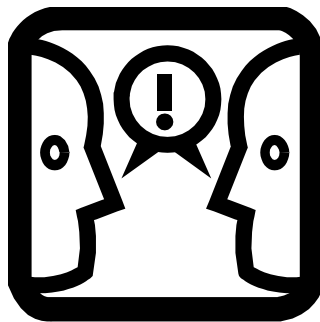


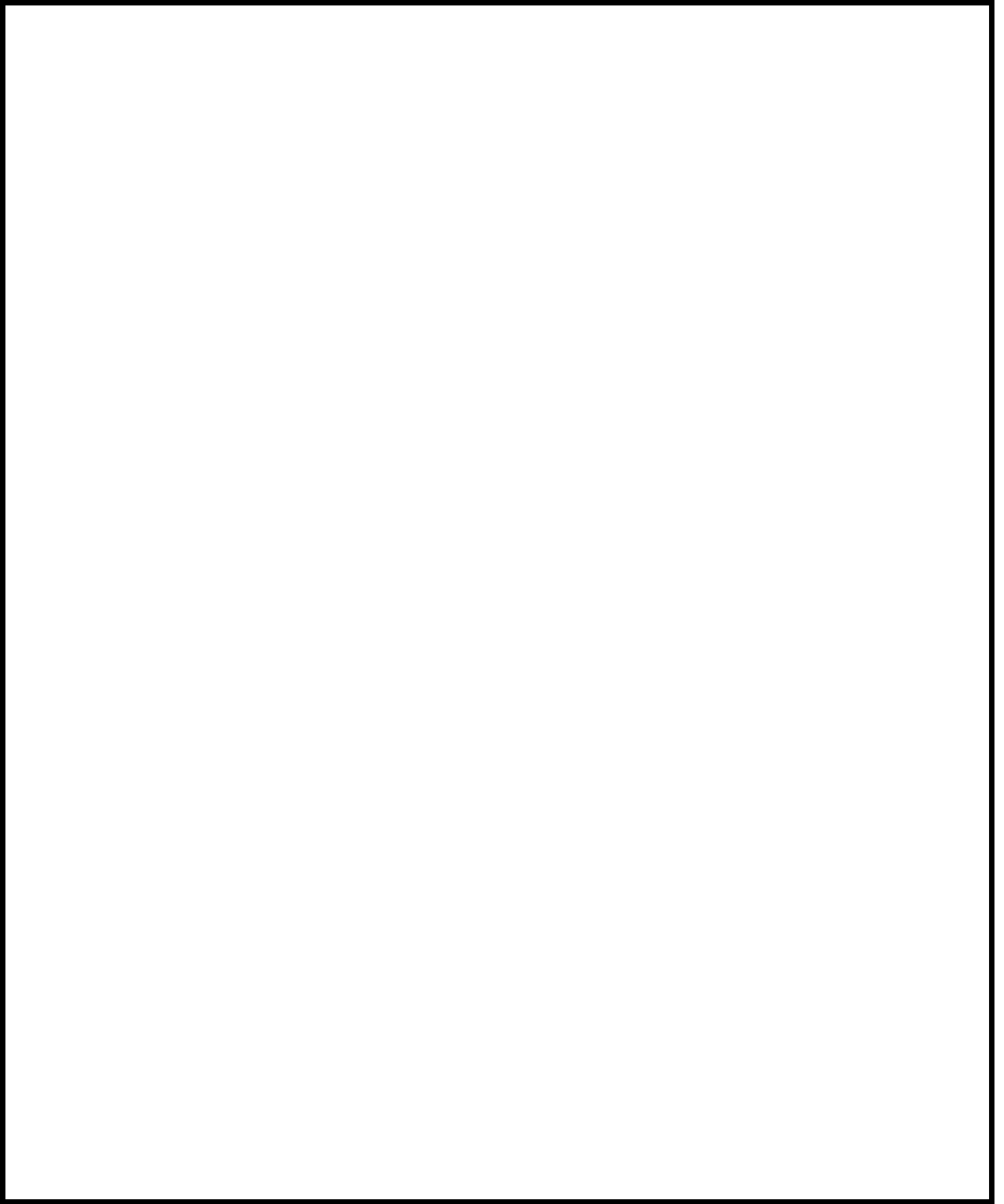
Getting to the Core

English Language Arts
Grade 7 Unit of Study
“The Power of Language”



Final Revision: March 18, 2014

STUDENT RESOURCES



STUDENT RESOURCES

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Extended Anticipatory Guide

Directions: Decide whether you agree or disagree with the statements below before we begin our unit. Share your responses with a partner using the Dyad Share language frames (**Resource 1.2**). At the end of our unit, you will decide whether your opinions have remained the same or have changed, and support your opinion with evidence from the unit.

Statement	Opinion at the beginning of our unit		Opinion at the end of our unit		Evidence
	Agree	Disagree	Agree	Disagree	
1. The words of one person can change the thoughts and actions of a million people.					
2. Inspirational speakers always send positive messages.					
3. I am influenced by other people’s words.					
4. Words people use can have a positive influence on others.					
5. Advertisements and words other people say have no effect on me.					
6. People are easily influenced.					

Dyad Share

Work with your partner using the following language to discuss and determine whether you agree or disagree with the statements in the Extended Anticipatory Guide (**Resource 1.1**):

Frame I

Partner A: I will begin by reading statement 1. (Read statement 1 from the Extended Anticipatory Guide.) Based on what I know, I would say this statement is true/not true, so I will agree/disagree. One reason for my opinion is...

Partner B: I agree/disagree with you. The reason for my agreement/disagreement is that I know that _____. Now I will read statement 2. (Read statement 2 from the Extended Anticipatory Guide.) Based on what I know, I would say this statement is true/not true, so I will agree/disagree.

(Continue through all six of the statements.)

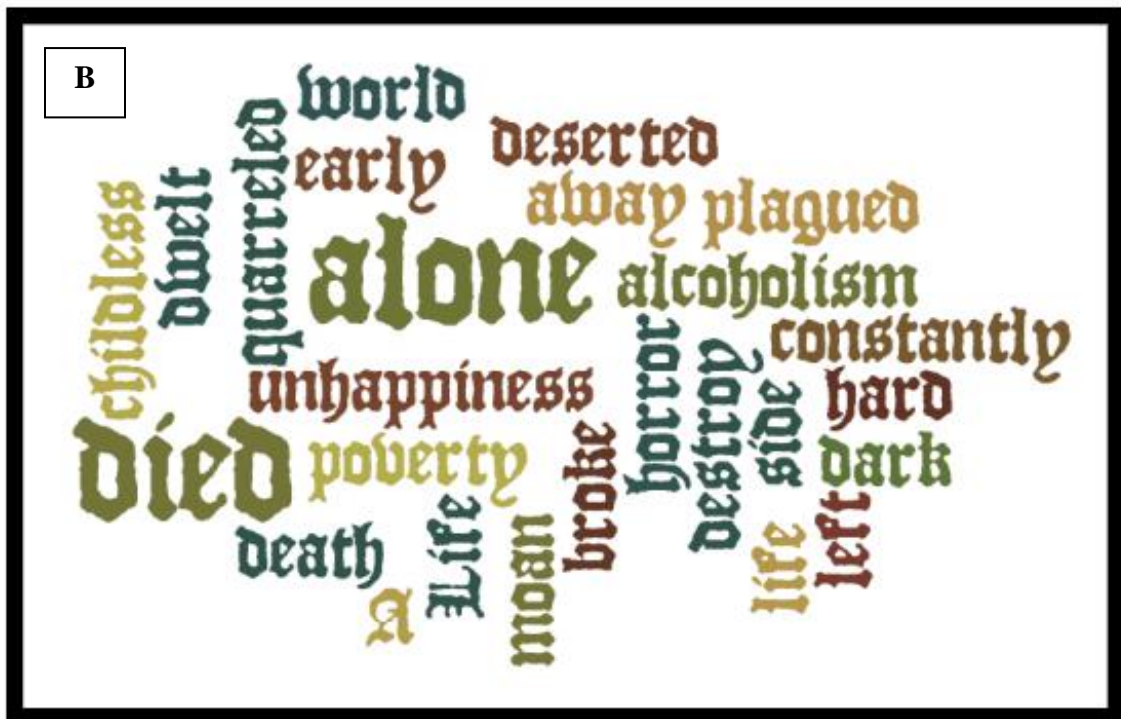
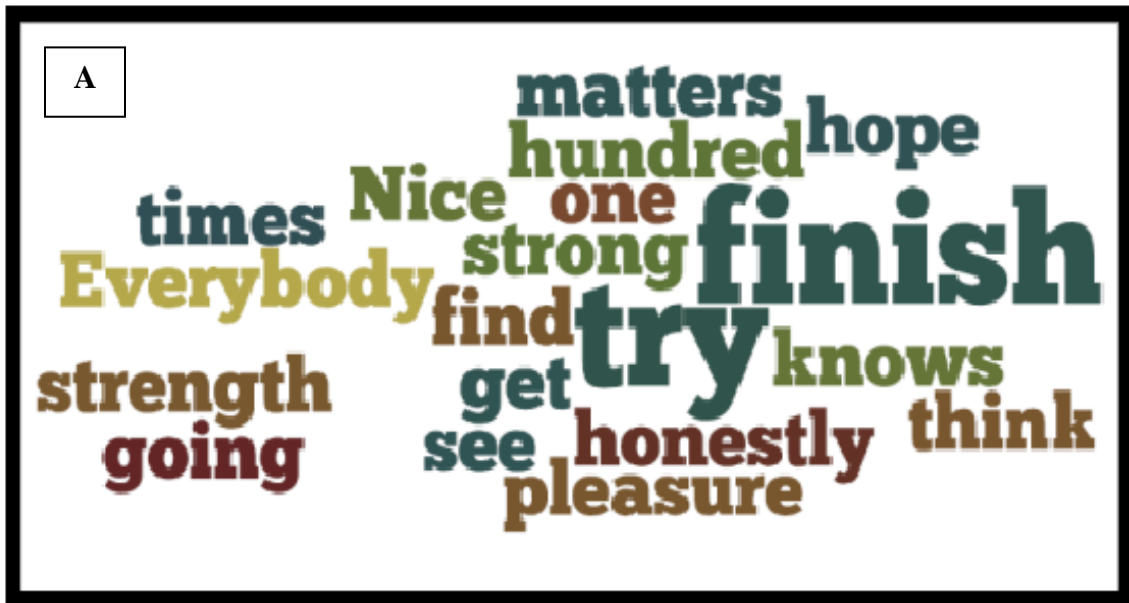
Frame II

Partner A: I will begin by reading statement 1. (Read statement 1 from the Extended Anticipatory Guide.) Based on what I know, I would say I agree/disagree with this statement. One reason for my opinion is that...

Partner B: I agree/disagree with you. The reason for my agreement/disagreement is that I know that _____. Now I will read statement 2. (Read statement 2 from the Extended Anticipatory Guide.) Based on what I know about _____, I would say that I agree/disagree.

(Continue through all six of the statements.)

Wordles



Answer the following reflection questions:

1. How can you describe the types of words in Wordle A and Wordle B?
2. How are the words used in each one different?
3. What message/feelings/thoughts do you get from Wordle A versus Wordle B?



Used with permission from <http://www.copypress.com/blog/your-fragile-emotions-illustrated/>


To Disagree

- Another way to look at it is _____.
- I understand what you said about _____, but I think _____.
- I have a different answer. I wrote down that _____.

To Agree

- You made a good point when you said _____.
- I see what you're saying. I agree because _____.
- My idea builds on _____'s idea. I think _____.

VOCABULARY NOTEBOOK: Plutchik’s Wheel of Emotions

Word & Translation (choose words from Plutchik's Wheel of Emotions)	Picture/Image (look at wheel illustration, then make your own)	Definition	Original Sentence
<p>serenity</p> <hr/> <p>serenidad</p>		<p>the state or quality of being serene, calm, or tranquil; serenity</p>	<p>Listening to soft music with my eyes closed fills me with serenity.</p>
<hr/>			
<hr/>			
<hr/>			
<hr/>			

Word & Translation (choose words from Plutchik's Wheel of Emotions)	Picture/Image (look at wheel illustration, then make your own)	Definition	Original Sentence
/			
/			
/			
/			
/			

Guiding Questions for “Are You Going to Finish Strong?”

1. Based on Nick Vujicic’s words, what do you believe is the purpose of his speech?
2. What is the message he is trying to convey?
3. What are some words or phrases he uses that help to convey his message?
4. How does Nick Vujicic’s speech demonstrate that language has power?
5. How might his words influence others?

“Are You Going to Finish Strong?”*

Nick Vujicic:

“Thank you very much. Nice to see you. My name is Nick Vujicic, and it’s a pleasure to be with you. So I have no limbs, but I have my little chicken drumstick...But honestly, along the way you might fall down like this; ready? So what do you do when you fall down? You get back up. Everybody knows to get back up because if I start walking I’m not going to get anywhere. But I tell you there are some times in life where you fall down and you feel like you don’t have the strength to get back up. Do you think you have hope? Because I tell you, I’m down here, face down, and I have no arms, no legs. It should be impossible for me to get back up. But it’s not. You see, I will try one hundred times to get up, and if I fail one hundred times, if I fail and I give up, do you think that I’m ever going to get up? No! But if I fail and I try again, and again, and again, but I just want you to know that it’s not the end – it matters how you’re going to finish. Are you going to finish strong? You will find that strength to get back up like this.”

Partner Share:

- Based on Nick Vujicic’s speech, I believe his purpose is...
- The speaker uses _____ and _____ to convey his message that...
For example, ...
- Nick’s words and actions work together to express... by...

*From TeacherTube: http://www.teachertube.com/viewVideo.php?video_id=75383

Motivational Speech Rubric

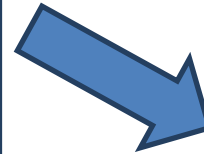
Prompt: Think of a situation that may be negatively affecting other students your age. Write a short, motivational speech that includes strong, positive words to encourage others to overcome adversity.

	4	3	2	1
Opening	Engaging opening that orients the audience to the topic and theme. Audience knows what will follow.	Clear opening that orients audience to topic and theme, but is not engaging. Audience has a good sense of what will follow.	Opening only orients the audience to the topic or theme, but not both. Audience has some sense of what will follow.	No clear opening. Audience is unsure of what the theme is. No basis for audience to predict or follow.
Logic	Connects all ideas logically and builds a compelling, cumulative statement.	Connects most ideas logically and builds a cumulative statement.	Connects some ideas logically and creates a general sense of cumulative statement.	Does not connect ideas logically and makes few or no logical connection between statements.
Vocabulary	Uses precise, evocative language throughout that is appropriate to the audience.	Uses strong accurate language throughout that is appropriate to theme and audience.	Uses occasional strong, accurate language that is appropriate to the theme of the audience.	Uses vague and weak language and/or uses language that violates school honor code.
Conclusion	Creative restatement of main theme and major supports. Strong call to action or beliefs.	Clear restatement of main theme and major supports. Audience is asked to respond to a call to action or belief.	There is some restatement of the main theme and major support.	No clear conclusion. The speech just seems to stop.

Group Share Language Frames:

- Similarly to Nick Vujicic, I used the word/phrase “ _____ ” in order to influence others to _____.
- I selected the word/phrase “ _____ ” because I wanted my audience to _____.

Evidence



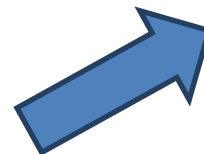
Teacher question: What was Nagaina’s motivation for wanting to get rid of Rikki Tikki?

Student Response/Topic Sentence:

Paraphrase Evidence



Analyze Evidence



Conclusion

Paraphrasing Tips

- Eliminate information that is not critical to the main idea in the sentence.
- Rephrase words/phrases to express the author’s central idea in a different way.
- Include signal words/phrases to link key details/ideas together.

Topic Sentence Tips

Did I include?

- Title of Text
- Author
- Main Idea/Claim
- Strong Academic Verb

Example from Rikki Tikki Tavi:

Evidence from the text (page 28 of the Holt textbook):

“So long as the bungalow is empty, we are king and queen of the garden; and remember that as soon as our eggs in the melon bed hatch, our children will need room and quiet.”

Paraphrased:

In this part of the story, *Rikki Tikki Tavi* by Rudyard Kipling, the author reveals the cobras’ motives for wanting to get rid of Rikki Tikki and the family in order to keep the garden for themselves and their children.

Analysis of Evidence

To **analyze** means to take apart something and examine it closely (dissect, or break down the information) in order to understand it better or discover more about it. Analysis of details or evidence in texts requires you to *offer your own interpretations (explanations) or evaluations (value judgments)* related to those details or evidence. When writers effectively analyze information from texts, they often use one or more of the following strategies (see chart below). Use the chart below to guide and develop your analytical thinking when responding to textual details/evidence.

Strategy	Thinking
<i>How do I analyze details/evidence from a text?</i>	<i>What questions can I ask myself to develop my analysis?</i>
1. Explain the significance (importance) of the quote/reference.	<ul style="list-style-type: none"> ▪ Why is this significant? ▪ What new information is revealed and how? ▪ How may this information affect others?
2. Interpret (explain) the meaning of the quotation/reference.	<ul style="list-style-type: none"> ▪ What do these words or phrases mean? ▪ What is the author suggesting or implying when he states this? ▪ What kind of language is used (i.e., figurative language) and why?
3. Examine the effects and consequences noted in the quote/reference.	<ul style="list-style-type: none"> ▪ What is the impact on other people, places, or things? Explain. ▪ Why should we care about these effects or consequences? ▪ Does the author provide evidence-based explanations that link the cause(s) to the effect(s)? Are there any missing details?
4. Evaluate (justify or take a position) on ideas introduced in the quote/reference.	<ul style="list-style-type: none"> ▪ Are the claims/opinions stated by the author valid (reasonable) and supported by evidence? ▪ What kind of evidence does the writer include? Is the evidence valid and reliable?

Examples of language frames:

1. The quote "...," is significant because it reveals that...
2. When he/she states "...," the author is suggesting that....
3. The author’s choice of words are important because they affect...by...
4. The author’s claim is/is not valid because...

Evidence

Teacher question: How do Nick Vujicic’s words and actions (verbal and non-verbal communication) support the idea that language can be used to create positive changes in others?

Student Response/Topic Sentence:

Paraphrase Evidence

Conclusion

Analyze Evidence

Basic Structure of an Analytical Paragraph

Typical Text Structure (TEPAC)

Topic Sentence

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

Evidence

- Include specific details from the text to support the topic sentence.

Paraphrase Evidence

- Use your own thinking and language to express the author's ideas.

Analysis of Evidence

- Explain the significance (provide an interpretation) of the evidence.

Concluding Statement

- Explain how the evidence connects back to the topic sentence/claim.

Analytical Writing: Strong Academic Verbs

(Verbs express action, state of being, or a relation between two things.)

<i>Verbs to express what a person says</i>	<i>Verbs to express the significance of the evidence</i>	
believes feels demonstrates explains contends shows (us) suggests states asserts argues claims advises acknowledges recognize agrees concedes emphasizes insists declares observes reminds us reports urges assumes	tells (us) shows (us) demonstrates reveals signifies illustrates suggestions illustrates suggests implies confirms proves points out informs (us) explains affirms makes it evident indicates	THAT

Examples of Language Frames

- The following examples **make it evident that...**
- _____ tends to **believe that...**
- _____ **insists that** we need to...
- Through his/her experience, _____ **demonstrates that...**
- The quote on _____ **reveals that...**
- The quote on page _____ **illustrates that...**

Analytical Paragraph Scoring Guide

ADVANCED

- Includes all of the Proficient criteria plus:
- 4 or more sentences of analysis (see **Resource 2.3**)
- 4 or more examples of strong academic verbs (see **Resource 2.6**)

PROFICIENT

Content

- States a claim
- Cites textual evidence to support claim
- Paraphrases the evidence (see **Resource 2.2**)
- Analyzes the evidence in support of the claim in one or more of the following ways (see **Resource 2.3**):
 - Explains significance (importance)
 - Interprets (provides meaning of) information
 - Examines causes/effects
 - Evaluates ideas/rhetoric
- Concludes by stating how the evidence supports the claim

Language

- Includes 2-3 transitions
- Includes 2-3 strong academic verbs (see **Resource 2.6**)
- Uses complete sentences

BASIC

- Includes 4 of the “content” Proficient criteria
- Includes 2 of the “language” Proficient criteria

BELOW BASIC

- Includes fewer than 4 of the “content” Proficient criteria
- Includes fewer than 2 of the “language” Proficient criteria
- Task to be repeated after re-teaching
- Comments:

Analytical Writing Language Dyad Share

Work with your partner using the following language to practice using academic language before writing your analytical paragraph:

Partner A: What evidence do you have to support your topic sentence or claim?

Partner B: As an example, in line ___ of the text, it reads...
This supports my claim by...

Partner A: Okay, give me an example of how you will paraphrase evidence.

Partner B: Using my own thinking and language to express the author’s ideas, I will write that...

Partner A: Explain the significance of the evidence you will use.

Partner B: My interpretation or understanding of the evidence is that...

Partner A: How will you connect the evidence back to your topic sentence or claim?

Partner B: In my concluding statement, I will connect the evidence back to my topic sentence by...

(Alternate roles and repeat the process.)

PEER REVIEW FORM

Work with a partner to take turns reviewing each other’s paragraphs using the scoring guide and questions below:

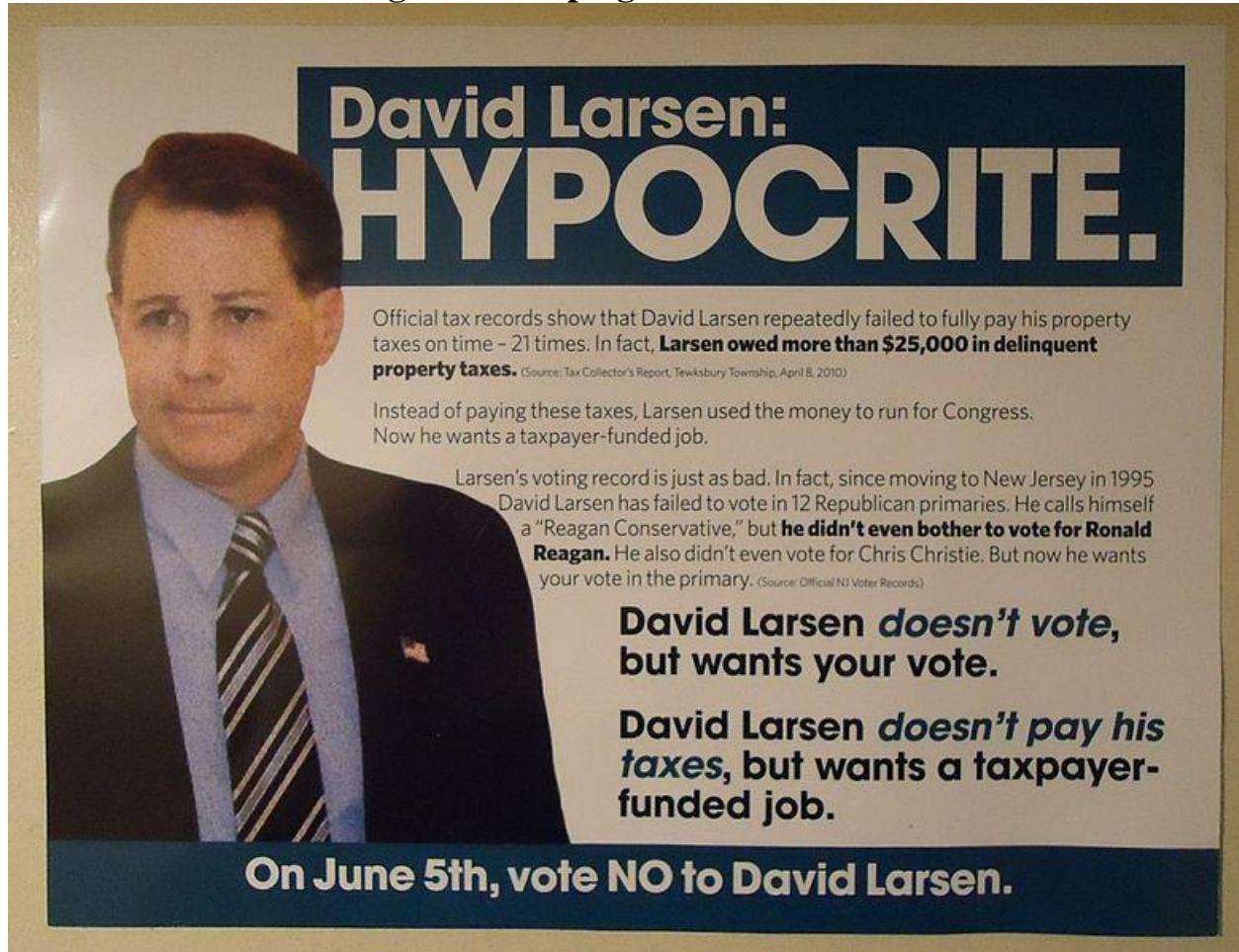
Scoring Guide

- 1 = insufficient
- 2 = developing
- 3 = sufficient
- 4 = exemplary

1. Is there a clear topic sentence that identifies the text and author and introduces the writer’s claim?	Self	1	2	3	4
	Partner	1	2	3	4
2. Is text-based evidence used to support the claim, and is it paraphrased effectively?	Self	1	2	3	4
	Partner	1	2	3	4
3. Does the writer’s analysis of the evidence support the claim effectively?	Self	1	2	3	4
	Partner	1	2	3	4
4. Does the paragraph include transition words/phrases that sequence the ideas and information?	Self	1	2	3	4
	Partner	1	2	3	4
5. Does the paragraph include strong academic verbs that express the writer’s ideas effectively?	Self	1	2	3	4
	Partner	1	2	3	4
6. Are complete sentences used?	Self	1	2	3	4
	Partner	1	2	3	4
7. Is there a clear concluding statement that explains how the evidence connects back to the topic sentence/claim?	Self	1	2	3	4
	Partner	1	2	3	4

Using the feedback received from your partner, now revise your paragraph to include any elements that may have been missed and any corrections needed to improve your writing.

Negative Campaign Advertisement



Campaign Advertisement Transcript

- 1 **David Larsen: HYPOCRITE.** Official tax records show that David Larsen repeatedly failed to fully pay
- 2 his property taxes on time – 21 times. In fact, **Larsen owed more than \$25,000 in delinquent property**
- 3 **taxes.** (Source: Tax Collector’s Report, Tewksbury Township, April 8, 2010)
- 4 Instead of paying these taxes, Larsen used the money to run for Congress. Now he wants a taxpayer-
- 5 funded job.
- 6 Larsen’s voting record is just as bad. In fact, since moving to New Jersey in 1995 David Larsen has failed
- 7 to vote in 12 Republican primaries. He calls himself a “Reagan Conservative,” but **he didn’t even bother**
- 8 **to vote for Ronald Reagan.** He also didn’t even vote for Chris Christie [governor of New Jersey]. But
- 9 now he wants your vote in the primary. (Source: Official NJ Voter Records)
- 10 **David Larsen *doesn’t* vote, but wants your vote.**
- 11 **David Larsen *doesn’t* pay his taxes, but wants a taxpayer-funded job.**
- 12 **On June 5th, vote NO to David Larsen.**

Negative Campaign Advertisement

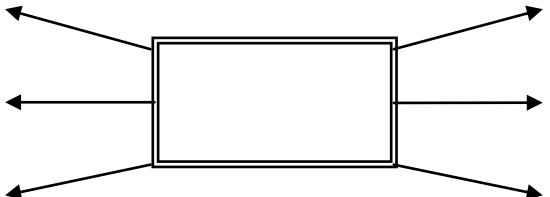
Description: Negative attack advertising has been shown to be highly effective in winning elections. Often there is a photo of a frowning or non-smiling politician, surrounded by nasty adjectives, which rarely deals with serious public issues, but rather focuses on real or perceived character flaws. In this example, advertisers for in-office New Jersey congressperson Leonard Lance attack a challenger, David Larsen. (Retrieved from http://en.wikipedia.org/wiki/File:Example_of_negative_attack_ad_mailing.jpg 5-21-13.)

Partner Share:

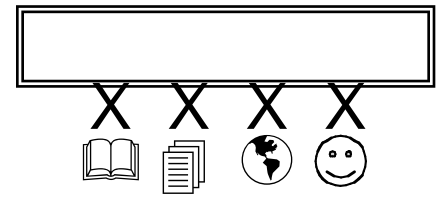
- I believe the word _____ is loaded because it is (repeated/emphasized) to persuade the reader that...

- I believe the word _____ is loaded because it influences the reader to (feel/think that)...

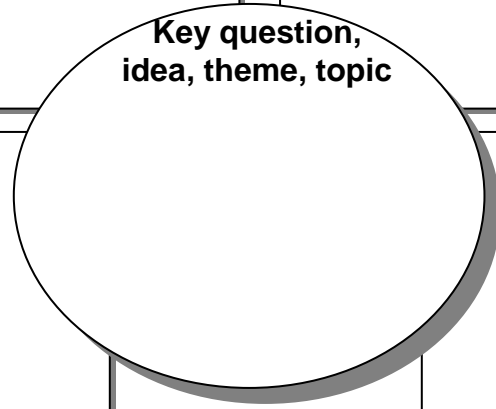
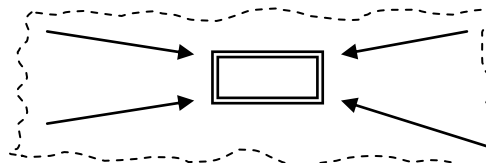
Academic Conversation Placemat



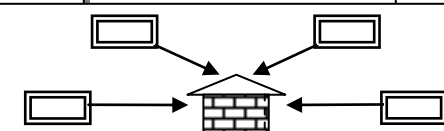
<p>Prompt starters: Can you elaborate on...? What does that mean? What do you mean by...? Can you clarify the part about...? Tell me more about... How is that important? How does it support your point that... I understand the part about..., but I want to know... Can you be more specific?</p>	<p>Response starters: I think it means... In other words, More specifically, it is ... because... Let's see, an analogy might be... It is important because...</p>
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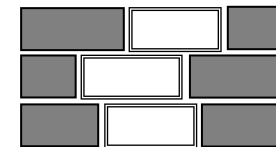
<p>Prompt starters: Can you give an example from the text? Where does it say that? What are examples from other texts? What is a real world example? Are there any cases of that in real life? Can you give an example from your life?</p>	<p>Response starters: For example, In the text it said that... Remember in the other story we read that... An example from my life is One case that illustrates this is...</p>
--	--

<p>Prompt starters: Is that clear? Can I hear what you heard? Does that make sense? Do you know what I mean? What do you think? I'm not sure of all that I said.</p>	<p>Response starters: Let me see if I heard you right... To paraphrase what you just said, you... In other words, you are saying that... What I understood was... It sounds like you think that...</p>
---	--



<p>Prompt starters: How can we summarize what we discussed? What have we discussed? How can we bring these ideas together? What is the main point we want to communicate after discussing this? What is our conclusion?</p>	<p>Response starters: We can say that... It boils down to... We can agree that... Even though some might think that..., we conclude that...</p>
---	--



<p>Prompt starters: How can we add to this idea of... What other ideas or examples relate to this idea? What else could support this idea? Do you agree? What contradicts this? What are other points of view?</p>	<p>Response starters: I would add that... Building on your idea that..., I think... That idea connects to... I see it a different way, On the other hand, ... Let's stay focused on the idea of.... Let's get back to the idea of... That makes me think of...</p>
---	---

NEGATIVE CAMPAIGN ADVERTISEMENT

Questions	Say (What information is presented? Use direct quotes)	Mean (What does the quote mean? What are its implications?)	Matter (So what? What is the significance? What was the author's purpose in writing this?)
1. Of what is David Larsen being accused in lines 1-5?			
2. How does the author characterize Larsen throughout the advertisement?			
3. Which words are in bold print? What effect do they have on you as a reader?			

Evidence

Teacher question: How does the campaign advertisement use language to create a negative attitude about the candidate?
Student Response/Topic Sentence:

Paraphrase Evidence

Analyze Evidence

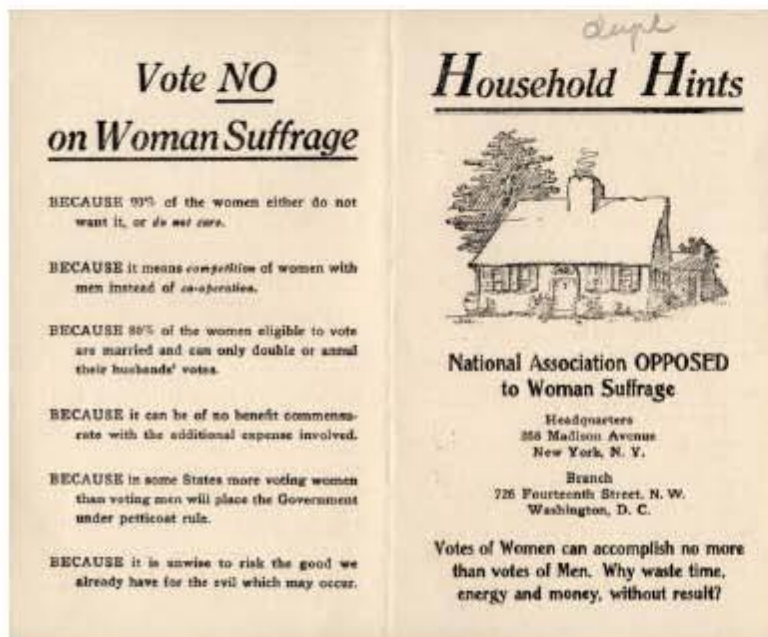
Conclusion



Document Study Sheet: Pamphlet from the National Association Opposed to Woman Suffrage

Pamphlet from the National Association OPPOSED to Woman Suffrage, c. 1910s

TYPE: Organizational Record **TOPICS:** Health, Education & Welfare
TIME: 1900-1949 Law & Politics
LEVEL: Middle School and above Women's Activism & Rights



TRANSCRIPTION

Page 1
Household Hints

National Association OPPOSED to Woman Suffrage
 Headquarters
 268 Madison Avenue
 New York, N.Y.

Branch
 725 Fourteenth Street, N.W.
 Washington, D.C.

Votes of Women can accomplish no more than votes of Men. Why waste time, energy and money, without result?

energy and money, without result?

Page 2

Housewives!

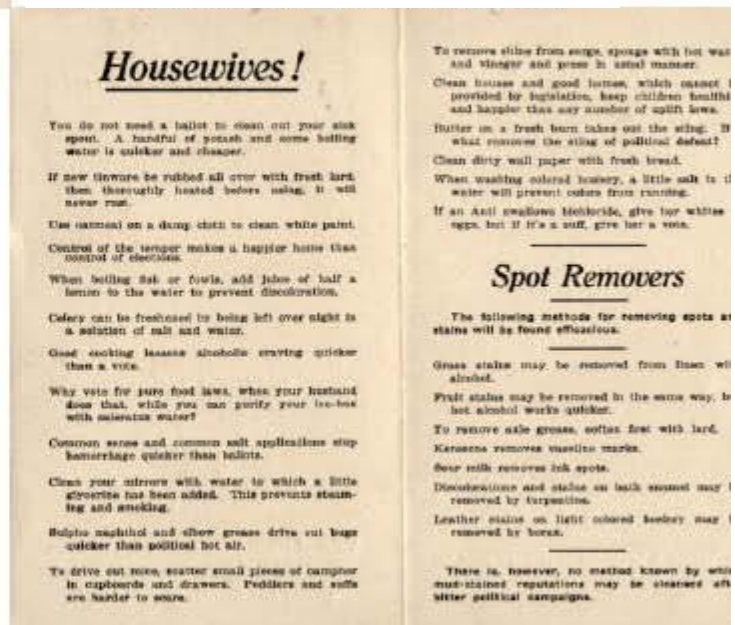
You do not need a ballot to clean out your sink spout. A handful of potash and some boiling water is quicker and cheaper.

If new tinware be rubbed all over with fresh lard, then thoroughly heated before using, it will never rust.

Use oatmeal on a damp cloth to clean white paint.

Control of the temper makes a happier home than control of elections.

When boiling fish or fowls, add juice of half a lemon to the water to prevent discolorations.



Celery can be freshened by being left over night in a solution of salt and water.

Good cooking lessons alcoholic cravings quicker than a vote.

Why vote for pure food laws, when your husband does that, while you can purify your Ice-box with saleratus¹ water?

Common sense and common salt applications stop hemorrhage² quicker than ballots.

Clean your mirrors with water to which a little glycerine³ has been added. This prevents steaming and smoking.

Sulpho naphthol and elbow grease⁴ drive out bugs quicker than political hot air.

To drive out mice, scatter small pieces of camphor⁵ in cupboards and drawers. Peddlers and suffs⁶ are harder to scare.

Page 3

To remove shine from serge⁷, sponge with hot water and vinegar and press in usual manner.

Clean houses and good homes, which cannot be provided by legislation, keep children healthier and happier than any number of uplift laws.

Butter on a fresh burn takes out the sting. But what removes the sting of political defeat?

Clean dirty wall paper with fresh bread.

When washing colored hosiery⁸, a little salt in the water will prevent colors from running.

If an Anti swallows bichloride⁹, give her whites of eggs, but if it's a suff, give her a vote.

Spot Removers

The following methods for removing spots and stains will be found efficacious¹⁰.

Grass stains may be removed from linen¹¹ with alcohol.

Fruit stains may be removed in the same way, but hot alcohol works quicker.

¹ Saleratus is a pre-cursor of baking soda.

² Hemorrhage is heavy bleeding.

³ Glycerine is a colorless, odorless, syrupy liquid.

⁴ Sulpho naphthol is a medicine that was used in the late 1800s to early 1900s; elbow grease is an idiom for putting in hard labor.

⁵ Camphor is a pleasant-smelling medicine used to treat pain and itching.

⁶ Peddlars are door-to-door salesmen; "suff" is a nickname for suffragists, or people who were active in working toward getting women the right to vote.

⁷ Serge is a type of fabric used to make clothes.

⁸ Hosiery refers to stockings or socks of any kind.

⁹ "Anti" is a nickname for anti-suffragists, or people who did not want to give women the right to vote; bichloride is a poisonous chemical compound.

¹⁰ Efficacious means effective in achieving the desired results.

¹¹ Linen is a natural fabric often used for bedding, tablecloths, and shirts. SAUSD Common Core Unit

To remove axle grease, soften first with lard¹².

Kerosene removes vaseline¹³ marks.

Sour milk removes ink spots.

Discolorations and stains on bath enamel may be removed by turpentine¹⁴.

Leather stains on light colored hosiery may be removed by borax¹⁵.

There is, however, no method known by which mud-stained reputation may be cleaned after bitter political campaigns.

Page 4

Vote NO on Woman Suffrage

BECAUSE 90% of the women either do not want it, or *do not care*.

BECAUSE it means *competition* of women with men instead of *co-operation*.

BECAUSE 80% of the women eligible to vote are married and can only double or annul¹⁶ their husband's votes.

BECAUSE it can be of no benefit commensurate¹⁷ with the additional expense involved.

BECAUSE in some States more voting women than voting men will place the Government under petticoat rule¹⁸.

BECAUSE it is unwise to risk the good we already have for the evil which may occur.

HISTORICAL BACKGROUND

Despite early differences with respect to strategy, after 1900 most advocates for women's rights pursued a unified and coordinated effort to gain the vote, suffrage. The majority agreed that a Constitutional amendment was the best approach, and they integrated activities on local, state, and federal levels.

Opposition to the goal of women's suffrage came from many arenas. Some objected because they believed that women would only duplicate the voting of their husbands, while others believed that women were unable to exert the rational thought that voting required. Many also argued that women were morally superior to the American political system and that voting would violate the special position they held as society's caregivers. Still others maintained that husbands, fathers, and sons were best able to represent the interests of the women in their lives.

¹² Axle grease is a machine lubricant; lard is animal fat.

¹³ Both kerosene and vaseline are petroleum products; kerosene is widely used as a cleaning solvent and vaseline is a lubricating jelly.

¹⁴ Turpentine is a colorless, flammable liquid used in paints and varnishes.

¹⁵ Borax is a white, powdery cleanser.

¹⁶ Annul means to cancel out.

¹⁷ Commensurate means having the same measure.

¹⁸ Petticoat rule refers to women having power in government. A petticoat is an underskirt that women used to wear.

This pamphlet conveys these many varied concerns. It also reflects another aspect of American life in the early twentieth century -- literature aimed at a female audience. The period witnessed a rapid increase in women's magazines, advice columns, and other media. By portraying their arguments as "helpful hints," this Association emphasized women's domestic sphere and conveyed the opposition of many to the contemporary reality of increased female participation in affairs outside of the home.

For more on the efforts for and against suffrage, go to JWA's *Women of Valor* exhibit at <http://www.jwa.org/exhibits/wov/weil/>.

DISCUSSION QUESTIONS

1. Identify the major arguments this pamphlet presents against giving women the vote. Are these points ideologically consistent¹⁹ with one another?
2. About what do those opposed to giving women the vote seem most afraid?
3. Identify the connection made here between the vote and household activities. Why did the Association make these connections?
4. Why have some hints been placed in the Housewives! category and others in Spot Removers?
5. Do you think this pamphlet helped or hurt the cause of those who opposed women's suffrage?
6. Why do you think pamphlet's author chose to put a house on its front cover?

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¹⁹ Ideologically consistent means that the ideas expressed all match a group's set of beliefs.
SAUSD Common Core Unit

ANNOTATION SYMBOLS CHART

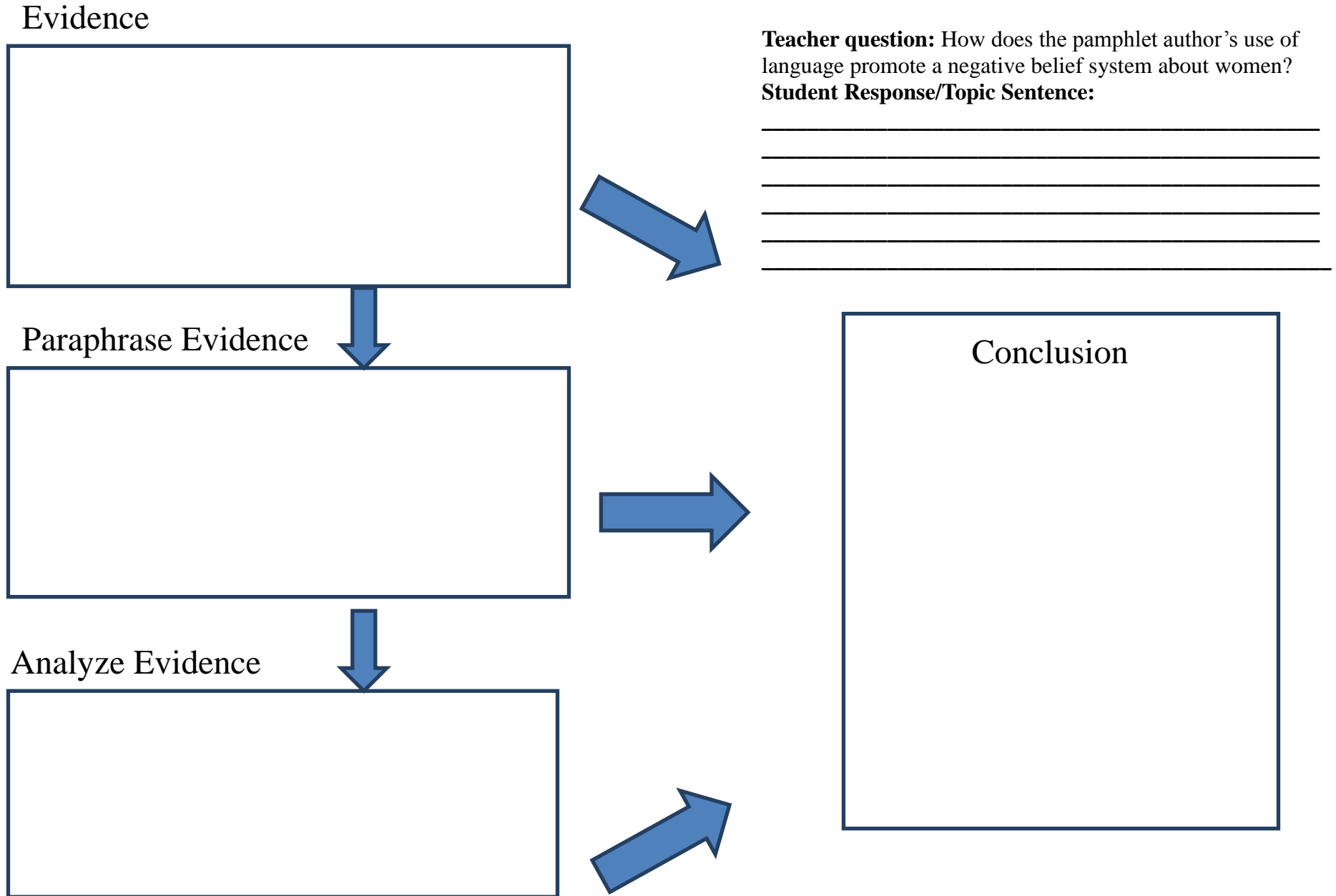
Symbol	Comment/Question/Response	Sample Language Support
?	<ul style="list-style-type: none"> • Questions I have • Wonderings I have • Confusing parts for me 	<ul style="list-style-type: none"> • The statement, “...” is confusing because... • I am unclear about the following sentence(s)... • I don’t understand what s/he means when s/he states...
+	<ul style="list-style-type: none"> • Ideas/statements I agree with 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • I disagree with the author’s idea that...because... • Unlike the author, I do not believe that...because... • The author claims that...However, I disagree because...
★	<ul style="list-style-type: none"> • Author’s main points • Key ideas expressed • Significant ideas 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • I was shocked to read that...(further explanation) • How can anyone claim that... • The part about...made me feel...
○	<ul style="list-style-type: none"> • Ideas/sections you connect with • What this reminds you of 	<ul style="list-style-type: none"> • This section reminded me of... • I can connect with what the author said because... • This experience connects with my own experience in that...

Example of possible annotations:

★ *Main point* — *I disagree with this statement because I believe that women’s votes might accomplish more than men’s votes in some cases.*

Votes of Women can accomplish no more than votes of Men. Why waste time, energy and money, without result? ? *Why does the author believe that women’s votes would be a waste of time, energy and money? I don’t understand why he/she thinks this way.*

These words reminded me of what my uncle used to say about paying taxes.



What are the implied (unsaid) words in this advertisement? Who is the intended audience?

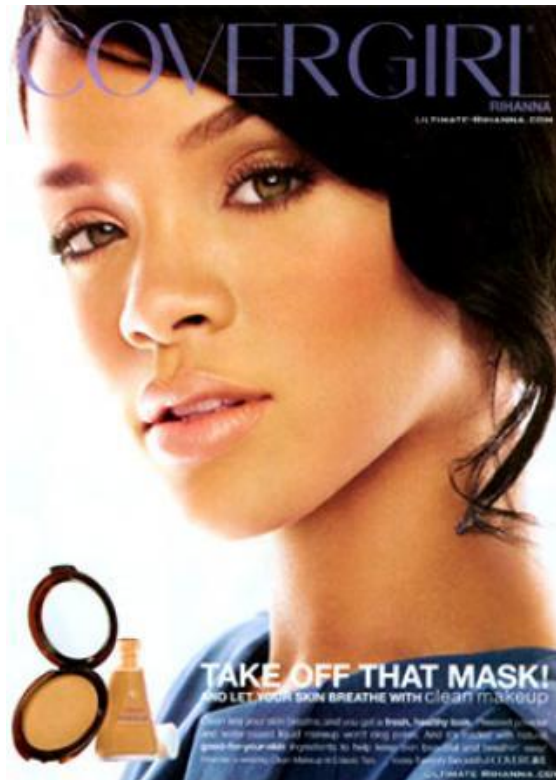


Image sources: 1st picture: *Fitness: Mind, Body & Spirit* June 2010; pg. 16; 2nd picture: <http://www.e357.net/picsvpwc/rihanna-cover-girl/>; 3rd picture: *Vogue Magazine*, April 2008 cover (FOR CLASSROOM USE ONLY)

Three Step Interview: Advertisement Quick-Write Responses

1. **Step One** – Student A asks Student B the Quick-Write questions. Student B responds. Student A must listen carefully because s/he will have to repeat it to the table group. (Student C is also interviewing Student D in the same manner.)

2. **Step Two** – Student B now asks Student A the Quick-Write question. Student A responds. Student B must listen carefully because s/he will have to repeat it to the table group. (Student D is also interviewing Student C in the same manner.)

3. **Step Three** – Each person shares his/her partner’s response to the Quick-Write question with their group members. (All four students – A, B, C, D – are sharing together.)

Language supports for Three Step Interview share out:

- My partner stated that the unspoken words in this advertisement are... S/he explained that it tells him/her that....
- My partner shared something very interesting; s/he said...
- My partner shared an experience that revealed that _____ and _____ are some unsaid words from the advertisement, and that the ad tells him/her that...

Directions: Choose two of the lines below and read them aloud to your partner. Then make a prediction of what you think the poem will be about.

I’m Nobody! (SCRAMBLE)

Then there’s a pair of us! Don’t tell!

To tell your name the livelong June

Are you Nobody too?

How dreary to be Somebody!

I’m Nobody! Who are you?

they’d banish us, you know!

To an admiring Bog!

How public – like a Frog –

Prediction sentence frame:

From my preview of the two lines of this poem, “I’m Nobody!”, I predict that the poem will (explain, describe, compare, contrast, present, offer...etc.)_____ because the text says _____.

I'm Nobody!

By Emily Dickinson

1 I'm Nobody! Who are you?
2 Are you Nobody too?
3 Then there's a pair of us!
4 Don't tell! they'd banish us, you know!

5 How dreary to be Somebody!
6 How public – like a Frog –
7 To tell your name the livelong June
8 To an admiring Bog!

“I’m Nobody” Round Robin Read Aloud

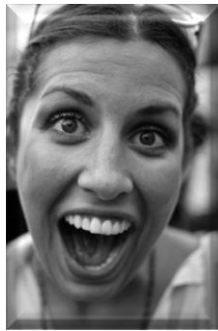
Instructions: In a group of four, you will each read the poem, “I’m Nobody,” by Emily Dickinson aloud in an emotional tone that you will choose from the options below. (Each group member must choose a different emotional tone and decide on the reading order.) As you take turns listening to each other read, think about what the poem means. After completing the readings, write a short response to the prompt at the bottom of the page and discuss your answer with your group members.



embarrassed



grumpy



excited



happy

*Google Image Advance search - usage rights: free to use or share.

What is the poem’s central idea or theme? Why do you think so?

“I’m Nobody” Guiding Questions

1. How can you describe the author’s *tone*, or attitude toward herself? Use evidence from the text.
2. Is the word “nobody” used positively or negatively? Use evidence from the text to support your idea.
3. What *mood*, in other words, what message/feelings/thoughts, do you get from the poem? Use evidence from the text.
4. Why do you think the author wrote this poem? Was she responding to someone else’s words? Use evidence from the text to guide your thinking and support your answer.

DO/SAY CHART

“I’m Nobody!”

Section / Line #	DO What is the author doing?	SAY/MEAN What is the author/text saying? What does it mean? What is its significance?
Line 1 and 2	<i>Introduces herself and asks the audience a question.</i>	The author is saying that she is nobody, which makes us think she is not important. She asks her reader who he/she is using the pronoun “you.” She asks if “you” are also “nobody.”
Line 3	<i>States that there are now two of “us” who are “nobody.”</i>	She says “Then there’s a pair of us!” She seems excited because she uses an exclamation mark here. The word “pair” indicates that the two people are now together or friends.
Line 4	<i>Gives a warning to the reader.</i>	
Line 5	<i>States her opinion about being “Somebody.”</i>	
Line 6		
Line 7 and 8		

Central Idea/Theme

Ex: In the poem “I’m Nobody!” Emily Dickinson (conveys, states, urges, explains, claims, discusses)...

How are words used to influence beliefs? How does Dickinson choose to react to others’ words?

DO/SAY CHART

“I’m Nobody!”

Section / Line #	DO What is the author doing?	SAY/MEAN What is the author/text saying? What does it mean? What is its significance?
Line 1 and 2		
Line 3		
Line 4		
Line 5		
Line 6		
Line 7 and 8		

Central Idea/Theme
Ex: In the poem “I’m Nobody!” Emily Dickinson (conveys, states, urges, explains, claims, discusses)...

How are words used to influence beliefs? How does Dickinson choose to react to others’ words?

Additional Suggested Task for Depth and Enrichment: “I’m Nobody! Personal Poem”

This task provides a creative way to personalize what you have learned.

1. In the poem “I’m Nobody!” by Emily Dickinson, the poet describes and expresses her feelings related to the impact words have had on her.
2. Reflect on words that have influenced you. Engage in a think – write – pair – share to brainstorm ideas for this topic (What words have influenced you positively or negatively?).
3. Review the poetry writing assignment and the “I’m Nobody! Personal Poem Rubric.” You will write your own version of “I’m Nobody.”
4. Use the following questions to help guide your writing: Write a poem describing how words have influenced YOU. In other words, how have words made you feel? How have words, said and unsaid, affected who you are?
5. You may use the template below as a starting point, but it is not necessary.

I’m Nobody! Poem Template

Stanza 1

I’m _____

Are you _____

Then there’s _____

Don’t _____

Stanza 2

How _____

How _____

To tell _____

To an _____

I'm Nobody! Personal Poem Rubric

Performance Indicators	Outstanding	Passing	Needs Revision
Content	<ul style="list-style-type: none"> - Addresses all parts of the task. - Poem details creatively and thoroughly reflect how words have influenced you. - Provides strong evidence/information, via details/symbols to express ideas. 	<ul style="list-style-type: none"> - Addresses all parts of the task. - Poem details are relevant and reflect how words have influenced you. - Provides sufficient evidence/information, via details/symbols to express ideas. 	<ul style="list-style-type: none"> - Does not address part of the task. - Poem includes irrelevant or uninspired details. - Insufficient evidence to express ideas.
Language	<ul style="list-style-type: none"> - Uses appropriate and varied words, phrases, and clauses to create cohesion. - Uses precise language and topic-specific vocabulary. - Uses correct English spelling and conventions (taking into account artistic forms). 	<ul style="list-style-type: none"> - Uses appropriate words, phrases, and clauses to create cohesion. - Uses precise language and topic-specific vocabulary. - Uses mostly correct English spelling and conventions (taking into account artistic forms). 	<ul style="list-style-type: none"> - Does not use appropriate words, phrases, and clauses. - Uses mostly vague or off-topic language. - Frequent mistakes in English spelling and conventions (not due to artistic forms).
Format	<ul style="list-style-type: none"> - Neat and organized. - Follows guidelines for this work. 	<ul style="list-style-type: none"> - Neat and organized. - Follows guidelines for this work. 	<ul style="list-style-type: none"> - Messy and unprofessional. - Shows lack of effort.

Reflection Quick-Write

In the poem, “I’m Nobody,” Emily Dickinson expresses her feelings related to the impact language has had on her. Reflect on how verbal and nonverbal language has had an influence on you.

Complete a short Quick-Write in which you describe ways that language has influenced you. Has the use of verbal and nonverbal language you’ve encountered had negative or positive effects, or both?

Name _____

Period _____

Analytical Writing Prompt

Throughout the unit, you’ve analyzed how language can have the power to influence others in various ways. Using evidence from the texts and media you have analyzed, write an essay in which you support the Big Idea: **Language has the power to influence others.**

Your essay should:

- describe the different ways language can influence others;
- provide text-based evidence showing how language can be used to create both positive and negative changes in attitudes and beliefs by using examples from:
 - “Are You Going to Finish Strong?”-Nick Vujicic
 - Negative campaign advertisement
 - Pamphlet from the National Association OPPOSED to Woman Suffrage, c. 1910s
 - “I’m Nobody” poem-Emily Dickinson
 - Various advertisements

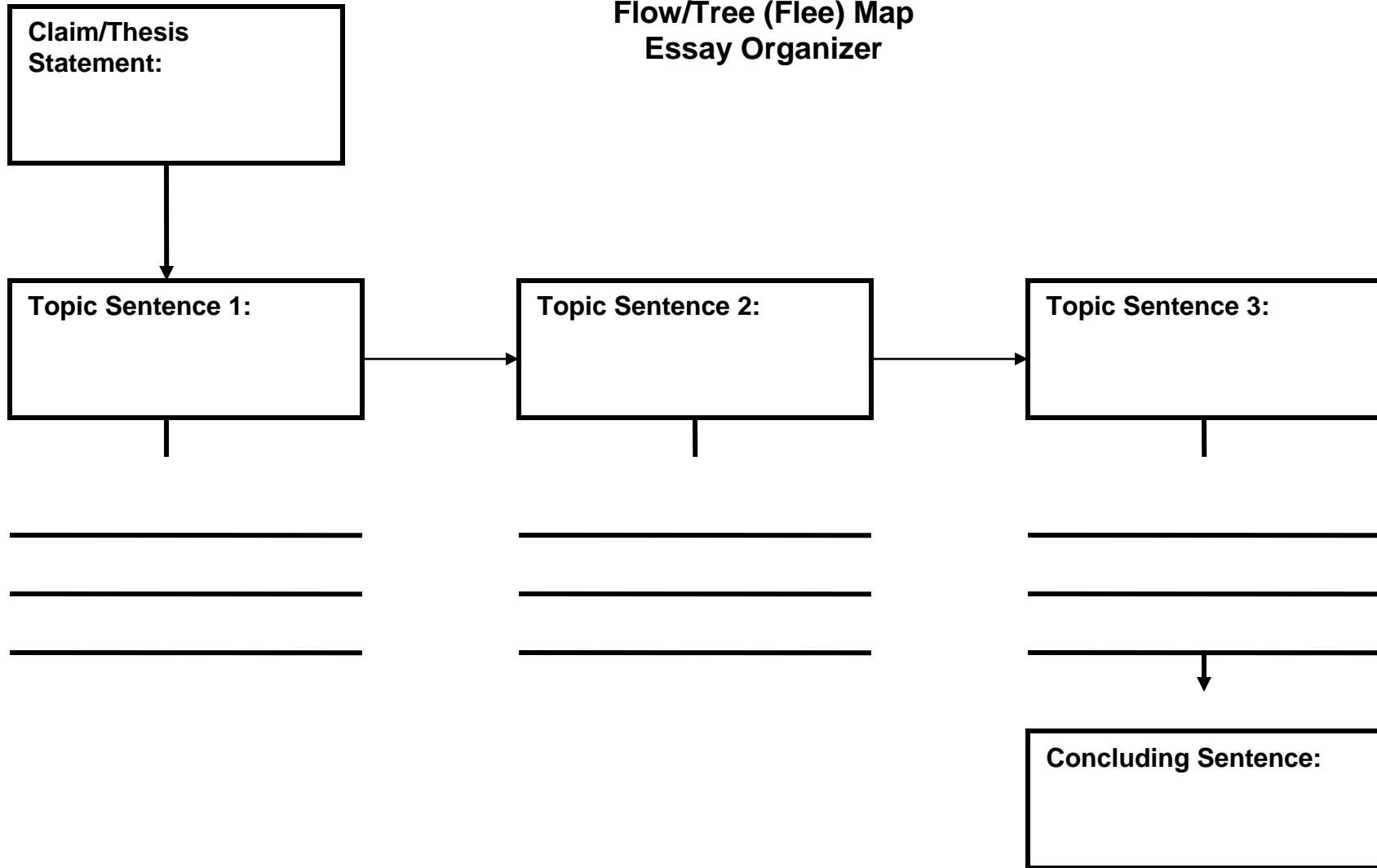
Use the following checklist to organize your writing. Make sure your essay includes:

- an **introduction**, which contains your claim/thesis
- at least **2 body paragraphs** that support the Big Idea through the use of text-based evidence that has been effectively paraphrased
- analysis** of the evidence that supports your claim
- transition** or **signal words/phrases** that sequence the ideas and information
- a **conclusion**, which restates your thesis/claim in a new way and provides the reader with your final thoughts on the Big Idea: **Language has the power to influence others.**
- proper grammar, punctuation, and paragraph structure

SANTA ANA UNIFIED SCHOOL DISTRICT INTERMEDIATE WRITING ASSESSMENT SCORING GUIDE

	6 Advanced	5 High Proficient	4 Proficient	3 Basic	2 Below Basic	1 Far Below Basic
Writing Task	Insightfully addresses all parts of the writing task.	Thoroughly addresses all parts of the writing task.	Addresses all parts of the writing task.	Addresses only parts of the writing task.	Addresses only one part of the writing task.	Does not address the writing task.
Thesis and Support	Contains an effective thesis which is thoroughly supported with specific and relevant examples and textual evidence (if applicable).	Contains an effective thesis which is well supported with details and examples.	Contains a central idea or thesis which is adequately supported with details.	Contains a central idea which is supported with limited details .	May lack a central idea and uses limited details .	Lacks a central idea and does not include supporting details .
Organization	Maintains a logical and seamless organizational structure, includes coherent paragraphs , and effective transitions between ideas.	Maintains a logical organizational structure, includes paragraphs , and transitions between ideas.	Maintains a mostly logical structure, includes paragraphs , and some transitions between ideas.	Offers an inconsistent organizational structure, may not include paragraphs or transitions , or transitions are awkward.	Lacks an apparent organizational structure and transitions, but reader may still follow overall argument .	Lacks an organizational structure which greatly hinders understanding .
Sentence Variety/ Structure	Consistently includes a variety of sophisticated sentence types. Ideas flow effortlessly .	Consistently provides a variety of sentence types.	Provides a variety of sentence types.	Includes little variety of sentence types but some basic understanding of sentence structure is evident.	Demonstrates little understanding of sentence structure but meaning is evident .	Demonstrates no understanding of basic sentence structure which greatly hinders understanding .
Vocabulary	Uses sophisticated, precise, and varied vocabulary well suited to the audience and tone.	Uses precise and varied appropriate vocabulary to the audience and tone.	Uses varied vocabulary and demonstrates an adequate understanding of audience and tone.	Uses basic or awkward vocabulary, but demonstrates some understanding of audience and tone.	Often uses limited or confusing vocabulary and demonstrates little understanding of the audience.	Uses vocabulary which lacks ability to convey meaning .
Conventions	Contains very few or no errors in conventions and demonstrates an excellent command of the language.	Contains few errors in conventions and demonstrates a good command of the language	Contains some errors but these do not interfere with overall understanding.	Contains many errors in conventions but overall meaning is evident .	Contains many errors in language which often interfere with understanding.	Contains many serious errors in conventions which consistently interfere with understanding.

Flow/Tree (Flee) Map Essay Organizer



PEER REVIEW FORM

Work with a partner to take turns reviewing each other’s essays using the scoring guide and questions below:

Scoring Guide

- 1 = insufficient
- 2 = developing
- 3 = sufficient
- 4 = exemplary

1. Is there a clear introduction that contains the claim/thesis?	Self	1	2	3	4
	Partner	1	2	3	4
2. Is text-based evidence used to support the claim, and is it paraphrased effectively?	Self	1	2	3	4
	Partner	1	2	3	4
3. Are there at least 2 body paragraphs that support the Big Idea through the use of text-based evidence?	Self	1	2	3	4
	Partner	1	2	3	4
4. Does the writer’s analysis of the evidence support the claim effectively?	Self	1	2	3	4
	Partner	1	2	3	4
5. Does the essay include transition or signal words/phrases that sequence the ideas and information?	Self	1	2	3	4
	Partner	1	2	3	4
6. Is there a clear conclusion which restates the thesis/claim in a new way and reflects the author’s final thoughts on the Big Idea?	Self	1	2	3	4
	Partner	1	2	3	4
7. Are grammar, punctuation, and paragraph structure used correctly?	Self	1	2	3	4
	Partner	1	2	3	4

Using the feedback received from your partner, now revise your essay to include any elements that may have been missed and any corrections needed to improve your writing.