Speeches for Racial Equality

Grades 9-10
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Introduction
Speeches for Racial Equality: Examining Arguments and Methods
Overview

What is this unit about?
This unit uses speeches about racial equality from different leaders across time to support students’ study of the methods these speakers use to build and support their own arguments. Through engaging in the unit, students will deepen their understanding of how to read, write about, and analyze informational texts, focusing on authors’ methods. Students will also deepen their understanding of effective summaries and arguments about informational texts.

In this unit, students will read, write about, and discuss informational texts to deepen their understanding of the following big questions:

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

As part of the culminating assessment task, students will write an essay to argue for which speaker makes the strongest argument to promote racial equality. Students will be expected to develop their argument with claims and counterclaims that are grounded in evidence from across the unit texts.

What content will students learn?
Students will expand their knowledge base about:

- speeches about racial equality.
- how authors use methods (e.g., metaphor, repetition, allusion) to support their argument.
- how to identify and explain the relationship between claims and counterclaims.
- characteristics of effective summaries.
- characteristics of effective arguments.
How will students develop their skills and habits of reading, writing, and speaking?

The unit provides instructional resources and questions that guide an inquiry approach to teaching. Students engage as problem solvers and sense makers as they think, talk, and write about the texts they read in the unit.

Each task students are asked to engage in includes an inquiry for them to answer and/or pursue. Students are supported to develop skills and habits such as how to:

- comprehend complex informational texts with assistance and independently.
- develop, support, and defend text-based interpretations and arguments.
- analyze informational texts to identify authors’ methods and explain how those methods contribute to the authors’ argument, taking into consideration purpose and audience.
- compare texts.
- read and take notes from texts.
- participate in routines such as maintaining a Reader/Writer Notebook, completing Quick Writes, pair/trio sharing of textual evidence, and whole group discussions on a text’s ideas and interpretations of texts.
- value effort as a way to get smarter about reading, writing, listening, speaking, and research.

What is the unit outline?

On the next page, you’ll find the unit outline. This unit outline provides a one-page snapshot of the major work that students will engage in over the course of this unit. The outline shows what students will do, while the pages that follow the outline show how students will engage in that work.

The unit outline lists the unit’s overarching questions, texts, tasks, and culminating assessment. The unit outline is meant to be read horizontally and vertically. The horizontal work represents the work that students do across texts. For example, the overarching questions reach across all the texts in the unit and students are asked to engage with work that will deepen their understanding of these questions with all the texts in the unit.

The vertical work shows the tasks or questions that students will engage in with a single text or across two texts. As you read, notice how the tasks in the vertical rows are designed to build on each other and engage students in evolving, challenging work. Notice too how the tasks are designed to give students multiple opportunities with each text to engage in key tasks aligned to the CCSS.

Each unit task on the unit outline is represented by a question or set of questions preceded by two numbers. The first number references a unit text and the second number references the task number for that text. For instance, Task 1.2 uses Text 1, “I Have a Dream,” and is the second task for this text.
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?

### OPTIONAL TEXT

<table>
<thead>
<tr>
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<th>TEXT 2</th>
<th>TEXT 3</th>
<th>TEXT 4</th>
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<tr>
<td>“I Have a Dream” by Martin Luther King, Jr.</td>
<td>“Remarks to the Convocation of the Church of God in Christ” by William Jefferson Clinton</td>
<td>“Ending Racial Inequality” by George W. Bush</td>
<td>“Remarks to the NAACP” by President Barack Obama</td>
</tr>
<tr>
<td>August 28, 1963</td>
<td>November 13, 1993</td>
<td>NAACP Annual Convention</td>
<td>NAACP Annual Convention</td>
</tr>
<tr>
<td></td>
<td></td>
<td>July 10, 2000</td>
<td>July 17, 2009</td>
</tr>
</tbody>
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### Culminating Assessment

Write an argument in which you argue for which speaker makes the strongest argument to promote racial equality. Develop your argument with claims and counterclaims that are grounded in evidence from across the unit texts.
Common Core State Standards\(^1\) (CCSS)

College and Career Readiness Anchor Standards For:

**Reading (p. 35)**

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.
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 (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.
7. 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.
8. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
9. Read and comprehend complex literary and informational texts independently and proficiently.

**Writing (p. 41)**

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
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.
3. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
5. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
6. Draw evidence from literary or informational texts to support analysis, reflection, and research.
7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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Speaking and Listening (p. 48)

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.

Language (p. 51)

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.

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

Notes

- The grade-level standards that are addressed are provided at the end of each task.
- For standards where there is partial alignment, the underlined words and phrases indicate the part of the standard to which the task is aligned.
- Standards that are aligned only to the differentiated options are indicated in the callout boxes for each option.
Instructional Supports in the Unit

How does the unit support planning and implementation?

The unit provides teacher-friendly features such as:

- a unit outline that provides a one-page snapshot of the major work that students will engage in over the course of the unit.
- texts that are fully identified in the unit introduction for copyright purposes and are easy to locate.
- tasks with identified learning targets and goals (overarching questions; open-ended, text-based questions; and College and Career Readiness Anchor Standards with matching grade-level CCSS).
- differentiated options for teaching approaches that allow the teacher to plan lessons to meet the needs of individual students and the whole class.
- specific means of support – for example, task questions, recommended pedagogical routines with explanations – are provided with each lesson.
- chart titles, resources, and handouts that are listed in one table in the unit introduction to make it easy to organize materials.
- a copy-ready culminating assessment task.
- a teacher’s “Instructional Glossary” with explanations of terms that are provided in the “Instructional Glossary” section of the unit.
- instructional tools relevant to this unit that are provided in the “Instructional Resources” section of the unit.
How is it best to read and use the task pages?

Each task on the unit outline has several pages dedicated to it in the pages of the unit that follows. Each task has an overview page that’s similar to the first example below, a teaching approach, and highlighted boxes to indicate different teaching options within the task.

### Prior Knowledge and Background

Use 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?”

### Materials

- Primary and secondary sources about Martin Luther King, Jr., his role in the civil rights movement, and his speech, “I Have a Dream.”
- Wiki or other online forum
- Materials for student presentations
- Reader/Writer Notebook
- Chart paper and markers

### Teaching Approach

#### Individual Work

Students list what they know about Martin Luther King, Jr. and his speech, “I Have a Dream,” in their Reader/Writer Notebooks.

#### Pair Work

Students share their lists with a partner.

#### Whole Group

Facilitate a discussion of what students know about King and “I Have a Dream.” Record answers for all students to see.

Provide 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.

### Teaching Option – Student Research and Presentations:

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 the following questions:

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

Students then share their sources and responses. Pairs create and present a one-minute presentation using a visual to share what they consider most significant about what they’ve learned with the class. Ask pairs to present their presentation to the class. Afterwards, lead a discussion about King and “I Have a Dream.” (SL.9-10.4)

### Focus Standards

**Reading Informational Text**

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

**Writing**

- W.9-10.10: Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.9-10.10a: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (single sitting or a day or two) for a range of tasks, purposes, and audiences.

**Speaking and Listening**

- SL.9-10.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
- SL.9-10.4: Present information, findings, and supporting evidence clearly, coherently, 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.
How is each task organized and sequenced?
Each task is intended to scaffold student learning through the use of pedagogical routines such as teacher modeling (as needed), individual Quick Writes with teacher support, partner/trio sharing, or whole group. The routines assist learners toward fully independent engagement and completion of tasks. The pedagogical routines, which signal the level of scaffolding for tasks, are highlighted through the use of bold print.

Teaching options are provided throughout the unit. These options provide teachers with varying instructional methods, so that the content and pedagogy can be differentiated between classes and within a class.

Why these task questions?
The questions have been carefully developed and reviewed to support students’ engagement with the text or texts under study. Changing the language of a question can diminish or increase the thinking work that students need to do with a question. The questions follow a sequenced pattern from initial comprehension work with a text to more difficult analytical work. This sequence has also been developed and reviewed carefully to support the lesson’s learning goal which links to the unit’s larger learning goals. Changing the questions can change the unit’s intent and purposefulness. As part of fully supporting students to answer the questions, provide them in writing as well as saying them. Students can then see and refer back to a question at any time during completion of the task.

How long will it take to fully implement this unit?
It will take approximately four to six weeks to implement this set of lessons. These lessons are designed to be implemented sequentially to support students to achieve the instructional goals. As such, the pacing of the lessons should depend on the time students need to achieve these goals.

How does the unit provide support for English learners?
Support for English learners is provided within the lessons in a number of ways. Students learn new information in manageable segments, which are sequenced to build on existing knowledge of language and genre and explicitly relate to the overarching questions and core concepts of the unit. Students revisit new learning a number of times. For example, students read texts multiple times, each time with a new purpose and using a scaffold appropriate to the purpose and the text.

In this way of working, the first time students read a text it is for literal comprehension and to make overall sense of the text. It is only after students have comprehended a text’s basic plot and information about characters that they read the text again for a new purpose. Given their basic comprehension, students are more ready to analyze the development of the characters and themes.

Talk is an essential part of this unit and students’ development of spoken academic language is fostered through routines of discussion. Please see the Accountable Talk® Moves and Functions in ELA tool in the Instructional Resources section of the unit. The tool offers practical guidelines and exemplars on how to promote and deepen students’ talking to learn and to expand their thinking with powerful facilitation moves. Students are given multiple opportunities to practice using the language in purposeful ways with effective feedback. To help English learners, as well as other students, students are often asked to share in pairs or trios before being invited to share with the large group. This allows students to practice and gain confidence sharing their responses with one or two students before doing so with the whole group.

© Accountable Talk is a registered trademark of the University of Pittsburgh.
How is writing supported in the unit?
Throughout the unit, students will practice writing to learn, using a Reader/Writer Notebook to complete Quick Writes, take and make notes, and otherwise record their work. As they move through the sequence of tasks, students will use their new understanding about what makes an effective analysis of theme essay plus their writing in their Reader/Writer Notebooks to write analyses of themes. Please see the Instructional Resources section of the unit for the instructional tool on setting up Reader/Writer Notebooks with students as a daily routine.

Students benefit from reading and deconstructing models of the genre in which they will be writing. Models allow students to examine and talk about the language, subject, and organizational choices other writers have made to construct their analyses of themes so that those choices become explicit. Teachers use exemplar opinion pieces with students so they can talk about the choices those writers made. Highlighting or bringing students’ attention to how authors make meaning and use methods can help students see examples that they can use in their own writing. Being explicit about the grammatical choices writers make can aid student writers in recognizing and using the variety of choices available to them.

What is our approach to vocabulary instruction?
There are at least three different contexts to consider when thinking about vocabulary instruction: during shared reading, during independent reading, and during other times in the ELA block/period/week.

During a First Reading When the Focus is Comprehension and the Context is Shared Reading
At some point, in all of our units, you will be guided to lead students in a close reading of at least a portion of text or in some cases a whole text, in a guided reading context. You are encouraged to identify those words in the text that may be unfamiliar to your students and that are essential to comprehension of the text and for each of these words to provide a short, student-friendly definition during the reading (Collins COBUILD English Learner’s Dictionary, 2012).

The idea here is to provide just enough information (when it is needed and not before) about the new words so that students maintain the flow of ideas and can continue their focus on understanding the central ideas in the text. You will need to analyze the text carefully in advance to identify such words. In some cases, these words have been pointed out in the unit, but you may need to add to the words we have identified and write or find your own student-friendly definition. Coxhead has identified a list of 570 academic word families that consist of words that occur with frequency across a number of academic content areas in academic texts. This list can be a resource in deciding which words are most worthy of attention (Coxhead, A., 2000).

During a First Reading When the Focus is Comprehension and the Context is Independent Reading
When reading texts independently, students are likely to encounter a range of words with which they are unfamiliar. They may or may not be able to discern which of these words are essential to understanding the text and which are not. In this situation we recommend that students use one of three approaches to figure out the meaning of the word:

1. Analyze the word to see if they are familiar with the meaning of any part of it or another form of it (e.g., *decide* versus *decision*);
2. Look for context clues, such as definitions within the sentence/paragraph; or
3. If these approaches fail, continue reading to see if they can make sense of the passage without this particular word.

**During Language Arts Instruction at Other Times During the ELA Block/Period/Week**

Vocabulary is a critically important part of supporting students to understand what they read. The vocabulary work within these units is not meant to replace a district's robust vocabulary instructional program, but rather to be an important part of it. Typical vocabulary instruction that asks students to look up words in a dictionary and use them in a sentence has been demonstrated to be ineffective and, at its worst, may turn students off and diminish an interest in learning new words (Snow, Lawrence & White, 2009).

More powerful approaches include providing repeated exposure to a word in varied contexts; providing opportunities and encouragement to use the word in speaking and writing; encountering the word in the context of motivating texts (rather than in a word list); providing explicit instruction in the word's meaning (such as through student-friendly definitions); and through explicit instruction in using word-learning strategies such as morphological analysis, cognate use, and learning multiple meanings (Snow, Lawrence & White, 2009).

For examples of robust vocabulary instruction and programs, see “Word Generation” by the Strategic Education Research Partnership (http://wg.serpmedia.org/) (for free materials, email them at wordgen@serpinstitute.org); *Rev it Up!* (2007) by Steck Vaughn; and *Bringing Words to Life: Robust Vocabulary Instruction* by Beck, McKeown & Kucan, 2002, 2013.

**Additional Comments**

You should decide if talking about a particular word or phrase before reading a text would better support your students to establish *essential* prior knowledge. There are times when this is useful and necessary, e.g., for English language learners and for students with special needs. However, as a rule, we encourage you not to front load vocabulary and instead to give student-friendly definitions right within the text as it is needed for comprehension. We also discourage asking students to provide definitions of unfamiliar words encountered during shared reading. Guessing is likely to distract from comprehension rather than enhance it.

Research suggests that it takes many repetitions with a new word before it truly becomes part of a student’s repertoire (Beck & McKeown, 2002). Students will have many and varied opportunities to incorporate these new words into their spoken vocabulary and writing as a result of repeated use by you, the teacher, and by fellow students throughout the sequence of lessons in these units. You may also want to utilize techniques such as building a word wall on which you post new vocabulary words and to which your students contribute as they discover new words during their reading. Finally, verbally marking when students use any of the newly acquired words in their speaking or writing will encourage other students to show off their newly acquired vocabulary.

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## Materials by Task

<table>
<thead>
<tr>
<th>Task</th>
<th>Materials</th>
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</table>
| 0.1  | • “Ain’t I a Woman?” by Sojourner Truth  
      • Reader/Writer Notebook  
      • Chart paper and markers |
| 0.2  | • “Ain’t I a Woman?” by Sojourner Truth  
      • Chart (by students): Significant Moment/Explanation  
      • Reader/Writer Notebook  
      • Chart paper and markers |
| 0.3  | • “Ain’t I a Woman?” by Sojourner Truth  
      • Reader/Writer Notebook  
      • Chart paper and markers |
| 0.4  | • “Ain’t I a Woman?” by Sojourner Truth  
      • Chart: Methods Truth Uses to Build and Support Her Argument  
      • Reader/Writer Notebook  
      • Chart paper and markers |
| 0.5  | • “Ain’t I a Woman?” by Sojourner Truth  
      • Reader/Writer Notebook  
      • Chart paper and markers |
| 1.1  | • Primary and secondary sources about Martin Luther King, Jr., his role in the civil rights movement, and his speech, “I Have a Dream”  
      • Wiki or other online forum  
      • Materials for student presentations  
      • Reader/Writer Notebook  
      • Chart paper and markers |
| 1.2  | • “I Have a Dream” (text and/or video) by Martin Luther King, Jr.  
      • Chart: Language of Argument  
      • Wiki or other online forum  
      • Reader/Writer Notebook  
      • Chart paper and markers |
### Task | Materials
---|---
1.3 | • “I Have a Dream” by Martin Luther King, Jr.  
    • Materials for student presentations  
    • Document camera, smartboard, or overhead projector  
    • Reader/Writer Notebook  
    • Chart paper and markers
1.4 | • “I Have a Dream” by Martin Luther King, Jr.  
    • Chart: Language of Argument (from Task 1.2)  
    • Chart: Methods King Uses to Build and Support His Argument  
    • Reader/Writer Notebook  
    • Chart paper and markers
1.5 | • “I Have a Dream” by Martin Luther King, Jr.  
    • Chart: Language of Argument (from Task 1.2)  
    • Chart: King’s Allusions  
    • Materials for student presentations  
    • Reader/Writer Notebook  
    • Chart paper and markers
1.6 | • “I Have a Dream” by Martin Luther King, Jr.  
    • Reader/Writer Notebook  
    • Chart paper and markers
2.1 | • “Remarks to the Convocation of the Church of God in Christ” by William Jefferson Clinton  
    • Notes from King’s speech  
    • Wiki or other online discussion forum  
    • Reader/Writer Notebook  
    • Chart paper and markers
2.2 | • “Remarks to the Convocation of the Church of God in Christ” by William Jefferson Clinton  
    • Chart: Clinton’s Claims  
    • Student summaries (from Task 2.1)  
    • Reader/Writer Notebook  
    • Chart paper and markers
2.3 | • “Remarks to the Convocation of the Church of God in Christ” by William Jefferson Clinton  
    • Chart: Methods Clinton Uses to Build and Support His Argument  
    • Chart: Identifying and Analyzing Methods  
    • Reader/Writer Notebook  
    • Chart paper and markers
<table>
<thead>
<tr>
<th>Task</th>
<th>Materials</th>
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</table>
| 2.4  | • “Remarks to the Convocation of the Church of God in Christ” by William Jefferson Clinton  
• A draft of an argument on the main goal of King’s speech  
• Reader/Writer Notebook  
• Chart paper and markers |
| 3.1  | • “Ending Racial Inequality” by George W. Bush  
• Chart: Bush’s Arguments, Claims, and Counterclaims  
• Wiki or other online discussion forum  
• Reader/Writer Notebook  
• Chart paper and markers |
| 3.2  | • “Ending Racial Inequality” by George W. Bush  
• Handout (optional): Essay on King’s or Clinton’s organization  
• Reader/Writer Notebook  
• Chart paper and markers |
| 3.3  | • “Ending Racial Inequality” by George W. Bush  
• “I Have a Dream” by Martin Luther King, Jr.  
• “Remarks to the Convocation of the Church of God in Christ” by William Jefferson Clinton  
• Materials for student presentations  
• Reader/Writer Notebook  
• Chart paper and markers |
| 3.4  | • “Ending Racial Inequality” by George W. Bush  
• Reader/Writer Notebook  
• Chart paper and markers |
| 3.5  | • “I Have a Dream” by Martin Luther King, Jr.  
• “Remarks to the Convocation of the Church of God in Christ” by William Jefferson Clinton  
• “Ending Racial Inequality” by George W. Bush  
• Chart: Inequities Described in King’s Speech  
• Materials for student presentations  
• Reader/Writer Notebook  
• Chart paper and markers |
<table>
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<th>Task</th>
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<td>3.6</td>
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<td>• “Remarks to the Convocation of the Church of God in Christ”</td>
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<td>• Assessment Task 1</td>
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<td>• Reader/Writer Notebook</td>
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<td>Culminating</td>
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Overarching Questions
Speeches for Racial Equality:
Examining Arguments and Methods
Overarching Questions

Grades 9-10
Speeches for Racial Equality: Examining Arguments and 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?
Optional Text: “Ain’t I a Woman?” by Sojourner Truth

Speeches for Racial Equality: Examining Arguments and Methods

TASKS, TEACHING APPROACHES, AND STANDARDS
Comprehension

- **What is this speech about?**
- **Who is Sojourner Truth?**
- **What do you know about her?**

**Texts and Materials**

- “Ain’t I a Woman?” by Sojourner Truth
- Reader/Writer Notebook
- Chart paper and markers

**Teaching Approach**

**Whole Group**

Provide students with the following limited background information on the text:

This speech was delivered at a two-day women’s rights convention in 1851 in Akron, Ohio. On the second day of the convention, many speakers, among them clergy members, argued against equal rights for women, claiming the superiority of men and using the Bible as evidence to defend their claims. Then, Sojourner Truth, who was not invited to this convention, stood up to speak without notes or a written text.

It is important not to provide any more background information on Sojourner Truth than what is listed above. Background will be built through answering the comprehension questions.

**Individual Work**

Ask students to read the text individually with the following questions in mind:

- What is the speech about? What are the BIG issues? How do you know?
- Who is the speaker?
- What do we know about her? How do we know?

**Quick Write**

When students have finished reading, tell them to take about three minutes to write a response to the questions. Be sure to cite evidence from the text to support their answers.

- What is the speech about? What are the BIG issues? How do you know?
- Who is the speaker?
- What do we know about her? How do we know?

**Pair Work**

After students have written their Quick Writes, give them about three minutes to turn to a partner and discuss their responses.

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Whole Group Discussion
Facilitate a whole group discussion about the comprehension questions and chart their responses. Encourage students to answer each other’s questions and to cite textual evidence in their answers.

- What is the speech about? What are the BIG issues? How do you know?
- Who is the speaker?
- What do we know about her? How do we know?
- What questions do you have about the speech, the context, Sojourner Truth, etc.?

Focus Standards (CCSS, 2012, p. 40, 46, 47, 50)

Reading Informational Text
RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences drawn from the text.
RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
RI.9-10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.

Writing
W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.9-10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening
SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
Significance

- Identify a moment that strikes you as significant to Truth’s argument. Explain why you consider this moment to be significant.

Texts and Materials
- “Ain’t I a Woman?” by Sojourner Truth
- Chart (by students): Significant Moment/Explanation
- Reader/Writer Notebook
- Chart paper and markers

Teaching Approach

Whole group
Explain to students that they’re going to move to a second reading of the text, this time reading for significance. After they reread “Ain’t I a Woman?” they will individually identify a moment that strikes them as significant to Truth’s argument and complete the two-column note chart below to record the moment they select.

As needed, clarify: (1) a moment might be a phrase, sentence, paragraph, exchange of dialogue; and (2) there is not a right or wrong moment. The important thing is that readers can explain why they chose that moment and how it connects to the text.

Model
Ask students to read the model after explaining the task.

Ask students what they notice about the model that makes it an effective response.

This model is effective because:

- The explanation states the writer’s view of Truth’s argument
- The quotation relates to the writer’s stated argument
- The explanation includes a paraphrase of the quotation
- The significance of the quotation to the argument is included (see last part of paraphrase)
### Optional Text: “Ain’t I a Woman?” by Sojourner Truth

#### TASK 0.2

<table>
<thead>
<tr>
<th>Significant Moment (Significant Sentence/Phrase)</th>
<th>Explanation of the Significance to Truth’s Argument</th>
</tr>
</thead>
<tbody>
<tr>
<td>“If my cup won’t hold but a pint and yours holds a quart, wouldn’t you be mean not to let me have my little half-measure full?”</td>
<td>This sentence provides one of Truth’s reasons for her argument, which is that women should have the same rights as men. Sojourner Truth is saying that even if one group isn’t as smart as another (i.e., the group’s cup only holds a pint whereas another’s holds a quart), each group should be able to use its full potential regardless of whether it is less than another’s potential.</td>
</tr>
</tbody>
</table>

#### Individual Work

Remind students of the task directions: write the “moment” they choose as significant to the argument in the left column of the chart. Then, across from the moment, do a Quick Write to explain why they consider the moment significant to Truth’s argument.

Give students time to work individually for five minutes to complete their charts. Circulate and answer questions as needed. Remind them to be prepared to share their moment with the class.

#### Trio Work

Ask students to move into trios and complete the next part of the task in no more than five minutes.

Students share their significant sentence/phrase and explanation with two other people. Then, as a trio, they decide which moment they consider to be most significant and why.

#### Whole Group Discussion

After students have determined one moment, ask a few trios to share their moment and explanation with the whole group. Do this by asking each to read the quotation and then to stop while you find out how many others have the same quotation. Then, ask those who chose the same quotation to listen for how their explanation is similar and different.

After an explanation is read, ask others with the same quotation to read their explanations and to talk about how their explanation is similar and different. (Doing this reinforces the point that readers can interpret a quotation differently, even though both explanations draw on textual evidence.)

#### Whole Group StepBack

Explain to the students they will engage in a StepBack to reflect on how and what they learned.

Give students about five minutes to compose answers to the questions individually.

- What did you do and think about to select your sentence/phrase?
- What did you do and think about to explain each significant sentence/phrase?
- As a group, how did you decide on the most significant sentence/phrase from the three that were offered?

Facilitate a whole group discussion about their responses.
Focus Standards (CCSS, 2012, p. 40, 50)

Reading Informational Text
RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences drawn from the text.
RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
RI.9-10.5 Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
RI.9-10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.

Writing
W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.9-10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening
SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
Interpretation

- Why does Truth keep repeating the phrase, “and ain’t I a woman?”

Texts and Materials
- “Ain’t I a Woman?” by Sojourner Truth
- Reader/Writer Notebook
- Chart paper and markers

Teaching Approach

Whole Group
Explain to students that now that they have had an opportunity to discuss the gist and consider moments that are significant to the text, they are ready to develop, support, and defend an interpretation about the text.

Individual Work
Provide students about 5-10 minutes to read the text again and write a response to the following question:
- Why does Truth keep repeating the phrase, “ain’t I a woman?”

Pair Work
After students have written on the question, ask them to turn to a partner and take about two minutes to discuss their responses.

This partner talk is preparation for a whole group discussion on the same question. Be sure to adhere to the time limit so participants have something left to say in the whole group discussion.

Whole Group Inquiry Discussion
Prepare students for the discussion by asking them to arrange their seats so all can see each other. (It is best if the group is in a circle.) Also, explain the role of the facilitator as noted below.

Facilitator’s role:
- Not a direct teacher or presenter—releases responsibility of the discussion to the learners
- Uses questions to get everyone to participate
- Presses for clarification and evidence
- Occasionally summarizes interpretations to keep the conversation focused and raise the rigor

Explain that the displayed question is a genuine inquiry with multiple and varied responses, and that the students should remember to use evidence from the text to support their responses, and to agree, disagree, question, or in some way respond to one another’s interpretations.

Ask:
- Why does Truth keep repeating the phrase, “ain’t I a woman?”
Allow students to talk to each other without raising their hands. Assume the facilitator’s role as you listen to their responses and refrain from providing your answer to the question. Take notes on what is said or chart the big ideas of the discussion, but do so without slowing the discussion.

**Whole Group StepBack**
Facilitate a discussion in response to the StepBack questions:

- What did you learn by engaging in this discussion?
- What more did you learn about this text or yourself as a reader?

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**Focus Standards**

*(CCSS, 2012, p. 40, 50)*

**Reading Informational Text**

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

RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

RI.9-10.5 Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RI.9-10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.

**Writing**

W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.9-10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**Speaking and Listening**

SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
TASK 0.4

Author’s Methods

- What methods does Truth use to build and support her argument?

Texts and Materials
- “Ain’t I a Woman?” by Sojourner Truth
- Chart: Methods Truth Uses to Build and Support Her Argument
- Reader/Writer Notebook
- Chart paper and markers

Teaching Approach

Whole Group

Explain to students that they will now study the methods Truth uses to build and support her argument.

Ask students to share any prior knowledge they may have about the kinds of methods authors use to build and support their arguments.

Remind students that methods are also known as rhetorical devices, and may include such things as: the use and placement of reasons, assertions, and rebuttals to counterarguments; the use of analogies, metaphors, case studies, quotations, facts, etc., to support reasons and opinions; loaded words; repetition of key phrases; appeals to logic, emotions, or ethics; rhetorical questions; etc.

Whole Group

Create a two-column chart like the one below in a place where all students can see it. Title the chart, “Methods Truth Uses to Build and Support Her Argument.”

<table>
<thead>
<tr>
<th>Example of Method</th>
<th>Name of Method</th>
</tr>
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<tbody>
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</table>

Ask students to share examples of methods from the speech and chart their responses. Encourage them to question each other and push for evidence from the text to back up their thinking. Explain that this chart represents the beginning of their thinking about methods and they will build upon it as they move through the unit.

Ask students to start thinking about the effect of these methods on Truth’s argument. Take a few responses and chart so that the class can return to these later.
Whole Group Step Back

Lead a discussion on the following question:

• What more did you learn about methods from engaging in this task?

Focus Standards (CCSS, 2012, p. 40, 50)

Reading Informational Text
RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences drawn from the text.
RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
RI.9-10.5 Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
RI.9-10.6 Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
RI.9-10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.

Speaking and Listening
SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
Structure

- How does Truth structure her speech?
- How does each section advance her argument?

Texts and Materials

- “Ain’t I a Woman?” by Sojourner Truth
- Reader/Writer Notebook
- Chart paper and markers

Teaching Approach

Individual Work
Students reread “Ain’t I a Woman?,” taking notes in their Reader/Writer Notebooks on their analysis of what Truth is saying and doing in each paragraph and section to advance her argument. Then students state what they see as the overall organization or structure of Truth’s speech.

Pair Work
Students share their notes on how each section of Truth’s speech advances her argument and how she organizes her speech overall. Circulate around the room to listen in on students’ discussions and provide support in the form of small or whole group mini-lessons as needed.

Whole Group
Facilitate a whole group discussion, using their Quick Writes as the basis for discussion. Encourage students to cite evidence from the text to support their responses.

Individual Work
Students revise their Quick Writes.
Focus Standards

**Reading Informational Text**

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

RI.9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

RI.9-10.5 Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RI.9-10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.

**Writing**

W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.9-10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**Speaking and Listening**

SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
Optional Text: “Ain’t I a Woman?” by Sojourner Truth
Text 1:
“I Have a Dream” by Martin Luther King, Jr.

Speeches for Racial Equality:
Examining Arguments and Methods

TASKS, TEACHING APPROACHES, AND STANDARDS
Prior Knowledge and Background

Use 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”?

Materials
- Primary and secondary sources about Martin Luther King, Jr., his role in the civil rights movement, and his speech, “I Have a Dream”
- Wiki or other online forum
- Materials for student presentations
- Reader/Writer Notebook
- Chart paper and markers

Teaching Approach

Individual Work
Students list what they know about Martin Luther King, Jr. and his speech, “I Have a Dream,” in their Reader/Writer Notebooks.

Pair Work
Students share their lists with a partner.

Whole Group
Facilitate a discussion of what students know about King and “I Have a Dream.” Record answers for all students to see.

Provide 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
Ask students to share any new information they gathered from the various sources. Add new information to previous record.
Technology Option: Post various primary and secondary sources about King and his speech, “I Have a Dream,” online. Ask students to review and respond to the sources by answering the following questions:

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

Then students post a reply to what others have written. When students are done posting, share patterns of responses with students. (W.9-10.6, W.9-10.10)

Teaching Option—Student Research and Presentations: 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 the following questions:

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

Students then share their sources and responses. Pairs create and present a one-minute presentation using a visual to share what they consider most significant about what they’ve learned with the class. Ask pairs to make their presentation to the class. Afterwards, lead a discussion about King and “I Have a Dream.” (SL.9-10.4)

Focus Standards

(CCSS, 2012, p. 40, 46, 47, 50)

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

Writing
W.9-10.6 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.

W.9-10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening
SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

SL.9-10.4 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.
Comprehension

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

Texts and Materials
- “I Have a Dream” (text and/or video) by Martin Luther King, Jr.
- Chart: Language of Argument
- Wiki or other online forum
- Reader/Writer Notebook
- Chart paper and markers

Teaching Approach

Whole Group
Engage students in a whole group discussion around the following questions:
- What is an argument?
- What are we talking about when we refer to claims and counterclaims?

Record and post the definitions on a chart for all to see. Chart is titled, “Language of Argument.”

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Argument</td>
<td></td>
</tr>
<tr>
<td>Claim</td>
<td></td>
</tr>
<tr>
<td>Counterclaim</td>
<td></td>
</tr>
</tbody>
</table>

Individual Work
Students read, listen to, or watch King’s “I Have a Dream” while taking notes in their Reader/Writer Notebooks in response to the following question:
- What is King’s argument?

7 King, M.L., Jr. (1963, August 28). I have a dream. Delivered at the Lincoln Memorial, Washington, DC.
**Pair Work**
After reading/listening to/watching the speech, students discuss King’s argument with a partner. During this discussion, students cite evidence from what they say and take notes on their conversation.

**Individual Work**
Next, students respond in writing in their Reader/Writer Notebooks to the following questions:

- Who is King’s audience?
- What does he want his audience 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.

**Technology Option:** Rather than answering the individual and pair questions above, ask students to write a summary of the speech that includes King’s argument, who his audience is, and what he wants them to do. Students post their summary on a wiki or other online discussion forum. Students should then respond to two posts. In their responses, students should state one thing the writer did in his or her summary that was effective and provide one suggestion for improvement. (W.9-10.6, W.9-10.10)

**Whole Group**
Engage students in a whole group discussion of King’s argument. Prompt students to provide evidence to support what they say. Then lead 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, ask 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?
Focus Standards

(CCSS, 2012, p. 40, 46, 47, 50)

Reading Informational Text
RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences drawn from the text.
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W.9-10.6 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.
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W.9-10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening
SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
Structure

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

Texts and Materials
- “I Have a Dream” by Martin Luther King, Jr.
- Materials for student presentations
- Document camera, smartboard, or overhead projector
- Reader/Writer Notebook
- Chart paper and markers

Teaching Approach

Model
Explain to students that they will be studying the structure of King’s speech in two parts—first to analyze individual paragraphs and sets of paragraphs and, second, to use that analysis to determine and name the overall structure of the speech.

Tell students that they will be looking at how King organizes his speech and thinking about how each section of his speech advances his argument. Prepare students by modeling the task that students will then be asked to do. Ask students to take notes in their Reader/Writer Notebooks on what you are saying and doing to complete the task.

Read the first four paragraphs of King’s speech aloud. After each paragraph, think aloud about what King is saying and doing in each paragraph, taking notes in a place that all students can see. Then step back from what you have written to think aloud about how each paragraph or set of paragraphs advances his argument.

Whole Group
Students share what they heard and saw you doing. Take notes and post them for students to use when they do this task in small groups.

Pair Work
In pairs, students reread King’s speech, taking notes on what King is saying and doing in each paragraph and discussing how each paragraph or set of paragraphs advances his argument. (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.)
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 students work together to determine and name how King organizes his speech (e.g., problem/solution, compare/contrast, chronological, descriptive, cause and effect).

Students then prepare a two-minute presentation with a visual to share their analysis of how King organizes his speech and how each section advances his argument.

Small Group Presentations
Small groups present to the class their analysis using the visual they created. Listeners take notes on what they would add, challenge, or question about what the small groups are saying. After each group presents, ask listeners for what they noted.

Whole Group StepBack
After all the presentations are completed, lead students in a discussion about what they learned from engaging in the task.

Teaching Option—Group Share: Rather than the pair work and small group presentation above, display a copy of King’s speech for all students to see. Lead students in a group share of what King is saying and doing in each paragraph, and lead them in a discussion of how each paragraph or set of paragraphs advances his argument.

For the second part of the analysis, have students 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 the 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 StepBack
Ask students to share what more they learned about King’s speech from engaging in the task.
Focus Standards (CCSS, 2012, p. 40, 50)

Reading Informational Text
RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences drawn from the text.
RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
RI.9-10.5 Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
RI.9-10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.

Speaking and Listening
SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
SL.9-10.4 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.
Author’s Methods: Metaphor

1. 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.

Texts and Materials

- “I Have a Dream” by Martin Luther King, Jr.
- Chart: Language of Argument (from Task 1.2)
- Chart: Methods King Uses to Build and Support His Argument
- Reader/Writer Notebook
- Chart paper and markers

Teaching Approach

Whole Group

Ask students what it means for something to be compelling. Add the definition to the Language of Argument chart from Task 1.2. Explain that the next three tasks on King’s speech will ask them to examine various methods that he uses to build and support his argument. Explain 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. Add the definition of methods to the Language of Argument chart. The first in the series of tasks is designed for students to look at King’s use of metaphors.

Model

Prepare students by explaining that you are going to model a task that students will then be asked to do. Ask students to take notes in their Reader/Writer Notebooks on what you are saying and doing to complete the task.

Create a three-column chart like the one below in a place that all students can see. Title the chart, “Methods King Uses to Build and Support His Argument.”
Methods King Uses to Build and Support His Argument

<table>
<thead>
<tr>
<th>Compelling Metaphor</th>
<th>Explanation of What It Means</th>
<th>Explanation of What’s Compelling Given King’s Argument, Purpose, and Audience</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Then think aloud through the process of selecting a metaphor that you find compelling to King’s argument and complete all three columns in the chart. Students take notes on what you are saying and doing to complete the task.

Whole Group
Students share what they heard and saw you do to select and explain a metaphor that strikes you as compelling to King’s argument. Take notes and display them for students to use when they do this task individually.

Individual Work
Students create a three-column chart in their Reader/Writer Notebooks. 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.

Pair Work
Students get together with a partner to share the metaphors they selected. As a pair, they select the one metaphor (from the six offered) that they find most compelling to King’s argument. Pairs create a chart on chart paper to share their metaphor and explanations.

Gallery Walk
Students review each pair’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, review charts to see which ones you 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 pairs did not, clearly explain their chosen metaphors, or represent a misunderstanding that is shared by several pairs.)

Whole Group Discussion
Engage students in a discussion about the notes and questions they recorded as they looked at the charts. Then ask students to focus on specific charts given the points you want to highlight (see above). Then, engage students in a discussion about the overall impact of the metaphors King uses.

Whole Group StepBack
Lead the students in a discussion about what they learned about metaphors from engaging in this task.
Focus Standards

Reading Informational Text
RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences drawn from the text.
RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
RI.9-10.5 Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
RI.9-10.6 Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
RI.9-10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.

Speaking and Listening
SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
SL.9-10.4 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.
Author’s Methods: Allusion

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

Texts and Materials

- “I Have a Dream” by Martin Luther King, Jr.
- Chart: Language of Argument (from Task 1.2)
- Chart: King’s Allusions
- Materials for student presentations
- Reader/Writer Notebook
- Chart paper and markers

Teaching Approach

Whole Group
Ask students what they know about allusions. Provide a mini-lesson on allusion to introduce students to the concept, fill in gaps in understanding, or clarify any misunderstandings. Add the definition of allusion to the Language of Argument chart from Task 1.2. Explain 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
Facilitate a call out of the allusions in King’s speech. Create a master list titled, “King’s Allusions” that all students can see.

Teaching Option—Modeling for Whole or Small Group: Select one allusion and model gathering research about it. Then model thinking through the allusion’s role in King’s argument.

Ask students to share what they saw and heard you do to research the allusion and explain its role in King’s argument.

Pair or Trio Work
Students return to their earlier partner(s). Assign each pair or small group one allusion from King’s speech to research. Pairs/trios research their assigned allusion and explain its role in King’s argument. Pairs/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
Lead a discussion of what students learned about allusions and how King uses allusions in this speech.

Focus Standards
(CCSS, 2012, p. 40, 50, 54)

Reading Informational Text
RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences drawn from the text.
RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
RI.9-10.5 Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
RI.9-10.6 Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
RI.9-10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.

Speaking and Listening
SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
SL.9-10.4 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.
**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?**

**Texts and Materials**
- “I Have a Dream” by Martin Luther King, Jr.
- Reader/Writer Notebook
- Chart paper and markers

**Teaching Approach**

**Whole Group**
Explain 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 a partner and reread King’s speech, underlining the words and phrases that King repeats. Students then 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**
Facilitate a whole group discussion. During the discussion, students ground their ideas and responses in evidence from King’s speech, build off each others’ responses, ask questions of each other, and press each other for evidence or explanations of the evidence.
Teaching Option—Individual Analysis: Rather than the pair and whole group work above, assign each student 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.

Students then get together with a partner who was assigned the same set of paragraphs and they share the words and phrases they underlined. Together, they analyze how King uses repetition by discussing the following questions:

- 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?

Finally, ask each pair to share the words and phrases they identified and what they noticed/discussed about the words and phrases that King repeats and how those words and phrases link to King’s argument and purpose. As pairs share, students should be taking notes or recording questions for the group.

Individual Work
Ask students to draft an informational/explanatory essay in which they explain their analysis of King’s use of repetition. Students hand in their essays.

Whole Group StepBack
Ask students to reflect on the three method tasks they engaged in (i.e., metaphor, allusions, and repetition). Lead 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?
Focus Standards  

Reading Informational Text  
RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences drawn from the text.
RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
RI.9-10.5 Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
RI.9-10.6 Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
RI.9-10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.

Writing  
W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)
W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.9-10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening  
SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
Text 2:

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

Speeches for Racial Equality:
Examining Arguments and Methods
TASKS, TEACHING APPROACHES, AND STANDARDS
Comprehension

- 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.

Texts and Materials
- “Remarks to the Convocation of the Church of God in Christ” by William Jefferson Clinton
- Notes from King’s speech
- Wiki or other online discussion forum
- Reader/Writer Notebook
- Chart paper and markers

Teaching Approach

Whole Group
Before students read this speech, be sure they know that William Jefferson Clinton was the 42nd president of the United States. He is a Democrat and was president from 1993-2001.

Pair or Trio Work
In pairs or trios, 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?
- What does he want his audience to do?

Students’ notes include evidence from the speech to support their thinking and ideas.

Individual or Pair Work
Students write a summary of Clinton’s speech.

Teaching Option—Model Writing: If students need additional support, model writing a summary of Clinton’s speech by working from notes taken on his argument and audience. Demonstrate using these notes to write a summary of Clinton’s speech. As you model, students take notes on what you are thinking about, doing, and saying.

Ask students to share what they noticed you thinking about, doing, and saying to write a summary of Clinton’s speech. Take notes and post for students to use when they write their own summaries.

8 Clinton, W. J. (1993, November 13). Remarks to the convocation of the Church of God in Christ. Delivered at Mason Temple Church, Memphis, TN.
**Pair or Pair-to-Pair Work**
Students share their summaries in pairs or pair-to-pair. Each student or pair takes turns reading his or 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**
Select 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. Review the work to determine small and whole group follow-up mini-lessons related to the summary.

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**Technology Option:** Students post their summary on a wiki or other online discussion forum. Students should then respond to two posts. In their responses, students should state one thing the writer did in his or her summary that was effective and provide one suggestion for improvement. (W.9-10.6, W.9-10.10)
Focus Standards

CCSS, 2012, p. 40, 46, 47, 50, 54

Reading Informational Text
RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences drawn from the text.
RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
RI.9-10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.

Writing
W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)
W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9–10 on page 54.)
W.9-10.6 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.
W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.9-10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening
SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

Language
L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.9-10.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
Task 2.2

Relationship Among Ideas

- 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?

Texts and Materials
- “Remarks to the Convocation of the Church of God in Christ” by William Jefferson Clinton
- Chart: Clinton’s Claims
- Student summaries (from Task 2.1)
- Reader/Writer Notebook
- Chart paper and markers

Teaching Approach

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 titled, “Clinton’s Claims,” as shown below:

<table>
<thead>
<tr>
<th>Clinton’s Claims</th>
</tr>
</thead>
<tbody>
<tr>
<td>Significant Claim</td>
</tr>
</tbody>
</table>

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**
Lead a discussion of the claims students found most significant to Clinton’s argument by asking for one group of four to share and explain the claim that they chose. After the foursome shares, ask the whole class if they would like to add to, challenge, or ask questions about what was said, focusing on the validity of Clinton’s claim and the evidence he uses to support it. Then ask 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, ask 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**
Facilitate a 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 each other’s responses, ask questions of each other, and press each other for evidence or explanations of the evidence.

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**Teaching Option—Writing:** Provide students with the following prompt:

Study the claims that Clinton makes in his speech. Then draft a one- to two-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) and (b) explain the relationship among the claims and between the claims and counterclaims.

Ask students to share what they’ve written with a partner in preparation for a whole group inquiry-based discussion.

During the whole group discussion, students ground their ideas and responses in evidence from Clinton’s speech, build off each other’s responses, ask questions of each other, and press each other for evidence or explanations of the evidence.

Students review their original written response and make revisions based on the discussion. Students hand in their responses. (W.9-10.2, W.9-10.5, W.9-10.10)

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**Whole Group Reflection**
Ask 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?
Focus Standards

Reading Informational Text
RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences drawn from the text.
RI.9-10.5 Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
RI.9-10.8 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.
RI.9-10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.

Writing
W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9–10 on page 54.)
W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.9-10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening
SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
Author’s Methods

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

Texts and Materials

- “Remarks to the Convocation of the Church of God in Christ” by William Jefferson Clinton
- Chart: Methods Clinton Uses to Build and Support His Argument
- Chart: Identifying and Analyzing Methods
- Reader/Writer Notebook
- Chart paper and markers

Teaching Approach

Whole Group

Explain to students that they will now study the methods Clinton uses to build and support his argument. Ask several students to remind the class about methods by explaining and providing examples of the methods found in King’s speech.

Model

Explain to students that you are going to model a task that they will then be asked to do. Ask students to take notes on what you are saying and doing to complete the task.

Create a three-column chart like the one below in a place where all students can see it. Title the chart, “Methods Clinton Uses to Build and Support His Argument.”

<table>
<thead>
<tr>
<th>Methods and Examples</th>
<th>How Does Clinton Use This Method?</th>
<th>Explanation of Method’s Effectiveness Given Clinton’s Argument, Purpose, and Audience</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Select a method from Clinton’s speech—one that students are unlikely to select and that can be used as a teaching point—and model thinking through analyzing that method by completing the chart.
Whole Group
Students share what they heard and saw you doing to complete the task. Take notes and post them on a master list for students to use when they do this task individually. Master list is 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.

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, review charts to see which ones you 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.)

Teaching Option—Presentations: Instead of the gallery walk, group students in trios and assign paragraphs from Clinton’s speech to analyze for methods that he uses.

Each trio presents their assigned paragraphs and shares the methods they identified and their analysis of those methods. Paragraphs are shared in the 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, make decisions about which analyses you 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
Engage students in a discussion about the notes and questions they recorded as they looked at the charts. Then ask students to focus on specific charts given the points you want to highlight (see above).

Whole Group StepBack
Lead a discussion on the following question:

• What more did you learn about methods from engaging in this task?
Focus Standards

Reading Informational Text
RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences drawn from the text.
RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
RI.9-10.5 Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
RI.9-10.6 Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
RI.9-10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.

Speaking and Listening
SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
SL.9-10.4 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.
Drawing an Inference

- 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.
- What do you see as the main goal of Clinton’s speech?

Texts and Materials
- “Remarks to the Convocation of the Church of God in Christ” by William Jefferson Clinton
- A draft of an argument on the main goal of Clinton’s speech
- Reader/Writer Notebook
- Chart paper and markers

Teaching Approach

Individual Group
Students review Clinton’s speech and their work from prior tasks on this speech to write an argument in response to the following 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.

Teaching Option—Providing a Model: If students need additional support, provide a draft of an argument on the main goal of King’s speech prior to asking them to write an argument. Together, analyze the structure and identify the claims, counterclaims, evidence, explanations, and conclusions in the model.

Pair or Trio Work
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
Facilitate a whole group discussion. During the discussion, students ground their interpretations in evidence from Clinton’s speech, build off 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. Review the work to determine small and whole group follow-up mini-lessons.

Focus Standards
(CCSS, 2012, pp. 40, 45, 46, 50, 54)

Reading Informational Text
RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences drawn from the text.
RI.9-10.6 Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
RI.9-10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.

Writing
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.
W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9–10 on page 54.)
W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.9-10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening
SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

Language
L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.9-10.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
Text 2: “Remarks to the Convocation of the Church of God in Christ” by William Jefferson Clinton
Text 3: “Ending Racial Inequality” by George W. Bush

Speeches for Racial Equality: Examining Arguments and Methods

TASKS, TEACHING APPROACHES, AND STANDARDS
Comprehension

• 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.

Texts and Materials

• “Ending Racial Inequality” by George W. Bush
• Chart: Bush’s Arguments, Claims, and Counterclaims
• Wiki or other online discussion forum
• Reader/Writer Notebook
• Chart paper and markers

Teaching Approach

Whole Group

Before students read this speech, 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. He gave this speech 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?
• What does he want his audience to do?

Students’ notes include evidence from the speech to support their thinking and ideas.

Teaching Option—Group Discussion and Charting:

If students need additional support, lead a discussion of Bush’s argument, claims and counterclaims, who his audience is, and what he wants the audience to do. Create a chart titled, “Bush’s Arguments, Claims, and Counterclaims,” and post the chart for all students to see.

Individual Work

Students write a summary of Bush’s speech.

Pair or Trio Work

Students share their summaries in groups of two or three. Each student takes a turn reading his or 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.

Technology Option: Students post their summary on a wiki or other online discussion forum. Students should then respond to two posts. In their responses, students should state one thing the writer did in his or her summary that was effective and provide one suggestion for improvement. (W.9-10.6, W.9-10.10)

Individual Work
Students revise their summaries using the feedback from their peers as a guide and hand them in. Review the work to determine small and whole group follow-up mini-lessons related to the summaries.
### Focus Standards

(CCSS, 2012, p. 40, 46, 47, 50, 54)

#### Reading Informational Text

R.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.

R.I.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

R.I.9-10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.

#### Writing

W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)

W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9–10 on page 54.)

W.9-10.6 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.

W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.9-10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

#### Speaking and Listening

SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

#### Language

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

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

L.9-10.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
Structure

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

Texts and Materials

- “Ending Racial Inequality” by George W. Bush
- Handout (optional): Essay on King’s or Clinton’s organization
- Reader/Writer Notebook
- Chart paper and markers

Teaching Approach

Whole Group
Ask several students to talk about the process they went through to analyze the structure of King’s speech.

Individual Work
Students reread “Ending Racial Inequality,” taking notes in their Reader/Writer Notebooks on their analysis of what Bush is saying and doing in each paragraph and section to advance his argument. Then students 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 how Bush organizes his speech overall. Circulate around the room to listen in on students’ discussions and provide support in the form of small or whole group mini-lessons as needed.

Teaching Option—Pair Reading and Analysis: If students need additional support, ask them to read “Ending Racial Inequality” with a partner, taking notes on their analysis of what Bush is saying and doing in each paragraph and section to advance his argument. Then students state what they see as the overall organization or structure of Bush’s speech.

Pairs will then share their analysis with the whole class before being asked to write the informational/explanatory essay below.

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, provide a model of a completed essay on King’s 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
Select 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. Review the work to determine small and whole group follow-up mini-lessons.
Focus Standards

Reading Informational Text
RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

RI.9-10.5 Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RI.9-10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.

Writing
W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)

W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9–10 on page 54.)

W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.9-10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening
SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

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

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

L.9-10.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
Authors’ 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.

Texts and Materials

• “Ending Racial Inequality” by George W. Bush
• “I Have a Dream” by Martin Luther King, Jr.
• “Remarks to the Convocation of the Church of God in Christ” by William Jefferson Clinton
• Materials for student presentations
• Reader/Writer Notebook
• Chart paper and markers

Teaching Approach

Pair or Trio Work

Students get together in pairs or trios. First they identify several of the methods that Bush uses to build and support his argument. Then they discuss how Bush uses each method and consider the method’s effectiveness given Bush’s argument, audience, and purpose.

Last, students compare Bush’s methods to either King’s or Clinton’s by identifying two methods that Bush and this other speaker use. Then they compare how each uses the two methods.

Individual Work

Present students with the following prompt: Compare two methods that Bush and either 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 who they did not work with for the initial 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

Select 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. Review the work to determine small and whole group follow-up mini-lessons.

Teaching Option—Presentations: Rather than writing an essay, ask students to work in pairs to create a two-minute presentation to share their comparison of two methods and their argument about which speaker uses the methods more effectively given his argument, purpose, and audience.

Pairs present to the whole group. Listeners should focus on whether the pairs have accurately and adequately compared the methods and convincingly argued for which speaker uses the methods more effectively given his argument. Listeners are given the opportunity to share observations, questions, or challenges in response to the presentations. (SL.9-10.1, L.9-10.1)

Whole Group StepBack
Ask students to share responses to the following questions:

- What more did you learn about methods from comparing the two authors’ methods?
- What more did you learn from reading and listening to others’ comparisons of the methods across the two authors?
- How will the work you did today help you as you read and write arguments in the future?
Focus Standards

**Reading Informational Text**
(CCSS, 2012, p. 40, 45, 46)

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

RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

RI.9-10.6 Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

RI.9-10.9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.

RI.9-10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.

**Writing**

W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)

W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9–10 on page 54.)

W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.9-10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**Speaking and Listening**

SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

**Language**

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

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

L.9-10.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
Language

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

Texts and Materials

• “Ending Racial Inequality” by George W. Bush
• Reader/Writer Notebook
• Chart paper and markers

Teaching Approach

Whole Group
Project paragraph 5 of “Ending Racial Inequality” for all students to see. Read or ask a student to read 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.).

Individual or Pair Work
Students write their own paragraphs about an issue that is important to them, imitating Bush’s sentence structure.

Teaching Option—Model Writing: If students need additional support, model writing a paragraph like this one about an issue you care about where there’s been some noticeable progress but much remains to be done. Imitate Bush’s sentence structure.

Pair or Pair-to-Pair Work
Students share their paragraphs in groups of pairs or small groups. Each group chooses one paragraph to share with the class.

Whole Group
Pairs or small groups share their paragraphs with the class.
Focus Standards

(CCSS, 2012, p. 40, 47, 50, 54)

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

RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

RI.9-10.5 Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RI.9-10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.

Writing
W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.9-10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening
SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

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

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

L.9-10.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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 does each speaker use to convince his audience of these inequities?

• How does each speaker use methods to convince his audience?

Texts and Materials

• “I Have a Dream” by Martin Luther King, Jr.
• “Remarks to the Convocation of the Church of God in Christ” by William Jefferson Clinton
• “Ending Racial Inequality” by George W. Bush
• Chart: Inequities Described in King’s Speech
• Materials for student presentations
• Reader/Writer Notebook
• Chart paper and markers

Teaching Approach

Pair Work

Students work in pairs. Each pair chooses to work with King’s, Clinton’s, or Bush’s speech. Students list the inequities each 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.

Pair Work

Ask students to get together with a partner that chose the same speech. Students share their notes. Pairs create a two-minute presentation with a visual to share their notes with the whole class.
Teaching Option—Charting and Analysis: If students need additional support, have them review King’s speech to list the inequities or forms of discrimination he is speaking about. Record these for all to see on a three-column chart like the one below. Title the chart, “Inequities Described in King’s Speech.” For each inequity, students share the evidence and methods King uses to convince his audience these inequities exist. Add this information to the chart.

<table>
<thead>
<tr>
<th>Inequities or Forms of Discrimination</th>
<th>Evidence King Uses to Convince His Audience</th>
<th>Methods King Uses to Convince His Audience</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Have students work in pairs to analyze either Clinton’s or Bush’s speech. Pairs create a two-minute presentation with a visual to share their notes with the whole class.

Presentation
Each small group shares its presentation with the class. Listeners take notes on the similarities and differences among 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.

Whole Group
Lead a discussion on the similarities and differences among 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.
Focus Standards

Reading Informational Text
RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences drawn from the text.
RI.9-10.5 Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
RI.9-10.6 Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
RI.9-10.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.
RI.9-10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.

Speaking and Listening
SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
SL.9-10.4 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.
Comparing Texts

- King, Clinton, and Bush all argue for ending racial inequality. Compare their solutions and the claims, reasoning, evidence, and methods they use for those solutions.

Texts and Materials
- “I Have a Dream” by Martin Luther King, Jr.
- “Remarks to the Convocation of the Church of God in Christ” by William Jefferson Clinton
- “Ending Racial Inequality” by George W. Bush
- Chart: Solutions, Reasoning, Evidence, and Methods in Three Speeches
- Chart: Effective Essay List
- Handout: Comparison/contrast essay that compares two topics or texts
- Handout: Comparison/contrast essay that compares three topics or texts
- Organizer for students to record information for speeches
- Grading Rubric
- Reader/Writer Notebook
- Chart paper and markers

Teaching Approach

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. Provide students with an organizer that they can use to record the information on each speech.

Pair Work
After students have taken notes on each speech, ask them to work with a partner to look across the solutions, reasoning, evidence, and methods to note similarities and differences among the speakers. Students might use a three-circle Venn diagram.

Teaching Option—Generating and Organizing Ideas: If students need additional support, ask them to work with a partner to choose one speech 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 methods the speaker uses for proposing those solutions.

As a whole group, students discuss each speech beginning with King and ending with Bush. As pairs share their notes, record the information on a chart titled, “Solutions, Reasoning, Evidence, and Methods in Three Speeches.”

Ask students to then look across the notes for the three speeches to compare the solutions, reasoning, evidence, and methods each speaker used. A Venn diagram may be used to help students organize the information.
Whole Group

Lead a 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. As pairs share their notes, record the information on the chart titled, Solutions, Reasoning, Evidence, and Methods in Three Speeches.

Teaching Option—Mini-Lesson on Compare/Contrast Essay Formats:

Lead a mini-lesson on the various ways to structure a comparison/contrast essay. Discuss with students what structure makes the most sense given the notes they’ve gathered on the three speeches.

Whole Group

Explain to students that they will be writing an essay. Say:

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

Distribute a model of a 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 master list, “Effective Essay List,” of what makes the essay effective.

Distribute and discuss the grading rubric with students.

Individual Work

Students draft their essays using evidence and ideas gathered during small and whole group work. They may use the class-generated list to guide their drafting. Students are encouraged to bounce ideas off each other as they are working on their drafts.

Pair 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 list.

Individual Work

Students revise their essay using peer feedback, the class-generated list, and the grading criteria as guides.

Pair Work

Students partner with someone for peer editing.

Individual Work

Students edit and hand in their essays.
Focus Standards

( CCSS, 2012, p. 40, 45, 46, 54)

Reading Informational Text
RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences drawn from the text.
RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
RI.9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
RI.9-10.6 Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
RI.9-10.9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.
RI.9-10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.

Writing
W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)
W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9–10 on page 54.)
W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.9-10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Language
L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.9-10.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
Text 3: “Ending Racial Inequality” by George W. Bush
Text 4:
“Remarks to the NAACP”
by President Barack Obama

Speeches for Racial Equality:
Examining Arguments and Methods

TASKS, TEACHING APPROACHES, AND STANDARDS
Assessment Task 1

• Identify and explain the claims you find most significant to Obama’s argument.

Texts and Materials
• “Remarks to the NAACP” by President Barack Obama
• Assessment Task 1
• Copies of students’ papers from assessment
• Reader/Writer Notebook
• Chart paper and markers

Teacher Preparation
Be sure to complete the assessment yourself and determine possible answers by identifying several significant claims, explaining their significance to a speech’s argument, and explaining how each identified claim is supported and distinguished from one or more counterclaims.

[Your responses will provide sample evidence statements that you can use when you are drafting student feedback and scoring papers.]

Teaching Approach

Session 1
Explain that today you will be asking students to read a speech by a United States president as they have done before in the unit. This time, however, as they read the text to identify and explain significant claims in terms of the speech’s argument and counterclaims, they will be completing the work individually. Explain that you will be assessing their work based on their identified claims, their explanation of how the claims relate to the speech’s argument, and their explanation of how the claims are supported and distinguished from the counterclaims. Allow students to use the posted, co-created charts on characteristics of effective explanations.

Distribute the handout, “Assessment Task 1”. Read through the directions with students and make sure that they understand how to write their answers on the chart. Since the chart does not provide enough space for full explanations, allow students to create their own chart with three columns. Be sure that students complete the task individually and are given sufficient time.

Post assessment
Collect students’ papers and make copies (prior to assessing and giving feedback) to give back to them as soon as possible after the test. Read and sort the papers, looking for effective papers that show valid claims that relate to the speech’s argument and have fuller explanations about first the claims and then the counterclaims. Effective completed answers do not need to be without error of form or content (i.e., they may still need revision). Be ready to display those papers and ask those students before the next session if they would be willing to share their work and thinking with the class.

Assess and give feedback on students’ papers as soon as possible after the assessment. Look for patterns across responses and identify/create mini-lessons to reteach concepts, comprehension of text, or skills. Please note: Students should not be tested on Assessment 2 if they have not received feedback and follow-up instruction as needed on their work from Assessment 1.

Session 2
Return copies of students’ papers from the assessment. Have the students you identified as having effective papers share their work and thinking with the class. If the students who are sharing have difficulty articulating their thinking, prompt them with questions that will enable them to be more explicit. Ask students as necessary to show how they identified the speech’s argument, where they found the claims, support for claims, links to argument, counterclaims related to claims, and distinctions of claims from counterclaims in the text.

With the whole group, decide what the writer needs to add or correct to make their answers even more effective.

StepBack Quick Write
With about 10-15 minutes left in this session, ask students to self-assess their own papers based on the discussion of papers. For example, you can ask students:

- How is my textual evidence and explanation effective?
- What could I improve in my answers?
- What is a mini-lesson that would help me improve my answers?

Collect students’ self-assessments. This will give you added information as you plan for the mini-lessons you will teach in the next session.

Session 3
Whole Group
Return students’ papers with teacher feedback and students’ self-assessments.

StepBack Quick Write
Ask students to compare the two and to write on the following in their Reader/Writer Notebooks:

- How is my teacher’s feedback similar to and/or different from how I assessed my completed answers?
- What questions do I have?
- What did I learn from engaging in this activity?
Whole Group
Invite students to share their StepBacks with the whole group.

Teacher Mini-Lessons
Provide whole or small group mini-lessons based on differentiated learning needs of your students. Mini-lessons might be on comprehending the gist of the text or a section of it, working with difficult vocabulary that is impeding basic comprehension, determining an argument, finding supporting claims and how they are supported, distinguishing claims from counterclaims, or writing effective explanations that incorporate textual evidence and address the question.

The overall goal of the mini-lessons is to support all students’ basic comprehension of the Obama speech including determining its argument, claims, and counterclaims and writing explanations.

Focus Standards (CCSS, 2012, p. 40, 45, 46, 54)

Reading Informational Text
RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences drawn from the text.
RI.9-10.5 Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
RI.9-10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.

Writing
W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.9-10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Language
L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Assessment Task 1

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.

<table>
<thead>
<tr>
<th>Significant Claim and Paragraph Number</th>
<th>Explanation of Significance to Obama’s Argument</th>
<th>Explanation of How Obama Supports the Claim and Distinguishes It from One or More Counterclaims</th>
</tr>
</thead>
</table>

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?
Assessment Task 2

- Write an informative/explanatory essay in which you explain how Obama organizes his speech into sections and explain how each section of his speech advances his argument.

Texts and Materials

- “Remarks to the NAACP” by President Barack Obama
- Assessment Task 2
- Loose-leaf notebook paper

Teacher Preparation

Be sure to complete the assessment yourself. Your responses will provide sample evidence statements that you can use when you are drafting student feedback and scoring papers.

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 Questions 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?
Focus Standards

(CCSS, 2012, p. 40, 45, 46, 54)

Reading Informational Text
RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences drawn from the text.
RI.9-10.5 Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
RI.9-10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.

Writing
W.9-10.2 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.
W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.9-10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Language
L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.9-10.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
Culminating Assessment:
Speeches for Racial Equality:
Examining Argument and Methods
TASKS, TEACHING APPROACHES, AND STANDARDS
Culminating Assessment Task

Teacher Preparation
Be sure to complete the assessment yourself. Your responses will provide sample evidence statements that you can use when you are drafting student feedback and scoring papers.

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 Jefferson Clinton
• “Ending Racial Inequality” by George W. Bush
• “Remarks to the NAACP” by President 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 Questions 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?
Focus Standards

Reading Informational Text
RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences drawn from the text.
RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
RI.9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
RI.9-10.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
RI.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
RI.9-10.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.
RI.9-10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.

Writing
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.
W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)
W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9–10 on page 54.)
W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.9-10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Language
L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.9-10.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
Appendix

Speeches for Racial Equality: Examining Arguments and Methods
Texts

Unit Texts

Optional Text: “Ain’t I a Woman?” by Sojourner Truth

Text 1: “I Have a Dream” by Martin Luther King Jr.
King, M. L., Jr. (1963, August 28). I have a dream. Delivered at the Lincoln Memorial, Washington, DC.

Text 2: “Remarks to the Convocation of the Church of God in Christ” by William Jefferson Clinton
Clinton, W. J. (1993, November 13). Remarks to the convocation of the Church of God in Christ. Mason Temple Church, Memphis, TN.

Text 3: “Ending Racial Inequality” by George W. Bush

Text 4: “Remarks to the NAACP” by President Barack Obama
Obama, B. (2009, July 17). Remarks to the NAACP. Delivered at the National Association for the Advancement of Colored People’s (NAACP) Centennial Convention, New York, NY.
Obtaining Copyright Permission
A number of texts, such as journal and newspaper articles, book chapters, children's books, and poems, may be mentioned in this IFL Unit. Because of copyright considerations, these resources could not be included in the unit. A comprehensive reference citation has been included in this section of the unit.

The resources referenced in this unit may be protected by copyright law (Title 17, U.S. Code). You are responsible for obtaining permission from the rights holder(s) in order to reproduce and distribute copyrighted material. The rights holder may require a fee for this permission, which will be based on the number of copies made. Even if the rights holder does not require a fee, you are still obligated to make a formal request before redistributing copyrighted material.

Texts
You can request permission for many texts, as well as handle any fees transactions, on the web, using the Copyright Clearance Center, an intermediary between copyright holders and content users (http://www.copyright.com). From the home page, follow the link for Academic Use, and the site will walk you through the process of submitting a request to photocopy and distribute a particular article or chapter.

If the Copyright Clearance Center cannot process your permission request directly, you can contact the rights holder and submit a request to photocopy and distribute a particular book, short story or article. The rights holder might be the publisher, the author, or website contact.

Web-Based Resources
Materials from the internet are copyrighted, as well. If you have the technology available, you may allow your students (each) to access the resource directly from the web. Each student would then be permitted to read the text directly from the website or print one copy.
Instructional Glossary

ASSESSMENTS IN IFL ENGLISH LANGUAGE ARTS reflect what is known about the assessments under development by the Smarter Balanced Assessment Consortium and the Partnership for Assessment of Readiness for College and Careers (PARCC). Both consortia closely align their assessments to the Common Core State Standards.

ASSESSMENT TASKS

- Allow for an assessment of how well students are learning the content and habits of thinking that they are being taught through the designed curriculum.
- Build from the notion that we should assess what we actually teach. Therefore, the assessment and unit content learning goals, skills and habits of thinking are the same.
- Ask students to individually complete tasks that mirror tasks they have completed, often with others, as part of the unit’s daily instruction. The specific content of the assessment is new to students, yet within the scope of the content they have been studying as part of the unit of study.
- Use student work to assess what students know, what teachers need to reteach, and what modifications teachers must make as they continue the work of the unit.

BLOG refers to a website that allows individuals or groups of users to post facts, opinions, stories, etc., and allows other users to respond to those posts through the use of comment boxes on the blog page.

CHARTING of the pair/trio sharing by or for members of the group represents the work of the group to the entire class. Wall charts are dynamic displays that are frequently revisited and revised by the teacher and learners as their understanding of the particular content is developing. In the process of creating these charts, learners voice their own interpretations of content or ideas, providing teachers with key opportunities to assess learners’ understanding. While the teacher is collecting the students’ ideas, often s/he is also shaping and organizing their ideas given the content and standards that are the focus of the lesson or unit. Wall charts also act as a way to provide support for students who may not have understood the work individually (or in their pair/trio/group work). Additionally, wall charts provide learners with clear expectations of what they are learning or expected to produce. Learners use these charts as references when doing work independently or in small and large groups; this allows students to begin to self-manage their learning. Therefore, these charts should be strategically placed in the classroom so that students can use them as tools of instruction. Wall charts are part of the gradual release of the responsibility for learning from teachers to students. They are intended to reflect and impact the learner’s work and achievement, unlike posters, which are fixed products and are often used as decoration.

COMMON CORE STATE STANDARDS (CCSS) have been adopted by most states. Information about this standards project and the English language arts/literacy standards are on the CCSS website: http://www.corestandards.org.

COMPREHENSION/SORTING QUESTIONS promote close reading and allow students to get the gist of a text while sorting out, for example, the characters and settings, central and supporting ideas, or claims and counterclaims.
CULMINATING ASSESSMENT refers to the final unit assessment. Students complete this performance assessment individually. It focuses on the big ideas and skills students have studied and used in the unit. It takes into account the standards and sequence of lessons, and it tests what has been taught, modeled, and included on criteria charts and trackers.

CULMINATING ASSIGNMENT refers to the final unit assignment. The culminating assignment focuses on the big ideas and skills students have studied and used in the unit. Unlike the culminating assessment, students receive support in its completion including opportunities for multiple drafts, peer review and revision. Almost always, students learn about the culminating assignment at the beginning of the unit, which helps them to understand how the work that they do throughout the unit connects and supports their completion of this individual but scaffolded assignment.

DISCIPLINARY LITERACY (DL) is an approach to teaching and learning that integrates academically rigorous content with discipline-appropriate habits of thinking. In DL students become literate in a specific discipline by learning the big ideas and habits of thinking of that discipline simultaneously.

EMBEDDED ASSESSMENT TASKS describe assessments that are integral to a curriculum and are part of a unit’s instructional sequence. They are literally embedded as on-demand “tests” in units of instruction and require students to perform tasks that mirror work they have completed, often with others, as part of the unit’s daily instruction. Embedding assessments throughout instruction allow teachers to find out what students don’t know or aren’t able to do while there is still time to do something about it. These assessments provide formative data that allow teachers to change or modify instruction to better address the needs of individual learners.

FORMATIVE ASSESSMENT is assessment for learning. This type of assessment occurs throughout the course of a unit and is used to measure students’ understanding of the unit’s key concepts, content, and skills. The data from formative assessments are used to adjust instruction and learning to meet the needs of students. This adjustment may include reteaching certain concepts either to the whole class or a specific group of students, or incorporating alternative approaches to assessing the content.

GALLERY WALKS refer to walks students do around the classroom in order to read, take notes on, or respond to various classroom artifacts such as individual or pair/trio charts, whole group charts, displays constructed by the teacher or peers, etc. Gallery walks provide the opportunity for students to share their work with others and/or display what they know or have learned. Additionally, gallery walks can provide teachers with an active way to share information with students on various topics. Gallery walks are usually followed by whole class discussions.

GENRE: “A genre of writing is a rough template for accomplishing a particular purpose with language. It provides the writer and the reader with a common set of assumptions about what characterizes the text.” (Hampton, S., Murphy, S., & Lowry, M. (2009) in Using Rubrics to Improve Writing, New Standards, IRA, University of Pittsburgh & NCEE, p. 1)
INFORMATIONAL TEXT: The Common Core State Standards (CCSS) explicate expectations for reading and writing informational text. The CCSS section below elaborates on these expectations for writing informational text:

“Informational/explanatory writing conveys information accurately. This kind of writing serves one or more closely related purposes: to increase readers’ knowledge of a subject, to help readers better understand a procedure or process, or to provide readers with an enhanced comprehension of a concept. Informational/explanatory writing addresses matters such as types (What are the different types of poetry?) and components (What are the parts of a motor?); size, function, or behavior (How big is the United States? What is an X-ray used for? How do penguins find food?); how things work (How does the legislative branch of government function?); and why things happen (Why do some authors blend genres?).” (Appendix A, p. 23)

Writers of informational/explanatory texts:

“use a variety of techniques to convey information, such as naming, defining, describing, or differentiating different types or parts; comparing or contrasting ideas or concepts; and citing an anecdote or a scenario to illustrate a point. Informational/explanatory writing includes a wide array of genres, including academic genres such as literary analyses, scientific and historical reports, summaries, and précis writing as well as forms of workplace and functional writing such as instructions, manuals, memos, reports, applications, and résumés” (ibid).

The National Assessment of Educational Progress addresses the reading of informational text in its reading framework, “Informational texts include three broad categories: exposition; argumentation and persuasive text; and procedural text and documents.” Informational texts include such reading materials as textbooks, magazine and newspaper articles, documents, essays, and speeches.

The sidebar of the College and Career Readiness Anchor Standards for Reading advocates that students read “increasingly challenging literary and informational texts.” They provide examples of informational text such as “texts in history/social studies, science and other disciplines.” (2010, p. 10)

The following sections from the CCSS provide examples of informational texts, which are meant to illustrate the kinds of texts that can be selected, but not to be the only texts students would read:

**Informational: Historical/Social Science texts**

Historical/Social Science texts are informational texts with historical or social science content. Examples from Appendix B of the CCSS include: Preamble and First Amendment to the United States Constitution, *Freedom Walkers: The Story of the Montgomery Bus Boycott* by Freedman, *The Great Fire* by Murphy, and *Vincent Van Gogh: Portrait of an Artist* by Greenberg.

**Informational: Scientific and Technical texts**

Scientific and Technical texts are informational texts with scientific and technical content. Examples from Appendix B of the CCSS include: *The Building of Manhattan* by Mackay, *Geeks: How Two Lost Boys Rode the Internet out of Idaho* by Katz, “Space Probe” from *Astronomy & Space: From the Big Bang to the Big Crunch*, and “The Evolution of the Grocery Bag” by Petroski.
**Literary Nonfiction**

Literary nonfiction “includes the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical, or economic accounts (including digital sources) written for a broad audience” (Common Core State Standards for English Language Arts, 2012, p. 57). These texts can be informational, persuasion, and narrative. Examples from Appendix B of the CCSS include: *Narrative of the Life of Frederick Douglass an American Slave* by Douglass, “Letter to Thomas Jefferson” by Adams, *Travels with Charley: In Search of America* by Steinbeck, and “Blood, Toil, Tears and Sweat: Address to Parliament on May 13th, 1940” by Churchill.

**INTERPRETIVE QUESTIONS** are text-based, thought-provoking questions that stem from genuine inquiry. These open-ended questions can sustain multiple, varied responses based on evidence from the text. Interpretive questions are the focus of WriteAbouts and inquiry-based discussions.

**INQUIRY-BASED DISCUSSIONS** are whole group discussions in which readers discuss their responses to interpretive questions (WriteAbouts). These student-centered discussions usually follow a second or third reading of the text. Before students engage in inquiry-based discussions, they have had the opportunity to write individually on the interpretive question and share their responses in pairs or trios. The purposes of an inquiry-based discussion are to help readers:

- “try out” their answers and explanations using specific moments and evidence from the text;
- practice making interpretations supported with evidence from the text;
- accept alternative views/interpretations of the same text;
- rethink what they think about the text; and
- understand that readers can have different valid interpretations of the same text.

**METACOGNITION** refers to thinking about one’s thinking and how one learns. Students are asked to think metacognitively when they answer StepBack questions. During this part of the learning, students consider WHAT they learned and HOW they learned it.

**MODELS** are examples of work, either oral or written, that support students producing similar work. A model is of a total performance, which can be large or small, in order to help learners understand the essence of an activity and to develop a mental picture of what the real thing looks like. It may be an example of one way to explain significant moments, answer a StepBack question, write the culminating assignment, etc. Models include work completed by peers, the teacher, and/or professional writers. Before completing the task/assignment themselves, learners are usually asked to deconstruct these models in order to analyze what makes them effective. Models are not necessarily exemplars; therefore, they do not need to be perfect.

**OVERARCHING QUESTIONS** present the big ideas of the unit as inquiry questions that reach across and connect all of the texts under study including the students’ writing. These overarching questions are informed by the standards and central ideas worth knowing about a particular topic within a given discipline.

**PAIR/TRIO SHARING** refers to students working in groups of two or three to share their responses to individual Quick Writes or other tasks in order to establish academic conversations in a safe environment with high accountability to the task and the group members.
**PATTERNED WAY OF READING, WRITING, AND TALKING** refers to DL ELA pattern of reading, writing about/like, and discussing texts multiple times for different purposes using scaffolded questions that lead students from literal comprehension to higher-order thinking.

**QUICK WRITES** are short pieces of writing composed by individual learners in response to questions and tasks for any and all of the design features of lessons, tasks, and units. The term “Quick Write” is a synonym for free writes, discovery writing, writing to learn, written reflections, etc. The following chart shows how quick writes can vary:

<table>
<thead>
<tr>
<th>Type of Quick Write:</th>
<th>How the writing varies:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discovery Writing</td>
<td>Quick. Students are accessing prior knowledge or thinking on paper.</td>
</tr>
<tr>
<td>Entry Slips</td>
<td>Usually quick. Students respond to a writing prompt from the teacher on previous or current learning.</td>
</tr>
<tr>
<td>Exit Slips</td>
<td>Usually quick. Exit Slips are similar to Entry Slips except these are handed in at the end of the class rather than at the beginning and most often require students to focus on an aspect of the learning done that day.</td>
</tr>
<tr>
<td>Getting the Gist</td>
<td>Quick. Students are sharing events, characters, key ideas, etc. Length of time depends on amount and difficulty of text.</td>
</tr>
<tr>
<td>Significant Moments</td>
<td>Longer. Students are sharing moments and evidence, questioning each other, identifying similarities and differences.</td>
</tr>
<tr>
<td><strong>Type of Quick Write:</strong></td>
<td><strong>How the writing varies:</strong></td>
</tr>
<tr>
<td>--------------------------</td>
<td>----------------------------</td>
</tr>
<tr>
<td><strong>WriteAbout</strong></td>
<td>Time for writing and sharing is longer since the task is more difficult. During the pair/trio share, students are sharing ideas and evidence, debating interpretations, questioning each other’s ideas and evidence, etc.</td>
</tr>
<tr>
<td><strong>WriteLike</strong></td>
<td>Time allotted depends on students’ familiarity with the task. Writing and sharing might look more like working together to solve a problem, find examples of a literary device, analyze aspects of an author’s style, etc.</td>
</tr>
</tbody>
</table>

**READ ALOUD** is a reading approach in which the text is not seen by the students, but is read aloud by the teacher with intermittent questions designed to foster student discussion that builds meaning.

**READ TO GET THE GIST** is the first reading of a text in which readers read for literal comprehension. Literal comprehension questions such as, “What is happening?” in a narrative, “What are the arguments?” in an argumentative text, or “What are the issues?” in an informational text guide this first reading. For narrative writing, questions such as, “Who are the characters? What do you know about them? How do you know it?” help students sort the characters and develop literal comprehension.

**READER/WRITER NOTEBOOK** is a classroom tool students use to record their thinking and/or ideas, generate writing ideas, and try out new voices. Students compose Quick Writes and WriteAbouts, take notes, compose observations for writings, respond to questions and tasks, and track their learning in their Reader/Writer Notebooks. The Reader/Writer Notebook is a place students can go back to when working on larger pieces such as their culminating assignment. It also serves as a central notebook to store handouts, papers, calendars, and other materials used in the class. It is helpful to use a loose-leaf notebook so that pages from each student’s Reader/Writer Notebook can be collected, shared, returned, and re-arranged with greater ease.

**REREAD FOR SIGNIFICANCE** involves having students reread or skim through a text for the purpose of identifying moments or specific kinds of moments (e.g., author’s arguments, character’s response to challenge) that strike them as significant to that text. Students are then asked to explain the significance of the chosen moments to the text.

**RETROSPECTIVE** tasks on each text or across texts invite students to rethink and revise writing on the unit’s big ideas and overarching questions as they progress through the unit.

**RUBRICS** delineate the criteria of different levels of performance. In writing instruction, formative and summative ones are used. Summative rubrics are primarily useful to the teacher to more quickly assign a score to a piece of student writing. These are usually too complex or abstract to be helpful to students. Formative rubrics, developed by students with their teacher as part of instruction on specific writing assignments, can be helpful checklists/gauges for students of what they have included in their writing and how well their writing represents each element. With their teacher, students update rubrics as their writing improves through instruction, practice, and feedback.
The table below presents a brief overview of the main types of rubrics used to assess student work in ELA and some of the differences among them.

<table>
<thead>
<tr>
<th>Type of Rubric and Description</th>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
</table>
| Holistic                       | • good for simple products or performances (i.e., ones characterized by a single element or dimension)  
                                 | • provides a quick “snapshot” of overall quality or achievement performance  
                                 | • represents overall “impact” of a product or performance                    | • does not provide detailed analysis of strengths and weaknesses, so not useful for diagnostic purposes or to inform instruction  
                                 | • does not help students to see what they need to do to improve             |
| Analytic                       | • captures complexity of product or performance that involves several elements or dimensions  
                                 | • identifies the essential components of quality by element or dimension  
                                 | • provides specific feedback to teachers, students, and parents regarding individual strengths and weaknesses as well as a final score/judgment | • time consuming, especially at first, to learn and use  
                                 | • raises issues of reliability among different raters who are dealing with several elements or dimensions  
                                 | • components of quality scale may be more generic  
                                 | • applied across writing tasks which can result in generic kinds of writing | |
| Primary trait                  | • gives a sharp view of the complex aspects of a particular skill, thus allowing for more precisely identifying particular strengths and weaknesses  
                                 | • the dimension or trait being rated is clearly reflected in the primary trait at each score point  
                                 | • task-specific                                                              | • time consuming, especially at first, to learn and use  
                                 | • tasks may require secondary trait rubrics in addition to a primary trait one, adding additional complexity to the scoring of papers |

References:
**SHARED READING** involves the teacher displaying an enlarged copy of the text and showing only the portions of the text to be read aloud and discussed as the text unfolds. It is important that students’ eyes track the text as it is being read aloud by the teacher, especially during an initial reading. The power of the shared reading component is that the teacher is taking on the decoding work, while the students are able to see the words and hear how they sound, simultaneously.

**SIGNIFICANCE** tasks ask students to locate significant moments in a text and to explain why those moments are significant to the text.

**STEPBACK** tasks ask students to reflect on what they are learning and how they are learning it. They are deliberate efforts to help students accumulate their growing body of knowledge on the unit focus and overarching questions and develop a metacognitive awareness that prompts transfer of learning to relevant new situations.

**SUMMATIVE ASSESSMENT** is a final score or can occur at the end of the unit, usually in the form of a culminating assessment or assignment, and measures what students have learned over the course of the unit.

**TASKS** ask learners to use knowledge, skills, and habits to accomplish an activity, project, or to solve a problem in reading, writing, and thinking. In completing tasks, learners “do” the subject of literature, composition, and/or language study within the disciplines working in ways authentic to the discipline. Typically, tasks are prompted by open-ended questions about a text(s) students are reading and/or writing.

**THINK ALOUD** is a form of modeling in which the teacher or a peer thinks aloud as s/he is performing a task such as reading a text, gathering evidence to answer a question, writing a thesis statement, etc. The person performing the think aloud usually chooses three or four strategies or techniques to explicitly model and asks learners to focus on, listen for, or take notes on those things. The purpose of a think aloud is to make the implicit explicit so that others may learn and apply these strategies when doing the task themselves.

**TRACKERS** assist students to self-assess and monitor progress in relation to established criteria for success on a culminating assignment/assessment.

**UNIT FOCUS** identifies the big ideas (e.g., “Miseducation” or “Writing and Identity” or “Child Labor”), genre, or author to be studied, linked to the standards.

**WIKI** refers to a website with a collection of pages that are developed and edited collaboratively by a group of people. Each page in a wiki allows readers to leave comments about the content and many wikis allow readers to edit the content within each page.

**WRITEABOUTS** are short pieces of writing students do in response to interpretive questions based on their reading. WriteAbouts usually follow a second or third reading of the text and are written in students’ Reader/Writer Notebooks. They are usually in preparation for an inquiry-based discussion.

**WRITELIKES** ask students to write like the texts, either in the style of the selection or in imitation of an author’s sentence and grammatical structures.
Instructional Resources

Reader/Writer Notebook

What is the Reader/Writer Notebook?
It is a notebook with loose-leaf paper that can be added, rearranged, or temporarily removed. Loose-leaf holed paper between pressboard covers, held together with rings would suffice.

Students will be asked to use a Reader/Writer Notebook this year.

What are two main purposes of the notebook?
It gives the writer a place for thinking and for trying out different voices and techniques.

It also serves as a central notebook to store handouts, other papers, and calendars used in English language arts.

What are other specific uses of the notebook?
It is our classroom tool for thinking, recording ideas, generating writing ideas, and trying out new voices.

We use it for Quick Writes, two-column notes, WriteAbouts, WriteLikes, criteria charts, class notes, brainstorming, etc.

• It is a place for writers to work through writing problems and to brainstorm.
• It is a place where we can go back to reread and/or to select pieces for revision.
• It is a place where we can go back to reflect on how we have grown as readers and writers.

How may students set up their own Reader/Writer Notebook?
Either on the cover or the first page of the notebook, ask students to write their name, class period, and the date they began using their notebook. They might also personalize their notebooks with decorations, pictures, nicknames, etc.

On the top of the second page of the notebook, ask students to write “Table of Contents.”
On the first line of the Table of Contents page, ask students to write: “date,” “topic,” and “page number.”

Beginning with the Table of Contents, ask students to number the first 30 pages; students may number the rest of the pages when they get to page 30.

Students can now begin using the Reader/Writer Notebook on page 6 (pages 2-5 will be set aside for the table of contents).

Note: Because the Reader/Writer Notebook is a place for students to think and try out different writing and reading ideas, encourage them to write and collect ideas in their notebooks as a habit of practice that extends beyond the times related to specific assignments for class.
Teacher Resource: Reader/Writer Notebook
Suggested Feedback System

Since the Reader/Writer Notebook is expressive writing (writing for the writer), it is important to lower the students’ level of anxiety relative to grammar and usage errors. Randy Bomer, author of *Time for Meaning: Crafting Literate Lives in Middle and High School* (1995), suggests that teachers also use a Reader/Writer Notebook. This helps to deepen the idea of a writers’ community in the classroom and allows teachers to give students ideas for their notebooks by sharing from time to time from their notebooks. Bomer has also devised a method of feedback based on the following criteria:

1. **Volume**
   - A. One entry from each class, including one long selection.
   - B. Five for homework, including two long selections.

2. **Variety**

3. **Thoughtfulness**

4. **Habits of Thought—Intention for Writing**
   Specifically:
   - A. description
   - B. precise dialogue
   - C. movement between facts and ideas

5. **Playful Experimentation with Language**
   He then uses a class rotation system, collecting every student’s notebook once every two weeks. He writes brief comments and the score from the class rubric on sticky notes and places them in each notebook.
Pedagogical Rituals and Routines

When we ask students to engage in inquiry units and lessons, we ask them to use the following key Pedagogical Rituals and Routines. These rituals and routines, derived from research on cognitive apprenticeship, are designed to engage all students as learners in collaborative problem solving, writing to learn, making thinking visible, using routines for note-taking/making and tracking learning, text-based norms for interpretive discussions and writings, ongoing assessment and revision, and metacognitive reflection and articulation as regular patterns in learning. These cyclical apprenticeship rituals and routines build community when used with authentic tasks through collaboration, coaching, the sharing of solutions, multiple occasions for practice, and the articulation of reflections (Brown, Collins, & Duguid, 1989).

The key English language arts pedagogical routines that support students’ learning are:

- **Quick Writes** composed by individual learners in response to questions and tasks for any and all of the design features of lessons and units;
- **pair/trio sharing** of individual Quick Writes to establish academic conversations in a safe environment with high accountability to the task and the group members;
- **charting** of the pair/trio sharing by members of the group to represent the work of the group to the entire class;
- **gallery walks** for members of the class to read and take notes on the pair/trio work in preparation for a whole class discussion of the task;
- **whole group discussions** of the questions or tasks that prompted the scaffold of Quick Writes, pair/trio share, charting, and gallery walks to deepen understandings and address lingering questions;
- **model** of a total performance in order to help learners understand the essence of an activity and to develop a mental picture of what the real thing looks like;
- **Reader/Writer Notebooks** in which learners compose Quick Writes, take notes, make notes, compose observations for writings, respond to questions and tasks, and track their learning; and
- **StepBacks** in which learners metacognitively reflect through Quick Writes, pair/trio shares, charting, gallery walks, discussions, and writing assignments on the content and pedagogy of their learning to develop and track their understandings and habits of thinking.
**Accountable Talk® Moves and Functions in ELA**

<table>
<thead>
<tr>
<th>TEACHER MOVE</th>
<th>FUNCTION</th>
<th>EXAMPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>TO ENSURE PURPOSEFUL, COHERENT, AND PRODUCTIVE GROUP DISCUSSION</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Marking</td>
<td>Direct attention to the value and importance of a student’s contribution.</td>
<td>“I hear you saying ______. Let’s keep this idea in mind.”</td>
</tr>
<tr>
<td>2. Challenging Students</td>
<td>Redirect a question back to the students or use a student’s contributions as a source for a further challenge or inquiry.</td>
<td>“What do YOU think?” “What surprised you about what you just heard about the text’s ______?”</td>
</tr>
<tr>
<td>3. Modeling</td>
<td>Make one’s thinking public and demonstrate a total performance in order to help learners understand the essence of the activity and to develop a mental picture of what the real thing looks like.</td>
<td>“Here’s what good readers do…”</td>
</tr>
<tr>
<td>TO SUPPORT ACCOUNTABILITY TO ACCURATE KNOWLEDGE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Pressing for Accuracy</td>
<td>Hold students accountable for the accuracy, credibility, and clarity of their contributions.</td>
<td>“Where can we find that…?” “What is your basis for that conclusion?” “Who said that?”</td>
</tr>
<tr>
<td>5. Building on Prior Knowledge</td>
<td>Tie a current contribution back to knowledge accumulated by the class at a previous time.</td>
<td>“How does this connect…?” “How do we define ______ in this context?” “What else comes to mind given our discussion about _______?”</td>
</tr>
<tr>
<td>TO SUPPORT ACCOUNTABILITY TO RIGOROUS THINKING</td>
<td></td>
<td></td>
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<tr>
<td>6. Pressing for Reasoning</td>
<td>Elicit evidence and establish what contribution a student’s utterance is intended to make within the group’s larger enterprise.</td>
<td>“Why do you think that…?” “What evidence from the text supports your claim? How does this idea contrast with _____?”</td>
</tr>
<tr>
<td>7. Expanding Reasoning</td>
<td>Open up extra time and space in the conversation for student reasoning.</td>
<td>“Take your time… say more.” “Given what we just read and discussed, what would you now say about ______?”</td>
</tr>
<tr>
<td>8. Recapping</td>
<td>Make public in a concise, coherent way, the group’s developed, shared understanding of the content or text under discussion.</td>
<td>“What have we discovered?” “So far, we have discussed the following … What else do we need to address?”</td>
</tr>
<tr>
<td>TO SUPPORT ACCOUNTABILITY TO THE LEARNING COMMUNITY</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Keeping the Channels Open</td>
<td>Ensure that students can hear each other, and remind them that they must hear what others have said.</td>
<td>“Please say back what _____ just said.”</td>
</tr>
<tr>
<td>10. Keeping Everyone Together</td>
<td>Ensure that everyone not only heard, but also understood, what a speaker said.</td>
<td>“Do you agree or disagree with what ______ just said? Explain your thinking.”</td>
</tr>
<tr>
<td>11. Linking Contributions</td>
<td>Make explicit the relationship between a new contribution and what has gone before.</td>
<td>“Who wants to add on to …?” “What do you notice is missing?”</td>
</tr>
<tr>
<td>12. Verifying and Clarifying</td>
<td>Revoice a student’s contribution, thereby helping both speakers and listeners to engage more profitably in the conversation.</td>
<td>“So, are you saying…?”</td>
</tr>
</tbody>
</table>
Inquiry-Based Discussion

In an inquiry-based discussion, readers discuss their responses to an interpretive question about a text(s). An interpretive question stems from a genuine inquiry about a text, is thought-provoking and can sustain multiple and varied responses supported by textual evidence.

The purposes of the discussion are to help readers to:

- “try out” their answers and explanations anchored with specific moments from the text;
- accept alternative views/interpretations of the same text (not about reaching consensus or proclaiming a winner);
- rethink what they think about the text; and
- understand that readers can have different, valid interpretations of the same text.

Preparing for the Discussion:

- The discussion lead, usually the teacher, explains inquiry to readers, models some responses, and describes the teacher’s and the students’ roles during the discussion.
- Allow enough time for the discussion given the text complexity.
- The discussion usually follows the second or third reading of a text.
- Individually, students WriteAbout the interpretive question and mine the text for evidence supporting their responses.
- Students are seated so they can see, talk to, and listen to each other.

Features of the Inquiry-Based Discussion:

- A central inquiry/question that can sustain multiple responses related to interpreting the ideas of one text or across texts focuses the talk.
- The facilitator prompts students to “say more” and to anchor their talk in the text.
- Initial student talk is exploratory and can be halting as participants “try out” and modify their answers and explanations.
- Participants return often to cite or reread the text, texts, or their notes.
- There is usually genuine talk related to the question by over 60% of the group.
- Participants listen to each other using the ideas of others in their answers.
- At the end of the discussion, there is time for each participant to jot down what they are thinking about the text given the discussion.
- The teacher takes the long view on students’ discussions, expecting the students to get better as they have more experience.
Facilitator’s Role:

- The teacher facilitator is not a direct teacher or a presenter. The facilitator does not talk too much, does not repeat the talkers’ responses, and does not verbally compliment or negate responses.
- When teachers step out of their role as guides and into their role as participants or teachers, they limit participation. (Vygotsky 1986; Alvermann et al., 1996)
- As teacher facilitator, you elicit what readers are thinking and validating with evidence, but you are not telling them your interpretation.
- The teacher facilitator:
  - Uses questions to get others talking;
  - Encourages everyone—not just some—to participate;
  - Presses for clarification and evidence from the text;
  - Keeps the conversation on track during the time frame provided;
  - Encourages readers to listen to and learn from each other by not repeating their responses;
  - Reminds them, only if and when necessary, of the guiding question under discussion;
  - Asks each discussant to validate answers with explanations anchored in evidence from the text;
  - Summarizes a flow of three or four responses or questions further to raise rigor of discussion—not to do the mental work for students;
  - Asks participants to step back and reflect on what they learned from the discussion: Would they now change their first Quick Write response and, if so, what would they change and why?: and
  - Asks the idea tracker to recap the intellectual work of the discussion.
- The facilitator asks readers to step back and reflect on the discussion: If they didn’t participate successfully, what needs to improve and who has responsibility for the improvement?
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