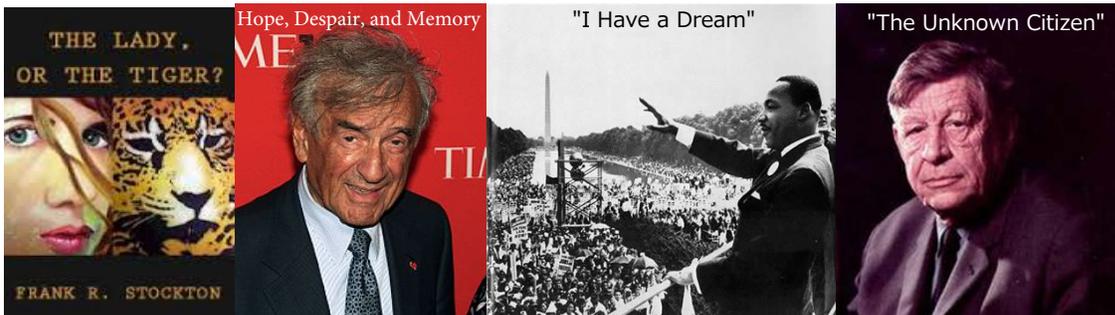


Getting to the Core

9th Grade ELA Common Core Unit of Study



Conflict is Inevitable

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Santa Ana Unified School District Common Core Unit Planner-Literacy

Unit Title:	Conflict is inevitable	
Grade Level/Course:	9th Grade ELA	Time Frame: 10 days
Big Idea (Enduring Understandings):	Big Idea: Conflict is inevitable	
Essential Questions:	Should conflict be embraced? (Preparing the Learner Lesson 1 and Lesson 2) How does conflict impact relationships? (All lessons and summative assessment) How does silence impact conflict? (Lesson 2) Is conflict valuable? (Lesson 3) What are the possible results of avoiding conflict? (Lesson 4)	
Instructional Activities: Activities/Tasks		
Lesson: 1-Preparing the Learner Lesson (2 days)		
Complex Text: “The Lady, or the Tiger?” (synopsis & excerpt)		
Read 1	Read2	Read 3
Activity: unencumbered read with collaborative Annotation Chart	Activity: Partner Share: Text dependent questions and Class Round Robin	Activity: Pre- Assessment: Argumentative Writing
Lesson: 2 (2 Days)		
Complex Text: “Hope, Despair, and Memory”		
Read 1	Read2	Read 3
Activity: Pull out significant quotes that speak to the author’s perspective	Activity: Compare and contrast two excerpts from the text	Activity: Paired Reading Write and argumentative Paragraph
Lesson: 3 (3days)		
Complex Text: “I Have a Dream” Speech		
Read 1	Read2	Read 3
Activity: Unencumbered read- circle new vocabulary words	Activity: Figurative Language Tree Map	Activity: Focus on Pronouns-Individual vs. group
Lesson: 4(3-4 days) and 5(2 Days)		
Complex Text: “The Unknown Citizen” (3-4 days) (* Lesson 5 is the Summative Assessment Lesson) (2 Days)		
Read 1	Read2	Read 3
Activity: Read and circle unknown words, and underline repeated words	Activity: Jigsaw with a group of four-Summarize their part and discuss the author’s purpose.	Activity: Focus on essential question-Tree map

21st Century Skills:	Learning and Innovation: <input checked="" type="checkbox"/> Critical Thinking & Problem Solving <input checked="" type="checkbox"/> Communication & Collaboration <input checked="" type="checkbox"/> Creativity & Innovation Information, Media and Technology: <input checked="" type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> Information, Communications & Technology Literacy	
Essential Academic Language:	Tier II: inevitable, translucent, embrace, endure, humiliation, transcend, bewilderment, anguish, naïve, accomplish, cattle cars, committed, promissory note, beacon, languishing, inextricably, unalienable, heir, degenerate, militancy, tribulations, Emancipation Proclamation, exile, manacles, redemptive, saint, absurd, proper, certainly, Social Psychology, content, installment, scab, dues, mates, sensible, union, phonograph, eugenist	Tier III: argument, claim, evidence, explanation, conclude, conflict, transition, reasons, conclude, simile, metaphor, imagery, figurative language
What pre-assessment will be given? Quickwrite in which they write an argumentative response to the essential question, “Should conflict be embraced?”	How will pre-assessment guide instruction? The students and teacher will see, from the rubric, where their argument and/or support for the argument is strong and/or lacking.	
Standards	Assessment of Standards (include formative and summative)	
Common Core Learning Standards Taught and Assessed <i>(include one or more standards for one or more of the areas below. Please write out the complete text for the standard(s) you include.)</i>	What assessment(s) will be utilized for this unit? <i>(Include the types of both formative assessments (F) that will be used throughout the unit to inform your instruction and the summative assessments (S) that will demonstrate student mastery of the standards.)</i>	What does the assessment tell us?
Bundled Reading Literature Standard(s): 9-10 RL.1-- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 9-10 RL.2-- Determine a theme or central idea of a text and analyze in detail its development over the	F) Exit slip: Determine what the main idea of “The Unknown Citizen” is. Use quotes from the poem to support your response. (Lesson 4, 1 st read) (F) Exit slip: Based on what you read, list 2 to 3 actions the “Unknown Citizen” took and state what conflict he avoided by taking those actions. (Lesson 4, 2 nd read)	These assessments will show students’ ability to cite textual evidence to support analysis. It will also show students’ ability to comprehend complex literature.

<p>course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>9-10 RL.10-- By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.</p>	<p>F) Create your own bumper sticker using any of the resources provided: pictures, quotes on board, quotes from speech and/or thinking map to illustrate the main idea of Elie’s speech. (Lesson 2)</p> <p>(F)All students return to their own desk and answer the question, “Did Elie embrace conflict? Why or why not? Support your response with textual support. (Lesson 2)</p> <p>(S) In a paragraph, consider the author’s final questions in the poem: “Was he free? Was he happy?” Do you think avoiding conflict makes people happy? What are the possible consequences of avoiding conflict? Use evidence from the poem to support your answer. (Teacher will use the provided rubric to assess student work.) (Lesson 4 assessment)</p>	<p>This assessment addresses a student’s ability to determine the theme a work.</p> <p>This shows the student’s ability to analyze how an author develops their theme throughout their writing.</p> <p>In this assessment, students evaluate the essential question as it relates to the author’s message. In addition, they are prompted to cite their claims with evidence.</p>
<p>Bundled Reading Informational Text Standard(s):</p> <p>9-10.RIT.1 – Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>9-10.RIT.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.</p> <p>9-10.RIT.9 – Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.</p> <p>9-10.RIT.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.</p>	<p>(F) – Students must provide evidence in Gallery Walk Handout, Figurative Language Table Map, and Conflict Tree Map. (Lesson 3)</p> <p>(F) – Students must interpret examples of figurative language and respond to an exit ticket’s question about the effect of the use of this language (Lesson 3).</p> <p>(F) – Students must respond to exit ticket questions and the Conflict Tree Map to show they understand King’s argument (Lesson 3)</p> <p>(S) – Students must determine King’s perspective on the value of conflict and provide evidence to support their claim (Lesson 3).</p>	<p>The requirement to include evidence tells us whether students are able to find relevant evidence to support claims.</p> <p>The Figurative Language Table shows us whether students understand the use of figurative language and how it affects a reader’s emotions.</p> <p>The Conflict Tree Map and exit slips show us whether students understand King’s point.</p> <p>The summative assessment shows not only whether students understand King’s</p>

<p>9-10 RIT.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.</p>		<p>argument but also whether they are progressing in their ability to support an argument with textual evidence.</p>
<p>Common Core Learning Standards Taught and Assessed (include one or more standards for one or more of the areas below. Please write out the complete text for the standard(s) you include.)</p>	<p>What assessment(s) will be utilized for this unit? (Include the types of both formative assessments (F) that will be used throughout the unit to inform your instruction and the summative assessments (S) that will demonstrate student mastery of the standards.)</p>	<p>What does the assessment tell us?</p>
<p>Bundled Writing Standard(s): 9-10.W.1 – Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>(S) In a paragraph, consider the author’s final questions in the poem: “Was he free? Was he happy?” Do you think avoiding conflict makes people happy? What are the possible consequences of avoiding conflict? Use evidence from the poem to support your answer. (Teacher will use the provided rubric to assess student work.) (Lesson 4 assessment)</p> <p>(S) Honors classes may be assigned the task to rewrite the poem focusing on the “unknown citizen” taking different actions that lead to conflict. <i>How would his life be different had he not avoided conflict? What actions would lead to conflict in his life?</i>(Lesson 4)</p> <p>(F) Create your own bumper sticker using any of the resources provided: pictures, quotes on board, quotes from speech, thinking map sentence, to illustrate the main idea of Elie’s speech (Lesson 2)</p> <p>(F) All students return to their own desk and answer the question, “Did Elie embrace conflict? Why? Why not? Support your response with text (Lesson 2).</p> <p>(F) Students must provide evidence in all activities completed during class (Lesson 3--emphasis on Gallery Walk handout, Figurative Language Table, and Conflict Tree Map).</p>	<p>This assessment tells us that students were able to effectively write claims and support their claims with text and valid reasoning.</p> <p>Both of these assessments will show the student’s ability to support arguments with claims supported by text and valid reasoning.</p> <p>This tells us whether students are making progress toward gathering relevant evidence.</p> <p>This tells us whether students are making progress from the pre-assessment and the previous lesson in</p>

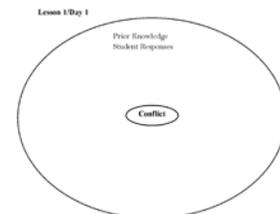
	<p>(S) Students must write an argument in which they make a claim about ways conflict can bring people together and support it with evidence from King’s speech and explanation (Lesson 3).</p>	<p>constructing arguments that support claims in a valid, relevant, and sufficient manner.</p>
<p>Bundled Speaking and Listening Standard(s): 9-10 SL.1-- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners <i>on grades 9–10 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, and presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>	<p>(F) – Students participate in partner, group, and full-class discussions to complete each of the activities throughout the lesson. All students are expected to participate and to explain why they have made a choice or given an answer (Lesson 1)</p> <p>(F) Students discuss what the author’s purpose was in writing “The Unknown Citizen.” What is the author trying to get you to understand? (Lesson 4, 2nd read)</p> <p>(F)- Review Class Circle Map and conduct a “whiparound” where students will state their opinion on the Enduring Understanding, Students will respond to the sentence frame, “In my opinion, Conflict <u>is</u> or <u>is not</u> inevitable because…” (Lesson 1)</p> <p>(S) Argumentative Digital Presentation (Lesson 5/Summative assessment) Students will create a digital argumentative in which they answer the following question:</p> <p>a. Because conflict is inevitable, should it be embraced or avoided?</p> <p>b. Be sure to consider relationships, society, and ourselves (internal conflicts)</p>	<p>This tells us whether students can articulate their own ideas in a manner that responds to that of a partner or the rest of the class. It also helps us to see if students are making progress toward understanding the elements of argument without the difficulties in writing they may face.</p> <p>This assessment will show the teacher to what extent the students are able to respond thoughtfully to diverse perspectives, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p> <p>How well students can state a claim and validate their claim with evidence from the text. It increases their knowledge of technology for 21st Century skills.</p>

<p>Bundled Language Standard(s): 9-10.L.5 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings 9-10. L.1-- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use parallel structure.* b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p>	<p>(F) – Students will complete an activity (Figurative Language Table) in which they identify examples of figurative language, translate them into literal language, and evaluate the emotion they elicit (Lesson 3)</p> <p>(F) – Students will complete an exit slip activity in which they discuss why King might have used figurative language in his argument (Lesson 3)</p>	<p>This will show us whether they can identify and interpret figurative language.</p> <p>This will show us whether students understand the purpose behind using figurative language in a speech or piece of writing.</p>
<p>Resources/ Materials:</p>	<p>Complex Texts to be used Informational Text(s) Titles: Excerpts from “The Lad, or the Tiger,” “I Have a Dream” by Martin Luther King, Jr. “Hope Despair and Memory” by Elie Wiesel</p> <p>Literature Titles: Text of a scene from <u>The Matrix</u>, “The Unknown Citizen” (Poem)</p> <p>Primary Sources: Photographs of Elizabeth Eckford entering Little Rock High School and a nonviolent protest in front of Woolworth’s</p> <p>Media/Technology: Norman Rockwell paintings <i>The Problem We All Live With</i>, <i>Southern Justice</i>, and <i>Negro in the Suburbs</i>, Video “Missing Piece”, http://www.shmoop.com/unknown-citizen/, <i>Pleasantville</i> video clip.</p> <p>Other Materials: Photographs of Martin Luther King, Jr. giving his speech, Picture of Elie Wiesel in concentration camp, Tag board for “themes,” rubric for argumentative writing, conflict cards, Gallery walk handout, emotion wheel,</p>	
<p>Interdisciplinary Connections:</p>	<p>Cite several interdisciplinary or cross-content connections made in this unit of study (i.e. math, social studies, art, etc.) Students can make connections to their history courses in our discussion of the Civil Rights movement; students can also make connections to current political/cultural events and examples of conflict or discrimination.</p> <p>Students can make connections between the emotional impact of figurative language and images in artwork (paintings</p>	

	<p>and photography).</p> <p>Students are building a growing understanding through all of the lessons of how people persuade one another (both through text and bumper sticker slogans) – this can apply to history, culture, science, and possibly other courses as well.</p>	
<p>Differentiated Instruction:</p>	<p>Based on desired student outcomes, what instructional variation will be used to address the needs of English Learners by language proficiency level?</p> <p>Students can be provided with sentence frames and additional vocabulary support; teachers can choose between having students find examples of figurative language and providing examples for them to analyze; teachers can read the excerpts aloud instead of having them read it independently.</p>	<p>Based on desired student outcomes, what instructional variation will be used to address the needs of students with special needs, including gifted and talented?</p> <p>Special Needs: Teachers can perform the first unencumbered read with the students. Pair students with similar proficiency levels and provide text dependent questions that will provide guided inquiry as students access the complex text.</p> <p>GATE: Students can be given extended directions for the first read (answering Who, What, When, Where, Why or finding the most meaningful word, phrase, etc.); students can do additional research on background or other historical examples; students can find their own examples instead of using teacher-provided examples for Figurative Language and Conflict tree maps (Lesson 3). Have students create a bumper sticker that illustrates the theme of the poem as it relates to the conflict (Lesson 4).</p> <p>Rewrite the poem, “The Unknown Citizen,” have students choose different actions that will lead to conflict and then have students explain how the changes in actions changed the meaning of the poem (Lesson 4).</p>

Unit: Lesson #:1 Preparing the Learner Lesson	Grade Level/Course: English 9	Duration: 2 periods Date:
Big Idea: Conflict is Inevitable Essential Questions: Should conflict be embraced? How does conflict impact relationships? How does silence impact conflict? Is conflict valuable? What are the possible results of avoiding conflict?		
Common Core and Content Standards	Content Standards: W 9.1 – Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. SL 9.1 – 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.	
Materials/ Resources/ Lesson Preparation	<ul style="list-style-type: none"> • Thinking Map Frame of Reference (Resource 1.1) • Quickwrite/Pair/Share (Resource 1.1A) • “The Lady, or the Tiger” Synopsis and Companion Texts (Resource 1.2) • “The Lady, or the Tiger” Abridged (Resource 1.2A) • Collaborative Annotation Chart (Resource 1.2B) • “The Lady, or the Tiger” (Holt, p. 298-304) • Text Dependent Questions (Resource 1.3) • Clarifying Bookmark for Talking Stick Activity (Resource 1.3A) • http://learningenglish.voanews.com/audio/audio/5922.html(Audio of “The Lady, or the Tiger” (abridged version) • Conflict Definition sheet (Resource 1.4) • List of Vocabulary Terms for preparing the learner (Resource 1.5) • Rubric for Argumentative Writing Unit (Resource 1.6) • Model for Slide 1 and 2 of Digital Presentation (Resource 1.7) • Document Camera • Projector 	
Objectives	Content: Day 1- Students will learn that conflict always has a resolution, even when an individual chooses not to address it. Day 2-Students will identify the elements of an argument through an analysis of their own writing.	Language: Students will analyze nuances of vocabulary by stating a claim as a basis for an argument.
Depth of Knowledge Level	<input type="checkbox"/> Level 1: Recall <input checked="" type="checkbox"/> Level 2: Skill/Concept <input checked="" type="checkbox"/> Level 3: Strategic Thinking <input checked="" type="checkbox"/> Level 4: Extended Thinking	
College and Career Ready Skills	<input type="checkbox"/> Demonstrating independence <input checked="" type="checkbox"/> Building strong content knowledge <input type="checkbox"/> Responding to varying demands of audience, task, purpose, and discipline <input checked="" type="checkbox"/> Valuing evidence <input type="checkbox"/> Using technology and digital media strategically and capably <input checked="" type="checkbox"/> Coming to understand other perspectives and cultures	

Common Core Instructional Shifts		<input type="checkbox"/> Building knowledge through content-rich nonfiction texts <input type="checkbox"/> Reading and writing grounded from text <input checked="" type="checkbox"/> Regular practice with complex text and its academic vocabulary	
Academic Vocabulary (Tier II & Tier III)	TEACHER PROVIDES SIMPLE EXPLANATION	KEY WORDS ESSENTIAL TO UNDERSTANDING	WORDS WORTH KNOWING
		argument, claim, evidence, explanation, inevitable	rubric, consequence, transition,
	STUDENTS FIGURE OUT THE MEANING	conclude, conflict, embrace	reasons, decision, statement, choice
Pre-teaching Considerations	Assess level of argumentative knowledge: claim, evidence and explanation		
Lesson Delivery Comprehension			
Instructional Methods	Check method(s) used in the lesson: <input checked="" type="checkbox"/> Modeling <input type="checkbox"/> Guided Practice <input checked="" type="checkbox"/> Collaboration <input checked="" type="checkbox"/> Independent Practice <input checked="" type="checkbox"/> Guided Inquiry <input checked="" type="checkbox"/> Reflection		
Lesson Overview Day 1	<ol style="list-style-type: none"> Circle Map of Conflict Develop personal Quick write “Think, pair, share” Circle Map definition of the term, conflict Create Classroom Definition of conflict Read the “The Lady, or the Tiger” Synopsis Text dependent questions 		
Preparing the Learner	<p>Prior Knowledge, Context, and Motivation:</p> <p>Day One—Steps 1 to 6 should take one day</p> <p>1.Circle Map of Conflict: (2-3 min)</p> <ul style="list-style-type: none"> Using a document camera or whiteboard, the teacher will create a “Circle Map” (Resource 1.1) for the class writing the term, “conflict” in the center. The teacher will tell the students that by the end of this lesson, they will create a definition for the term. <p>2.Think/Pair/Share: (Resource 1.1A)</p> <ul style="list-style-type: none"> Think: Have students complete a Quickwrite of a time when they have faced a conflict or a “difficult situation.” The teacher will encourage students to include details, for example, “Who did it involve?” and “How did you decide what to do?” to provide a clear understanding of their situation. Pair/Share:Students will then conduct a peer interview to share, elaborate and evaluate the Quickwrite. During the peer interview, students will work with an elbow partner and ask each other the following questions: 1.What was the situation you wrote about and can you clarify what the conflict was? 2. Who did it involve? 3. How did you decide what to do? 4. Looking back on the situation, do you believe that you made the right decision? Class Round Robin: Students will relate their partner’s conflict or their own difficult situation <p>3. Return to the circle map-(5 min)</p> <ul style="list-style-type: none"> Teacher will direct students to return to a whole class collaboration effort and help complete the Circle Map, providing examples of 		



	<p>“conflicts.” Each student group will share one idea to place on the Circle map. These will direct the classroom definition of “conflict.” Explain which conflicts are internal and which conflicts are external? (Teacher can review the definitions of internal and external conflicts)</p> <p>4. Teacher will distribute a copy of “The Lady, or the Tiger” (Resource 1.2) synopsis to each student.</p> <p>* Note: If your students have not yet read “The Lady, or the Tiger,” you are encouraged to read the complete story on page 298-304 of the Holt Textbook.</p>	
<p>Interacting with the Text</p>	<p>Unencumbered Read: Lady and the Tiger - (5 min)</p> <p>5. Teacher will read the text one time through as the students read along (alternately, students can read the text silently on their own annotating the text using a Collaborative Annotation Chart (Resource 2.2B).</p> <p>Close Read: Partner Read and Discussion</p> <p>6. Divide students into pairs and pass out the Text Dependent Questions (Resource 1.3) for “The Lady and the Tiger” synopsis.</p> <ul style="list-style-type: none"> • Have students read the text dependent questions together and then read the text aloud, each partner reading every other paragraph. • Students will then read, discuss and answer each of the text dependent questions with their partner. 	
<p>Interacting with the Text</p>	<p>7. “The Lady, or the Tiger?” Text Dependent Questions</p> <ol style="list-style-type: none"> 1. What conflict does the princess face? Is it external or internal? (Lines 10-15) 2. What decision will the princess make? Support your answer with evidence from the text. 3. What evidence do you have to show that she will choose one door over the other? 4. What complications will the princess face with each of the choices before her? <ul style="list-style-type: none"> • Share with a larger group: Students will share their answers with another paired group. 	<p>Differentiated Instruction:</p> <p>Day 1 English Learners/ Students Who Need Additional Support:</p> <p>An alternate text (Resource 1.2A) is provided for Early Intermediate students.</p> <p>Accelerated Learners: Students can be asked to answer the text dependent questions through the viewpoint of a psychologist.</p>
<p>Extending Understanding</p>	<p>Closure</p> <p>Classroom Discussion-Have students share their most insightful responses related to the text dependent questions. Finally, end the class by having students answer, in writing, the following questions:</p> <ol style="list-style-type: none"> 1. What would have happened if the princess made no decision? 2. Would there still be a resolution? 3. What does this say about our response to conflict? <p><i>Note:</i> Students will use the answers to these questions as an opening for tomorrow’s lesson. Remind students to be prepared with these answers and complete as homework if they do not finish in class.</p>	
<p>Day 2 Lesson Overview</p>	<ol style="list-style-type: none"> 1. Circle Map of Conflict 2. Talking Stick discussion 3. Argumentative Writing Pre-Assessment 4. Peer Review using rubric 5. Closure-Theme Statement 	

<p>Preparing the Learner</p>	<p>Prior Knowledge, Context, and Motivation:</p> <ol style="list-style-type: none"> 1. Return to the Circle Map and review what students understand about conflict. Add any new information or understandings that students have acquired after reading “The Lady, or the Tiger.” 2. In order to explore today’s essential question, “should conflict be embraced?” the teacher will write this question outside the circle map. (Graphic) Have students read the question and clarify the meaning of the question. <i>Today we will be exploring this question to determine its validity.</i>
<p>Interacting with the Text</p>	<p>Group Discussion using the “Talking Stick” Strategy</p> <ol style="list-style-type: none"> 3. Have students take out yesterday’s final questions from “The Lady, or the Tiger” and, using the “Talking stick” strategy discuss these questions. Students should be prepared with their answers but are encouraged to elaborate on other’s answers. The teacher should facilitate each question by using a time limit. <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p style="text-align: center;">“Talking Stick” Strategy Directions</p> <p>This strategy is structured so that each student has the opportunity, and responsibility, to speak multiple times. Students can “pass” (decline to respond) only once. This allows reluctant speakers to hear others in their small group before having to contribute.</p> <p><u>Instructions:</u></p> <p>A. Designate an object as the “talking stick” and have students pass it around the group of four, first clockwise, and later, randomly.</p> <p>B. The teacher gives a prompt/ question and indicates the number or letter of the group member to begin. The first student with the “talking stick” speaks while everyone listens. The student then passes the object to the left. The process continues until everyone in the group has had a chance to speak or until the teacher gives a signal to stop.</p> <p>C. To extend the activity, once everyone in the group has had a turn speaking, anyone in the group may ask for another turn by saying something like, “I’d like to add another thought. Please hand me the talking stick.”</p> </div> <ol style="list-style-type: none"> 4. Class Discussion- Have students share out some of their insights from their small group discussions. Return to the essential question and determine whether or not the answer should be added to our definition of conflict.

	<p>Argumentative Writing Pre-Assessment</p> <p><u>Preparing the Learner:</u></p> <p>5. If needed, discuss the argumentative writing vocabulary: claim, evidence and explanation. Vocabulary posters can be projected or posted in the classroom as the teacher reviews with step asides (Resource 1.4). Students may be uncertain of how to write an effective piece of argumentative writing. Reassure them that this is a pre-assessment that will be used to help focus later instruction.</p> <p>Writing Pre-Assessment</p> <p>6. Students will write a 5-7 sentence paragraph to answer the question, "Should the princess have embraced her conflict or not?" In the paragraph, the teacher will be looking for evidence of argumentative writing. For example, "The princess should not have (or should have) embraced the conflict." Students will include additional textual evidence and explanations (reasons).</p> <p>Peer Review</p> <p>7. Give a copy of the rubric to each student. Then have students pair up for a peer review of their argumentative paragraphs. Key elements to identify are: claim, evidence, and explanation. Remind students that this is to help them see where they are now and to determine how they can improve.</p> <p>8. Have peer reviewers highlight claims in blue and evidence in green (use high lighters or colored pencils). If students don't have colors, then you can have students underline the claim once and underline twice the evidence.</p>	<p>English Learners: Review key vocabulary from board for students to review. Instruct students to color code key (features/elements.) of section.</p> <p>Students Who Need Additional Support: Provide assistance by reviewing text in a "Close read." Have students highlight key ideas, and annotate a copy.</p> <p>Accelerated Learners: For the pre-assessment, advanced students can write the argumentative piece of writing from the perspective of the princess' lover.</p>
<p>Extending the Learning</p>	<p>9. Closure: Have students write a theme statement responding to the question, Should conflict be embraced? A frame for EL's might look like this: When an individual encounters conflict, they should _____ because _____.</p> <p>10. Determine if the terms "embraced" or "avoided" should be written into the Circle Map. These ideas are presented because many people try to avoid conflict, while others want to face it head-on.</p> <div data-bbox="987 1209 1260 1411" data-label="Diagram"> </div>	
Lesson Reflection		
<p>Teacher Reflection Evidenced by Student Learning/ Outcomes</p>		

Thinking map



“The Lady, or the Tiger” Synopsis

1 “The Lady, or the Tiger,” by Frank R. Stockton is about a fairy tale king who entertains his subjects through public trials with verdicts that are determined by chance. In every trial, the accused subject (guilty or not) must choose to open one of two identical doors. Behind one door is the reward—a beautiful lady to marry. If the accused subject chooses
5 this door, he is deemed to be innocent of the crime for which he is accused. Behind the other door lies the punishment—a ferocious tiger. In this case, the accused is considered guilty and receives his just punishment, getting ripped to shreds by a ferocious tiger.

When the king’s daughter takes on a lover, a courtier to the king, he is discovered and jailed. This particular trial takes on personal significance for the king and the princess.
10 The young man’s hopes for survival rest with the princess. For, the princess, “possessed of more power, influence, and force of character than anyone who had ever before been interested in such a case, had done what no other person had done—she had possessed herself of the secret of the doors. She knew in which of the two rooms, that lay behind those doors, stood the cage of the tiger, with its open front, and in which waited the
15 lady.” Furthermore, the lady behind the “door of innocence” is the princess’s rival!

Stockton continues, *now the point of the story is this: Did the tiger come out of that door, or did the lady?*

*The more we reflect upon this question, the harder it is to answer. It involves a study of the human heart which leads us through devious mazes of passion, out of which it is
20 difficult to find our way. Think of it fair reader, not as if the decision of the question depended upon yourself, but upon that hot-blooded, semi-barbaric princess, her soul at a white heat beneath the combined fires of despair and jealousy. She had lost him, but who should have him? How often, in her waking hours and in her dreams, had she started in wild horror, and covered her face with her hands as she thought of her lover opening the
25 door on the other side of which waited the cruel fangs of the tiger!*

*But how much oftener had she seen him at the other door! How in her grievous reveries had she gnashed her teeth, and torn her hair, when she saw his start of rapturous delight as he opened the door of the lady! How her soul had burned in agony when she had seen him rush to meet that woman, with her flushing cheek and sparkling
30 eyes of triumph; when she had seen him lead her forth, his whole frame kindled with the*

31 *joy of recovered life; when she had heard the glad shouts from the multitudes, and the*
wild ringing of the happy bells; when she had seen the priest, with his joyous followers,
advance to the couple, and make them man and wife before her very eyes; and when she
had seen them walk away together upon their path of flowers, followed by the tremendous
35 *shouts of hilarious multitude, in which her one despairing shriek was lost and drowned!*

...

The question of her decision is one not to be lightly considered, and it is not for me to
presume to set myself up as the one person able to answer it. And so I leave it with all of
38 *you: Which came out of the opened door—the lady or the tiger?*

STORYTELLER: The Lady, or the Tiger (abridged)

Long ago, in the very olden time, there lived a powerful king. Some of his ideas were progressive. But others caused people to suffer.

One of the king's ideas was a public arena as an agent of poetic justice. Crime was punished, or innocence was decided, by the result of chance. When a person was accused of a crime, his future would be judged in the public arena.

All the people would gather in this building. The king sat high up on his ceremonial chair. He gave a sign. A door under him opened. The accused person stepped out into the arena. Directly opposite the king were two doors. They were side by side, exactly alike. The person on trial had to walk directly to these doors and open one of them. He could open whichever door he pleased.

If the accused man opened one door, out came a hungry tiger, the fiercest in the land. The tiger immediately jumped on him and tore him to pieces as punishment for his guilt. The case of the suspect was thus decided.

Iron bells rang sadly. Great cries went up from the paid mourners. And the people, with heads hanging low and sad hearts, slowly made their way home. They mourned greatly that one so young and fair, or so old and respected, should have died this way.

But, if the accused opened the other door, there came forth from it a woman, chosen especially for the person. To this lady he was immediately married, in honor of his innocence. It was not a problem that he might already have a wife and family, or that he might have chosen to marry another woman. The king permitted nothing to interfere with his great method of punishment and reward.

Another door opened under the king, and a clergyman, singers, dancers and musicians joined the man and the lady. The marriage ceremony was quickly completed. Then the bells made cheerful noises. The people shouted happily. And the innocent man led the new wife to his home, following children who threw flowers on their path.

This was the king's method of carrying out justice. Its fairness appeared perfect. The accused person could not know which door was hiding the lady. He opened either as he pleased, without knowing whether, in the next minute, he was to be killed or married.

Sometimes the fierce animal came out of one door. Sometimes it came out of the other.

This method was a popular one. When the people gathered together on one of the great trial days, they never knew whether they would see a bloody killing or a happy ending. So everyone was always interested. And the thinking part of the community would bring no charge of unfairness against this plan. Did not the accused person have the whole matter in his own hands?

The king had a beautiful daughter who was like him in many ways. He loved her above all humanity. The princess secretly loved a young man who was the best-looking and bravest in the land. But he was a commoner, not part of an important family.

One day, the king discovered the relationship between his daughter and the young man. The man was immediately put in prison. A day was set for his trial in the king's public arena. This, of course, was an especially important event. Never before had a common subject been brave enough to love the daughter of the king.

The king knew that the young man would be punished, even if he opened the right door. And the king would take pleasure in watching the series of events, which would judge whether or not the man had done wrong in loving the princess.

The day of the trial arrived. From far and near the people gathered in the arena and outside its walls. The king and his advisers were in their places, opposite the two doors. All was ready. The sign was given. The door under the king opened and the lover of the princess entered the arena.

Tall, beautiful and fair, his appearance was met with a sound of approval and tension. Half the people had not known so perfect a young man lived among them. No wonder the princess loved him! What a terrible thing for him to be there!

As the young man entered the public arena, he turned to bend to the king. But he did not at all think of the great ruler. The young man's eyes instead were fixed on the princess, who sat to the right of her father.

From the day it was decided that the sentence of her lover should be decided in the arena, she had thought of nothing but this event.

The princess had more power, influence and force of character than anyone who had ever before been interested in such a case. She had done what no other person had done. She had possessed herself of the secret of the doors. She knew behind which door stood the tiger, and behind which waited the lady. Gold, and the power of a woman's will, had brought the secret to the princess.

She also knew who the lady was. The lady was one of the loveliest in the kingdom. Now and then the princess had seen her looking at and talking to the young man.

The princess hated the woman behind that silent door. She hated her with all the intensity of the blood passed to her through long lines of cruel ancestors.

Her lover turned to look at the princess. His eye met hers as she sat there, paler and whiter than anyone in the large ocean of tense faces around her. He saw that she knew behind which door waited the tiger, and behind which stood the lady. He had expected her to know it.

The only hope for the young man was based on the success of the princess in discovering this mystery. When he looked at her, he saw that she had been successful, as he knew she would succeed.

Then his quick and tense look asked the question: "Which?" It was as clear to her as if he shouted it from where he stood. There was not time to be lost.

The princess raised her hand, and made a short, quick movement toward the right. No one but her lover saw it. Every eye but his was fixed on the man in the arena.

He turned, and with a firm and quick step he walked across the empty space. Every heart stopped beating. Every breath was held. Every eye was fixed upon that man. He went to the door on the right and opened it.

Now, the point of the story is this: Did the tiger come out of that door, or did the lady?

The more we think about this question, the harder it is to answer. It involves a study of the human heart. Think of it not as if the decision of the question depended upon yourself. But as if it depended upon that hot-blooded princess, her soul at a white heat under the fires of sadness and jealousy. She had lost him, but who should have him?

How often, in her waking hours and in her dreams, had she started in wild terror, and covered her face with her hands? She thought of her lover opening the door on the other side of which waited the sharp teeth of the tiger!

But how much oftener had she seen him open the other door? How had she ground her teeth, and torn her hair, when she had seen his happy face as he opened the door of the lady! How her soul had burned in pain when she had seen him run to meet that woman, with her look of victory. When she had seen the two of them get married. And when she had seen them walk away together upon their path of flowers, followed by the happy shouts of the crowd, in which her one sad cry was lost!

Would it not be better for him to die quickly, and go to wait for her in that blessed place of the future? And yet, that tiger, those cries, that blood!

Her decision had been shown quickly. But it had been made after days and nights of thought. She had known she would be asked. And she had decided what she would answer. And she had moved her hand to the right.

The question of her decision is one not to be lightly considered. And it is not for me to set myself up as the one person able to answer it. And so I leave it with all of you:

Which came out of the open door – the lady, or the tiger?

Collaborative Annotation Chart

Symbol	Comment/Question/Response	Sample Language Support
?	<ul style="list-style-type: none"> • Questions I have • Confusing parts for me 	<p>-The statement, “...” is confusing because...</p> <p>-I am unclear about the following Sentence(s)</p> <p>-I don't understand what s/he means when s/he states...</p>
+	<ul style="list-style-type: none"> • Ideas/statements I agree with 	<p>-I agree with the author's idea that...because...</p> <p>-Similar to the author, I also believe that...because</p> <p>-I agree somewhat with the author when s/he argues that...because...</p>
-	<ul style="list-style-type: none"> • Ideas/statements I disagree with 	<p>-I disagree with the author's idea that...because...</p> <p>Unlike the author, I do not believe that...because</p> <p>-I agree somewhat with the author when s/he argues that...because...</p>
*	<ul style="list-style-type: none"> • Author's main points • Key ideas expressed • Significant ideas 	<p>-One significant idea in this text is...</p> <p>-The author is trying to convey...</p> <p>-One argument the author makes is that...</p>
!	<ul style="list-style-type: none"> • Shocking statements or parts • Emotional response • Surprising details/claims 	<p>-I was shocked to read that... (further explanation)</p> <p>-How can anyone claim that...</p> <p>-The part about ____ made me feel...</p>
o	<ul style="list-style-type: none"> • Ideas/sections I connect with • What this reminds me of 	<p>-This section reminded me of...</p> <p>-I can connect with what the author said because...</p> <p>-This experience connects with my own experience in that...</p>

Collaborative Annotation Chart Response Sheet

Symbol/ Section	Comment/Question/Response	Partner's Comment/Question/Response

Name _____

Date _____ Period _____



“The Lady, or the Tiger?” Text Dependent Questions

- 1. What conflict does the princess face? Is it external or internal? (Lines 10-15)

Frame: *The conflict the princess faces is _____. It is a _____ conflict because _____.*

- 2. What decision will the princess make? Support your answer with evidence from the text.

Frame: *The princess will choose ____ because _____.*

- 3. What evidence do you have to show that she will choose one door over the other?

Frame: *It is clear that the princess will choose _____. The evidence the author provides for this decision is _____.*

- 4. What complications will the princess face with each of the choices before her?

Frame: *Complications the princess may face with the “Tiger” door are _____. Whereas, complications the princess may face with the “Lady” door are _____.*

CLARIFYING BOOKMARKS FOR TALKING STICK ACTIVITY (DAY 2)

CLARIFYING BOOKMARK 1:

WHAT WOULD HAVE HAPPENED IF THE PRINCESS MADE NO DECISION?

What I can do	What I can say	What my partner can say
Interpreting	If the princess had made no decision then...	<i>I agree/ disagree because...</i>
Explanation with textual support	The reason I believe this would be the outcome is because in the text it says... This means...	<i>I agree/ disagree because...</i> <i>I agree disagree and I would like to add...</i> <i>I don't understand, can you explain more?</i>

CLARIFYING BOOKMARK 2: WOULD THERE STILL BE A RESOLUTION TO THE STORY?

What I can do	What I can say	What my partner can say
Evaluating	There would/would not be a resolution to the story because... The text indicates this when it says, ...	<i>I agree/ disagree, and I would like to add...</i> <i>I agree/ disagree, and I would like to add...</i>

CLARIFYING BOOKMARK 3: WHAT DOES THIS SAY ABOUT OUR RESPONSE TO CONFLICT?

What I can do	What I can say	What my partner can say
Evaluating	As a result of reading this story, I believe that our response to conflict should be to... I believe this to be true because in the text ... So, ...	<i>I agree/ disagree and would like to add...</i> <i>I too, believe...but,</i> <i>I disagree, I believe...because the text says...</i>

CONFLICT-

The problem in the story.

There are 5 types of conflict found in movies and literature. A movie or story may have more than one.

The five types of conflict are:

- 1. Person vs. Person**
- 2. Person vs. Self**
- 3. Person vs. Society**
- 4. Person vs. Nature**
- 5. Person vs. God/Fate**

Claim – n. An opinion that has to be proven.



If everyone stops driving their cars, there won't be as much smog!

Evidence – n. Something that proves a claim or statement.



Explanation – n. The reasons you give for why something happened or why you did something:

Ex. I think you owe me an explanation (= you should explain to me why?).

Ex. There is no convincing explanation of the overall structure of the universe.

Ex. There was no apparent explanation for the attack.



*Use this rubric with the Quickwrite and the Digital Presentation

Appearance and Content Rubric for: Argumentative Digital Presentation

Teacher Name: _____

Student Name: _____

CATEGORY	4	3	2	1
Claim & Counterclaim	Thoroughly addresses all parts of the prompt. Includes at least 3 clear and specific claims based on textual evidence. Counterclaim is presented and clearly refuted.	Adequately addresses all parts of the prompt. Includes less than 3 specific claims based on textual evidence. Counterclaim is presented and somewhat refuted.	Does not address all parts of the prompt. Claims may be lacking, may not be strong, or are not based on evidence. Counterclaim may be weak or missing.	Does not address all parts of the prompt. Does not include any claims. No counterclaim is given.
Evidence & Citations	Evidence is thoroughly and clearly explained. Proper citation is given for each piece of evidence.	Evidence is clearly explained. Proper citation is given for most pieces of evidence.	Evidence is not clearly explained. Citations are lacking for most pieces of evidence.	Explanation of evidence is short, missing, or may be awkward. No citations are given.
Style & Conventions	Presentation has no misspellings or grammatical errors. Sentences are clear, concise, and varied.	Presentation has 1-2 misspellings, but no grammatical errors. Most sentences are clear and show variety.	Presentation has 1-2 grammatical errors and few misspellings. Sentences may be awkward or unclear.	Presentation has more than 2 grammatical and/or spelling errors. Sentences are very awkward.
Presentation & Organization	All graphics are attractive (size and colors) and support the theme/content of the presentation. Must include 5-10 slides.	A few graphics are not attractive but all support the theme/content of the presentation. Still includes 5-10 slides.	All graphics are attractive but a few do not seem to support the theme/content of the presentation. May be under 5 slides.	Several graphics are unattractive AND detract from the content of the presentation. Does not meet minimum requirement of slides.
Multimedia Usage	Presentation includes at least 2 pieces of school-appropriate pictures, videos, or music. Media use enhances presentation.	Presentation includes at least 2 pieces of school-appropriate pictures, videos, or music. Media use follows the flow of presentation.	Media use may distract from presentation.	Media may be lacking.

If Conflict is inevitable, should it be embraced or avoided?



Claim: Conflict is the key to building one's strength and thus should be embraced.

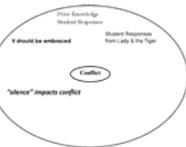


Unit: Lesson #: 2	Grade Level/ Course: 9 ELA	Duration: 2 periods Date:
<p>Big Idea: Conflict is Inevitable</p> <p>Essential Questions: Should conflict be embraced? How does conflict impact relationships? How does silence impact conflict? Is conflict valuable? What are the possible results of avoiding conflict?</p>		
Common Core and Content Standards	<p>Content Standards:</p> <p>RI.9.2- 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.</p> <p>RI.9.4- 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).</p> <p>RI.9.6- 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.</p> <p>RI.9.9- 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.</p> <p>WS.9.1- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p>	
Materials/ Resources/ Lesson Preparation	<p>Day 1:</p> <ul style="list-style-type: none"> • Circle Map (Resource 1.1) • “Hope Despair and Memory” by Elie Wiesel (Resource 2.1) • Reading in Four Voices (Hope Despair and Memory (Resource 2.2) • Set of photographs: Jewish slave laborers in the Buchenwald concentration camp near Jena, Germany (Resource 2.3) • Student Response Handout for Day 1 (Resource 2.4) • Compare and Contrast Frame of Reference (Resource 2.4A) • Double Bubble Key (Resource 2.5) <p>Day 2</p> <p><u>Gallery Walk Handouts</u></p> <ul style="list-style-type: none"> • Silence Speaks Louder than Words (Resource 2.6) • Another Hand Over Mouth (Resource 2.7) • Silence by Slitherin’ Prince (Resource 2.8) • Silent Statue (Resource 2.9) • Elie Wiesel (Resource 2.10) • Gallery Walk Response Sheet (Resource 2.11) • Gallery Walk Reflection (Resource 2.12) 	
Objectives	<p>Content: Content: Students will learn that refusing to engage in conflict can result in the suffering of self or others.</p>	<p>Language: Students will read, discuss, and defend their ideas based on the text presented.</p>
Depth of Knowledge Level	<p><input type="checkbox"/> Level 1: Recall <input checked="" type="checkbox"/> Level 2: Skill/Concept</p> <p><input checked="" type="checkbox"/> Level 3: Strategic Thinking <input checked="" type="checkbox"/> Level 4: Extended Thinking</p>	

College and Career Ready Skills		<input checked="" type="checkbox"/> Demonstrating independence <input checked="" type="checkbox"/> Building strong content knowledge <input type="checkbox"/> Responding to varying demands of audience, task, purpose, and discipline <input checked="" type="checkbox"/> Valuing evidence <input checked="" type="checkbox"/> Comprehending as well as critiquing <input checked="" type="checkbox"/> Using technology and digital media strategically and capably <input checked="" type="checkbox"/> Coming to understand other perspectives and cultures	
Common Core Instructional Shifts		<input checked="" type="checkbox"/> Building knowledge through content-rich nonfiction texts <input type="checkbox"/> Reading and writing grounded from text <input checked="" type="checkbox"/> Regular practice with complex text and its academic vocabulary	
Academic Vocabulary (Tier II & Tier III)	TEACHER PROVIDES SIMPLE EXPLANATION	KEY WORDS ESSENTIAL TO UNDERSTANDING	WORDS WORTH KNOWING
	STUDENT'S FIGURE OUT THE MEANING	bewildered anguish naïve accomplice cattle cars	endure humiliation transcend
Pre-teaching Considerations		<ul style="list-style-type: none"> • Students should have a basic understanding of claims, examples, evidence • Thinking Maps • Context of the Holocaust 	
Lesson Delivery Comprehension			
Instructional Methods		Check method(s) used in the lesson: <input checked="" type="checkbox"/> Modeling <input type="checkbox"/> Guided Practice <input checked="" type="checkbox"/> Collaboration <input checked="" type="checkbox"/> Independent Practice <input checked="" type="checkbox"/> Guided Inquiry <input checked="" type="checkbox"/> Reflection	
Day 1 Overview		1. Return to the Circle Map 2. Holocaust Photo-Inquiry 3. Multiple reads of “Hope Despair and Memory” 4. Compare and Contrast of Boy and Speaker 5. Exit Ticket	
Preparing the Learner		Prior Knowledge, Context, and Motivation: Opening Activity 1. Open today’s class by going back to the circle map and reviewing what students have said about conflict. Also, remind students that in our last class we determined that conflict should /should not be embraced. Today’s lesson has a connection to our enduring understanding that “Conflict is Inevitable,” but, the students will engage in a bit of inquiry to determine for themselves ElieWiesel’s perspective about conflict and one’s individual responsibility. Pose the following question to students and ask them to discuss, with a partner, <i>what happens when we refuse to engage or ignore a conflict that already exists?</i> 2. After students have discussed the question for 3 minutes, have them share some of their responses and add any new ideas to our circle map. Holocaust Photo-Inquiry 3. Author’s Message- Pair students with an elbow partner to complete the following activity. The teacher will display the picture of Jewish slave laborers in the Buchenwald concentration camp near Jena , Germany (April 16, 1945), on the doc camera. (Resource 2.3)	

	<p>Students will view the picture for 1 minute. Instruct students not to speak to each other about the picture, but just observe the surroundings. After 1 minute, tell students that the author of the speech that we are about to read is the seventh prisoner to the right of the middle bunk.</p>	
<p>Interacting with the Text</p>	<p>First Read</p> <ol style="list-style-type: none"> 1. “Hope Despair and Memory”- Distribute a copy of the entire speech (Resource 2.1) to each student. Read the introduction of Elie Wiesel to the class. Then instruct them to read the speech silently. Notice that many words were defined for student to assist them as they read alone. Have students underline quotations that have a message or speak to the author’s perspective. 2. Students will write down why they believe their quote is significant on their handout (Resource 2.4). (5-10 min) 3. After writing, have them share with a partner their reasons for writing their quote. 4. Students will then be instructed to join another pair (<i>Have students move desks into small groups of four</i>) and share their quotes with their new group (7-10 min). 5. Have each group share out to the entire class any quote that they felt was significant. <i>Students remain in fours for next reading.</i> <p>Second Read</p> <ol style="list-style-type: none"> 1. Reading in Four Voices (Resource 2.2). <i>Teacher distributes Four Voices handout (Resource 2.2) of the speech “Hope, Despair, and Memory.” Instruct students to each choose which reader (1-4) they want to be. Then, students should read the speech aloud within their groups. (5 min)</i> 	<p>Differentiated Instruction: ELL Learners Working in “like language” pairs to write butcher paper responses. Reading selected paragraphs, teachers can also preselect colors for students depending on language abilities within groups.</p> <p>Students Who Need Additional Support: Teacher may read aloud or have students listen to an audio version of the speech. Have the students summarize the text after the second read.</p>
<p>Extending the Learning</p>	<ol style="list-style-type: none"> 2. Compare and Contrast 2 Voices: Next, direct students to re-read box 2 and box 3 to contrast the two different voices (the boy, Elie as a child, and then Elie as an adult). 3. Within groups, students will then be directed to focus on creating a Thinking Map (Double-Bubble) using resource 2.4 or if they need more space, Resource 2.4A. Students are only being asked to compare Box 2 with Box 3 in the speech. Resource 2.5 has been provided as a key for the teacher. 4. <i>To provide direction to students that are having difficulty, tell them that Box 2 of the speech can be labeled “Victims of the Holocaust (past)” and box 3 can be labeled “Survivor of the Holocaust (past, present, and future).” Students should be focusing on the differences between the sections, both in the messages Mr. Wiesel is giving and the past, present and future tenses being addressed).</i> 	<p>Double- Bubble allows students to visualize and categorize ideas being presented within the speech. Poster boards being displayed in classroom allows students future reference.</p> <p>Students Who Need Additional Support: Teacher may read aloud or have students listen to an audio version of the speech. Have the students summarize the text after the second read.</p> <p>Accelerated Learners: When the task at hand is completed, students</p>

	<p>Grade 9 ELA- Conflict is Inevitable</p> <p>Resource 2.1- Teacher Key</p> <p>5. Finally, write two complete sentences summarizing the similarities and differences between the sections for Reader #2 and Reader #3.</p>	<p>will evaluate the last sentence and determine the main idea. Pairs can be pre-selected by the teacher to ensure students are able to work on critical thinking skills when creating posters and explanations for the speech and the quotation.</p>
<p>Day 2 Overview</p>	<p>1. Circle Map and Gallery Walk (make sure you have pictures displayed around the room prior to the lesson). 2. Third Read of ElieWiesel Speech 3. Answering the essential question</p>	
<p>Preparing the Learner</p>	<p>Prior Knowledge, Context, and Motivation: Return to the Circle Map</p> <p>1. Write in the frame of reference of the circle map: <i>Does “silence” impact conflict?</i> <small>Does “silence” impact conflict?</small> Tell students to keep this essential question in mind as they interact with the photographs and text.</p> <p>Gallery Walk with Photographs of Silence: “How does silence impact conflict?”</p> <ol style="list-style-type: none"> Teacher displays all 4 pictures that represent different types of “silence.”(Resources 2.6-2.10) Divide students into enough groups so that each photo has approximately the same number of students. Students should take the Gallery Walk Response Sheet (Resource 2.11) with them and respond to the questions for each photo as they are viewing them. Encourage students to provide textual evidence to support their claims. <ul style="list-style-type: none"> When it comes to photographs and art, students must look at symbolism, tone, colors, light, shade, body language, setting and author or artist in order to site the evidence. Tell the students that they can work together to interpret and identify an emotion or type of silence, such as oppression, related to each of the pictures they see. They may work together as a group to fill out Gallery Walk Response Sheet. Remind them to keep the essential question in mind, “How does silence impact conflict?” as they review each photograph. Allow groups approximately 3-5 minutes for each photograph before rotating to the next “station.” 	
<p>Interacting with the Text</p>	<p>Third Read of Speech of “Hope, Despair, and Memory.”</p> <ol style="list-style-type: none"> In pairs, have students take out the “Hope, Despair, and Memory” speech (Resource 2.1). Using a paired reading, the teacher instructs students to each read the final paragraph of the speech out loud to one another. <i>Student A reads to student B, then Student B reads to Student A.</i> (7min). Also direct students to view the four pictures portraying silence (Resources 2.6-2.10). Students are to answer the following questions with their partners using the pictures and the final paragraph of the speech as textual support for their response. <i>How does silence impact conflict? How do you know? Which picture best portrays the type of silence that Elie Wiesel had to overcome?</i> <ul style="list-style-type: none"> Students can answer these questions using Resource 2.12 	<p>Third Read EL Sentence Frame: <i>We believe _____ be _____st portrays Elie Wiesel because _____</i></p>

<p>Extending the Learning</p>	<p>11. As closure for this lesson, have students respond to question #4 on Resource 2.12: <i>Do you agree or disagree that an individual has an obligation to speak when he or she encounters conflict?</i> (Explain with examples from the pictures and text.)</p> <p>12. Determine what should go in the Circle Map (ex. silence impacts conflict)</p>	
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Lesson Reflection

<p>Teacher Reflection Evidenced by Student Learning/ Outcomes</p>	Empty space for reflection
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‘Hope, Despair, and Memory’

Elie Wiesel is a Romanian-born Jewish-American writer, professor, political activist (def: person who speaks out in favor of a cause), and Holocaust survivor. He is the author of 57 books, including *Night*, a work based on his experiences as a prisoner in the Auschwitz, Buna, and Buchenwald concentration camps. He won the Nobel Peace Prize in 1986 for speaking out against violence, repression, and racism. The committee called him a “messenger to mankind” and stated that through his struggle to come to terms with “his own personal experience of total humiliation and of the utter contempt (def: considering something worthless) for humanity shown in Hitler’s death camps” as well as his “practical work in the cause of peace,” Wiesel had delivered a powerful message “of peace, atonement (def: making up for sins), and human dignity (def: respect)” to humanity. The following passage is an excerpt of his acceptance speech for the Nobel Peace Prize, delivered in Oslo, Norway on December 10, 1986.

It is with a profound (def: great) sense of humility (def: having a modest opinion of one’s own value) that I accept the honor you have chosen to bestow (def: give) upon me. I know: your choice transcends (def: goes beyond) me. This both frightens and pleases me.

It frightens me because I wonder: do I have the right to represent the multitudes (def: great numbers) who have perished? Do I have the right to accept this great honor on their behalf? . . . I do not. That would be presumptuous (def: assuming something without a good reason). No one may speak for the dead; no one may interpret their mutilated dreams and visions.

It pleases me because I may say that this honor belongs to all the survivors and their children, and through us, to the Jewish people with whose destiny I have always identified.

I remember: it happened yesterday or eternities ago. A young Jewish boy discovered the kingdom of night. [Note: This is the phrase Wiesel used in *Night* to describe his experience in the Holocaust.] I remember his bewilderment (def: confusion); I remember his anguish (def: great distress, suffering, or pain). It all happened so fast. The ghetto (def: section of a city inhabited primarily by members of an ethnic or other minority group, often experiencing hardship). The deportation (def: forcibly sending Jews to concentration camps). The sealed cattle car (def: large train car used to ship Jews to concentration camps). The fiery altar upon which the history of our people and the future of mankind were meant to be sacrificed.

I remember: he asked his father: "Can this be true?" This is the twentieth century, not the Middle Ages. Who would allow such crimes to be committed? How could the world remain silent?

And now the boy is turning to me: "Tell me," he asks. "What have you done with my future? What have you done with your life?"

And I tell him that I have tried. That I have tried to keep memory alive, that I have tried to fight those who would forget. Because if we forget, we are guilty, we are accomplices (def: person who helps commit a crime).

And then I explained to him how naive (def: showing lack of experience, judgment, or information) we were, that the world did know and remained silent. And that is why I swore never to be silent whenever and wherever human beings endure suffering and humiliation. We must always take sides. Neutrality (def: not taking a side) helps the oppressor, never the victim. Silence encourages the tormentor, never the tormented. Sometimes we must interfere. When human lives are endangered, when human dignity is in jeopardy (def: danger), national borders and sensitivities (def: concerns) become irrelevant. Wherever men or women are persecuted (def: harassed or oppressed) because of their race, religion, or political views, that place must – at that moment – become the center of the universe.

Reading in Four Voices

Directions: In groups of four, have each member of the group select the box that they will read (1-4). Students will then read the speech aloud within their group, with each member reading their assigned part (5 min). Next, re-read box 2 and box 3 to contrast the two different voices (the boy, Elie as a child, and then Elie as an adult). Finally, refer to resource 2.4 and 2.4A in order to compare and contrast box 2 and box 3.

Reader #1

It is with a profound sense of humility that I accept the honor you have chosen to bestow upon me. I know: your choice transcends me. This both frightens and pleases me.

It frightens me because I wonder: do I have the right to represent the multitudes who have perished? Do I have the right to accept this great honor on their behalf? . . . I do not. That would be presumptuous. No one may speak for the dead; no one may interpret their mutilated dreams and visions.

It pleases me because I may say that this honor belongs to all the survivors and their children, and through us, to the Jewish people with whose destiny I have always identified.

Reader #2

I remember: it happened yesterday or eternities ago. A young Jewish boy discovered the kingdom of night. I remember his bewilderment; I remember his anguish. It all happened so fast. The ghetto. The deportation. The sealed cattle car. The fiery altar upon which the history of our people and the future of mankind were meant to be sacrificed.

I remember: he asked his father: "Can this be true?" This is the twentieth century, not the Middle Ages. Who would allow such crimes to be committed? How could the world remain silent?

Reader #3

And now the boy is turning to me: "Tell me," he asks. "What have you done with my future? What have you done with your life?"

And I tell him that I have tried. That I have tried to keep memory alive, that I have tried to fight those who would forget. Because if we forget, we are guilty, we are accomplices.

And then I explained to him how naive we were, that the world did know and remained silent. And that is why I swore never to be silent whenever and wherever human beings endure suffering and humiliation. We must always take sides. Neutrality helps the oppressor, never the victim. Silence encourages the tormentor, never the tormented. Sometimes we must interfere.

Reader #4

When human lives are endangered, when human dignity is in jeopardy, national borders and sensitivities become irrelevant. Wherever men or women are persecuted because of their race, religion, or political views, that place must – at that moment – become the center of the universe.



Conflict is Inevitable: “Hope, Despair, and Memory”

Each group will receive a quotation from a speech given by Elie Wiesel. Read your quotation and, considering the picture displayed on the overhead, decide what the quotation might mean or how it might be related to the picture.

1. **My Group’s Quotation:**

2. **Just from looking at the quotation and the picture, we think this means . . .**

3. **After reading the speech, we think this means . . .**

After reading the speech aloud in your group of four, work together to create a **double-bubble map** in the space below. You need to **compare** and **contrast** the section marked for **Reader #2** with the section marked for **Reader #3**.

5. Now, write **two complete** sentences summarizing the **similarities** and **differences** between the sections for **Reader #2** and **Reader #3**.

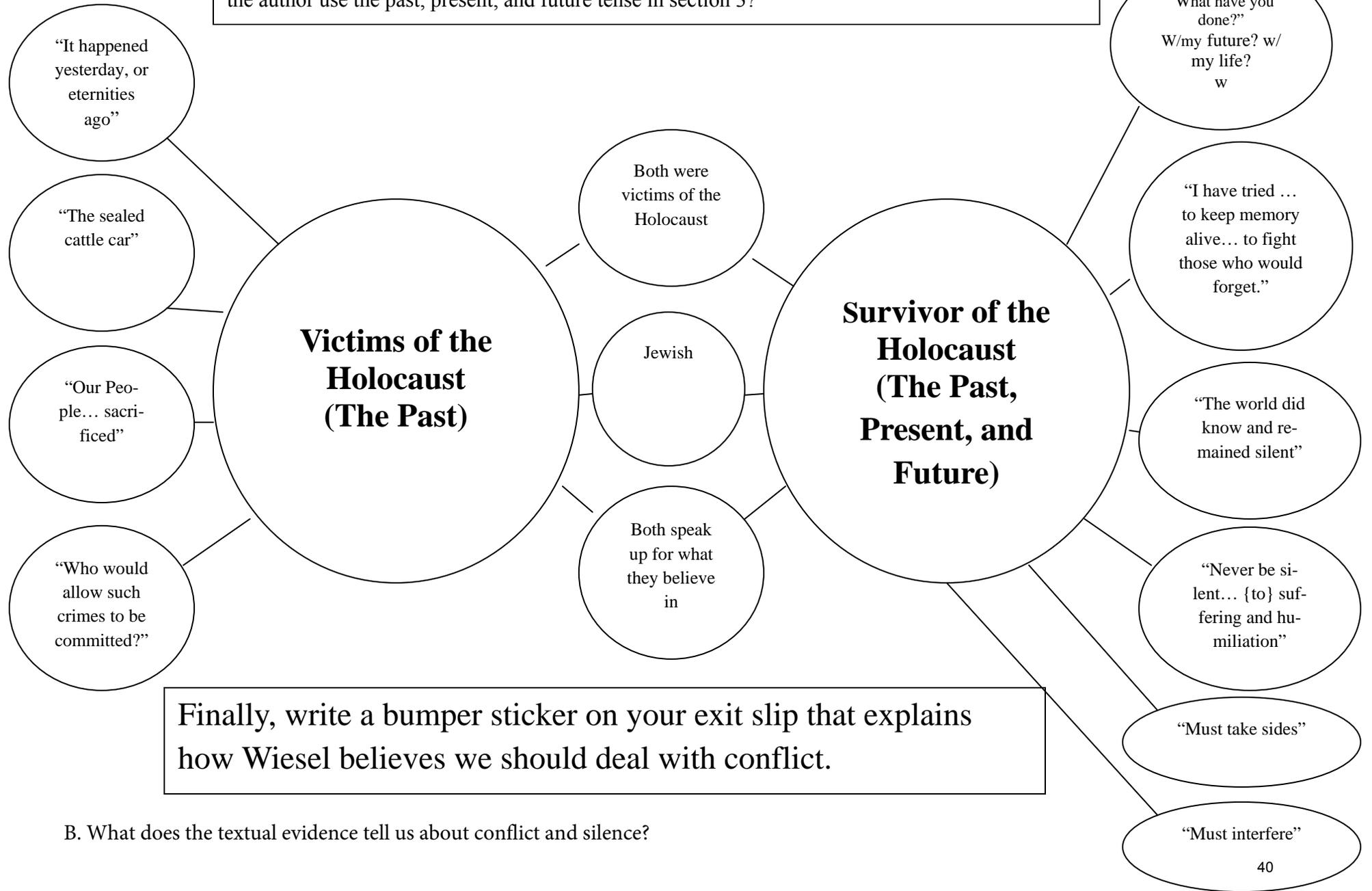
Directions: Compare and contrast Section 2 of the Speech (Victims of the Holocaust; past tense) with Section 3 of the speech (Survivors; Past, present, and future tense).

Frame of reference: What is the significance of the verbs that are used in each section? Why does the author use the past, present, and future tense in section 3?



B. What does the textual evidence tell us about conflict and silence?

Directions: Compare and contrast Section 2 of the Speech (Victims of the Holocaust; past tense) with Section 3 of the speech (Survivors; Past, present, and future tense).
 Frame of reference: What is the significance of the verbs that are used in each section? Why does the author use the past, present, and future tense in section 3?



B. What does the textual evidence tell us about conflict and silence?

Silence Speaks Louder than Words



<http://www.examiner.com/article/silence-speaks-louder-than-words>



Speak up for those who are silenced.
Call the Family Violence Info Line at **310-1818**.

Alberta







Gallery Walk: How Does Silence Impact Conflict?

Photograph	What is happening in this photo?	What does it mean?	How does silence impact conflict in this photo?	What is your reaction to this photograph?
<p style="text-align: center;"><i>Sample</i></p> 	<p style="text-align: center;"><i>A man is in jail.</i></p>	<ul style="list-style-type: none"> • <i>He will no longer be allowed to vote.</i> • <i>He no longer determines his every day actions.</i> 	<ul style="list-style-type: none"> • <i>If he is silent, he may get out early for "good behavior."</i> 	<ul style="list-style-type: none"> • <i>When we silence people, we treat them as less than human.</i>
<p style="text-align: center;">“Silence Speaks Louder than Words”</p>				
<p style="text-align: center;">“Another Hand Over Mouth”</p>				
<p style="text-align: center;">“Silence by Slitherin Prince”</p>				
<p style="text-align: center;">“Silent Statue”</p>				

Third Read Responses “Hope, Despair, and Memory” and Photos of Silence

Directions: Answer the following questions after reading the final paragraph of “Hope, Despair, and Memory” and viewing the photos of silence.

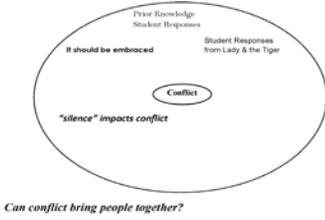
1. *How does silence impact conflict?*

2. *How do you know?*

3. *Which picture best portrays the type of silence that Elie Wiesel had to overcome? Explain your answer using textual evidence.*

4. *Do you agree or disagree that an individual has an obligation to speak when he or she encounters conflict? Provide textual evidence to support your view.*

<p>Unit: Conflict is Inevitable Lesson 3</p>	<p>Grade Level/ Course: English 9</p>	<p>Duration: 3 periods Date:</p>
<p>Big Idea: Conflict is Inevitable Essential Questions: Should conflict be embraced? How does conflict impact relationships? How does silence impact conflict? Is conflict valuable? What are the possible results of avoiding conflict?</p>		
<p>Common Core and Content Standards</p>	<p>Content Standards: RI.9.1 – Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.9.4 – 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. RI.9.9 – Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts. W.9.1 – Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. SL.9.1 – 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. L.9.5 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	
<p>Materials/ Resources/ Lesson Preparation</p>	<p>Day 1</p> <ul style="list-style-type: none"> • Quickwrite/Pair/Share (Resource 3.1) • Photographs of Martin Luther King, Jr. (Resource 3.2) <p>Day 2</p> <ul style="list-style-type: none"> • Excerpt version of Martin Luther King, Jr.’s “I Have a Dream” speech, paragraphs 2-5 and 8-11 with text dependent questions (Resource 3.3 and 3.3A) • Viewing Guide Handout (Resource 3.4) • Collaborative Annotation Chart (Resource 3.5 and 3.5B) <p>Day 3</p> <ul style="list-style-type: none"> • Gallery Walk Pictures: Norman Rockwell paintings– <i>Southern Justice</i>, and Photographs of Elizabeth Eckford, Woolworth’s Sit in and peaceful protest in front of Woolworth’s (Resource 3.6) • Gallery Walk Handout (Resource 3.7) • Wheel of Emotion (Resource 3.8) • Figurative Language Process Grid (Resource 3.9) • Day 2 Exit Ticket (Resource 3.10) <p>Day 3</p> <ul style="list-style-type: none"> • MLK speech Pronoun Activity (Resource 3.11) • List of Pronouns (Resource 3.12) • Identification of Pronoun References (Resource 3.13) 	
<p>Objectives</p>	<p>Content: Students will be able to analyze Martin Luther King Jr.’s “I Have a Dream” speech in order to understand the difference between individual and collective responsibility and make a claim about how conflict can bring people together.</p>	<p>Language: Students will analyze figurative language and pronouns while reading the speech. Students will write an argument about the ways conflict can bring people together using textual evidence from King’s speech.</p>

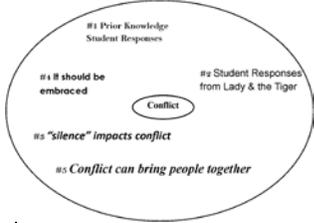
Depth of Knowledge Level	<input type="checkbox"/> Level 1: Recall <input checked="" type="checkbox"/> Level 2: Skill/Concept <input checked="" type="checkbox"/> Level 3: Strategic Thinking <input checked="" type="checkbox"/> Level 4: Extended Thinking	
College and Career Ready Skills	<input type="checkbox"/> Demonstrating independence <input checked="" type="checkbox"/> Building strong content knowledge <input type="checkbox"/> Responding to varying demands of audience, task, purpose, and discipline <input checked="" type="checkbox"/> Valuing evidence <input type="checkbox"/> Using technology and digital media strategically and capably <input checked="" type="checkbox"/> Coming to understand other perspectives and cultures	
Common Core Instructional Shifts	<input checked="" type="checkbox"/> Building knowledge through content-rich nonfiction texts <input checked="" type="checkbox"/> Reading and writing grounded from text <input checked="" type="checkbox"/> Regular practice with complex text and its academic vocabulary	
Academic Vocabulary (Tier II & Tier III) FIGURE PROVIDES SIMPLE OUT THE EXPLANAT	KEY WORDS ESSENTIAL TO UNDERSTANDING	WORDS WORTH KNOWING
	promissory note, simile, metaphor, imagery, figurative language, conflict, claim, evidence	beacon, languishing, inextricably
unalienable	heir, degenerate, militancy, tribulations, Emancipation Proclamation, exile, manacles, redemptive	
Pre-teaching Considerations	Teachers may need to spend more or less time reviewing figurative language based on students' familiarity with the academic vocabulary, literary devices, and lessons covered earlier in the year.	
Lesson Delivery Comprehension		
Instructional Methods	Check method(s) used in the lesson: <input type="checkbox"/> Modeling <input checked="" type="checkbox"/> Guided Practice <input checked="" type="checkbox"/> Collaboration <input checked="" type="checkbox"/> Independent Practice <input checked="" type="checkbox"/> Guided Inquiry <input checked="" type="checkbox"/> Reflection	
Overview of Lesson 3	<p>Teacher Information: In the previous lesson, students focused on whether or not individuals have a choice to avoid conflict and considered the obligation individuals have to speak when encountering conflict. Students will continue to look at the conflicts individuals face in King's speech; however, they will also begin to consider collective responsibility to stand up in the face of conflict and the ways in which conflict can bring people together (instead of breaking them apart). This will continue to provide students with resources and thoughts they can use in their final unit assessment, when they will be considering when conflict should be embraced and when it should be avoided.</p> <ol style="list-style-type: none"> 1. Circle Map revisited 2. Provide Background Knowledge on MLK and the Civil Rights Movement (View Pictures) 3. First Read of Speech 4. Text Dependent Questions <div style="text-align: right; margin-top: 20px;">  </div>	

<p>Preparing the Learner</p>	<p>Day 1 Prior Knowledge, Context, and Motivation: Return to the Circle Map 1. Review the Circle Map so far. Key words from each essential question should now be in the circle map (embraced, silence and obligation). In the frame of reference for the circle map write: <i>Can conflict bring people together?</i></p> <p>2. Think/Pair/Share: Ask students to respond in writing to the question, “How can conflict bring people together?” Give students about 6 minutes to respond to the question. Have students share their responses with an elbow partner. Each student should have 2 minutes to share.</p> <p>Class Round Robin: After students have shared with their partners, call on several students to share their partner’s response to the question, using academic vocabulary whenever possible. This should take a maximum of 5 minutes.</p> <p>Providing Background Knowledge</p> <p>3. Tell students they will be reading Martin Luther King Jr.’s “I Have a Dream” speech, which explores the different conflicts occurring during the Civil Rights movement and King’s feelings about individual and collective responsibility in the face of this conflict.</p> <p>4. Question students’ knowledge of MLK briefly and provide context if necessary. (Martin Luther King, Jr. was an African-American preacher who was a leader for non-violent change through civil disobedience -e.g., nonviolent protests, sit-ins, etc. - during the 1950s and 1960s)</p>	<p>Differentiated Instruction:</p> <p>For all learners: You may decide to listen to MLK giving his speech rather than reading it first. They can read along as they listen.</p> <p>English Learners/ Students Who Need Additional Support: Teacher can use Resource 3.3A to give needed support for vocabulary as well as providing the student an opportunity to break down the paragraph into comprehensible pieces through paraphrasing.</p> <p>Accelerated Learners: *First read: students could be directed to select a particularly meaningful word, phrase, or sentence and share why it stood out to them and/or what effect it had on them. (An alternate idea might be to create a Wordle for the text and allow students to see what words and phrases are repeated, and then discuss why this might be the case.)http://www.</p>
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<p>Interacting with Text</p>	<p><u>Preparing the Learner for the Speech</u> Provide context for the speech: The occasion for MLK’s speech on August 28, 1963 was the “March on Washington,” where 200,000 Americans of all races called on Congress to pass a Civil Rights Bill demanding full equality for African-Americans. He gave his speech in front of the Lincoln Memorial. [Note: This entire activity should take about 5 minutes.]</p> <ol style="list-style-type: none"> 1. Place students in groups of four. Pass out the viewing guide handout “Conflict is Inevitable – I have a Dream” Students will use the handout to assist them in viewing the photos of MLK. (Resource 3.4) 2. Display for students the pictures of Martin Luther King, Jr. giving his speech (Resource 3.2) 3. Tell students to focus on the audience and the position of King in front of the Lincoln Memorial. Ask them why King might have chosen this spot for his speech (Students should note the connection to Lincoln and the Emancipation Proclamation). 4. Ask students to also consider what individual conflicts and choices each of the individuals may have faced in coming to this event (students should note that there are multiple groups -race, gender, etc.- represented in the picture). 5. Students should also consider what this suggests about individual and collective responsibility in the Civil Rights movement. [Note: This discussion is planned to take 5-10 minutes.] <p><u>First Read of MLK Speech</u></p> <ol style="list-style-type: none"> 6. Have students take out Resource 3.3 or 3.3A and read it in partner groups. 7. Have students work with their partner to fill out a Collaborative Annotation Chart as they are reading the text. It is recommended to have students focus on a maximum of three symbols (for ex. * Key Ideas Expressed, ? Questions I Have, and 0 Ideas or sections that I connect with). 8. Partner Sharing: Students will share the symbols/sentences they marked with their elbow partner and clarify any meanings they can. 9. Class Round Robin: Have partners share with class any words/phrases/ideas that are still confusing. Classmates and the teacher should both help to clarify misunderstandings. 	<p>wordle.net/ *Students could do their own research on background for the speech prior to or after the introductory lesson.</p>
<p>Extending the Learning</p>	<p>Text Dependent Questions</p> <p>10. For the last five minutes of class, students will need to complete an exit ticket in response to the following text-dependent question:</p> <ol style="list-style-type: none"> a. <i>What is Martin Luther King, Jr. saying in his speech about conflict and unity?</i> b. <i>Is he calling for individual or collective change? How do you know?</i> 	
<p>Day 2 Lesson Overview</p>	<ol style="list-style-type: none"> 1. Gallery Walk and viewing guide 2. Figurative Language with MLK Speech 3. Exit Ticket 	
<p>Preparing the Learner</p>	<p><u>Gallery Walk</u> Tell students that prior to the second read of MLK’s speech they will be viewing three sets of situations where conflict is apparent (Woolworth sit in photographs, Elizabeth Eckford’s first day of school, a Rockwell painting). Each of these events relates to the Civil Rights movement.</p> <ol style="list-style-type: none"> 1. Give students the Gallery Walk Handout (Resource 3.6) and have them move in pairs past each of the images as they fill out the handout (2-3 minutes per picture). 2. Students will be identifying the conflict(s) different people in the pictures might be facing. <u>Students should:</u> <ol style="list-style-type: none"> a. Identify at least two individuals per picture – the goal is for students to see that both black and 	

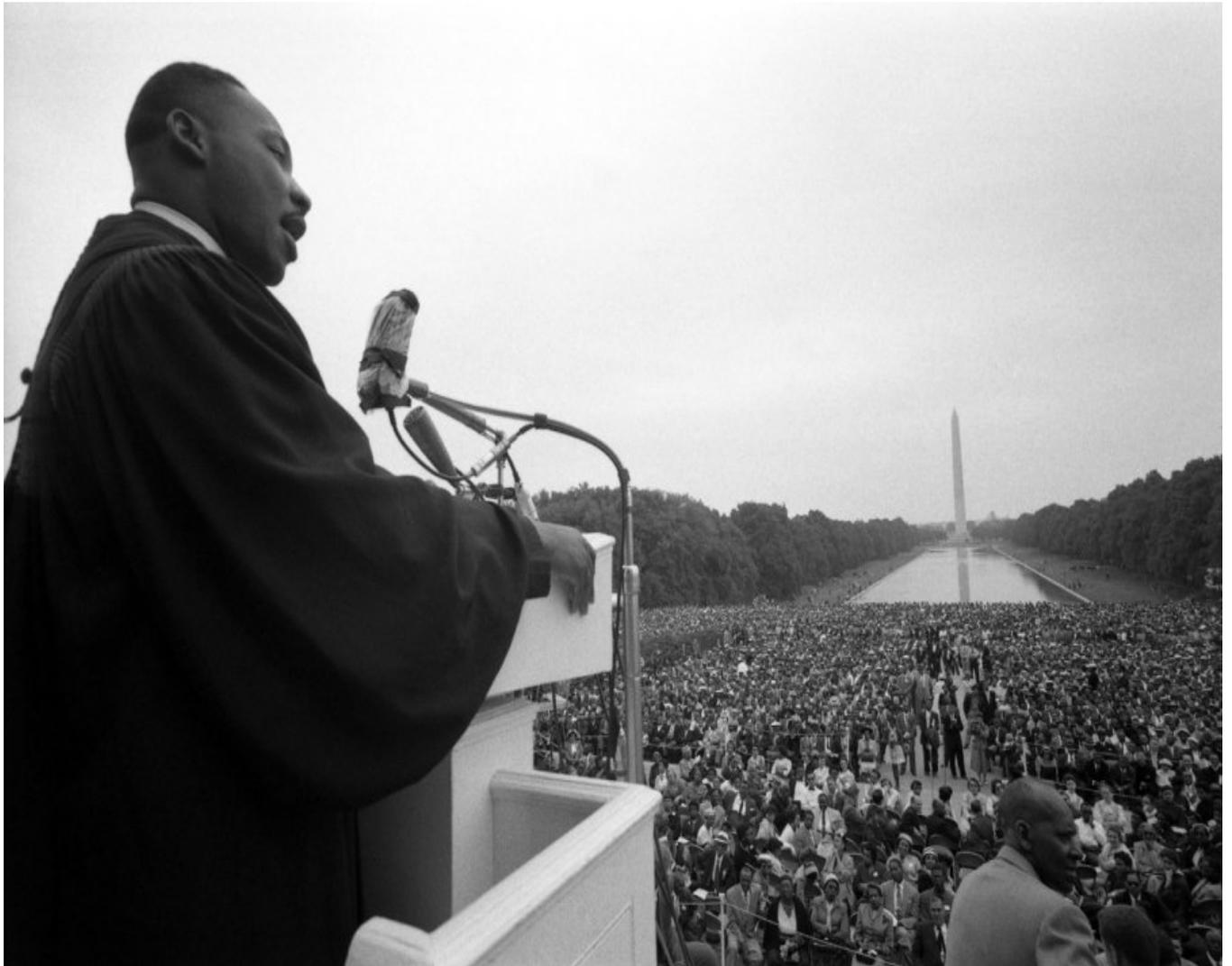
	<p>white Americans faced conflicts in this time period)</p> <p>b. Recognize the emotion/mood each of these people might have felt and the emotion/mood <i>students</i> feel when they look at the picture.</p> <p>c. Provide evidence (from the image) to support their responses. You will probably want to create multiple stations for each picture.</p> <p>3. Partner Sharing: Have each pair find another pair, with whom they will share their responses to each of the pictures. Each pair should have 2 minutes to share.</p>	
<p>Interacting with Text</p>	<p>Preparing the Learner for Figurative Language Exercise</p> <p>1. Explain to students that just as pictures can elicit emotions from viewers, speakers (or writers) can use words to paint pictures that elicit emotions from their listeners (or readers). Review with students the meanings of imagery, simile, and metaphor (under the context of figurative language). This review should only take a couple minutes.</p> <p>2. Tell students to look at the Figurative Language Process Grid (Resource 3.9).</p>  <p>Second Read of MLK Speech</p> <p>3. For the second read, students will look for examples of figurative language in King’s speech. For each example they find (teacher can give a recommended number to find), students will draw a picture of the image, identify the type of figurative language (i.e., simile, metaphor, imagery), translate the phrase into literal language, and determine the emotion elicited by the phrase.</p> <p>4. Assist students in their understanding that King used figurative language to make his message more palatable, understandable, and moving to listeners.</p> <p>5. Students should then rank the figurative phrases from most positive to most negative.</p> <p>6. Students will select one phrase they found particularly meaningful or effective in convincing them. Students should share their phrases with their elbow partner and explain whether they liked their translation or the figurative version better and why.</p>	<p>Differentiated Instruction:</p> <p>English Learners/ Students Who Need Additional Support: Teachers may want to pre-select all of the quotations students are to analyze instead of having them find additional phrases on their own.</p> <p>Accelerated Learners: *For the second read, students could find all of the examples of figurative language themselves.</p> <p>*For the Gallery Walk activity, students might be given pictures of different groups, either during the Civil Rights movement or other time periods, who faced conflicts related to discrimination and equal rights.</p>
<p>Extending Understanding</p>	<p>Exit Ticket</p> <p>After students have shared their responses, they should complete an exit ticket (approximately 5 minutes) where they respond to the following two questions:</p> <p>(1) Which phrase do you like better – the literal or figurative – and why?</p> <p>(2) Why do you think Dr. King used figurative language instead of literal language when speaking to people during this time of conflict? (Tell students that through analyzing MLK’s speech format, we can see the powerful way a leader called for action when conflict arises – he made it personal to them).</p>	
<p>Day 3 Lesson Overview</p>	<p>1. Discussion of people’s roles and responsibilities during conflict</p> <p>2. Close reading of speech – pronouns</p> <p>3. Determine differences of the roles of responsibility: individual vs. the larger society</p>	

<p>Preparing the Learner</p>	<p>Prior Knowledge:</p> <p>1. Tell students that they have looked at ways people can deal with conflicts in their lives. How did Wiesel, in his writing, determine responsibility for taking action? (Individual’s responsibility for change). Some students might speak to MLK or “The Lady and the Tiger” conflict.</p> <p>2. Tell students that today they will look closely at King’s beliefs about the role larger groups of people can play in bringing about change during conflict.</p>											
<p>Interacting with Text</p>	<p>Close Reading: Pronouns</p> <p>1. Have students turn to a clean copy of MLK’s speech (Resource 3.11).</p> <p>Third Read of MLK Speech</p> <p>2. In order to see the different roles and responsibilities Martin Luther King refers to, tell students to underline, circle, or highlight the different pronouns King uses in his speech (e.g., “we” vs. “the Negro”). Facilitate as needed.</p>	<p>Differentiated Instruction</p> <p>English Learners: Assist students with the meaning of each type of pronoun. Pronouns can be confusing for early English learners.</p> <p>Students Who Need Additional Support: Assist students with reading the speech and categorizing the pronouns on the T-Chart</p> <p>Accelerated Learners: *Continue to extend King’s ideas beyond just the white-black conflict to the many other minorities and oppressed groups in America.</p>										
<p>Extending Understanding</p>	<p>3. Students will create a T-chart with the contrasts in King’s statements pertaining to the individual (“the Negro” or “you”) and then, society as a whole (“we,” “America,” “the Negro people”).</p> <ul style="list-style-type: none"> • Model: Model one or two of the contrasting roles of responsibility during conflicts <table border="1" data-bbox="509 724 1174 1089"> <thead> <tr> <th data-bbox="509 724 846 772">African Americans</th> <th data-bbox="846 724 1174 772">Americans (Collectively)</th> </tr> </thead> <tbody> <tr> <td data-bbox="509 772 846 884"> <ul style="list-style-type: none"> • Example: “...Who had been seared in the flames of withering injustice.” </td> <td data-bbox="846 772 1174 884"> <ul style="list-style-type: none"> • “We must rise to majestic heights of meeting physical force with soul force.” </td> </tr> <tr> <td data-bbox="509 884 846 947"> <ul style="list-style-type: none"> • </td> <td data-bbox="846 884 1174 947"> <ul style="list-style-type: none"> • </td> </tr> <tr> <td data-bbox="509 947 846 1010"> <ul style="list-style-type: none"> • </td> <td data-bbox="846 947 1174 1010"> <ul style="list-style-type: none"> • </td> </tr> <tr> <td data-bbox="509 1010 846 1089"> <ul style="list-style-type: none"> • </td> <td data-bbox="846 1010 1174 1089"> <ul style="list-style-type: none"> • </td> </tr> </tbody> </table> <ul style="list-style-type: none"> • Students may work with partners or individually to complete the T-chart. Facilitate as necessary. • When student are finished, have them answer the questions at the end of this lesson in groups of 4. Allow for group discussion and classroom discussion: <ol style="list-style-type: none"> 1. How does King describe individuals facing conflicts in their society? 2. How does King describe larger groups of people and their responsibilities when facing conflicts in society? 3. What conclusions can you make about facing conflicts as an individual or as a collective group? 4. How does this relate to conflicts our world is facing today or in your own life? <p>Closure Return to the circle map. Ask: <i>Can conflict bring people together?</i> Determine if a statement should be added to the circle map and why?</p>		African Americans	Americans (Collectively)	<ul style="list-style-type: none"> • Example: “...Who had been seared in the flames of withering injustice.” 	<ul style="list-style-type: none"> • “We must rise to majestic heights of meeting physical force with soul force.” 	<ul style="list-style-type: none"> • 					
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<p>Lesson Reflection</p>												



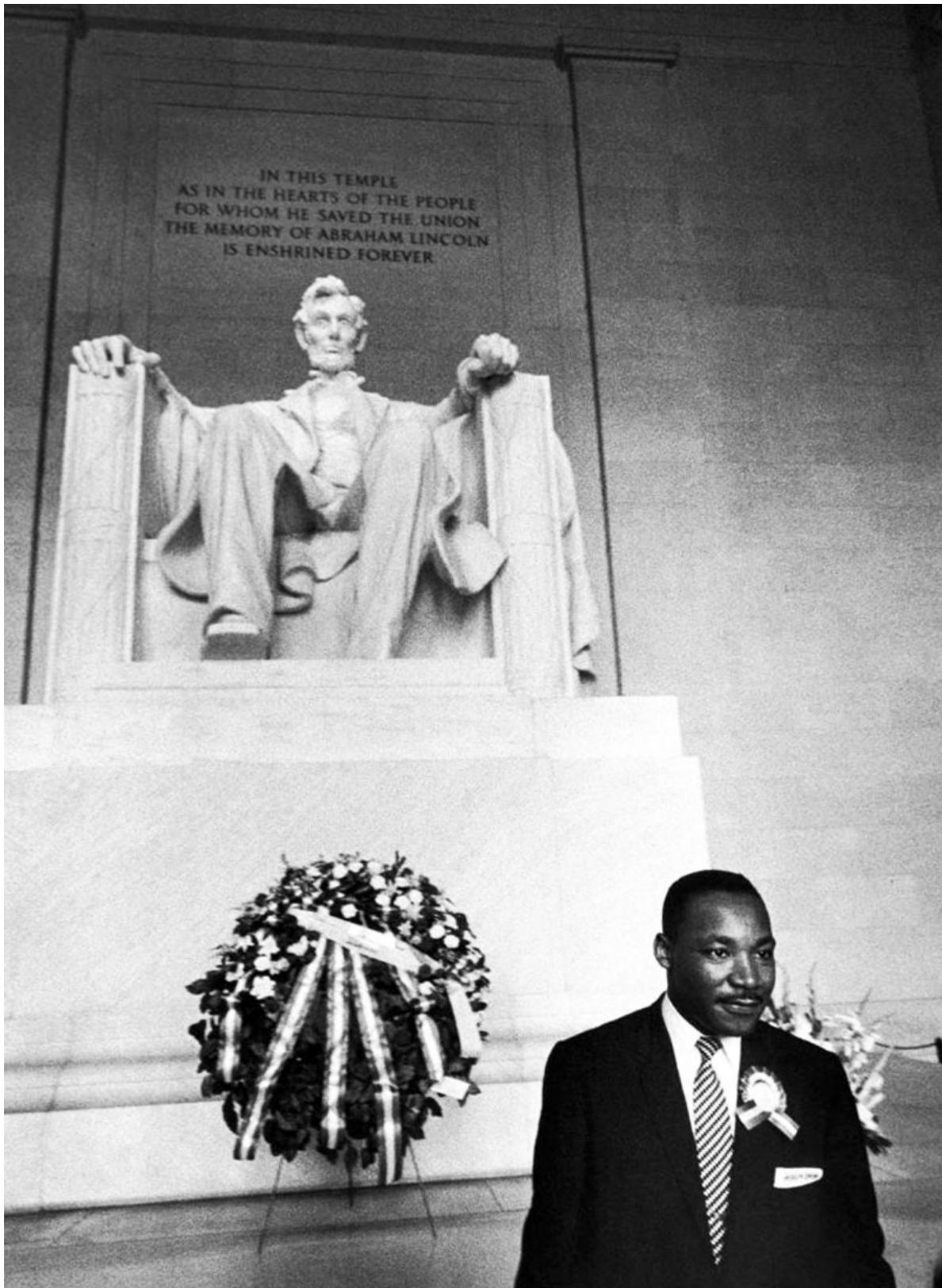
**Teacher
Reflection
Evidenced
by Student
Learning/
Outcomes**

Martin Luther King, Jr.



Martin Luther King, Jr. giving his famous “I have a Dream” speech.

http://life.time.com/civil-rights-movement/mlk-the-freedom-rides-photos/attachment/51262_c8_21a/



<http://www.workingoutthedetails.com/inspiration-to-face-the-difficulties-of-today-and-tomorrow/>

"I Have a Dream"

Martin Luther King, Jr. was an African-American preacher who was a leader for non-violent change through civil disobedience (e.g., nonviolent protests, sit-ins (def: protest against racial discrimination in which people occupy the seats or an area of a segregated business or place and refuse to leave), etc.) during the 1950s and 1960s. The occasion for his speech on August 28, 1963 was the March on Washington, where 200,000 Americans of all races called on Congress to pass a Civil Rights bill demanding full equality for African-Americans. He gave his speech in front of the Lincoln Memorial.

Excerpts from "I Have a Dream" – Martin Luther King, Jr.

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

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

In a sense we have come to our nation's capital to cash a check. When the architects of our republic wrote the magnificent words of the Constitution and the Declaration of Independence, they were signing a promissory note to which every American was to fall heir. This note was a promise that all men, yes, black men as well as white men, would be guaranteed the unalienable rights of life, liberty, and the pursuit of happiness.

It is obvious today that America has defaulted on this promissory note insofar as her citizens of color are concerned. Instead of honoring this sacred obligation, America has given the Negro people a bad check, a check which has come back marked "insufficient funds." But we refuse to believe that the bank of justice is bankrupt. We refuse to believe that there are insufficient funds in the great vaults of opportunity of this nation. So we have come to cash this check -- a check that will give us upon demand the riches of freedom and the security of justice. . . .

We must forever conduct our struggle on the high plane of dignity and discipline. We must not allow our creative protest to degenerate into physical violence. Again and again we must rise to the majestic heights of meeting physical force with soul force. The marvelous new militancy which has engulfed the Negro community must not lead us to a distrust of all white people, for many of our white brothers, as evidenced by their presence here today, have come to realize that their destiny is tied up with our destiny. They have come to realize that their freedom is inextricably bound to our freedom. We cannot walk alone.

As we walk, we must make the pledge that we shall always march ahead. We cannot turn back. There are those who are asking the devotees of civil rights, "When will you be satisfied?" We can never be satisfied as long as the Negro is the victim of the unspeakable horrors of police brutality. We can never be satisfied, as long as our bodies, heavy with the fatigue of travel, cannot gain lodging in the motels of the highways and the hotels of the cities. We cannot be satisfied as long as the Negro's basic mobility is from a smaller ghetto to a larger one. We can never be satisfied as long as our children are stripped of their selfhood and robbed of their dignity by signs stating "For Whites Only". We cannot be satisfied as long as a Negro in Mississippi cannot vote and a Negro in New York believes he has nothing for which to vote. No, no, we are not satisfied, and we will not be satisfied until justice rolls down like waters and righteousness like a mighty stream.

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

Go back to Mississippi, go back to Alabama, go back to South Carolina, go back to Georgia, go back to Louisiana, go back to the slums and ghettos of our northern cities, knowing that somehow this situation can and will be changed. Let us not wallow in the valley of despair.

Text Dependent Questions

a. What is Martin Luther King, Jr. saying in his speech about conflict and unity?

b. Is he calling for individual or collective change?

"I Have a Dream"

Martin Luther King, Jr. was an African-American preacher who was a leader for non-violent change through civil disobedience (e.g., nonviolent protests, sit-ins (def: protest against racial discrimination in which people occupy the seats or an area of a segregated business or place and refuse to leave), etc.) during the 1950s and 1960s. The occasion for his speech on August 28, 1963 was the March on Washington, where 200,000 Americans of all races called on Congress to pass a Civil Rights bill demanding full equality for African-Americans. He gave his speech in front of the Lincoln Memorial.

Excerpts from "I Have a Dream" – Martin Luther King, Jr.	Definitions of bold words	Paraphrase (put in your own words) the meaning of each paragraph.
<p>Five score years ago, a great American, in whose symbolic shadow we stand today, signed the Emancipation Proclamation. This momentous decree came as a great beacon light of hope to millions of Negro slaves who had been seared in the flames of withering injustice. It came as a joyous daybreak to end the long night of their captivity.</p> <p>But one hundred years later, the Negro still is not free. One hundred years later, the life of the Negro is still sadly crippled by the manacles of segregation and the chains of discrimination. One hundred years later, the Negro lives on a lonely island of poverty in the midst of a vast ocean of material prosperity.</p>	<p>The Emancipation Proclamation proclaimed the freedom of slaves in the ten states that were still in rebellion during the Civil War,^[2] thus applying to 3.1 million of the 4 million slaves in the U.S. at the time.</p> <p>Seared-burned or scorched the surface of (something) with a sudden, intense heat.</p> <p>withering- any weakening or degeneration (especially through lack of use)</p> <p>Injustice- unfair treatment : a situation in which the rights of a person or a group of people are ignored</p> <p>Captivity-The state or period of being imprisoned, confined, or enslaved.</p> <p>manacle- shackle (hand-cuffs) that consists of a metal loop that can be locked around the wrist; usually used in pairs.</p> <p>Segregation- the practice or policy of keeping people of different races, religions, etc., separate from each other.</p>	

One hundred years later, the Negro is still **languishing** in the corners of American society and finds himself an exile in his own land. So we have come here today to dramatize a shameful condition.

In a sense we have come to our nation's capital to cash a check.

When the architects of our republic wrote the magnificent words of the Constitution and the Declaration of Independence, they were signing a **promissory note** to which every American was to fall heir. This note was a promise that all men, yes, black men as well as white men, would be guaranteed the **unalienable rights** of life, liberty, and the pursuit of happiness.

It is obvious today that America has **defaulted** on this promissory note insofar as her citizens of color are concerned. Instead of honoring this sacred obligation, America has given the Negro people a **bad check**, a check which has come back marked "insufficient funds." But we refuse to believe that the bank of justice is bankrupt. We refuse to believe that there are **insufficient funds** in the great vaults of opportunity of this nation. So we have come to cash this check -- a check that will give us upon demand the riches of freedom and

Languishing- growing weak or feeble.

Promissory note- containing or conveying a promise or assurance.

unalienable rights- Not to be separated, given away, or taken away; inalienable.

Defaulted- fail to fulfill an obligation, esp. to repay a loan or to appear in a court of law.

bad check- A check drawn on a nonexistent account or on an account with insufficient funds to honor the check when presented.

insufficient funds- Not enough money in the bank or to cover the bill.

the security of justice. . . .

We must forever conduct our struggle on the high plane of **dignity** and discipline. We must not allow our creative protest to **degenerate** into physical violence. Again and again we must rise to the majestic heights of meeting physical force with soul force. The marvelous new militancy which has engulfed the Negro community must not lead us to a distrust of all white people, for many of our white brothers, as evidenced by their presence here today, have come to realize that their destiny is tied up with our destiny. They have come to realize that their freedom is **inextricably** bound to our freedom. We cannot walk alone.

As we walk, we must make the pledge that we shall always march ahead. We cannot turn back. There are those who are asking the devotees of civil rights, "When will you be satisfied?" We can never be satisfied as long as the Negro is the victim of the unspeakable horrors of police brutality. We can never be satisfied, as long as our bodies, heavy with the fatigue of travel, cannot gain lodging in the motels of the highways and the hotels of the cities. We cannot be satisfied as long as the Negro's basic mobility is

Dignity- the state or quality of being worthy of honor or respect.

Degenerate- having lost the physical, mental, or moral qualities considered normal and desirable; showing evidence of decline.

Inextricably- not able to be escaped from: *an inextricable dilemma*.

from a smaller ghetto to a larger one. We can never be satisfied as long as our children are stripped of their **selfhood** and robbed of their dignity by signs stating "For Whites Only". We cannot be satisfied as long as a Negro in Mississippi cannot vote and a Negro in New York believes he has nothing for which to vote. No, no, we are not satisfied, and we will not be satisfied until justice rolls down like waters and righteousness like a mighty stream.

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

Go back to Mississippi, go back to Alabama, go back to South Carolina, go back to Georgia, go back to Louisiana, go back to the slums and ghettos of our northern cities, knowing that somehow this situation can and will be changed. Let us not **wallow** in the valley of

Selfhood- the quality that constitutes one's individuality; the state of having an individual identity.

Trials and tribulations- Problems, suffering and tests

Wallow- roll about or lie relaxed in mud or water, esp. to keep cool, avoid biting insects, or spread scent.

despair.		
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Conflict is Inevitable: "I Have a Dream"

As you view the pictures displayed on the screen, look for examples of conflicts people might have faced in that scene and the responses people display to those conflicts. These pictures will give you a little bit of background on the Civil Rights movement in America in the 1960s, which is the focus of Martin Luther King, Jr.'s "I Have a Dream" speech.

Picture	Possible Conflicts (Internal and External)	Responses to Conflict
1		
2		
3		

After viewing all three of the pictures, answer the three questions below in complete sentences.

Why might it be hard for a black person to fight for his or her rights (based on these pictures)? What would you do in his or her position? Why?

Why might it be hard for a white person to support black people (based on these pictures)? What would you do in his or her position? Why?

What can you infer about America during the Civil Rights movement?

After viewing the two pictures of Martin Luther King, Jr. giving his speech, answer the following two questions in complete sentences.

How might listeners have felt being in the crowd? Do you think it would have been an easy or difficult decision for them to go hear the speech?

Why do you think Martin Luther King, Jr. decided to give his speech in front of the Lincoln Memorial? (Hint: Think about who Lincoln was and his role in American history.)

Collaborative Annotation Chart

Symbol	Comment/Question/Response	Sample Language Support
?	<ul style="list-style-type: none"> • Questions I have • Confusing parts for me 	-The statement, “...” is confusing because... -I am unclear about the following Sentence(s) -I don't understand what s/he means when s/he states...
+	<ul style="list-style-type: none"> • Ideas/statements I agree with 	-I agree with the author's idea that...because... -Similar to the author, I also believe that...because -I agree somewhat with the author when s/he argues that...because...
-	<ul style="list-style-type: none"> • Ideas/statements I disagree with 	-I disagree with the author's idea that...because... Unlike the author, I do not believe that...because -I agree somewhat with the author when s/he argues that...because...
*	<ul style="list-style-type: none"> • Author's main points • Key ideas expressed • Significant ideas 	-One significant idea in this text is... -The author is trying to convey... -One argument the author makes is that...
!	<ul style="list-style-type: none"> • Shocking statements or parts • Emotional response • Surprising details/claims 	-I was shocked to read that... (further explanation) -How can anyone claim that... -The part about ____ made me feel...
o	<ul style="list-style-type: none"> • Ideas/sections I connect with • What this reminds me of 	-This section reminded me of... -I can connect with what the author said because... -This experience connects with my own experience in that...

Collaborative Annotation Chart Response Sheet

Symbol/ Section	Comment/Question/Response	Partner's Comment/Question/Response

Gallery Walk Photos

Picture 1--Woolworth Sit In



Demonstrators in support of the Sit-Ins

http://photos.state.gov/galleries/usinfo-photo/39/civil_rights_07/5.html

Picture 1 Continued (Woolworth's Sit-In)

The Woolworth Sit-In, Jackson Mississippi, 5/28/63 was the most violently attacked sit-in of the '60s and the most publicized. Involving a White mob of several hundred, it went on for several hours while hostile police from Jackson's huge all-white police department stood by approvingly outside and while hostile FBI agents inside (in sun-glasses) "observed." Seated, left to right are Hunter Gray (John R. Salter, Jr.) -- Native American; Joan Trumpauer (now Mulholland), a White Southern student at a private Black college, Tougaloo College [one of two White students at Tougaloo]; Anne Moody, Black, from Wilkinson County, Mississippi. Gray [Salter] was a very young Tougaloo professor; and Joan and Anne were my students. All of us are covered with sugar, salt, mustard, and other slop. I was beaten many times- fists, brass knuckles, and a broken glass sugar container - and am covered with blood.

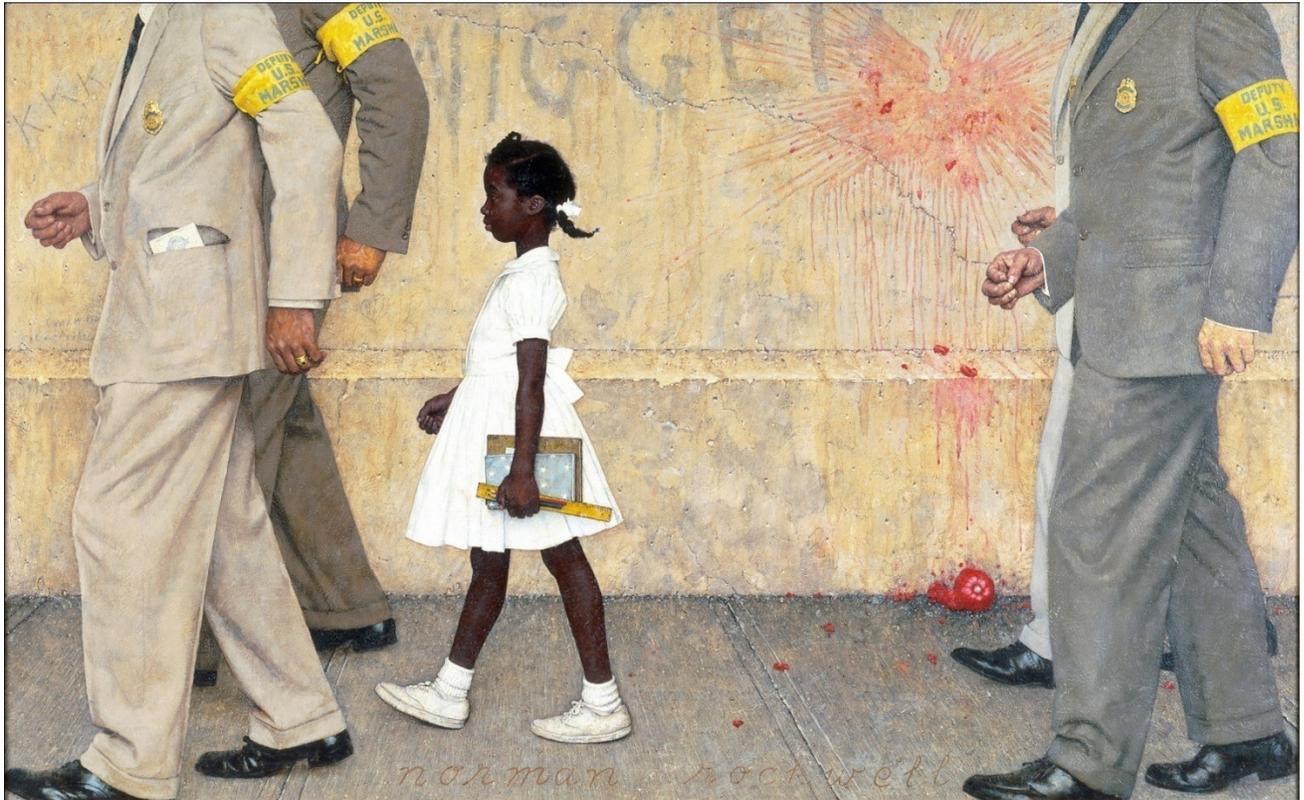
Source: <http://hunterbear.org/Woolworth%20Sitin%20Jackson.htm>

Picture 2- Elizabeth Eckford

Elizabeth Ann Eckford made history as a member of the Little Rock Nine, the nine African-American students who desegregated Little Rock Central High School in 1957. The image of fifteen-year-old Eckford, walking alone through a screaming mob in front of Central High School, propelled the crisis into the nation's living rooms and brought international attention to Little Rock (Pulaski County).



http://photos.state.gov/galleries/usinfo-photo/39/civil_rights_07/4.html

Picture 3-Ruby Bridges

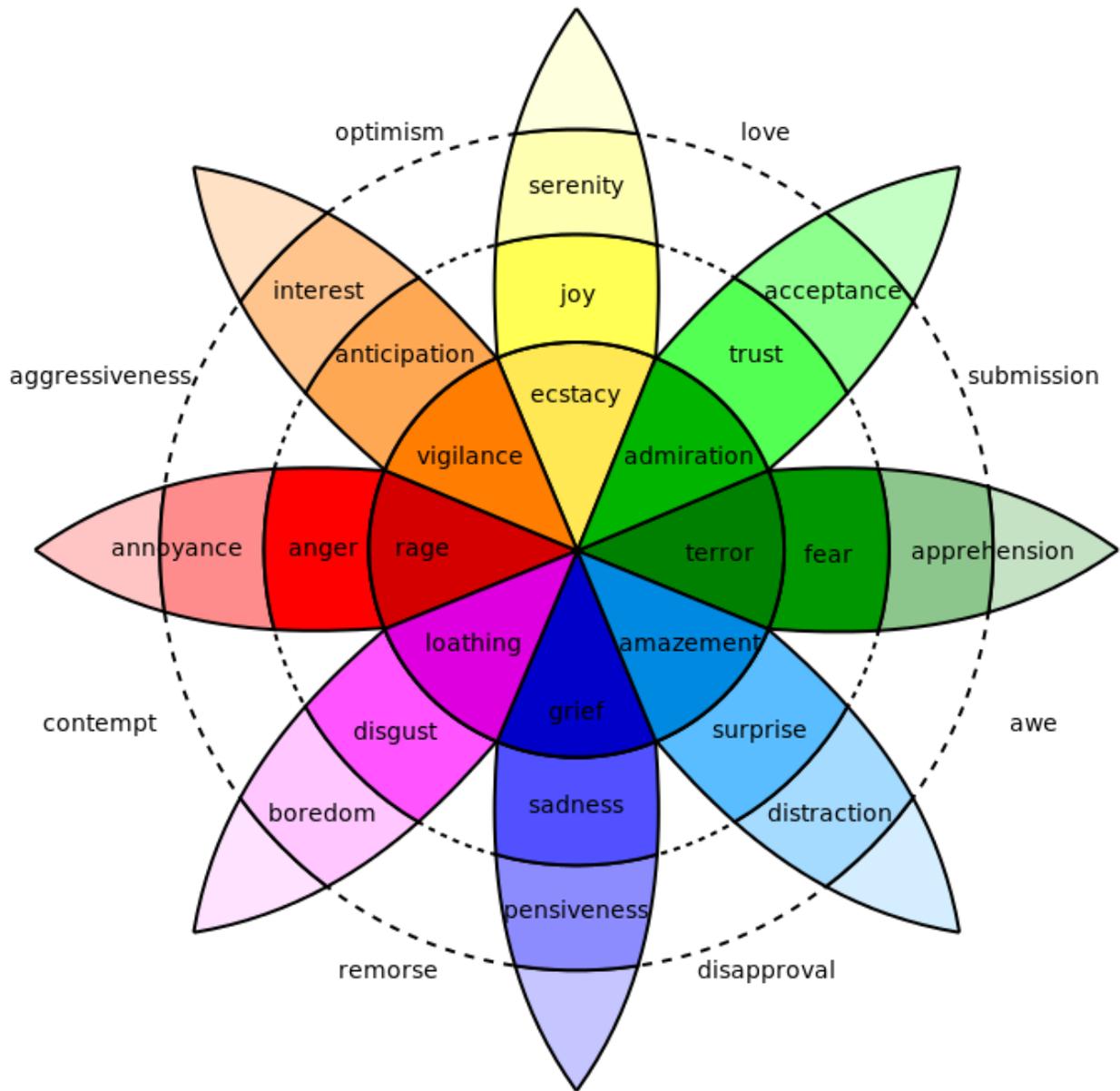
<http://0.tqn.com/d/detroit/1/0/T/8/-/-/The-Problem-We-All-Live-With-8x5.jpg>

In spring of 1960, Ruby Bridges was one of 6 black children in New Orleans to pass the test that determined whether or not the black children would go to the all white school. She went to a school by herself while the other 5 children went somewhere else. Six students were chosen; however, two students decided to stay at their old school, and three were transferred to McDonough. Ruby was the only one assigned to William Frantz. Her father was initially reluctant, but her mother felt strongly that the move was needed not only to give her own daughter a better education, but to "take this step forward ... for all African-American children." Her mother finally convinced her father to let her go to the school. The court-ordered first day of integrated schools in New Orleans, November 14, 1960, was commemorated by Norman Rockwell in the painting *The Problem We All Live With*. As Bridges describes it, "Driving up I could see the crowd, but living in New Orleans, I actually thought it was Mardi Gras. There was a large crowd of people outside of the school. They were throwing things and shouting, and that sort of goes on in New Orleans at Mardi Gras." Former United States Deputy Marshal Charles Burks later recalled, "She showed a lot of courage. She never cried. She didn't whimper. She just marched along like a little soldier, and we're all very very proud of her."

Gallery Walk Response Sheet

	<p>Emotion I feel when I look at the picture</p> <p><i>Use the Wheel of Emotions (Resource 3.8) to help you find the most accurate emotion.</i></p>	<p>How would you describe the emotional atmosphere (mood) in the picture?</p> <p><i>How do the people in the picture appear to feel?</i></p> <p>Identify one detail from the picture that supports your answer (e.g., a gigantic grin is evidence of happiness).</p>	<p>Look at the faces/body language of those in the picture.</p> <p>What conflicts are they experiencing?</p> <p><i>Identify at least two different conflicts. Each person in the picture might be facing a different conflict</i></p>
<p>Picture 1-</p> <p>Protest in front of Woolworth's</p>			
<p>Picture 2-</p> <p>Elizabeth Eckford</p>			
<p>Picture 3</p> <p>Norman Rockwell Painting <i>The Problem We All Live With</i></p> <p>(Ruby Bridges walking to school)</p>			

Plutchik's Wheel of Emotions



"I Have a Dream Speech"- Analyzing the Figurative Language

Figurative Language Example	Type of Figurative Language	Translation into Literal Language	Emotions I Feel Based on the Phrase	Sketch Picture (image) of Phrase

"I Have a Dream Speech"- Analyzing the Figurative Language

Figurative Language Example	Type of Figurative Language	Translation into Literal Language	Emotions I Feel Based on the Phrase	Sketch Picture (image) of Phrase

Looking For Pronouns: "I Have a Dream" – Martin Luther King, Jr.

Directions: Underline, circle, or highlight the different pronouns King uses in his speech. Use Resource 3.12 to help you identify the pronouns. As you are working on this activity, think about to whom or what the pronoun refers.

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

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

In a sense we have come to our nation's capital to cash a check. When the architects of our republic wrote the magnificent words of the Constitution and the Declaration of Independence, they were signing a promissory note to which every American was to fall heir. This note was a promise that all men, yes, black men as well as white men, would be guaranteed the unalienable rights of life, liberty, and the pursuit of happiness.

It is obvious today that America has defaulted on this promissory note insofar as her citizens of color are concerned. Instead of honoring this sacred obligation, America has given the Negro people a bad check, a check which has come back marked "insufficient funds." But we refuse to believe that the bank of justice is bankrupt. We refuse to believe that there are insufficient funds in the great vaults of opportunity of this nation. So we have come to cash this check -- a check that will give us upon demand the riches of freedom and the security of justice. . . .

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List of Pronouns

<p>A all another any anybody anyone anything</p> <p>B both</p> <p>E each either everybody everyone everything</p> <p>F few</p> <p>H he her hers herself him himself his</p>	<p>I I it its itself</p> <p>M many me mine more most much my myself</p> <p>N neither no one nobody none nothing</p>	<p>O one other others our ours ourselves</p> <p>S several she some somebody someone something</p> <p>T that their theirs them themselves these they this those</p>	<p>U us</p> <p>W we what whatever which whichever who whoever whom whomever whose</p> <p>Y you your yours yourself yourselves</p>
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Pronoun References and their Meanings

Directions: Create a T-chart of King’s statements identifying the different conflicts that the African Americans face and the responsibilities we as Americans must collectively address. Look at the pronouns that you circled on Resource 3.11 in order to determine who King is referring to when he is speaking.

African Americans	Americans (Collectively)

Responding to the T-Chart

1. How does Martin Luther King, Jr. describe individuals and their situation in society?

2. How does Martin Luther King, Jr. describe larger groups of people and their situation in society?

3. What conclusions can you draw regarding facing conflicts as an individual or as a collective group?

4. How does this relate to conflicts our world is facing today or in your own life?

<p>Unit: Lesson #:4</p>	<p>Grade Level/Course: English 9/10</p>	<p>Duration: 3-4 days Date:</p>
<p>Common Core and Content Standards</p>	<p>Big Idea: Conflict is inevitable. Essential Question: What are the possible results of avoiding conflict?</p>	
	<p>Content Standards: ELA 9-10.RL2: Determine a theme or central idea of a text and analyze in detail 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. ELA 9-10.RL1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. ELA 9-10.RL 10: By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, 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 literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently. ELA 9-10.W.1: Write arguments to support claims in an analysis of substantive topics or text, using valid reasoning and relevant and sufficient evidence. <ol style="list-style-type: none"> Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the argument presented. ELA. 9-10.SL1: 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. <ol style="list-style-type: none"> Come to discussions prepared; having read and researched the material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. ELA.9-10.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent: noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. </p>	
<p>Materials/ Resources/ Lesson Preparation</p>	<ul style="list-style-type: none"> <i>Pleasantville</i> video clip https://docs.google.com/file/d/0B5oI_jHrW1i9Y29uQkIFRExTTzA/edit?usp=sharing Quickwrite (Resource 4.1) Video Clip Analysis (Resource 4.2) The Unknown Citizen (Resource 4.3A) 	

	<ul style="list-style-type: none"> • The Unknown Citizen (Resource 4.3B) • Circle Map (Resource 4.4) • Conflict Chart (Resource 4.5) • Scoring Rubric and Exit Ticket (Resource 4.6) • access to http://www.shmoop.com/unknown-citizen/ website 	
Objectives	Content: Students will determine the author’s main idea as it relates to conflict and cite textual evidence to support their analysis of “The Unknown Citizen”.	Language: Students will cite evidence from the text of “The Unknown Citizen” to support their arguments about the poem’s theme and perspective on conflict.
Depth of Knowledge Level	<input type="checkbox"/> Level 1: Recall <input type="checkbox"/> Level 2: Skill/Concept <input checked="" type="checkbox"/> Level 3: Strategic Thinking <input checked="" type="checkbox"/> Level 4: Extended Thinking	
College and Career Ready Skills	<input checked="" type="checkbox"/> Demonstrating independence <input checked="" type="checkbox"/> Building strong content knowledge <input type="checkbox"/> Responding to varying demands of audience, task, purpose, and discipline <input checked="" type="checkbox"/> Valuing evidence <input checked="" type="checkbox"/> Comprehending as well as critiquing <input type="checkbox"/> Using technology and digital media strategically and capably <input type="checkbox"/> Coming to understand other perspectives and cultures	
Common Core Instructional Shifts	<input type="checkbox"/> Building knowledge through content-rich nonfiction texts <input checked="" type="checkbox"/> Reading and writing grounded from text <input checked="" type="checkbox"/> Regular practice with complex text and its academic vocabulary	
Academic Vocabulary (Tier II & Tier III)	PROVIDES SIMPLE EXPLANATIONS	KEY WORDS ESSENTIAL TO UNDERSTANDING saint, absurd, theme, character traits
	FIGURE OUT THE	WORDS WORTH KNOWING Social Psychology, content, installment, scab, dues, mates, sensible, union, phonograph, Eugenist, implications served, satisfied, against, declare, interfered
Pre-teaching Considerations	Have video downloaded and set up prior to students’ arrival. Preselect groups for 2 nd reading activity. Identify students who may need additional support and scaffolding with the vocabulary (based on language proficiency). Teacher can familiarize him/herself with the author and historical context of the poem by going to: http://www.shmoop.com/unknown-citizen/ * Project the film cover in color so students will be able to differentiate between <i>black and white objects</i> and <i>objects in color</i> on the cover.	
Lesson Delivery Comprehension		
Instructional Methods	Check method(s) used in the lesson: <input type="checkbox"/> Modeling <input checked="" type="checkbox"/> Guided Practice <input checked="" type="checkbox"/> Collaboration <input checked="" type="checkbox"/> Independent Practice <input type="checkbox"/> Guided Inquiry <input checked="" type="checkbox"/> Reflection	
Overview of Day 1 Lesson 4	1. Conflict and <i>Pleasantville</i> Clip 2. 1 st and 2 nd reads of “The Unknown Citizen”—Chunking the Text 3. Round Robin and Vocabulary Class Discussion 4. Author’s Purpose Class Discussion 5. Exit Slip —State two claims and support with evidence	

	<p>Prior Knowledge, Context, and Motivation: <u>Day 1</u></p> <ol style="list-style-type: none"> 1) Students will analyze the film cover and do a Quick Write in response to the following question: “What are the potential <i>implications</i> (a.k.a. results, conclusions) of trying to avoid conflict? How do these results connect to our Big Idea: ‘Conflict is inevitable?’” Students will then share out their ideas with the class. 2) Students will then view a short video clip from <i>Pleasantville</i>, and answer the questions provided (Appendix 4A). After answering the questions independently, students will share their answers in small groups, and add any new insights to their answers. <p><i>Suggested discussion points:</i> The characters in the <i>Pleasantville</i> video clip symbolize two different approaches to conflict we might choose in our own lives. One may choose to be silent and complacent in the face of conflict, which is a topic explored in Lesson 2 (Elie Wiesel). Others may choose to challenge social norms by embracing conflict, which is a topic explored in Lesson 3 (Dr. Martin Luther King, Jr.). Students should begin thinking about the consequences one may face when avoiding conflict compared to the consequences one faces if conflict is embraced and social norms are challenged (unless the social norm is to embrace conflict, of course). The manner in which conflict is addressed (peacefully vs. violently) could also be investigated (and evidence cited from the video clip).</p>
<p>Body of the Lesson: Activities/ Questioning/ Tasks/ Strategies/ Technology/ Engagement</p>	<p>1st and 2nd read:</p> <ol style="list-style-type: none"> 1. Students will do an unencumbered 1st read of the “Unknown Citizen.” 2. Chunking the Text-Teacher will chunk the text (taking into consideration the different learning needs of the students) for students’ 2nd read. In groups of 4, students will read their chunk of the poem, highlight key words and unknown words, then write a summary statement in the margin of their paper. 3. Round Robin-Students will share their summary and highlighted words with their group. Groups should discuss the meanings of the words and keep record of each student’s summary. By the end of the group activity, all group members should have a summary of each chunk of the poem written on their own paper. 4. Vocabulary Discussion-As a class, discuss key vocabulary that students identified as well as reinforcing the pre-selected key words (focusing on the bolded terms below) that are essential to the understanding of the poem. Students then share out their group summaries. (Teacher may want to assign group roles ahead of time to have a reader for this last activity) 5. Author’s Purpose Class Discussion: What was the author’s purpose in writing this poem? What is the author trying to get you to understand? 6. Claims/Evidence Exit Slip: Based on what you read, list 2-3 actions the “Unknown Citizen” took, and state what conflict(s) he avoided by taking those actions. <p>Day 2 Lesson Overview</p> <ol style="list-style-type: none"> 1. 3rd Read of “Unknown Citizen” 2. Poetry analysis—patterns and literary devices 3. Think/Pair/Share 4. Exit Slip—what is the <i>theme</i> of “The Unknown Citizen”? How do you know? <p>Day 2 3rd read:</p> <ol style="list-style-type: none"> 7. Before students begin their 3rd read, pose the questions: “Who is ‘he’? How can you describe the ‘Unknown Citizen’ (the character)?” 8. Direct students to note any patterns as they read (for example <p>Differentiated Instruction:</p> <p>English Learners: Teacher can do the first read as an unencumbered read aloud, pausing to define difficult vocabulary. ELs can be partnered/grouped with students with higher language proficiency.</p> <p>Students Who Need Additional Support: Teacher can do the first read as an unencumbered read aloud, pausing to define difficult vocabulary. Students may be permitted to perform internet research to assist them in the analysis of the poem.</p> <p>Accelerated Learners: Students will read the poem independently. They can be challenged to predict how the “Unknown Citizen” would behave in different situations, i.e. if he witnessed a fight between two friends, was unjustly accused of a crime, etc.</p> <p>English Learners:</p>

repeated words, parallel structure...) and to think about the questions above. Note: students may analyze Auden’s repetition of the pronouns “he” and “him” (rather than giving the citizen’s name—reinforces the citizen’s anonymity or the state of being “unknown”), the use of past tense verbs (the poem is an epitaph), the rhyme scheme/use of end rhymes, or any other literary devices used in the poem.

9. **Think-Pair-Share:** After the reading, students discuss with a partner what patterns they noted, and their description of the “Unknown Citizen” based on the poem.
10. Teacher will randomly select students to share out their findings.
11. **Exit Slip:** What is the theme of “The Unknown Citizen”? How do you know?

Day 3 Lesson Overview

1. 4th Read of Poem
2. T-Chart-Results of avoiding Conflict
3. Think/Write/Pair/Share
4. Write a Paragraph stating a claim and supporting with Evidence
5. Circle Map-Frame of Reference

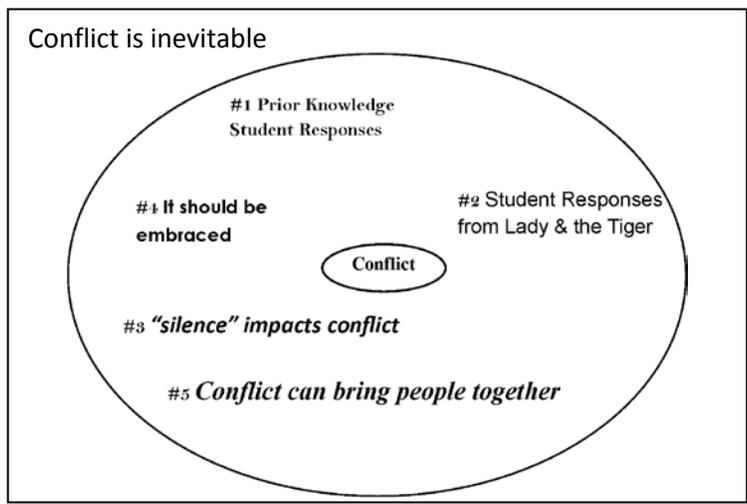
Day 3

4th read:

12. Re-read the poem independently
13. **T-Chart-Focus** on the Essential Question: What are the possible results of avoiding conflict? Based on the poem, chart out the costs and benefits of avoiding conflict on a T-Chart (Tree Map could be substituted for Thinking Maps alignment).
14. **Think-Write-Pair Share:** Students will discuss their responses with a partner.

Lesson Assessment:

15. **Claim and Evidence-**In a paragraph, consider the author’s final questions in the poem: “Was he free? Was he happy?” Do you think avoiding conflict makes people happy? What are the possible consequences of avoiding conflict? Use evidence from the poem to support your answer (teacher will use the provided rubric to assess student work. Rubric should be reviewed with students prior to the writing assignment).
5. **Circle Map-**Return to the Circle Map for a final time. Do you now agree or disagree with the Big Idea “Conflict is inevitable”? If so, add it to the Frame of Reference. If not, what *can* you say about the nature of conflict? See sample below:



Pre-teach difficult vocabulary before students read independently. Assign less complex chunks of the poem. Provide discussion starters for students to discuss their chunk of text, such as:

“In my section of the poem, the author is trying to say _____.”

“In my opinion, this part of the poem means _____.”

“The line ‘ _____ ’ really means _____.”

Students Who Need Additional Support:

Same as above

Accelerated Learners:

Assign the more complex chunks of the poem (for example the last section that includes the author’s posed questions to the reader). Accelerated learners may be assigned to craft an original poem focusing on the “Unknown Citizen” taking different actions that lead to conflict.

Lesson Reflection

**Teacher
Reflection
Evidenced
by Student
Learning/
Outcomes**

Name : _____ Date: _____ Period: _____

Video Clip Analysis

Directions: After viewing the *Pleasantville* clip, answer the questions below on the lines provided. Then, in small groups, share your answers with your peers, and record any new ideas your fellow teammates share on this Analysis form.

Questions:

1. Why are some characters “*colorful*” while others are in “*black & white*”? What does “colorfulness” seem to symbolize in this video clip?

2. Which group of characters (*colorful* or *black & white*) is avoiding conflict? Be sure to include evidence from the video clip!

3. The citizens of Pleasantville appear to be in conflict about something; what is/are the conflict(s) depicted in this video clip? How do you know?

4. Choose either the *colorful* characters or the *black & white* characters, and describe how Pleasantville would look/feel/function if your chosen characters were in control of the town. What evidence do you have to support your claim?

Teachers: The poem below is an example of how you may choose to chunk the text for the group reading.

The Unknown Citizen

by W. H. Auden

He was found by the Bureau of Statistics to be

One against whom there was no official complaint,

And all the reports on his conduct agree

That, in the modern sense of an old-fashioned word, he was a saint,

For in everything he did he served the Greater Community.

Except for the War till the day he retired

He worked in a factory and never got fired,

But satisfied his employers, Fudge Motors Inc.

Yet he wasn't a scab or odd in his views,

For his Union reports that he paid his dues,

(Our report on his Union shows it was sound)

And our Social Psychology workers found

That he was popular with his mates and liked a drink.

The Press are convinced that he bought a paper every day

And that his reactions to advertisements were normal in every way.

Policies taken out in his name prove that he was fully insured,

And his Health-card shows he was once in hospital but left it cured.

Both Producers Research and High-Grade Living declare

He was fully sensible to the advantages of the Instalment Plan

And had everything necessary to the Modern Man,

A phonograph, a radio, a car and a frigidaire.

Our researchers into Public Opinion are content

That he held the proper opinions for the time of year;

When there was peace, he was for peace: when there was war, he went.

He was married and added five children to the population,

Which our Eugenist says was the right number for a parent of his generation.

And our teachers report that he never interfered with their education.

Was he free? Was he happy? The question is absurd:

Had anything been wrong, we should certainly have heard.

The Unknown Citizen

(To JS/07 M 378 This Marble Monument Is Erected by the State)

He was found by the Bureau of Statistics to be
 One against whom there was no official complaint,
 And all the reports on his conduct agree
 That, in the modern sense of an old---fashioned word, he was a saint,
 For in everything he did he served the Greater Community.
 Except for the War till the day he retired
 He worked in a factory and never got fired,
 But satisfied his employers, Fudge Motors Inc.
 Yet he wasn't a scab¹ or odd in his views,
 For his Union reports that he paid his dues,
 (Our report on his Union shows it was sound)
 And our Social Psychology workers found
 That he was popular with his mates and liked a drink.
 The Press are convinced that he bought a paper every day
 And that his reactions to advertisements were normal in every way.
 Policies taken out in his name prove that he was fully insured,
 And his Health---card shows he was once in hospital but left it cured.
 Both Producers Research and High---Grade Living declare
 He was fully sensible to the advantages of the Installment Plan²
 And had everything necessary to the Modern Man,
 A phonograph³, a radio, a car and a frigidaire⁴.
 Our researchers into Public Opinion are content
 That he held the proper opinions for the time of year;
 When there was peace, he was for peace: when there was war, he went.
 He was married and added five children to the population,
 Which our Eugenist⁵ says was the right number for a parent of his generation.
 And our teachers report that he never interfered with their education.
 Was he free? Was he happy? The question is absurd:
 Had anything been wrong, we should certainly have heard.

¹ *scab*: (1) a worker who refuses to join a labor union;(2) a union member who refuses to strike or returns to work before a strike has ended;(3) a worker who accepts employment or replaces a union worker during a strike;(4) one who works for less than union wages or on nonunion terms

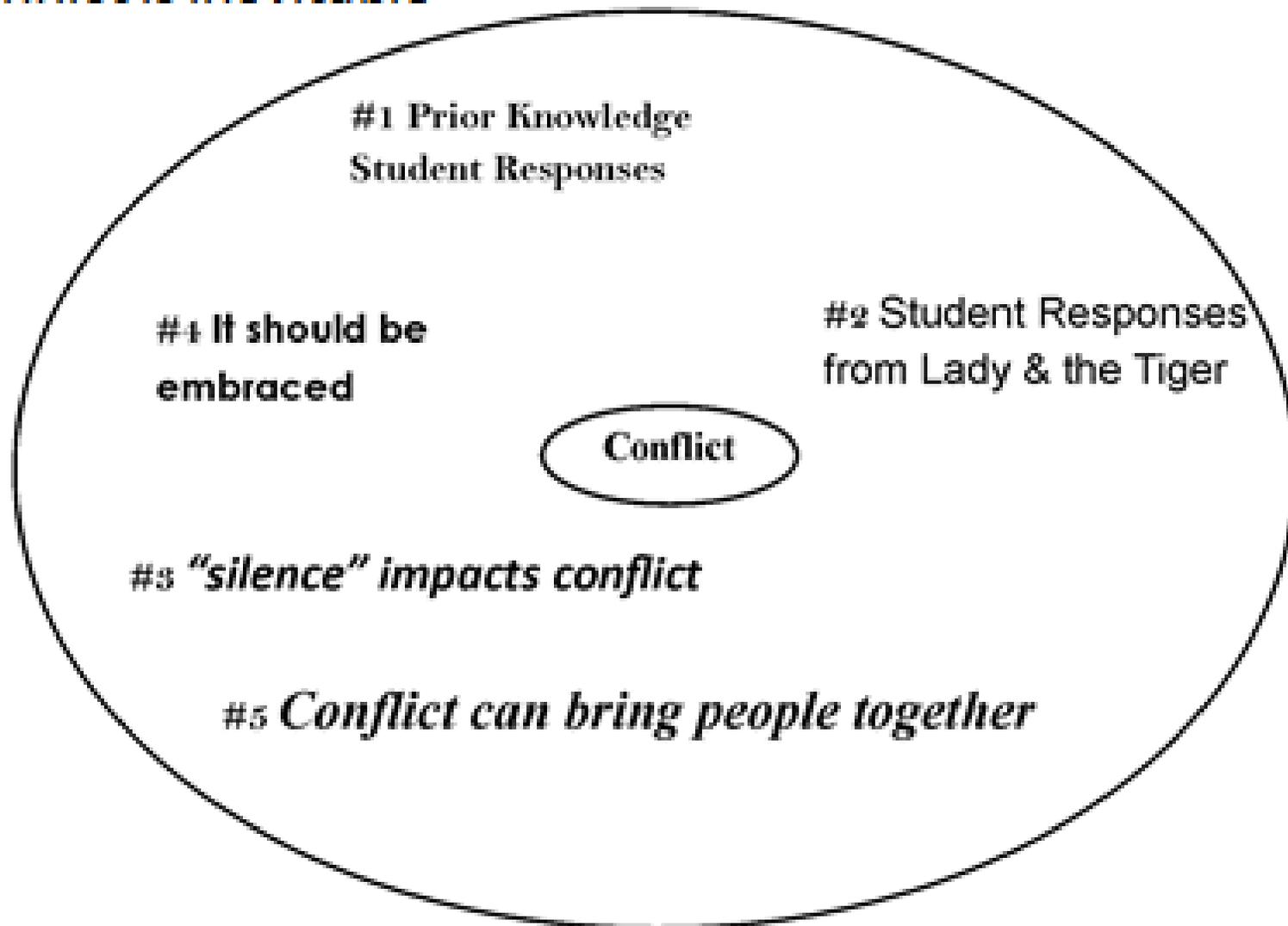
² *Installment Plan*: buying something on credit and paying it off in installments instead of all at once

³ *phonograph*: record player

⁴ *frigidaire*: refrigerator

⁵ *Eugenist*: a person who specializes in the study of the possibility of improving the qualities of the human species or a human population, especially by such means as discouraging reproduction by persons having genetic defects or presumed to have inheritable undesirable traits (negative eugenics), or encouraging reproduction by persons presumed to have inheritable desirable traits (positive eugenics)

Conflict is inevitable



Conflict is Inevitable: “The Unknown Citizen”

Paraphrasing (def: restate the text *in your own words*)

My Assigned Stanza/Chunk:

My Paraphrase:

Who was the Unknown Citizen?

Using the poem as evidence, list as many character traits of the Unknown Citizen as you can:

Complete the following chart to show each of the ways the Unknown Citizen avoided conflict and the consequence of each action (or example of *inaction*).

Conflict “Unknown Citizen” faced	Actions “Unknown Citizen” took to avoid conflict	Consequence (positive or negative) of action/inaction

Consider the final two lines of Auden’s poem and the characteristics/actions you listed above. Was the Unknown Citizen “free”? Was he “happy”? Why or why not?

Scoring Rubric

Claim	Reasons	Evidence	Grammar
____ Strong (5)	____ Convincing (5)	____ Convincing (5)	____ No/Few Errors (5)
____ Fair (3)	____ Included (3)	____ Included (3)	____ Some Errors (3)
____ Missing (0)	____ Missing (0)	____ Missing (0)	____ Many Errors (1)
			Total ____ / 20

Exit Ticket

Do you think people who avoid conflict live a happier, freer life? Why or why not? What might have happened if people like Elie Wiesel didn’t speak out about the Holocaust? What if African-Americans simply accepted segregation? Explain your answers with reasons and evidence/examples.

<p>Unit: Lesson #:5- Summative Assessment Lesson</p>	<p>Grade Level/Course: 9 ELA</p>	<p>Duration: 2 Days Date:</p>
<p>Big Idea: Conflict is Inevitable</p> <p>Essential Questions: Should conflict be embraced? How does conflict impact relationships? How does silence impact conflict? Is conflict valuable? What are the possible results of avoiding conflict?</p>		
<p>Common Core and Content Standards</p>	<p>Content Standards: <i>Writing Standards</i> CCWS9.1- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>College and Career Readiness Anchor Standards for Writing Text Types and Purposes* CCRSW.9.1-Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Production and Distribution of Writing CCRSW.9.6- Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. Research to Build and Present Knowledge CCRSW.9.7- Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. CCRSW.9.8- Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. CCRSW.9.9- Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	
<p>Materials/ Resources/ Lesson Preparation</p>	<ul style="list-style-type: none"> • Argumentative Digital Presentation Assignment Sheet (Resource 5.1) • Digital Presentation Rubric (Resource 5.2) • Presentation Outline (Resource 5.3) • Reflection Sheet (Resource 5.4) • Slides 1 and 2 – sample slides to use as needed (Resource 5.5) • Capzles.com link to Life Science Digital Presentation- 	

	http://www.capzles.com/#/DEFF8E75-DFF2-41A8-AC49-C24A784183D3/?j=38CB6AD0-22C2-4358-B0F5-D80E6F8787FA <ul style="list-style-type: none"> • Timer • PowerPoint Tutorials http://presentationsoft.about.com/od/powerpoint2007/a/07beginguide.htm		
Objectives	Content: Students present an argumentative digital presentation in which they support their claims and analysis of text, using valid reasoning and relevant and sufficient evidence.	Language: Students will use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	
Depth of Knowledge Level	<input type="checkbox"/> Level 1: Recall <input checked="" type="checkbox"/> Level 2: Skill/Concept <input checked="" type="checkbox"/> Level 3: Strategic Thinking <input checked="" type="checkbox"/> Level 4: Extended Thinking		
College and Career Ready Skills	<input type="checkbox"/> Demonstrating independence <input checked="" type="checkbox"/> Building strong content knowledge <input checked="" type="checkbox"/> Responding to varying demands of audience, task, purpose, and discipline <input checked="" type="checkbox"/> Valuing evidence <input checked="" type="checkbox"/> Comprehending as well as critiquing <input checked="" type="checkbox"/> Using technology and digital media strategically and capably <input checked="" type="checkbox"/> Coming to understand other perspectives and cultures		
Common Core Instructional Shifts	<input checked="" type="checkbox"/> Building knowledge through content-rich nonfiction texts <input checked="" type="checkbox"/> Reading and writing grounded from text <input checked="" type="checkbox"/> Regular practice with complex text and its academic vocabulary		
Academic Vocabulary (Tier II & Tier III)	TEACHER PROVIDES SIMPLE EXPLANATION	KEY WORDS ESSENTIAL TO UNDERSTANDING	WORDS WORTH KNOWING
	STUDENTS FIGURE OUT THE MEANING	inevitable, embraced	rubric, consequence, transition, matrix, translucent
		avoided	cohesion, claims, counterclaims, valid reasoning, internal conflict
Pre-teaching Considerations	Become familiar with multiple digital presentation programs, so you can provide appropriate support to students as they are completing the assignment. Go to this link for more information: http://presentationsoft.about.com/od/powerpoint2007/a/07beginguide.htm		
Lesson Delivery Comprehension			
Instructional Methods	Check method(s) used in the lesson: <input checked="" type="checkbox"/> Modeling <input type="checkbox"/> Guided Practice <input checked="" type="checkbox"/> Collaboration <input checked="" type="checkbox"/> Independent Practice <input type="checkbox"/> Guided Inquiry <input checked="" type="checkbox"/> Reflection		

<p>Preparing the Learner</p>	<p>Prior Knowledge, Context, and Motivation: Day 1 Intro</p> <ol style="list-style-type: none"> 1. Explain to students that today they will complete a plan and most of the writing for an argumentative Digital Presentation. 2. Explain to students that we are using the term “Digital Presentation”. In today’s society there are many ways to digitally inform others in an organized presentation. PowerPoint is a popular way to present. Can you think of other ways to clearly present information? Have students discuss different ways that they have seen or used technology to present information; make a list. 3. Explain to students that you are about to show them a presentation from capzles.com from a 7th grade Life Science class. The Common Core State standards, specifically CCRSW.9.6, States, -“Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.” So here is what seventh graders are asked to do http://www.capzles.com/#/DEFF8E75-DFF2-41A8-AC49-C24A784183D3/?j=38CB6AD0-22C12-4358-D80E6F8787FA (Be sure to spend time on slide #6 in order to show students how to make a claim and support the claim with evidence) 	
<p>Interacting with the Concept</p>	<p>Body of Lesson</p> <ol style="list-style-type: none"> 4. Next, hand out the “Argumentative Digital Presentation Assignment” sheet (Resource 5.1). Review all instructions with students as well as the rubric and the format of an argumentative piece (assignment sheet appended below; Presentation Outline- Resource 5.3 - should only be used with struggling students who need the additional support). <p style="text-align: center;">Argumentative Digital Presentation Assignment</p> <p>Task: Create a digital presentation (e.g. PowerPoint, Prezi, video, etc.) in which you answer the following question: Because conflict is inevitable, should it be embraced or avoided? Be sure to consider relationships, society, and ourselves (internal conflicts).</p> <p><u>Content Guidelines</u></p> <ol style="list-style-type: none"> a. Your presentation must include ten slides/transitions/frames. b. You must make a claim that responds to the prompt above. c. Support your claim with at least three reasons using appropriately-cited evidence from this unit. d. You must address and refute at least one counterclaim. e. Include at least two pieces of school-appropriate and relevant multimedia (pictures, video, music, etc.) and explain your selection. f. Your final slide/frame/transition must include a bumper sticker (thematic statement) that summarizes your strongest belief related to the question posed in the prompt. <p><u>Style Guidelines</u></p> <ol style="list-style-type: none"> g. Proofread your presentation for spelling and subject-verb agreement. h. Consider your audience and use the academic language! i. Each slide/frame/transition should have a clear heading and be clearly formatted. <p><u>Lesson continued</u></p> <ol style="list-style-type: none"> 5. Pass out and review the Presentation Rubric (Resource 5.2) with students and have them refer to the assignment and Presentation Outline (Resource 5.3 for struggling students only) while reviewing the rubric. 	<p>Differentiated Instruction: ELL Learners Use all of the provided resources and have students share their entire plan in the collaborative session. Print out a tutorial and teach students step by step how to use one of the digital programs. Go to this link for easy tutorials for PowerPoint http://presentationsoft.aout.com/od/powpoint2007/a/07beinguide.htm</p> <p>Students Who Need Additional Support: May need the Presentation Outline. Pair or group with strong peers. Provide CAC placemats or sentence frames for step 6. May need templates for presentations. May need to start on digital presentation the night before as homework. Specific duties may need to be assigned.</p>

Interacting with the Concept continued

Appearance and Content Rubric: Argumentative Digital Presentation

Teacher Name: _____

Student Name: _____

CATEGORY	4	3	2	1
Claim & Counterclaim	Thoroughly addresses all parts of the prompt. Includes at least 3 clear and specific claims based on textual evidence. Counterclaim is presented and clearly refuted.	Adequately addresses all parts of the prompt. Includes less than 3 specific claims based on textual evidence. Counterclaim is presented and somewhat refuted.	Does not address all parts of the prompt. Claims may be lacking, may not be strong, or are not based on evidence. Counterclaim may be weak or missing.	Does not address all parts of the prompt. Does not include any claims. No counterclaim is given.
Evidence & Citations	Evidence is thoroughly and clearly explained. Proper citation is given for each piece of evidence.	Evidence is clearly explained. Proper citation is given for most pieces of evidence.	Evidence is not clearly explained. Citations are lacking for most pieces of evidence.	Explanation of evidence is short, missing, or may be awkward. No citations are given.
Style & Conventions	Presentation has no misspellings or grammatical errors. Sentences are clear, concise, and varied.	Presentation has 1-2 misspellings, but no grammatical errors. Most sentences are clear and show variety.	Presentation has 1-2 grammatical errors and few misspellings. Sentences may be awkward or unclear.	Presentation has more than 2 grammatical and/or spelling errors. Sentences are very awkward.
Presentation & Organization	All graphics are attractive (size and colors) and support the theme/content of the presentation. Must include 10 slides/frames/transitions.	A few graphics are not attractive but all support the theme/content of the presentation. Still includes 10 slides/frames/transitions.	All graphics are attractive but a few do not seem to support the theme/content of the presentation. May be under 10 slides/frames/transitions.	Several graphics are unattractive AND detract from the content of the presentation. Does not meet minimum requirement of slides/frames/transitions.
Multimedia Usage	Presentation includes at least 2 pieces of school-appropriate pictures, videos, or music. Media use enhances presentation.	Presentation includes at least 2 pieces of school-appropriate pictures, videos, or music. Media use follows the flow of presentation.	Media use may distract from presentation.	Media may be lacking.

Accelerated Learners:
Students can be asked to write this assignment from the perspective of a historical character providing the arguments and reasoning that he or she would have used during their time period

6. Place students into groups or let students self-select groups of 2, 3 or 4, but no more than 4. Students will work together in developing the digital presentation responding to the essential question. Explain to students that they will need to reach a consensus within their groups. They may not agree completely with what the group chooses, but they will need to learn how to provide support for the claim that was chosen by the group).
7. Next, tell students that they will have thirty minutes to begin planning (three minutes per slide/frame/transition). Once students are in their groups, set and display a timer on the projector and have students plan slide 1 for three minutes, then have them move to slide 2 and plan for 3 minutes and so on until their presentation plan is completed. Encourage students to write as much as they can during each three minute segment. They can edit and revise tomorrow. (Students who need the support can be given Resource 5.3 to help them in their planning)

Resource 5.3 (for students needing additional support)

Example of how you may develop your presentation (Each number corresponds to a slide, frame or transition)

#1-Intro (Title and multi-media)

#2- Write a claim statement or thesis responding to the question, “Because conflict is inevitable, should it be embraced or avoided?” Be sure to consider relationships, society, and ourselves (internal conflicts).

#3-Support for you claim, including evidence (use multi-media)

#4-Support for you claim, including evidence (use multi-media)

#5-Support for you claim, including evidence (use multi-media)

6-Address and refute a counter-claim with evidence

#7-Address and refute a counter-claim with evidence

#8-Muti-media slide (video, picture that supports your argument.

#9-Be creative and create a good lead-in to your final slide

#10- Your final slide must include a bumper sticker (thematic statement) that summarizes your strongest belief related to the question posed in the prompt.

Interacting with the Concept continued	Closure 8. Finally, the teacher will divide the class in half; one half as group A and the other as group B. Students within each collaborative group will number off from 1-4, then move, as experts on their group's work, to Group A1, Group A2, Group A 3, and group A4; B's will do the same, moving to group B1, B2, B3, and B4. Students will bring with them the plans that they have developed and share what they have planned within the groups. If time is limited, students can share their bumper stickers only or if the teacher would like to extend this part of the lesson to another day, students can share the entire plan, get feedback and recommendations from this group and bring back those recommendations to their original groups.	
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**Extending
the
Learning**

Day 2

1. This is a work day - take students to the computer lab or allow them to use the computers within your class to begin creating the slides that they planned the day before. Remind students to use the rubric and the assignment sheet as guidelines for what to do and recommend different programs that students can use to create their presentations (PowerPoint, Prezi (<http://prezi.com/>), Capzles.com (<http://www.capzles.com/>), wevideo (<http://www.wevideo.com/>), and voicethread (<http://voicethread.com/>)).
2. Circulate around the classroom to provide students with support when needed. This will require that you have visited these resources and made yourself familiar with the way they work before you ask students to do it).
3. Tell students that they should be able to finish this assignment during the class period, but if they want to spend more time on it at home or after school, they are more than encouraged to do so.
4. Give a two day window when students will present to the class.

Finally, have students fill out a rubric for their own assignment as well as project reflection (Resource 5.4).

Resource 5.4

REFLECTION SHEET

1. What is the most important skill you learned or improved by doing this assignment?
2. What did you enjoy about this assignment?
3. What did you find most difficult about this assignment?
4. Finish one of the following 3 sentence starters:
 - a. I now know that . . .
 - b. I never knew that . . .
 - c. I realize that . . .

Lesson Reflection

**Teacher
Reflection
Evidenced
by Student
Learning/
Outcomes**

Argumentative Digital Presentation Assignment

Task: Create a digital presentation (eg. PowerPoint, Prezi etc.) in which you answer the following question:

Because conflict is inevitable, should it be embraced or avoided? Be sure to consider relationships, society, and ourselves (internal conflicts).

Content Guidelines

1. Your digital presentation must include ten slides/frames/transitions.
2. You must make a claim that responds to the prompt above.
3. Support your claim with at least three reasons using appropriately-cited evidence.
4. You must address and refute at least one counterclaim.
5. Include at least two pieces of school-appropriate and relevant multimedia (pictures, video, music, etc.).
6. Your final slide/frame/transition must include a bumper sticker (thematic statement) that summarizes your strongest belief related to the question posed in the prompt.

Style Guidelines

7. Proofread your presentation for spelling and subject-verb agreement.
8. Consider your audience and use academic language!
9. Each slide/frame/transition should have a clear heading and be clearly formatted.

Appearance and Content Rubric: Argumentative Digital Presentation

Teacher Name: _____

Student Name: _____

CATEGORY	4	3	2	1
Claim & Counterclaim	Thoroughly addresses all parts of the prompt. Includes at least 3 clear and specific claims based on textual evidence. Counterclaim is presented and clearly refuted.	Adequately addresses all parts of the prompt. Includes less than 3 specific claims based on textual evidence. Counterclaim is presented and somewhat refuted.	Does not address all parts of the prompt. Claims may be lacking, may not be strong, or are not based on evidence. Counterclaim may be weak or missing.	Does not address all parts of the prompt. Does not include any claims. No counterclaim is given.
Evidence & Citations	Evidence is thoroughly and clearly explained. Proper citation is given for each piece of evidence.	Evidence is clearly explained. Proper citation is given for most pieces of evidence.	Evidence is not clearly explained. Citations are lacking for most pieces of evidence.	Explanation of evidence is short, missing, or may be awkward. No citations are given.
Style & Conventions	Presentation has no misspellings or grammatical errors. Sentences are clear, concise, and varied.	Presentation has 1-2 misspellings, but no grammatical errors. Most sentences are clear and show variety.	Presentation has 1-2 grammatical errors and few misspellings. Sentences may be awkward or unclear.	Presentation has more than 2 grammatical and/or spelling errors. Sentences are very awkward.
Presentation & Organization	All graphics are attractive (size and colors) and support the theme/content of the presentation. Must include 10 slides/frames/transitions..	A few graphics are not attractive but all support the theme/content of the presentation. Still includes 10 slides/frames/transitions.	All graphics are attractive but a few do not seem to support the theme/content of the presentation. May be under 10 slides/frames/transitions.	Several graphics are unattractive AND detract from the content of the presentation. Does not meet minimum requirement of slides/frames/transitions.
Multimedia Usage	Presentation includes at least 2 pieces of school-appropriate pictures, videos, or music. Media use enhances presentation.	Presentation includes at least 2 pieces of school-appropriate pictures, videos, or music. Media use follows the flow of presentation.	Media use may distract from presentation.	Media may be lacking.

Resource 5.3 (for students needing additional support)

Example of how you may develop your presentation (Each number corresponds to a slide, frame or transition)

#1-Intro (Title and multi-media)

#2- Write a claim statement or thesis responding to the question, “Because conflict is inevitable, should it be embraced or avoided?” Be sure to consider relationships, society, and ourselves (internal conflicts).

#3-Support for you claim, including evidence (use multi-media)

#4-Support for you claim, including evidence (use multi-media)

#5-Support for you claim, including evidence (use multi-media)

6-Address and refute a counter-claim with evidence

#7-Address and refute a counter-claim with evidence

#8-Muti-media slide (video, picture that supports your argument.

#9-Be creative and create a good lead-in to your final slide

#10- Your final slide must include a bumper sticker (thematic statement) that summarizes your strongest belief related to the question posed in the prompt.

Resource 5.4

REFLECTION SHEET

1. What is the most important skill you learned or improved by doing this assignment?
2. What did you enjoy about this assignment?
3. What did you find most difficult about this assignment?
4. Finish one of the following 3 sentence starters:
 - a. I now know that . . .
 - b. I never knew that . . .
 - c. I realize that . . .

(Adapted from Jane Schaffer)

REFLECTION SHEET

1. What is the most important skill you learned or improved by doing this assignment?
2. What did you enjoy about this assignment?
3. What did you find most difficult about this assignment?
4. Finish one of the following 3 sentence starters:
 - a. I now know that . . .
 - b. I never knew that . . .
 - c. I realize that . . .

(Adapted from Jane Schaffer)

Because Conflict is inevitable,
should it be embraced or avoided?



Claim: Conflict is the key to building one's strength and thus should be embraced.



Appendix of Strategies

***Please Note:** The Strategies listed below in **bold** are strategies used in this unit. The additional strategies have been included as a reference for your use in planning future lessons.

Academic Discussion Frames

Academic Summary Writing: Teacher Rationale and Protocol

Anticipatory Guide and Extended Anticipatory Guide: Teacher Rationale and Protocol

Clarifying Bookmark: Teacher Rationale and Protocol

Collaborative Poster with Rubric: Teacher Rationale and Protocol

Compare/Contrast Matrix: Teacher Rationale and Protocol

Copy Change: Teacher Rationale and Protocol

Do/Say Chart: Teacher Rationale and Protocol

Era Envelope: Teacher Rationale and Protocol

Focused Annotation: Teacher Rationale and Protocol

Four Corners: Teacher Rationale and Procedures

Framer Model: Teacher Rationale and Protocol

Gallery Walk: Teacher Rationale and Protocol

Jigsaw Expert Group Strategy: Teacher Rationale and Protocol

Inside-Outside Circles: Teacher Rationale and Protocol

Plutchik's Wheel of Emotion: Teacher Rationale and Protocol

Quick-Write: Teacher Rationale and Procedure

Reading in Four Voices: Teacher Rationale and Procedure

Round-Robin: Teacher Rationale and Procedure

Save the Last Word for Me Protocol

Say-Mean-Matter: Teacher Rationale and Procedure

S.O.A.P.S.Tone Analysis – Guided Inquiry Questions for teachers

Think-Pair-Share: Teacher Rationale and Protocol

Viewing with a Focus: Teacher Rationale and Protocol

Vocabulary Notebook: Teacher Rationale and Protocol

Vocabulary Review Jigsaw

Wordle: Teacher Rationale and Protocol

Thinking Maps

Academic Discussion Frames

Share Your Thinking/ Discussion Starters:

- I think that... because
- In my opinion...
- Based on ...
- I noticed that...
- A good example would be...
- According to

Building on Ideas/Continuing the Discussion:

- I see what ___ is saying. Would that also mean ...?
- What ____ said reminds me of...?
- _____ made a good point when he/she said...
- Another example is...
- I see what _____ is saying, and I think that...

Clarifying Ideas/Understanding the Discussion:

- I think ___ means ...
- ____, could you please clarify what you mean by...
- _____, can you be more specific...
- _____, can you give an example of ...
- ____, are you saying that...

Academic Summary Writing: Teacher Rationale and Protocol

Purpose: The goal of summary writing is for students to extend and synthesize their comprehension of a particular text by bringing together the most relevant and valid details that support their understanding of the central idea/theme. It is also a method for teachers to assess their students' level of understanding of a text and use this information to inform their instruction.

Procedure: Steps to writing an academic summary follow.

NOTE: The manner in which scaffolds below are added or removed are contingent upon the needs of students. Meaning, this work can be done individually or in collaboration with others.

- 1) Read the text using strategies to identify the central idea/theme. Come to consensus with your partner about the central idea/theme.
- 2) Return to the completed Do/Say Chart and *independently* star the top 3-4 details throughout the text that help to develop the central idea/theme.
- 3) Come to consensus with your partner about the top 3-4 supporting details from the Do/Say Chart that will go into your summary.
- 4) Paraphrase the details with your partner.
- 5) Summary must be paraphrased in complete sentences and written in 3rd person. Remember to include signal words within your summary.

Structure of Academic Summary

Topic Sentence – Identify the text, author, and publisher (if provided) + strong predicate + central idea/theme.

Paraphrase Details – In your own words, write the details from the DO/SAY chart. Decide on no more than 3-5 details, depending on the text length.

Concluding statement – Conclude summary with a strong finish that sums up the central idea/theme.

Benefits for ELs:

- ✓ Helps student to read critically to gain a better understanding of the text and the language used.
- ✓ Enables students to work with manageable and meaningful chunks of information.
- ✓ Students are able to work collaboratively to co-construct meaning.
- ✓ Works in conjunction with Focused Annotation, Passage-Based Analysis, and Do/Say note taking tasks so preparation for this writing is highly scaffolded.
- ✓ Summaries can be used as the foundation for writing different types of analytical essays.

Some Helpful Reminders:

- r Be sure to model this task and guide students in this process.
- r This task can be used for fiction or non-fiction text and across disciplines.
- r Summaries are always written in 3rd person and always paraphrased in students' own words.
- r The main difference between a summary and analytical writing is that there is virtually no analysis of evidence.
- r This task is typically used as a preparation for larger pieces of writing, but can be used as a stand-alone as well, depending on the goal/outcome.
- r Summaries are generally developed from reading and note taking strategies, such as Focused Annotation, Passage-Based Analysis, Do/Say Charts, etc....

Anticipatory Guide and Extended Anticipatory Guide: Teacher Rationale and Protocol

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

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

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

Process outline:

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

Clarifying Bookmark: Teacher Rationale and Protocol

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

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

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

Process outline:

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

Collaborative Poster with Rubric: Teacher Rationale and Protocol

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

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

Structure of the activity: The first time students create a Collaborative Poster; they should have 25 minutes to complete it, but no more (do not compromise). After 20 minutes, post the posters as they are and have students use the rubric to assess selected posters. Teams may revise their posters on their own time. Decrease the time for work on subsequent poster assignments until students work within a 20-minute timeframe. Provide each student in the team a single marker, of a different color from any other team member's for his or her work on the poster, as well as for signing the poster when the group agrees that it is complete.

Process outline:

- 1) Students have already read the team text, supported by scaffolding as needed.
- 2) Students have selected one quote and one image to share.
- 3) Students engage in two Round Robin sharing: the first to share the quote and the second to share the image.
- 4) After students have finished sharing their images and quotes they begin to negotiate about which quote best represents the spirit or theme of the story.
- 5) After that, students agree on an integrated image that best represents the text.
- 6) Once these have been agreed upon, students develop an original phrase that connects to and synthesizes the ideas they have represented in the poster.
- 7) Each student contributes to the completion of the poster, signs his or her name, using the assigned marker.
- 8) Finally, students use the rubric to evaluate their own work. They give themselves an overall evaluation and indicate two reasons why the product deserves that assessment.
- 9) Posters are posted in the room for all to see.
- 10) Other groups assess one poster, using the rubric. They indicate three reasons why the poster gets the specific rating and perhaps suggest what team could do to improve. They sign and place their assessment on the poster.

Compare/Contrast Matrix: Teacher Rationale and Protocol

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

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

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

	Text A	Text B
Question 1		
Question 2		
Question 3		

Process outline:

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

Adapted from Understanding Language ell.stanford.edu

Copy Change: Teacher Rationale and Protocol

Purpose: Using Copy Change provides a framework for writing. Students use another author's pattern as a framework for their own writing. For example, young children might use Bill Martin Jr.'s "Brown bear, brown bear..." to create their own version: "Fierce eagle, fierce eagle, what do you see?" or "Mr. Jones, Mr. Jones, what do you see?"

Required for use: This task is best when used with predictable text or with text that has been analyzed for structure. This can often be poetry or trade books, as well as speeches.

Structure of the activity: Research has shown that understanding and using text structures can improve writing skills and enhance reading comprehension. This is a method that is used by both novice writers and those writers who are trying to hone their style. "Like any other craftspeople, professional writers know that to learn their craft, they must stand on the shoulders of writers who have gone before them. Copy change is a way young writers can stand on the shoulders of professional writers. (Ray, 1999)

Process outline:

- 1) Students read and listen to the original text.
- 2) Students have a discussion about the text characteristics (student led or teacher led). Some questions to consider include:
- 3) What did you notice about the format of this text?
- 4) What did the author do first, second, etc.?
- 5) If you were going to use the author's framework to write something of your own, what framework would you use?
- 6) Students then use the author's framework for their own writing.

Adapted from literacy.kent.edu/eureka/strategies/copy_change.pdf and Timothy Rasinski

Do/Say Chart: Teacher Rationale and Protocol

Purpose: A powerful technique for examining how a text is constructed by noting what the writer is DOING (his/her function or strategy) in each paragraph/section and what the writer is SAYING (the content) in each paragraph/section. The DO/SAY technique is a very effective reading and writing tool.

Procedure:

1. If needed, teacher numbers the text into meaningful chunks (sections).
2. For each paragraph/section, students (collaboratively or independently) are responsible for writing brief statements about the function (DO) of each paragraph/section and the content (SAY) of each paragraph/section.
3. DO statements include a verb and tell the strategy the author is using. SAY statements tell briefly what the content is in each paragraph/section.

Examples:

From an "accounting" essay

DO	SAY
Introduces the claim/thesis statement	Accounting is crucial because the financial life of a company depends on it.
Presents the first reason to support his claim/thesis	Managerial accounting is the type of accounting dealing with the day-to-day operation of a business which is essential.
Presents the second reason to support his claim/thesis	Financial accounting is the type of accounting that provides necessary information to people outside the business.
Restates the claim/thesis and expand on it	Every company relies on accounting for success. There are other kinds of accounting as well, suited to special kinds of organization.

From a literary work

DO	SAY
Provides the setting of the story and introduces the conflict.	A boy tries to steal a large woman's purse, but she grabs him before he can run away.
Provides a dialogue between the boy and the lady about the crime he committed.	The woman scolds the boy and drags him up the street. The boy pleads for her to let him go.
Describes what they boy and woman are doing and continues to advance the plot.	The woman drags Roger into her apartment and tells him to wash his face and eat supper with her. Roger is frightened, but he obeys the woman does not escape even when he gets a chance to.
Provides background information on the woman's life and describes the actions of Roger. Continues to advance the plot.	Woman tells Roger that she also did things in her past that were wrong and that everybody has something in common. She makes him dinner, while Roger cleans himself up. Roger now wants the woman to trust him so he makes sure to move far away from the purse and behaves.
Illustrates how this woman is influencing Roger's behavior and also provides more details about the woman's life.	Roger now wants to help the woman and even offers to go to the store for her. Woman tells him about her job and does not say or ask anything to embarrass Roger.
Provides a resolution to the story.	Woman gives Roger \$10 so he can buy the shoes he wanted, tells him to behave, and shuts the door. Roger wants to say something

	to her, but he cannot find the words to do so.
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Benefits for English Learners:

- ✓ Helps deconstruct the text genre and demystifying the author's writing moves.
- ✓ Enables student work with manageable and meaningful chunks of information.
- ✓ Students are able to work collaboratively to co-construct meaning.
- ✓ By noting the function and content of different sections of the text, students gain a clear and deeper understanding of the author's central idea/theme.
- ✓ Helps to scaffold the writing of summary and analytical texts.

Helpful Reminders:

- r Deconstruct the genre by making students aware of the typical structural elements before delving into the specific functions of each paragraph/section.
- r Do/Say is a scaffold to help students deconstruct texts to gain a deeper level of understanding, NOT simply an exercise of listing do/say statements.
- r Depending on the level of your students, you may want to begin by providing the function of each paragraph/section (DO), BUT as students' learning in this area increases, students will then be identifying these statements on their own (gradual release of responsibility).
- r If chunking the text for students is done ahead of time, be sure to chunk the text into meaningful parts (preferably by common functions).
- r One paragraph may contain multiple functions; similarly, multiple paragraphs may contain the same function.

Adapted from Sonja Munevar Gagnon, QTEL training

Era Envelope: Teacher Rationale and Protocol

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

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

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

Process outline:

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

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

Adapted from Understanding Language ell.stanford.edu

Focused Annotation: Teacher Rationale and Protocol

Purpose: Focused Annotation is a task that helps students interact with the text and record their thinking processes.

Procedure:

- 1) Teacher distributes the *Sample Annotation Marks* to students.
- 2) Teacher models how to annotate a text using the *Sample Annotation Marks* and the think-aloud process:
Note: It may be helpful to chunk the text ahead of time and focus on one chunk at a time.
- 3) In pairs or individually, teacher instructs students to read and annotate the text by focusing on key language functions (such as: asking questions, agreeing/disagreeing, identifying main ideas, making connection).
- 4) Students share their annotation marks with a peer(s) and add/delete information on their chart or in their notebook based on their peer's feedback.
Note: You may want students to use the Collaborative Annotation Chart to record their thoughts and share with peers. The Collaborative Annotation Chart also contains language support for this task.
- 5) Based on their annotations and discussions, students develop an initial understanding of the central idea/theme.

Some Benefits for ELs:

- ✓ Helps build students' understanding of the text and their metacognitive skills.
- ✓ Provides students with a focus for reading.
- ✓ Requires students to stop and think about what they are reading, and record these thoughts.
- ✓ Students are able to work collaboratively to co-construct meaning.

Some Helpful Reminders:

- r Be sure to model HOW to annotate a text and orally express your thinking DURING this process.
- r Begin by selecting 2-3 annotation marks for students to focus on so the task will be manageable for students.
- r When students are sharing their annotation marks, be sure that they are reading aloud their thoughts, not simply exchanging papers.

Adapted from Sonja Munévar Gagnon

Four Corners: Teacher Rationale and Procedures

Purpose: Four Corners is a forced-choice task that can be used in a variety of subjects. For this task, the teacher writes a controversial statement in a definitive manner (there should not be a clear “right” or “wrong” choice to the statement.)

Process:

- 1) Before class, record the statements on an interactive white board or overhead so students will be able to view the statements one at a time. Clear the four corners of the room of tripping hazards and label each corner of the room with a sign stating “Strongly Agree,” “Agree,” “Disagree,” and “Strongly Disagree.”
- 2) The teacher distributes 3 x 5 cards to all students and asks them to record on the unlined side of the card the letter representing their choice of the four alternatives after she or he reads each aloud and posts them for reading. On the lined side of the card, students write three reasons for their choice, citing evidence.
- 3) The teacher then reads each statement and asks students to assemble in the corner of the room that corresponds to their choice.
- 4) In each corner, students form groups, ideally of three or four each, and exchange the reasons for their choice.
- 5) After two or three minutes of exchange, representative students share reasons for their choices. Based on the evidence provided, students may change “corners” if their belief changes.
- 6) Repeat the process for the next statement.
- 7) When all four statements have been shared, students return to their seats.

Frayer Model: Teacher Rational and Protocol

Purpose:

The Frayer Model is a graphic organizer used for word analysis and vocabulary building. This four-square model prompts students to think about and describe the meaning of a word or concept by . . .

- defining the term,
- describing its essential characteristics,
- providing examples of the idea, and
- offering non-examples of the idea.

This strategy stresses understanding words within the larger context of a reading selection by requiring students, first, to analyze the items (definition and characteristics) and, second, to synthesize/apply this information by thinking of examples and non-examples. Students should analyze and synthesize vocabulary in context and not in isolation.

Required for use

Using the Frayer model, students will activate their prior knowledge of a topic, organize knowledge into categories, and apply their new knowledge to the compartmentalized structure. Students will need a reading or task to activate prior knowledge on the subject as well as blank copies of the Frayer Model handout.

Structure of the activity

Either give students a list of words or have them brainstorm a list of ideas related to the key topic. After reading a selection, students will group the words into one of four categories: essential characteristics, non-essential characteristics, examples, and non-examples.

Process Outline

- 1) Explain the Frayer model graphical organizer to the class. Use a common word to demonstrate the various components of the form. Model the type and quality of desired answers when giving this example.
- 2) Select a list of key concepts from a reading selection. Write this list on the chalkboard and review it with the class before students read the selection.
- 3) Divide the class into student pairs. Assign each pair one of the key concepts and have them read the selection carefully to define this concept. Have these groups complete the four-square organizer for this concept.
- 4) Ask the student pairs to share their conclusions with the entire class. Use these presentations to review the entire list of key concepts.

Gallery Walk: Teacher Rationale and Protocol

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

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

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

Process outline:

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

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

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

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

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

Jigsaw Expert Group Strategy: Teacher Rationale and Protocol

Purpose: Jigsaw learning allows students to be introduced to material and yet maintain a high level of personal responsibility. The purpose of Jigsaw is to develop teamwork and cooperative learning skills within all students. In addition, it helps develop a depth of knowledge not possible if the students were to try and learn all of the material on their own. Finally, because students are required to present their findings to the home group, Jigsaw learning will often disclose a student's own understanding of a concept as well as reveal any misunderstandings.

Required for Use: To create a jigsaw activity, the materials should be divided into manageable sections. The materials can all be of the same complexity, or you may decide to have various levels if you will assign students to each level. For instance, the readings in this section vary in length (461 words to 1,000+ words) but also vary in Lexile complexity. In the case of these readings, the texts that are longer have a lower Lexile (easier to read) than the texts that are shorter. In addition to the pieces of information to be learned, students should have a graphic organizer of some sort to use as they read each piece. The graphic organizer serves to focus the students reading of the text, highlighting salient information to consider, and the space to write the responses.

Structure of the activity: Jigsaw is a cooperative learning strategy that enables each student of a "home" group to specialize in one aspect of a learning unit. Students meet with members from other groups who are assigned the same aspect, and after mastering the material, return to the "home" group and teach the material to their group members. Just as in a jigsaw puzzle, each piece--each student's part--is essential for the completion and full understanding of the final product. If each student's part is essential, then each student is essential. That is what makes the Jigsaw instructional strategy so effective.

Process Outline:

Each student receives a portion of the materials to be introduced. Since this assignment requires students to interact with a complex text, students should be asked to read the text on their own first, noting confusions or possible ideas to share with their "expert group".

After individually reading the text...

- 1) Students leave their "home" groups and meet in "expert" groups;
- 2) Expert groups discuss the material and brainstorm ways in which to present their understandings to the other members of their "home" group by completing the graphic organizer.
- 3) The experts return to their "home" groups to teach their portion of the materials and to learn from the other members of their "home" group.

Inside-Outside Circles: Teacher Rationale and Protocol

Purpose: The purpose of Inside-Outside Circle is to promote practice with key content concepts and develop oral language. This can also be done as a Conga Line, with two lines of students facing each other. This strategy provides for practice in oral communication

Required for use: To use an Inside-Outside circle, there needs to be some information for students to share orally. This could be written information, pictures, illustrations, white boards, etc.

Structure of the activity: This activity works well as a way to change partners to provide multiple perspectives on an assignment. For instance, as students rotate through the Inside-Outside Circle, the inside circle students could share a piece of writing and have the outside circle act as editors. With each rotation, the editors should have an assigned task, perhaps to check punctuation. The outside circle continues to rotate while helping to revise the stories that are being read by the inside circle. The roles then change and the inside circle members become the editors while the outside circle members share their writing.

Process outline:

- 1) The class is divided into two groups; half the class forms a circle looking out (the inside circle), and the other half stands in front of someone in the inner circle (the outside circle).
- 2) The students are asked a question or directed to perform a task.
- 3) The students in the inner circle answer first while the outer circle listens; then the outer circle responds while the inner circle listens.
- 4) When each has finished, students can give a signal (e.g. thumbs up) to indicate they are finished.
- 5) Once both have shared, the teacher gives a signal (e.g., ringing a bell) and the inner circle stays in place while the outer circle rotates one person clockwise.

Plutchik's Wheel of Emotion: Teacher Rationale and Protocol

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

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

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

Process outline:

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

Quick-Write: Teacher Rationale and Procedure

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

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

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

Process outline:

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

Adapted from Understanding Language ell.stanford.edu

Reading in Four Voices: Teacher Rationale and Procedure

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

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

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

Process outline:

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

Adapted from Understanding Language ell.stanford.edu

Round-Robin: Teacher Rationale and Procedure

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

Required for use: Students need time to develop a response to a question prior to engaging in the Round Robin task. The question(s) need to be substantive and open-ended so that students are engaged and learning from each other. If the question(s) are closed, responses will be repetitive and learning constrained.

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

Process outline:

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

Adapted from Understanding Language ell.stanford.edu

Save the Last Word for Me Protocol

Purpose: This protocol is used after reading to improve comprehension. It will support students' interaction with the text while promoting reading comprehension. It also allows students to clarify and deepen thinking about the content.

Required for use: Students will read an article independently and find sentences or phrases that stand out for them for any reason. They will write at least 3 sentences on an index card and then be ready to discuss their reasons for selecting the quote to their group. Timing is important; each round should last approximately 7 minutes.

Structure of the activity: The process is designed to build on each other's thinking, and not to enter into a dialogue. Participants may decide to have an open dialogue about the text at the end of the 30 minutes. After reading an article, students pull quotes from the article which they have a response. They share these quotes with group members using a strict protocol which requires listening as well as speaking. When the activity is complete, you may want to debrief the activity, have each person select a quote to write about in a response journal, or ask each group to report out the most important quote with justification about why it was seen as significant.

Process outline:

- 1) Silently read the article.
- 2) When time is called after 9-10 minutes, go back through the article and look for 3 sentences or phrases that stand out to you in some way....you found it interesting, surprising, confusing, enlightening etc.
- 3) Write your 3 sentence on the paper provided.
- 4) You will work in groups of 3 or 4 people.
 - a. The group member whose birthday is closest to Christmas picks up the globe and begins by reading one of their sentences aloud. They will not comment on why they chose that sentence. They will only read the sentence or phrase aloud. They will pass the globe to the person seated on their right, group member 2.
 - b. Group member 2 will comment on the sentence the first speaker read. Person 2 will pass the globe to the person on their right, group member 3.
 - c. Group member 3 will comment on the sentence the first speaker read. Person 3 will pass the globe to the person on their right, group member 4.
 - d. Group member 4 will comment on the sentence the first speaker read. Person 4 will pass the globe to the person on their right, group member 1.
- 5) When all group members have had the chance to comment on the sentence chosen by the first speaker, the first speaker will then, "have the last word", and explain why they chose that sentence.
- 6) Now group member 2 will read one of their sentences. In the order described above, the other group members will comment on the sentence, until group member 2 will "have the last word."

Say-Mean-Matter: Teacher Rationale and Procedure

Purpose: Students who struggle with reading often don't understand the level of mental processing that needs to go on for comprehension to occur. They tend to mechanically read the words rather than interacting with the text. When used consistently in the classroom, this strategy gives students a way of attacking complex text. Students stay engaged and comprehension increases.

Strategy: Say-Mean-Matter turns a simple foldable into an effective tool to prompt students to higher-level reading. Using this strategy, students build from summary to inference to conclusion. This strategy is effective with any challenging text including magazine articles, poems, short stories, political cartoons, and more.

Procedure: As always, the teacher should model this strategy before assigning it to students. Demonstrate for the whole class using increasingly complex text, both print and non-print. Allow students to practice in small-group settings. Then lead discussions about what happens to their understanding as they practice this strategy. You might even let students make posters of the strategy to post in the classroom as a reminder to apply this strategy when they are reading a piece of text. The process:

- 1) The teacher assigns a short chunk of the text for students to read silently.
- 2) In the say column, the students will summarize the assigned portion of the text. This shows that the student has a literal comprehension of the text.
- 3) In the mean column, students record what they think the passage means. This pushes them to the inferential level of comprehension. They must infer the implications, motivations, and intentions of the text.
- 4) In the matter column, students must answer the question "So what?" Explain to students that the other two columns have provided them with the facts and implications, but thinking about the final column will help them to figure out why it matters. They then will understand the significance of the text and how it impacts the topic, novel, time period, or even mankind itself. Referring to the Essential Questions for the lesson or unit is helpful in this stage of interpretation.
- 5) Repeat for subsequent portions of the text.

A variation of this strategy is Quote-Note-Response. This is useful when you want students to identify specific textual evidence to analyze rather than summarize larger sections. Teachers should provide a focus for identifying significant text (i.e. "Identify conflicts faced by the narrator.") Once students identify a significant quote, the inferencing process is essentially the same.

Resource: Gallagher, Kelly. Deeper Reading: Comprehending Challenging Texts, 4-12. Portland, Maine: Stenhouse Publishers, 2004

S.O.A.P.S.Tone Analysis – Guided Inquiry Questions for teachers

The acronym “SOAPSTone” provides students with prompts that give them a strategy for dissecting and interpreting documents or visuals. Whenever readers encounter a document, whether primary or secondary sources, one of the most important skills needed is the ability to determine the purpose and points-of-view (POV’s) that are present in the document. To get to the point of writing an effective POV statement for historical documents, begin by applying SOAPSTone to each document.

Letter	Ideas to Think About
S ubject (<i>What historic importance is revealed?</i>)	<ul style="list-style-type: none"> • What is the document’s content and subject (i.e. what is it saying)? • How do you know this? • How has the subject been selected and presented by the author? • What ideas or values does the document presuppose in the audience?
O ccasion (<i>What is the time, place, situation of the document?</i>)	<ul style="list-style-type: none"> • When and where was the source produced? • What local, regional, and/or global events prompted the author to create this piece? • What events led to its publication or development? • What conditions needed to exist in order for this document to be created, disseminated and/or preserved?
A udience (<i>To whom is this document is directed?</i>)	<ul style="list-style-type: none"> • Does the speaker identify an audience? • If not, who was the likely audience for this piece? For whom was the document created? Was there an unintended audience? • What assumptions can you make about the audience in terms of social class, political affiliations, gender, race/ethnicity, occupation, or relationships to foci of power? • If it is text, does the speaker use language that is specific for a unique audience (SLANG)? • Why is the speaker using this type of language? What is the mode of delivery? • Are there any words or phrases that seem unusual or different (JARGON)? • What background does the speaker assume? Does the speaker evoke God? Nation? Liberty? History? Hell? Science? Human Nature? • Does the speaker allude to traditional, provincial/urbanized, classical, pre-modern or modern themes? Above all, what is the author trying to achieve or gain with this document?
P urpose (<i>What is the reason behind the text?</i>)	<ul style="list-style-type: none"> • What is the significance of the document? • What can be inferred about the possible intentions of the document? • In what ways does he/she convey this message? • How was this document communicated to the audience? • How is the speaker trying to spark a reaction in the audience? • What is the speaker and/or author’s purpose?
S peaker (<i>Who created the document and what was his/her role in history?</i>)	<ul style="list-style-type: none"> • Is there someone identified as the speaker? • Is the speaker the same as the author? • What facts are known and what inferences can you make about this person? e.g. What class does he/she come from? What political party? What gender? What ethnicity? What religion? What about his/her families?
T one (<i>How does document make you feel?</i>)	<ul style="list-style-type: none"> • What is the author’s tone? • What is the author’s mood and how is it conveyed? For what purpose? • What is the emotional state of the speaker and how can you tell? • How is the document supposed to make the reader/viewer feel?

Additional Questions	<p>Once you've analyzed the document with all the lenses of SOAPStone, you're ready to ask your own questions and make assertions of your own. What are they?</p> <ul style="list-style-type: none">• What else would you like to know about the author/speaker, or about the society/historical era in which he/she lived?• Based on all of the above, what are potential biases that the document contains? Your answer to this question will shape your understanding of Point of View.• What other types of documents would you need in order to better understand THIS document's point of view?
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Think-Pair-Share: Teacher Rationale and Protocol

Purpose: Providing “think time” increased quality of student response so that students become actively involved in thinking about the concepts presented in the lesson. When students talk over new ideas, they are forced to make sense of those new ideas in terms of their prior knowledge. Their misunderstandings about the topic are often revealed and resolved during the discussion state. Students are more willing to participate since they don’t feel the peer pressure involved in responding in front of the whole class. Think-Pair-Share provides opportunities to bridge concepts as well as schema build for English Learners.

Structure of the activity:

- ✓ Assign Partners—Be sure to assign discussion partners rather than just saying “Turn to a partner and talk it over.” When you don’t assign partners, students frequently turn to the most popular student and leave the other person out.
- ✓ Change Partners—Switch the discussion partners frequently. With students seated in teams, they can pair with the person beside them for one discussion and the person across from them for the next discussion.
- ✓ Monitor Discussion—Walk around and monitor the discussion stage. You will frequently hear misunderstandings that you can address during the whole-group discussion that follows.
- ✓ Randomly Select students—During the sharing stage at the end, call on students randomly. You can do this by having a jar of popsicle sticks that have student names or numbers on them. Draw out a popsicle stick and ask that person to tell what their PARTNER said. The first time you may find they didn’t listen well to their partner, but if you keep using this strategy, they will learn to listen to their partner.

Process outline:

Think:

- 1) The teacher asks one or two questions for students to consider.
- 2) In order to see what they are thinking, and to provide further scaffolding to them if needed, the teacher asks students to jot down key elements of their answer using words or phrases, but not complete sentences.
- 3) Depending on the complexity of the questions, the teacher may assign between three and five minutes for students to jot down their ideas.
- 4) In the meantime, the teacher circulates around the classroom monitoring and checking what students have written. An empty piece of paper may be an indication that the students need support from the teacher.

Pair:

- 5) Students are asked to form dyads. There are many ways of doing this, depending on time available, the nature of the questions, or even what time of the day it is (classes immediately after lunch may require opportunities for movement).

Share:

- 6) Dyads orally share their responses with each other.
- 7) All students should be read –if called upon—to present to the class their partner’s responses first, and then their own.

Viewing with a Focus: Teacher Rationale and Protocol

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

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

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

Process outline:

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

Adapted from Understanding Language by WestEd’s Teacher Professional Development Program

Vocabulary Notebook: Teacher Rationale and Protocol

Purpose: Focuses on developing essential vocabulary and providing vocabulary instruction in context. This notebook also serves as a tool students can use across disciplines and can be adapted for some high-stakes exams (glossary).

Vocabulary Notebook includes

- ✓ Word and Translation (primary language)
- ✓ Picture or Image
- ✓ Definition
- ✓ Source Sentence
- ✓ Original Sentence

Process

Include Key Words Essential to Understanding, those words that cannot be deciphered using content clues.

- 1) In table groups, students share any knowledge they already have on these words (definition, where they have seen/hears it, etc.).
- 2) Teacher walks around the room and notes students' knowledge and/or misconceptions.
- 3) Teacher leads a discussion on these words and provides sample explanations.
- 4) Students record the information in their Vocabulary Notebooks (word/translation, visual or image, definition, source sentence, and original sentence).

NOTE: Teachers may also want to create worksheets or transfer images to a PowerPoint if desired.

You may also want to include other essential words (from AWL and content-specific lists). These may be words that students can decipher meaning using context clues.

- 1) Using “Wordsift,” www.wordsift.com, teacher notes key vocabulary from Academic Word List (AWL) and content-specific vocabulary to alert students to notice while reading the text.
- 2) Student record words in *Vocabulary Notebook* and during/after reading include: translation (EL students), picture or image, definition, example source sentence, original sentence.

Students should include personal new words as well to increase their vocabulary. Teacher should provide students with numerous opportunities for them to say and write using these words.

IMPORTANT NOTE: The first column of the Vocabulary Notebook (Word/Translation) is a personal glossary for English learners. Students can use this on some high-stakes exams, such as the CAHSEE. Students would simply need to cut along the line of the first column to have their personal glossary.

Adapted from Sonja Munevar Gagnon, QTEL training

Vocabulary Review Jigsaw

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

Required for use: To use the Vocabulary Review Jigsaw, the teacher selects key vocabulary items or terms that the students have been introduced to within a unit of study or a text. The teacher prepares five cards—four to be used in the jigsaw and the Answer Key. There are two ways to prepare the jigsaw cards (Version 1 and Version 2). This allows for differentiation based on the level of most students in the class.

In Version 1 (basic or below students), the clues for each word fall into four categories. Three of the categories are very simple: (A) the first letter, (B) the number of syllables, and (C) the last letter. The fourth category, (D), is a working definition of the term. The definition is not one from the dictionary; rather, the teacher’s definition uses knowledge stressed in class and can be written in the teacher’s own words. In Version II (proficient or above students), all the clues are meaningful. Clue A should be the broadest, opening up many possibilities. Clue B, while narrowing the selection of an answer, should still leave it quite open. Clue C should narrow the possibilities. And Clue D should limit the possibilities to the target word.

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

A: the first letter is “h”

B: There are four syllables.

C: The last letter is “e.”

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

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

Process outline:

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

Wordle: Teacher Rationale and Protocol

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

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

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

Process outline:

- 1) Students work in dyads examining the Wordle.
- 2) Students are provided with focus questions, such as “Which words jump out as you (pick two or three)” and “When you think of those words, what images and ideas come to mind?” to guide their discussion.
- 3) Student A begins by responding to the first prompt, followed by Student B.
- 4) When discussing ideas and images, Student B begins, followed by Student A. Once dyads have shared their ideas, students will share their ideas with the other dyads in their small group. Once all students have shared, the teacher may invite several students to share their group’s ideas with the class, noting similarities and differences.
- 5) In the second part of the task, students examine the author’s use of selected words to develop central idea(s).

Adapted from Understanding Language ell.stanford.edu

Thinking Maps: Teacher Rationale and Protocol

Purpose: Thinking Maps are eight specific visual patterns. Visualizing our thinking allows us to have a concrete image of our abstract thoughts. Visual representations enhance the brain's natural ability to detect and construct meaningful patterns. Thinking Maps reduce anxiety by providing familiar visual patterns for thinking and working with complex ideas and situations.

Required for use: Thinking Maps professional development is designed to increase teacher and leadership effectiveness. A 3-5 year plan of action should be designed to address the specific yearly goals within a school or district improvement plan.

Structure of the activity: Each visual is linked to a specific thought process. By connecting a concrete visual design with a specific abstract thought process, students create mental visual patterns for thinking. Thinking Maps are most effective when used to teach readiness standards or objectives. Disciplinary literacy requires students to think critically, creatively and analytically in all content areas. As students learn different concepts with increasing complexity, they can apply the same patterns for cognition in all areas.

Students use visual patterns to work collaboratively for deeper comprehension at all content areas and grade levels. They are empowered with the tools to analyze complex texts and think mathematically for conceptual understanding and problem solving. In addition, students use Thinking Maps for the production and distribution of a range of writing types and purposes

Process outline:

Each Thinking Map is designed to answer guiding questions that are related to a specific thought process.

- 1) Circle Map – defining in context. Understand and use general (Tier 2) and domain-specific (Tier 3) academic vocabulary.
- 2) Tree Map – classifying and grouping. Identify the main idea(s), key supporting ideas and details in complex texts.
- 3) Bubble Map – describing with adjectives. Use relevant descriptive details and sensory language in reading and writing.
- 4) Double Bubble Map –comparing and contrasting. Compare and contrast important points in two texts or points of view; draw comparative inferences about two populations.
- 5) Flow Map – sequencing and ordering. Understand the steps and patterns in complex processes in order to answer questions and solve problems.
- 6) Multi-Flow Map – analyzing causes and effects. Evaluate the argument and specific claims in a text; determine the impact the author’s purpose and point of view have on a text.
- 7) Brace Map – identifying part/whole relationships. Use common affixes to determine and clarify the meaning of unfamiliar vocabulary terms.
- 8) Bridge Map – seeing analogies. ”Choose two historical leaders and show their relationship to important movements or conflicts. Remember to state your relating factor.”

Adapted from thinkingmaps.com/thinking_maps_common_core.php