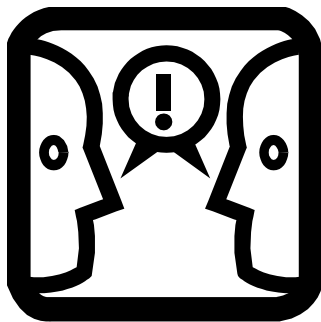


# Getting to the Core

English Language Arts

Grade 7 Unit of Study

**“The Power of Words”**



Final Version: May 23, 2013

STUDENT MATERIALS

**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. At the end of our unit, decide whether your opinions have remained the same or have changed and support your opinion with evidence from our learning.

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.					

Name \_\_\_\_\_

Period \_\_\_\_\_

1A

**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:

## Frame I

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

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

## Frame II

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

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

Name \_\_\_\_\_

Period \_\_\_\_\_

1B

A word cloud featuring various words in different sizes and colors (black, red, orange). The words are arranged in a somewhat circular pattern. The largest words are 'life' (top left), 'hope' (top right), 'strength' (middle left), and 'strong' (middle right). Other prominent words include 'try' (bottom center), 'finish' (middle right), 'walking' (bottom right), 'think' (bottom right), 'back' (bottom center), 'again' (bottom center), 'sometimes' (bottom left), 'along' (top left), 'way' (top left), 'fall' (top left), 'impossible' (top left), 'down' (top left), 'going' (top left), 'fail' (top left), 'up' (top left), 'back' (bottom center), 'walking' (bottom right), 'think' (bottom right), 'again' (bottom center), 'sometimes' (bottom left).

A word cloud consisting of words in a bold, black, sans-serif font. The words are arranged in a somewhat circular pattern. The largest words are 'DANGER', 'POISONOUS', and 'POISON'. Other prominent words include 'DANGEROUS', 'MOVEMENT', 'NATIONAL', 'BELIEVE', 'REMEMBER', 'FIGHT', 'CONSEQUENCES', 'DESTROYED', 'OPPONENTS', and 'FOREVER'. The words are all in uppercase letters.





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Name \_\_\_\_\_

Period \_\_\_\_\_

1D

### 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 \_\_\_\_\_.

Name \_\_\_\_\_

Period \_\_\_\_\_

1E


**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?

Name \_\_\_\_\_

Period \_\_\_\_\_

1F

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

<b>Word &amp; Translation</b> (choose words from Plutchik's Wheel of Emotions)	<b>Picture/Image</b> (look at wheel illustration, then make your own)	<b>Definition</b> (use dictionary or dictionary.com)	<b>Original Sentence</b>

<b>Word &amp; Translation</b> (choose words from Plutchik's Wheel of Emotions)	<b>Picture/Image</b> (look at wheel illustration, then make your own)	<b>Definition</b> (use dictionary or dictionary.com)	<b>Original Sentence</b>



<b>Word &amp; Translation</b> (choose words from Plutchik's Wheel of Emotions)	<b>Picture/Image</b> (look at wheel illustration, then make your own)	<b>Definition</b> (use dictionary or dictionary.com)	<b>Original Sentence</b>

## “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 gonna get anywhere. But I tell you there are sometimes 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 gonna 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 gonna finish. Are you gonna finish strong? You will find that strength to get back up like this.”

Name \_\_\_\_\_

Period \_\_\_\_\_

1H

### Motivational Speech Rubric

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Opening</b>	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.
<b>Logic</b>	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.
<b>Vocabulary</b>	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.
<b>Conclusion</b>	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.

Name \_\_\_\_\_

Period \_\_\_\_\_

11

## PARAPHRASING TIPS

Below are some ways to help you paraphrase sentences from a text:

- Eliminate information that is not critical to the main idea in the sentence.
- Re-read the line(s)/paragraph(s) before and/or after this section to clarify.
- Use a dictionary to help you understand the meaning of unknown words.
- Use a thesaurus to help you rephrase a word/detail.
- Rephrase words/phrases to express the author’s central idea in a different way.
- Change the word order in a sentence to express the author’s central idea.
- Use pronouns for names or names for pronouns to express the central idea clearly.
- Include signal words/phrases to link key details/ideas together.

Sample Original Sentence: *Health experts say that overeating and a lack of exercise have caused Americans to gain too much weight.*

- Paraphrase Sample 1 – Health professionals say that if you eat too much and do not exercise very much, then you will increase your weight.
  - **Used synonyms:** experts = professionals; gain = increase
  - **Rephrased words/phrases:** overeating = eat too much; lack of exercise = do not exercise very much
  - **Included signal words/phrases:** used an “if...then” statement instead of “caused.”
- Paraphrase Sample 2 – Health experts believe that Americans are overweight because they eat too much unhealthy food and they do not exercise enough.
  - **Changed the word order:** started the sentence with the “effect” instead of with the “cause”
  - **Rephrased words/phrases:** gained too much weight = overweight; lack of exercise = do not exercise enough
  - **Included signal words/phrases:** used “because” instead of “caused.”
  - **Added information based on reading:** added “unhealthy food”
- Paraphrase Sample 3 – Due to poor eating habits and a lack of physical activity, Americans are overweight.
  - **Rephrased words/phrases:** lack of exercise = lack of physical activity; gain too much weight = overweight
  - **Included signal words/phrases:** used “due to” instead of “caused”
  - **Added information based on reading:** added “poor eating habits”
  - **Eliminated information:** eliminated “health experts”

## 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

## Analysis of Evidence

To **analyze** means to take apart something and examine it closely (DISSECT 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 or evaluations* 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.

<b>Strategy</b>	<b>Thinking</b>
<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 of the quote/reference	<ul style="list-style-type: none"> <li>▪ Why is this significant?</li> <li>▪ What new information is revealed and how?</li> <li>▪ How may this information affect others?</li> </ul>
2. Compare and/or Contrast key concepts in the quote/reference	<ul style="list-style-type: none"> <li>▪ How are these ideas similar to what I have experienced, seen, or read? Explain.</li> <li>▪ How are these ideas different from what I have experienced, seen, or read? Explain.</li> <li>▪ Why does the author make these connections?</li> </ul>
3. Interpret the meaning of the quotation/reference	<ul style="list-style-type: none"> <li>▪ What do these words or phrases mean?</li> <li>▪ What is the author suggesting or implying when he states this?</li> <li>▪ What kind of language is used (i.e., figurative language) and why?</li> </ul>
4. Examine the causes and reasons presented in the quote/reference	<ul style="list-style-type: none"> <li>▪ Are the reasons valid? Explain why or why not.</li> <li>▪ Could there possibly be other causes or reasons for this? State the causes/reasons and cite evidence to support them.</li> <li>▪ How can knowledge of the causes help us to find solutions?</li> </ul>
5. Examine the effects and consequences noted in the quote/reference	<ul style="list-style-type: none"> <li>▪ What is the impact on other people, places, or things? Explain.</li> <li>▪ Why should we care about these effects or consequences?</li> <li>▪ Does the author provide evidence-based explanations that link the cause(s) to the effect(s)? Are there any missing details?</li> </ul>
6. Justify your opinion (agree or disagree with) regarding the concepts or ideas presented in the quote/reference	<ul style="list-style-type: none"> <li>▪ What part(s) do you agree or disagree with? Why?</li> <li>▪ What additional evidence do you have to support or refute the ideas presented in the text? Explain.</li> <li>▪ How do these ideas support or not support your personal experiences?</li> </ul>
7. Evaluate (justify or take a position) on ideas introduced in the quote/reference	<ul style="list-style-type: none"> <li>▪ Are the claims/opinions stated by the author valid and supported by evidence?</li> <li>▪ What kind of evidence does the writer include? Is the evidence valid and reliable?</li> <li>▪ What counterclaim do you have and why?</li> </ul>
8. Evaluate the author's use of literary or rhetorical devices	<ul style="list-style-type: none"> <li>▪ Is the author's choice of words effective for his/her purpose and intended audience?</li> <li>▪ How do these particular devices help to convey the author's central idea/theme?</li> <li>▪ How does the use of these devices impact your understanding of the text?</li> </ul>





Evidence

**Teacher question:** How do Vujicic's words support the idea that language can be used to create positive change?

**Student Response/Topic Sentence:**

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Paraphrase Evidence

Analyze Evidence

Conclusion



## **Basic Structure of an Analytical Paragraph**

### **Typical Text Structure (TEPAC)**

#### **T**opic Sentence

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

#### **E**vidence

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

#### **P**araphrase Evidence

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

#### **A**nalysis of Evidence

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

#### **C**oncluding Statement

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

## Analytical Writing

### Strong Academic Verbs

<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	<h1>THAT</h1>

#### Examples 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 quotes on page \_\_\_\_\_, **illustrates that...**

## Analytical Paragraph Scoring Guide

### ADVANCED

- Includes all of the Proficient criteria plus:
- 5 or more sentences of analysis
- 5 or more examples of precise language (verbs, nouns, and/or adjectives)

### PROFICIENT

#### Content

- States a claim
- Cites textual evidence to support claim
- Paraphrases the evidence
- Analyzes the evidence (in support of the claim) in one or more of the following ways:
  - Explains significance
  - Interprets information
  - Compares/contrasts key concepts
  - Examines causes/effects
  - Debates ideas/concepts
  - Evaluates ideas/rhetoric
- Concludes by stating how the evidence supports the claim

#### Language

- Includes 2-4 transitions and/or signal words and phrases
- Includes 2-4 precise verbs, nouns, and/or adjectives
- 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 illustration, in line \_\_\_ of the text, it reads...

This supports my claim by...

**Partner A:** Ok, 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 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.)*



Name \_\_\_\_\_

Period \_\_\_\_\_

21

## Negative Campaign Advertisement

**David Larsen: HYPOCRITE.**

Official tax records show that David Larsen repeatedly failed to fully pay his property taxes on time - 21 times. In fact, **Larsen owed more than \$25,000 in delinquent property taxes.** (Source: Tax Collector's Report, Tewksbury Township, April 8, 2010)

Instead of paying these taxes, Larsen used the money to run for Congress. Now he wants a taxpayer-funded job.

Larsen's voting record is just as bad. In fact, since moving to New Jersey in 1995 David Larsen has failed to vote in 12 Republican primaries. He calls himself a "Reagan Conservative," but **he didn't even bother to vote for Ronald Reagan.** He also didn't even vote for Chris Christie. But now he wants your vote in the primary. (Source: Official NJ Voter Records)

**David Larsen *doesn't* vote, but wants your vote.**

**David Larsen *doesn't* pay his taxes, but wants a taxpayer-funded job.**

**On June 5th, vote NO to David Larsen.**

## Campaign Advertisement Transcript

- 1 **David Larsen: HYPOCRITE.** Official tax records show that David Larsen repeatedly failed to fully pay his
- 2 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 now
- 9 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 5<sup>th</sup>, vote NO to David Larsen.**

## Negative Campaign Advertisement

(Retrieved from [http://en.wikipedia.org/wiki/File:Example\\_of\\_negative\\_attack\\_ad\\_mailing.jpg](http://en.wikipedia.org/wiki/File:Example_of_negative_attack_ad_mailing.jpg) 5-21-13.)

Name \_\_\_\_\_

Period \_\_\_\_\_

**ANNOTATION SYMBOLS**

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

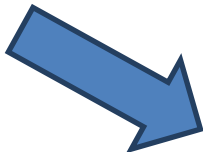


# Negative Campaign Advertisement

<b>Questions</b>	<b>Say</b> (What information is presented? Use direct quotes)	<b>Mean</b> (What does the quote mean? What are its implications?)	<b>Matter</b> (So what? What is the significance? What was the author's purpose in writing this?)
1. What is David Larsen being accused of 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?			

# Negative Campaign Advertisement

Evidence



**Teacher question:** How does the campaign advertisement use language to create a negative attitude about the candidate?

**Student Response/Topic Sentence:**

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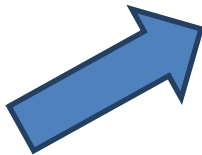
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Paraphrase Evidence



Conclusion

Analyze Evidence



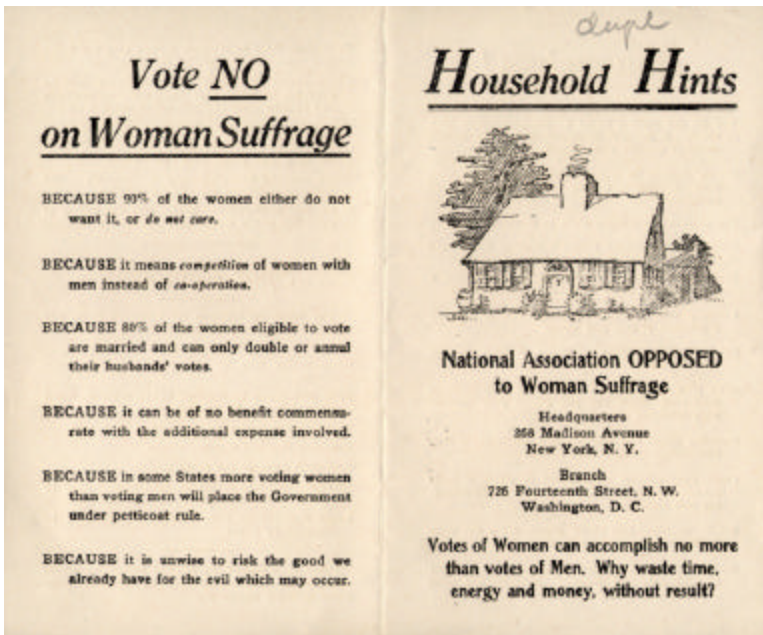




*Document Study Sheet:  
Pamphlet from the National Association  
Opposed to Woman Suffrage*

**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?**

Page 2

**Housewives!**

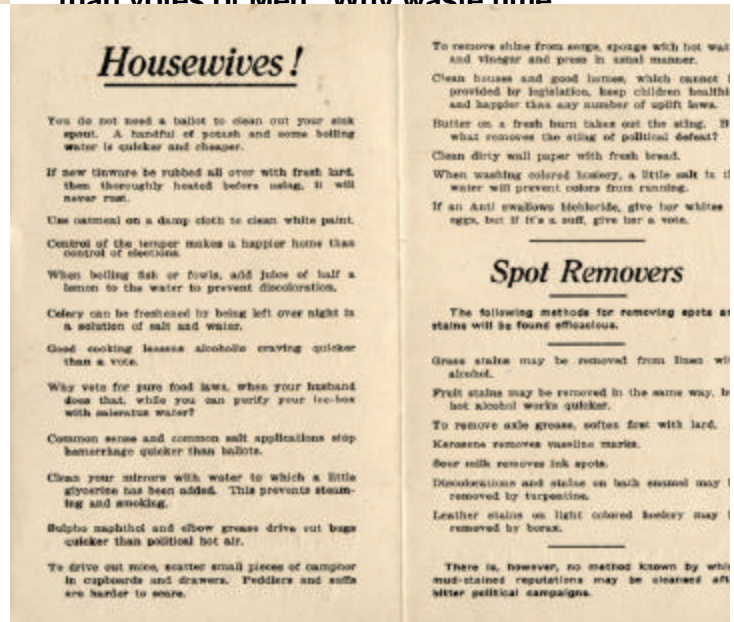
You do not need a ballot to clean out your sink spout. A handful of potash and some boiling water is quicker and cheaper.

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 saleratus water?

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

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

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

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

Page 3

To remove shine from serge, 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 hosiery, a little salt in the water will prevent colors from running.

If an Anti swallows bichloride, 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 efficacious.

---

Grass stains may be removed from linen with alcohol.

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

To remove axle grease, soften first with lard.

Kerosene removes vaseline marks.

Sour milk removes ink spots.

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

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

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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 annul their husband's votes.

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

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

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.

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 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 consistent 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?

Evidence

**Teacher question:** How does the pamphlet author's use of language promote a negative belief system about women?

**Student Response/Topic Sentence:**

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Paraphrase Evidence

Conclusion

Analyze Evidence





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

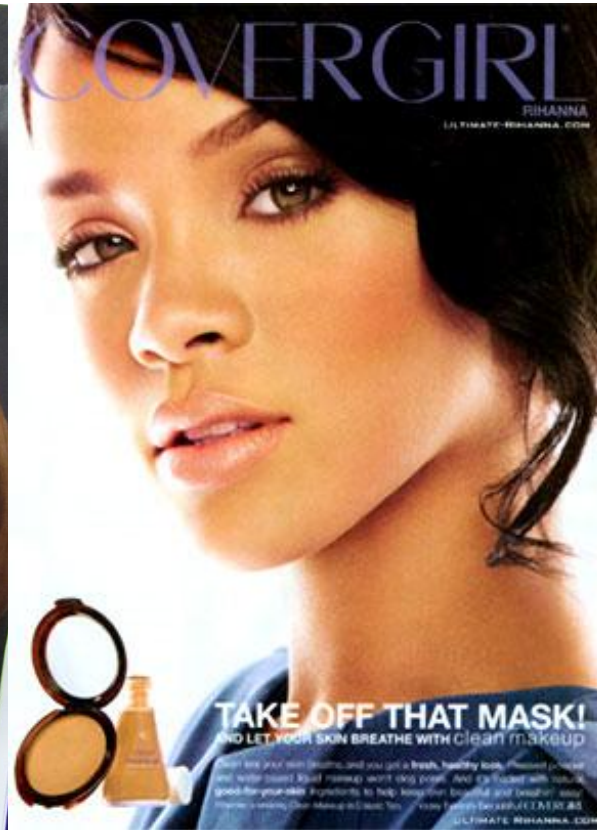


Image sources: 1<sup>st</sup> picture: *Fitness: Mind, Body & Spirit* June 2010: pg. 16; 2<sup>nd</sup> picture: <http://www.ultimate-rihanna.com/gallery/albums/userpics/covergirl~1.jpg>; 3<sup>rd</sup> picture: *Vogue Magazine*, April 2008 cover

(FOR CLASSROOM USE ONLY)





# 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 –



# I'm Nobody!

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” Guiding Questions

1. How can you describe the author’s **tone**, or attitude towards herself? Use evidence from the text.
2. How is the word “nobody” used, positively or negatively? Use evidence from the text.
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		
<p><b>Central Idea/Theme</b></p> <p><i>Ex: In the poem “I’m Nobody!” Emily Dickinson (conveys, states, urges, explains, claims, discusses)...</i></p> <p><b>How are words used to influence beliefs? How does Dickinson choose to react to others’ words?</b></p>		



## DO/SAY CHART

### “I’m Nobody!”

Section / Line #	<b>DO</b> What is the author doing?	<b>SAY/MEAN</b> 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?**

*This task provides students with a creative way to apply what they have learned to their personal lives.*

1. In the poem “I’m Nobody!” by Emily Dickinson, the poet describes and expresses her feelings related to the impact words have on her.
2. Reflect on words that have influenced you. Students engage in a think – write – pair – share to brainstorm ideas for this topic (What words have influenced you?).
3. Introduce the poetry writing assignment and the “Personal Application of Ideas Rubric.” Students will write their own version of “I’m Nobody”
4. Students use to following questions to help guide their 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. Students who need additional support may use the attached template as a starting point.

### I’m Nobody! Poem Template

#### Stanza 1

I’m \_\_\_\_\_

Are you \_\_\_\_\_

Then there’s \_\_\_\_\_

Don’t \_\_\_\_\_

#### Stanza 2

How \_\_\_\_\_

How \_\_\_\_\_

To tell \_\_\_\_\_

To an \_\_\_\_\_

## Personal Application of Ideas Rubric

<b>Performance Indicators</b>	<b>Outstanding</b>	<b>Passing</b>	<b>Needs Revision</b>
<b>Content</b>	<ul style="list-style-type: none"> <li>- Addresses all parts of the prompt.</li> <li>- Details/symbols/drawings creatively reflect how words have influenced you.</li> <li>- Provides strong evidence/information, via details/symbols/drawings to express ideas.</li> </ul>	<ul style="list-style-type: none"> <li>- Addresses all parts of the prompt.</li> <li>- Details/symbols/drawings are relevant and reflect how words have influenced you.</li> <li>- Provides sufficient evidence/information, via details/symbols/drawings to express ideas.</li> </ul>	<ul style="list-style-type: none"> <li>- Text does not address part of the prompt.</li> <li>- Includes irrelevant information.</li> <li>- Insufficient evidence to express ideas.</li> </ul>
<b>Language</b>	<ul style="list-style-type: none"> <li>- Uses appropriate and varied words, phrases, and clauses to create cohesion.</li> <li>- Uses precise language and topic-specific vocabulary.</li> <li>- Uses correct Standard English grammar and conventions.</li> </ul>	<ul style="list-style-type: none"> <li>- Uses appropriate words, phrases, and clauses to create cohesion.</li> <li>- Uses precise language and topic-specific vocabulary.</li> <li>- Uses mostly correct Standard English grammar and conventions.</li> </ul>	<ul style="list-style-type: none"> <li>- Does not use appropriate words, phrases, and clauses.</li> <li>- Uses mostly casual, conversational language.</li> <li>- Frequent miscues in Standard English grammar and conventions.</li> </ul>
<b>Format</b>	<ul style="list-style-type: none"> <li>- Neat and organized.</li> <li>- Follows guidelines for this work.</li> </ul>	<ul style="list-style-type: none"> <li>- Neat and organized.</li> <li>- Follows guidelines for this work.</li> </ul>	<ul style="list-style-type: none"> <li>- Messy and unprofessional.</li> <li>- Shows lack of effort</li> </ul>

Name \_\_\_\_\_

Period \_\_\_\_\_

### Analytical Writing Prompt

Throughout the unit, you've analyzed how words 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 words can influence others;
- provide text-based evidence showing how words 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
- 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

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