across the notes on three speeches to compare the solutions the speakers provide for ending racial inequality and the reasoning and evidence they use for proposing those solutions. Small groups discuss and take notes on their thinking.
- **Whole group:** Teacher-led, whole group discussion to compare the solutions the speakers provide for ending racial inequality and the reasoning, evidence, and methods they use for proposing those solutions. Teacher takes notes and records for all students to see.
- **Whole group:** Teacher mini-lesson on the various ways to structure a comparison/contrast essay. Teacher and students discuss what structure makes the most sense given the notes they've gathered on the three speeches.
- **Whole group:** The teacher distributes a model of comparison/contrast essay that compares three topics or text students have read previously. Together, students analyze the model for what it says and how it's written. The class generates a chart of what makes the essay effective.
- **Individual work:** Students draft their essays using evidence and ideas gathered during small and whole group work. They use the class-generated chart to guide their drafting. Students are encouraged to bounce ideas off each other as they are drafting.
- **Partner work:** Students trade essays with a partner and provide feedback for revision. Students provide feedback related to one or

specific details; provide an objective summary of the text.

3. *Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.*
6. *Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.*
9. *Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.*

Writing

2. *Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.*
4. *Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.*
5. *Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.*

Speaking & Listening

1. *Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.*
 - a. *Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.*
 - b. *Work with peers to set rules for collegial discussions and decision-making clear goals and deadlines, and individual roles as needed.*
 - c. *Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.*
 - d. *Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.*

two items from the class-generated chart.

- **Teacher** distributes and discusses grading criteria with students.
- **Individual work:** Students revise their essay using peer feedback, class-generated chart, and grading criteria as guides.
- **Partner work:** Students partner with someone for peer editing.
- **Students** edit and hand in their essays.

Language

1. *Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.*
2. *Demonstrate command of the conventions of standard English capitalization, punctuation, and*

Option 4: Writing Assignment – Comparing Three Speeches

- **Whole group:** The class reviews King's speech to list the solutions he provides for ending racial inequality. Teacher records these for all to see. For each solution, students share the reasoning and evidence King uses for proposing those solutions. Again, teacher records this information.
- **Pair work:** Students work in pairs to take notes on Clinton and Bush's solutions for ending racial inequality. For each solution, students take notes on the reasoning, evidence, and methods the speakers use for proposing those solutions.
- **Pair work:** Once notes have been recorded for each speech, teacher asks students to look across the notes on three speeches to compare the solutions the speakers provide for ending racial inequality and the reasoning, evidence, and methods they use for proposing those solutions. Small groups discuss and take notes on their thinking.
- **Whole group:** Teacher mini-lesson on the various ways to structure a comparison/contrast essay. Teacher and students discuss what structure makes the most sense given the notes they've gathered on the three speeches.
- **Whole group:** The teacher distributes a model of comparison/contrast essay that compares three topics or texts students have read previously. Together, students analyze the model for what it says and how it's written. The class generates a chart of what makes the essay effective.
- **Individual work:** Students draft their essays using evidence and ideas gathered during pair and whole group work. They use the class-

Reading: Informational

1. *Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.*
2. *Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.*
3. *Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.*
6. *Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.*
9. *Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.*

Writing

2. *Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.*
4. *Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.*
5. *Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.*

Speaking & Listening

1. *Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.*
 - a. *Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned*

generated chart to guide their drafting.

- **Partner work:** Students trade essays with a partner and provide feedback for revision. Students provide feedback related to one or two items from the class-generated chart.
- **Teacher** distributes and discusses grading criteria with students.
- **Individual work:** Students revise their essay using peer feedback, class-generated chart, and grading criteria as guides.
- **Partner work:** Students partner with someone for peer editing.
- **Students** edit and hand in their essays.

exchange of ideas.

- Work with peers to set rules for collegial discussions and decision-making clear goals and deadlines, and individual roles as needed.*
- Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.*
- Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.*

Language

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.*
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.*

Option 5: Writing Assignment – Comparing Three Speeches

- **Individual work:** Students review each speech and list the solutions each speaker gives for ending racial inequality. For each solution, students list the reasoning, evidence, and methods the speaker uses for proposing these solutions. The teacher provides students with an organizer that they can use to record the information on each speech.
- **Individual work:** After students have taken notes on each speech, they look across the solutions, reasoning, evidence, and methods and note similarities and differences among the speakers. Students might use a three-circle Venn diagram.
- **Whole group:** Teacher mini-lesson on the various ways to structure a comparison/contrast essay. Teacher and students discuss what structure makes the most sense given the notes they've gathered on the three speeches. Individual students are encouraged to share their ideas about how they might structure their essay.
- **Whole group:** The teacher distributes a model of comparison/contrast essay that compares three topics or texts students have read previously. Together, students analyze the model for what it says and how it's written. The

Reading: Informational

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.*
- Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.*
- Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.*
- Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.*
- Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.*

Writing

- Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.*
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.*
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.*

class generates a chart of what makes the essay effective. The teacher also distributes the grading rubric to students.

- **Individual work:** Students draft their essays using the class-generated chart and grading rubric to guide their drafting.
- **Partner work:** Students trade essays with a partner and provide feedback for revision. Students provide feedback related to one or two items from the class-generated chart.
- **Individual work:** Students revise their essay using peer feedback, class-generated chart, and grading criteria as guides.
- **Partner work:** Students partner with someone for peer editing.
- **Students** edit and hand in their essays.

Language

1. *Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.*
2. *Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.*

Option 6: Speaking Assignment – Comparing Three Speeches

- **Small group:** Students work in groups of three. Groups review each speech and list the solutions each speaker gives for ending racial inequality. For each solution, students list the reasoning, evidence, and methods the speaker uses for proposing these solutions. Then, students look across their notes to compare the solutions the three speakers provide for ending racial inequality, and the reasoning, evidence, and methods they provide/use for their solutions.
- **Small group:** Groups prepare a five-minute speech to share their comparison of the three speeches. Students also create a poster or other visual to support their presentation.
- **Presentations:** Small groups present their comparison to the class. The student audience assesses each group's presentation by considering the strength of their presentation according to criteria that was pre-established by the class.

Reading: Informational

1. *Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.*
2. *Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.*
3. *Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.*
6. *Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.*
9. *Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.*

Speaking & Listening

1. *Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.*
 - a. *Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.*
 - b. *Work with peers to set rules for collegial discussions and decision-making clear goals and deadlines, and individual roles as needed.*
 - c. *Propel conversations by posing and responding*

to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

- d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.*
- 4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.*
- 6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.*

Language

- 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.*
- 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.*

APPENDIX A

from REMARKS TO THE CONVOCATION OF THE CHURCH OF GOD IN CHRIST

William J. Clinton

November 13, 1993, 11:51 A.M.

- 1 If Martin Luther King were to reappear by my side today and give us a report card on the last 25 years, what would he say? "You did a good job," he would say, "voting and electing people who formerly were not electable because of the color of their skin. You have more political power, and that is good."
- 2 "You did a good job," he would say, "letting people who have the ability to do so live wherever they want to live, go wherever they want to go in this great country."
- 3 "You did a good job," he would say, "elevating people of color into the ranks of the United States Armed Forces to the very top or into the very top of our Government."
- 4 "You did a very good job," he would say, "creating a black middle class of people who really are doing well, and the middle class is growing more among African-Americans than among non-African-Americans. You did a good job; you did a good job in opening opportunity."
- 5 "But," he would say, "I did not live and die to see the American family destroyed. I did not live and die to see 13-year-old boys get automatic weapons and gun down 9-year-olds just for the kick of it. I did not live and die to see young people destroy their own lives with drugs and then build fortunes destroying the lives of others. That is not what I came here to do."
- 6 "I fought for freedom," he would say, "but not for the freedom of people to kill each other with reckless abandon, not for the freedom of children to have children and the fathers of the children walk away from them and abandon them as if they don't amount to anything. I fought for people to have the right to work but not to have whole communities and people abandoned. This is not what I lived and died for."
- 7 "My fellow Americans," he would say, "I fought to stop white people from being so filled with hate that they would wreak violence on black people. I did not fight for the right of black people to murder other black people with reckless abandon."
- 8 The other day the Mayor of Baltimore, a dear friend of mine, told me a story of visiting the family of a young man who had been killed -- 18 years old -- on Halloween. He always went out with little bitty kids so they could trick-or-treat safely. And across the street from where they were walking on Halloween, a 14-year-old boy gave a 13-year-old boy a gun and dared him to shoot the 18-year-old boy, and he shot him dead. And the Mayor had to visit the family.
- 9 In Washington, DC, where I live, your Nation's Capital, the symbol of freedom throughout the world, look how that freedom is being exercised. The other night a man came along the street and grabbed a 1-year-old child and put the child in his car. The child may have been the child of the man. And two people were after him, and they chased him in the car, and they just kept shooting with reckless abandon, knowing that baby was in the car. And they

shot the man dead, and a bullet went through his body into the baby's body, and blew the little bootie off the child's foot.

- 10 The other day on the front page of our paper, the Nation's Capital, are we talking about world peace or world conflict? No, big article on the front page of the Washington Post about an 11-year-old child planning her funeral: "These are the hymns I want sung. This is the dress I want to wear. I know I'm not going to live very long." That is not the freedom, the freedom to die before you're a teenager is not what Martin Luther King lived and died for.
- 11 More than 37,000 people die from gunshot wounds in this country every year. Gunfire is the leading cause of death in young men. And now that we've all gotten so cool that everybody can get a semiautomatic weapon, a person shot now is 3 times more likely to die than 15 years ago, because they're likely to have three bullets in them. A hundred and sixty thousand children stay home from school every day because they are scared they will be hurt in their schools.
- 12 The other day I was in California at a town meeting, and a handsome young man stood up and said, "Mr. President, my brother and I, we don't belong to gangs. We don't have guns. We don't do drugs. We want to go to school. We want to be professionals. We want to work hard. We want to do well. We want to have families. And we changed our school because the school we were in was so dangerous. So when we showed up to the new school to register, my brother and I were standing in line and somebody ran into the school and started shooting a gun. My brother was shot down standing right in front of me at the safer school." The freedom to do that kind of thing is not what Martin Luther King lived and died for, not what people gathered in this hallowed church for the night before he was assassinated in April of 1968. If you had told anybody who was here in this church on that night that we would abuse our freedom in that way, they would have found it hard to believe. And I tell you, it is our moral duty to turn it around.
- 13 And now I think finally we have a chance. Finally, I think, we have a chance. We have a pastor here from New Haven, Connecticut. I was in his church with Reverend Jackson when I was running for President on a snowy day in Connecticut to mourn the death of children who had been killed in that city. And afterward we walked down the street for more than a mile in the snow. Then, the American people were not ready. People would say, "Oh, this is a terrible thing, but what can we do about it?"
- 14 Now when we read that foreign visitors come to our shores and are killed at random in our fine State of Florida, when we see our children planning their funerals, when the American people are finally coming to grips with the accumulated weight of crime and violence and the breakdown of family and community and the increase in drugs and the decrease in jobs, I think finally we may be ready to do something about it.
- 15 And there is something for each of us to do. There are changes we can make from the outside in; that's the job of the President and the Congress and the Governors and the mayors and the social service agencies. And then there's some changes we're going to have to make from the inside out, or the others won't matter. That's what that magnificent song was about, isn't it? Sometimes there are no answers from the outside in; sometimes all the answers have to come from the values and the stirrings and the voices that speak to us from within.

- 16 So we are beginning. We are trying to pass a bill to make our people safer, to put another 100,000 police officers on the street, to provide boot camps instead of prisons for young people who can still be rescued, to provide more safety in our schools, to restrict the availability of these awful assault weapons, to pass the Brady bill and at least require people to have their criminal background checked before they get a gun, and to say, if you're not old enough to vote and you're not old enough to go to war, you ought not to own a handgun, and you ought not to use one unless you're on a target range.
- 17 We want to pass a health care bill that will make drug treatment available for everyone. And we also have to do it. We have to have drug treatment and education available to everyone and especially those who are in prison who are coming out. We have a drug czar now in Lee Brown, who was the police chief of Atlanta, of Houston, of New York, who understands these things. And when the Congress comes back next year, we will be moving forward on that.
- 18 We need this crime bill now. We ought to give it to the American people for Christmas. And we need to move forward on all these other fronts. But I say to you, my fellow Americans, we need some other things as well. I do not believe we can repair the basic fabric of society until people who are willing to work have work. Work organizes life. It gives structure and discipline to life. It gives meaning and self-esteem to people who are parents. It gives a role model to children.
- 19 The famous African-American sociologist William Julius Wilson has written a stunning book called "The Truly Disadvantaged" in which he chronicles in breathtaking terms how the inner cities of our country have crumbled as work has disappeared. And we must find a way, through public and private sources, to enhance the attractiveness of the American people who live there to get investment there. We cannot, I submit to you, repair the American community and restore the American family until we provide the structure, the values, the discipline, and the reward that work gives.
- 20 I read a wonderful speech the other day given at Howard University in a lecture series funded by Bill and Camille Cosby, in which the speaker said, "I grew up in Anacostia years ago. Even then it was all black, and it was a very poor neighborhood. But you know, when I was a child in Anacostia, a 100 percent African-American neighborhood, a very poor neighborhood, we had a crime rate that was lower than the average of the crime rate of our city. Why? Because we had coherent families. We had coherent communities. The people who filled the church on Sunday lived in the same place they went to church. The guy that owned the drug-store lived down the street. The person that owned the grocery store lived in our community. We were whole." And I say to you, we have to make our people whole again.
- 21 This church has stood for that. Why do you think you have 5 million members in this country? Because people know you are filled with the spirit of God to do the right thing in this life by them. So I say to you, we have to make a partnership, all the Government agencies, all the business folks; but where there are no families, where there is no order, where there is no hope, where we are reducing the size of our armed services because we have won the cold war, who will be there to give structure, discipline, and love to these children? You must do that. And we must help you. Scripture says, "you are the salt of the Earth and the light of the world, that if your light shines before men they will give glory to the Father in heaven." That is what we must do.

- 22 That is what we must do. How would we explain it to Martin Luther King if he showed up today and said, yes, we won the cold war? Yes, the biggest threat that all of us grew up under, communism and nuclear war, communism gone, nuclear war receding. Yes, we developed all these miraculous technologies. Yes, we all have got a VCR in our home; it's interesting. Yes, we get 50 channels on the cable. Yes, without regard to race, if you work hard and play by the rules, you can get into a service academy or a good college, you'll do just great. How would we explain to him all these kids getting killed and killing each other? How would we justify the things that we permit that no other country in the world would permit? How could we explain that we gave people the freedom to succeed, and we created conditions in which millions abuse that freedom to destroy the things that make life worth living and life itself? We cannot.
- 23 And so I say to you today, my fellow Americans, you gave me this job, and we're making progress on the things you hired me to do. But unless we deal with the ravages of crime and drugs and violence and unless we recognize that it's due to the breakdown of the family, the community, and the disappearance of jobs, and unless we say some of this cannot be done by Government, because we have to reach deep inside to the values, the spirit, the soul, and the truth of human nature, none of the other things we seek to do will ever take us where we need to go.
- 24 So in this pulpit, on this day, let me ask all of you in your heart to say: We will honor the life and the work of Martin Luther King. We will honor the meaning of our church. We will, somehow, by God's grace, we will turn this around. We will give these children a future. We will take away their guns and give them books. We will take away their despair and give them hope. We will rebuild the families and the neighborhoods and the communities. We won't make all the work that has gone on here benefit just a few. We will do it together by the grace of God.
- 25 Thank you.

APPENDIX B

ENDING RACIAL INEQUALITY

George W. Bush

NAACP Annual Convention

July 10, 2000

- 1 The history of the Republican Party and the NAACP has not been one of regular partnership. But our nation is harmed when we let our differences separate us and divide us. So, while some in my party have avoided the NAACP, and while some in the NAACP have avoided my party, I am proud to be here today.
- 2 I am here today because I believe there is much we can do together to advance racial harmony and economic opportunity. But before we get to the future, we must acknowledge our past. In the darkest days of the Civil War, President Lincoln pleaded to our divided nation to remember that "We cannot escape history... [that] we will be remembered in spite of ourselves." One hundred and forty years later, that is still true. For our nation, there is no denying the truth that slavery is a blight on our history. And that racism, despite all our progress, still exists. For my party, there's no escaping the reality that the Party of Lincoln has not always carried the mantle of Lincoln.
- 3 Recognizing and confronting our history is important. Transcending our history is essential. We are not limited by what we have done, or what we have left undone. We are limited only by what we are willing to do. Our nation must make a new commitment to equality and upward mobility for all our citizens. This is a great moment of national prosperity. But many still live in prosperity's shadow. The same economy that is a miracle for millions is a mystery to millions as well.
- 4 From the beginning of this campaign, I have said that prosperity must have a purpose. The purpose of prosperity is to ensure that the American Dream touches every willing heart. We cannot afford to have an America segregated by class, by race or by aspiration. America must close the gap of hope between communities of prosperity and communities of poverty. We have seen what happens when African-American citizens have the opportunity they have earned and the respect they deserve. Men and women once victimized by Jim Crow have risen to leadership in the halls of Congress. Professionals and entrepreneurs have built a successful, growing African-American middle class. It must be our goal to expand this opportunity – to make it as broad and diverse as American itself. And this begins with enforcing our civil rights laws.
- 5 Discrimination is still a reality, even when it takes different forms. Instead of Jim Crow, there is racial redlining and profiling. Instead of "separate but equal," there is separate and forgotten. Strong civil rights enforcement will be a cornerstone of my administration.
- 6 I will confront another form of bias – the soft bigotry of low expectations in education. Several months ago I visited Central High School in Little Rock, where African-Americans confronted injustice and white Americans confronted their conscience. In 43 years, we've come so far in opening the doors of our schools. Yet today we have a challenge of our own: while all can

enter our schools, many are not learning there. There is a tremendous gap of achievement between rich and poor, white and minority. This, too, leaves a divided society. And whatever the cause, the effect is discrimination. My friend Phyllis Hunter, a teacher in Texas, calls reading “the new civil right.” Equality in our country will remain a distant dream until every child, of every background, has a chance to learn and strive and rise in the world. No child in America should be segregated by low expectations... imprisoned by illiteracy... abandoned to frustration and the darkness of self-doubt.

- 7 And there is reason for optimism. A great movement of education reform has begun in this country, built on clear principles: Raise the bar of standards. Give schools the flexibility to meet them. Measure progress. Insist on results. Blow the whistle on failure. Provide parents with options to increase their influence. And don't leave any child behind.
- 8 I believe in these principles. I have seen them turn around troubled schools in my state. I've seen them bring hope into the lives of children – inspiring confidence and ambition. I'm especially proud that the performance of minority students in my state is improving at one of the fastest rates in the country. African-American fourth-graders in Texas have better math skills than any other state.
- 9 We can make the same kind of progress at the national level. A central part of my agenda is changing Title One to close the achievement gap. All students will be tested. Low-performing schools will have three years to produce results. If they do not, then these resources will go directly to the parents.
- 10 Every child can learn. Every child in this country deserves to grow in knowledge and character and ideals. Nothing is more important to our prosperity and goodness than cultivated minds and courageous hearts. As W. E. B. Du Bois said a century ago, “Either the United States will destroy ignorance, or ignorance will destroy the United States.”
- 11 Education is the essential beginning – but we must go further. To create communities of promise, we must help people build the confidence and faith to achieve their own dreams. We must put government squarely on the side of opportunity. This is a higher and older tradition of my party. Lincoln argued that “every poor man should have a chance.” He defended a “clear path for all.” He financed colleges, welcomed immigrants, promoted railroads and economic development. Through the Homestead Act, he gave countless Americans a piece of land a start in life. I have proposed a New Prosperity Initiative that reflects the spirit of Lincoln's reforms. A plan to remove obstacles on the road to the Middle Class. Instead of helping people cope with their need, we will help them move beyond it.
- 12 We must provide a Family Health Credit that covers 90 percent of the cost of a basic health policy for low-income families. We must make it possible for more people to become homeowners, to own a part of the American Dream. So we'll allow low-income families to use up to a year's worth of Section 8 rental payments to make a down payment on their own home – then use five years of those payments to help with the mortgage. We'll start an American Dream Down Payment Fund, matching individual savings for the down payment on a home.
- 13 Behind all these proposals is a simple belief: I believe in private property. I believe in private property so strongly, I want everyone to have some. Education helps the young. Empowerment lifts the able. But there are those who need much more. Children without role models. Young people captured by gangs or addiction or despair.

- 14 Government can spend money, but it cannot put hope in someone's heart or a sense of purpose in their lives. This is done by caring communities – by churches, synagogues, mosques and charities that serve their neighbors because they love their God. Every day they prove that our worst problems are not hopeless or endless. Every day they perform miracles of renewal. What we need is a new attitude that welcomes the transforming power of faith. In the words of a writer who visited the Mott Haven section of the Bronx: “the beautiful old stone church ... is a gentle sanctuary from the terror of the streets outside.”
- 15 In city after city, for the suffering and the hurting, the most hopeful passageway is the door to the house of God. We are going to extend the role and reach of charities and churches, synagogues and mosques, mentors and community healers, in our society. As President, I intend to rally these armies of compassion in the neighborhoods of America. I will lift the regulations that hamper private and faith-based programs. I will involve them in after-school programs, maternity group homes, drug treatment, prison ministries. I have laid out specific incentives to encourage an outpouring of giving in America. Here's an example. More than a million children have one or both parents in prison. These are forgotten children – almost six times more likely to go to prison themselves. And they should not be punished for the sins of their fathers. We should give grants to ministries and mentoring programs that offer support to these children. Let us bring help and hope to these other innocent victims of crime.
- 16 I'm not calling for government to step back from its responsibilities, but to share them. We'll always need government to raise and distribute funds, monitor success and set standards. But we also need what no government can provide: the power of compassion and prayer and love. These are some of my goals for America – to help make opportunity not only a hope and a promise, but a living reality.
- 17 The NAACP and the GOP have not always been allies. But recognizing our past and confronting the future with a common vision, I believe we can find common ground. This will not be easy work. But a philosopher once advised: “When given a choice, prefer the hard.” We will prefer the hard because only the hard will achieve the good. That is my commitment. That is our opportunity.

APPENDIX C

Vocabulary

Instructional Approaches

King, Clinton, and Bush all use words in their speeches that are likely to be unknown to students. Teachers should consider which unknown words they want to target for instruction. The majority of words teachers select should be ones in which students already have a conceptual understanding and ones that are found frequently in a variety of contexts and genres. Additionally, because this unit focuses on promoting racial equality, teachers might consider selecting words that focus on concepts like justice and discrimination. Some of the following words might be ones that are useful for study:

Segregation	Oppression	Prosperity	Righteousness
Discrimination	Despair	Optimism	Justice
Appalling	Tribulations	Empowerment	Harmony

In order for students to learn and own the words, teachers make sure students have multiple opportunities to actively think about, use, hear, and see the words in various contexts.

Students generally benefit from encountering new words in the context so that they can see how the words are used. This helps them develop an understanding of the words that goes beyond the dictionary definition. Additionally, students are more likely to remember the words if they encounter them in context. There are times to pre-teach vocabulary, especially if the unknown words will impede overall comprehension of a text, but a danger with pre-teaching that students quickly lose the meanings because the words before them are not contextualized. Whenever words are pre-taught, it is always important to revisit them in their contexts.

Below are some ways that teacher can engage students in vocabulary study:

- Have students use word or concept maps to expand their definitions of words and understand the relationship between words. Word or concept maps may ask students to do such things as provide synonyms and antonyms, come up with examples and non-examples, create visuals, and develop their own definitions for target words.
- Ask students to put words into categories that reflect larger concepts or themes in the three speeches.
- Ask students to mark positive words with a plus and negative words with a minus.
- Encourage students to use target words in speaking and writing during their study of the three speeches
- Teach students various strategies for discerning the meaning of words such as using roots, prefixes, and suffixes; context clues; and syntactic and semantic clues.
- Use discussion of relevant passages in the three speeches to clarify the meaning of new words, bridge new words and words students already know, help students understand the various meanings of new words, and clarify misunderstandings of new words.



GRADE 9-10 ENGLISH LANGUAGE ARTS

SPEECHES: ARGUMENT AND METHODS

ADDITIONAL SUPPORTS

The following lessons are designed to help introduce and build background knowledge about the language of argument prior to reading the four speeches and writing the culminating performance task in the preceding unit. These lessons are not designed to fit into any specific time frame and will probably take more than one class period, depending on your students' interest, skills and prior knowledge.

Lesson 1: Understanding the Language of Argument

For students who have had little exposure to the language of argument, we highly recommend adapting lessons from the book, *Teaching Argument Writing, Grades 6-12* by George Hillocks, Jr. (Heinemann, 2011). In preparing for this lesson, it is recommended that teachers have students read excerpts of the introductory [chapter](#) in which the author defines the different components of an argument: claims, counterclaims, warrants, evidence, and reasoning. For students to successfully write any argument essay, they should have a clear understanding of these concepts. Additionally, this resource contains engaging activities for teaching argument using visual texts.

Lesson 2: Applying our Understanding of Argument

Text: “Ain’t I a Woman” by Sojourner Truth, December 1851

Reading for Basic Comprehension

Students answer the following prompt in their notebook: Use a dictionary to define these two words: ‘sojourner’ and ‘truth.’ Predict what we can expect from a person with the name Sojourner Truth.

Students share out definitions, and the teacher charts definitions on the board.

Teacher tells students they will read the text several times. The first few times they will be reading for the gist, the second to identify the big ideas, and the third to examine the author’s methods for communicating their big ideas.

Teacher, or a student who is an expert reader, reads aloud the speech by Sojourner Truth. Teacher poses the following questions:

Who is the speaker? What do we know about her? How do we know (where in the text do you see this)?

Students then read silently a second time and underline any words or phrases that will help them answer the question: who is the speaker and what do we know about her?

Students discuss answers to the question with a partner. Teacher leads a whole class discussion.

Teacher then poses the question:

Who is the speaker speaking to? How do you know (where in the text do you see this)?

Teacher follows discussion by directing students to summarize what they know about the speaker and what she is trying to say.

Reading to Analyze the Main Idea

Direct students to re-read Sojourner Truth's speech and to underline what they define as the most significant moments.

"Copy a sentence you described as one of the most significant moments. Explain why you selected it in a few sentences."

Volunteer students read the text aloud. Students share out their quick-write responses.

Teacher then leads discussion with sequenced questions:

- What is Truth's argument?
- What moments do you find most compelling in advancing the speaker's argument?
- Identify and explain a moment that strikes you as most significant to Truth's argument.
- Identify and explain the claims that you find most significant to Truth's argument

Students share from their written responses. Teacher should also encourage students to respond to and build on what others have said. As a final activity for this portion of the lesson, ask students to summarize what they think is Truth's most important claim, based on what they've learned in the discussion. Why is this claim more important than her other claims?

Analyzing the Author's Methods

Direct students to count the number of times Truth states, "Ain't I a Woman?"

- What do you think she means by that phrase? Why do you think she keeps repeating the question?
- Why does Truth begin her speech with claims that have to do with individual people?
- Why does Truth end her speech with claims about God?

Identify these methods as repetition and types of appeals. Explain that authors will often use different methods to build their argument. Sometimes they will structure sentences and language to have a particular impact, e.g., repetition. What impact does repetition have in Truth's speech?

Authors also use different categories of appeal for their evidence and reasoning. For example, an author will appeal to people's sense of morality, emotion, and/or logic in order to convince them to do something or change their beliefs about an issue.

Ask students to re-read the text again, searching for methods that Truth uses to build and support her argument. Are there other examples of moral/emotional/logical appeals? Does she repeat other words or themes? Do students see methods other than the ones already discussed?

(Makes claims of equivalence; appeals to fairness; points out false comparisons; points out illogic in counterclaims; rebuts counterclaims)

As a final activity, ask students to write a response to the following:

Identify Truth's argument and describe her most convincing claim that supports her argument. What evidence and reasoning does she employ to develop her claim? What methods does she use to communicate her claim? Why is this claim more convincing than her other claims?

You are in effect writing an argument that analyzes Truth's argument. Make sure you include:

- An introduction that clearly describes her argument and most important claim.
- Body paragraphs that introduce your claims, distinguish your claims from alternate or opposing claims, and that create an organization that establishes clear relationships among your claims, counterclaims, reasons, and evidence.
- A concluding paragraph that follows from and supports the argument presented.

Closing

At the end of this lesson, students may be curious to know more about Sojourner Truth. Teachers may want to have students do a quick Internet search to find the following information. As students learn the facts about Truth, ask them, "How much of this background information confirms what you were able to analyze or predict from the text? Does this information contradict who you thought Truth might be from reading her speech?"

Truth, Sojourner (c. 1797–1883), itinerant preacher, abolitionist, and feminist. Sojourner Truth, born a slave in Ulster County, New York, a symbol of women's strength and black women's womanliness, is summed up in the phrase "ar'n't I a woman?" Known as Isabella VanWagener until 1843, she changed her name and became an itinerant preacher under the influence of Millerite Second Adventism.

In the 1840s Truth encountered feminist abolitionism during her stay in the Northampton (Mass.) Association of Education and Industry. There she met Olive Gilbert, who recorded The Narrative of Sojourner Truth: A Bondswoman of Olden Time, which Truth published in Boston in 1850. During the 1850s and 1860s sales to antislavery and feminist audiences of this narrative provided Truth's main source of income. Truth attended the 1851 Akron, Ohio, convention on women's rights in order to sell her book. The chair of that meeting, Frances Dana Gage, wrote the most popular version of Truth's speech and invented the "ar'n't I a woman?" refrain in 1863, which defined Truth's persona in the twentieth century.

--Oxford Companion to African American Literature, 2001.