



# Getting to the Core

English Language Arts

Grade

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SAUSD 2013-2014

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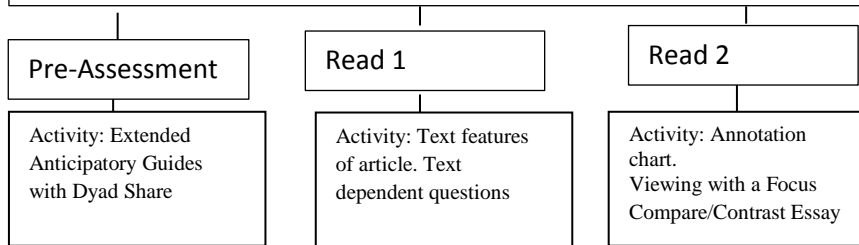
**Santa Ana Unified School District Common Core Unit Planner-Literacy**

<b>Unit Title:</b>	The Road to Equality	
<b>Grade Level/Course:</b>	ELA – 6 <sup>th</sup> grade	<b>Time Frame:</b> 12 days
<b>Big Idea (Enduring Understandings):</b>	<b>Big Idea:</b> The Road to Equality is met with many obstacles. <i>Enduring Understandings:</i>	
<b>Performance Assessment</b>	Argumentative Essay	
<b>Essential Questions:</b>	How do different people handle inequality and what does this show about their character? What segregates, or separates, people from one another? How have the rights of individuals changed over time? How do authors communicate the theme of equality differently?	

**Instructional Activities: Activities/Tasks**

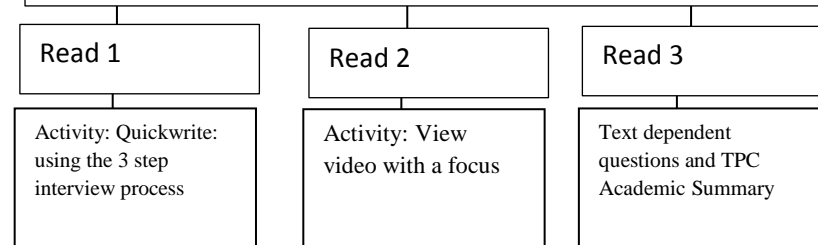
**Lesson 1:** How has inequality changed over time?

Complex Text: **“Separate but Never Equal” and “The Dream Act”**



**Lesson 2:** How do different people handle inequality and what does this show about their character?

Complex Text: **Cesar Chavez Video and Biography**



**Lesson 3:** What segregates, or separates, people from one

Complex Text: **“The Gold Cadillac”**

Read 1

Activity: Skim and scan with preview statements

Read 2

Activity: Text dependent questions  
Focused annotation

Read 3

Dyad share  
Whole class presentation

**Lesson 4:** How is the theme of equality communicated differently through fiction vs. non-fiction?

Summative Assessment Lesson: **Argumentative Essay**

Read 1

Writing Rubric  
Student Model  
Free write to Prompt  
Do/What chart  
Documenting

Read 2

Brace Map  
Essay Structure  
Hook  
Thesis Statement  
Worksheet

Read 3

Write Conclusion  
Sentence  
Combining  
Improve Word Choice  
Finish Publishing

**21<sup>st</sup> Century Skills:**

**Learning and Innovation:**

Critical Thinking & Problem Solving       Communication & Collaboration       Creativity & Innovation

**Information, Media and Technology:**

Information Literacy       Media Literacy       Information, Communications & Technology Literacy

**Essential Academic Language:**

**Tier II:** enact, facilities, segregation, spigot, inequalities, disrepair, legal status, undocumented, qualified, engaged, Great Depression, migrant, Studebaker, Exaggerated, stoop labor, torment

drought, obstacle, destination, unison, lynch, heedful, ignorance, caravan, evident, rural, educational rights, prejudice, racism, biased, bigotry, discrimination, perception

**Tier III:**  
Textual evidence  
Transition words (first, next, last)  
Thesis  
On the contrary  
Moreover  
Pro  
Con  
equivalent

<p><b>What pre-assessment will be given?</b> Anticipatory Guide</p>	<p><b>How will pre-assessment guide instruction?</b> Students will share their views on equality which will give a basis for prior knowledge and guide instruction.</p>	
<p><b>End of Unit Performance Task:</b> Argumentative Essay</p>		
<p><b>Standards</b></p>	<p><b>Assessment of Standards</b> (include formative and summative)</p>	
<p><b>Common Core Learning Standards Taught and Assessed</b> <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></p>	<p><b>What assessment(s) will be utilized for this unit?</b> <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></p>	<p><b>What does the assessment tell us?</b></p>
<p><b>Bundled Reading Literature Standard(s):</b>  <b>RL.6.1.</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  <b>RL.6.2.</b> Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.  <b>RL.6.3.</b> Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.  <b>RL.6.4.</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.  <b>RL.6.5.</b> Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.  <b>RL.6.6.</b> Explain how an author develops the point of view of the narrator or speaker in a text.</p>	<p><b>Formative:</b> Students will respond to text dependent questions on “The Gold Cadillac.”</p>	<p>These questions will show how well students cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>

<p><b>Bundled Reading Informational Text Standard(s):</b></p> <p><b>RI.6.1.</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RI.6.2.</b> Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p><b>RI.6.3.</b> Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p> <p><b>RI.6.4.</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p><b>RI.6.5.</b> Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p> <p><b>RI.6.6.</b> Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.</p> <p><b>RI.6.7.</b> Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p> <p><b>RI.6.8.</b> Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<p><b>Formative:</b> Students will be asked to complete a Brace Map where students identify the text features of “Separate but Never Equal”</p> <p><b>Formative:</b> Students will create a double-bubble comparing and contrasting the conditions of black Americans versus white Americans.</p> <p><b>Formative:</b> To assist with comprehension, the students will fill out the <i>viewing with a focus</i> worksheet (<b>Resource 1.7</b>) during the first run of a video.</p> <p><b>Formative:</b> Next, students will view a video and read a piece of informational text to capture key</p>	<p>This assessments us to determine how well students analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p> <p>This assessment shows how well students integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p> <p>Students are able to show how well they</p>
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	<p>details and record new information on the T-Chart, capturing the pros and cons of different arguments.</p> <p><b>Formative:</b> Finally, using the TPC academic summary protocol, the teacher will model the con argument on the Smart board / whiteboard/ ELMO/ Overhead for students, asking students to provide the evidence.</p> <p><b>Formative:</b> Students will answer text dependent questions on a Cesar Chavez biography.</p>	<p>trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p>Students determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>
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<p><b>Common Core Learning Standards Taught and Assessed</b> (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><b>What assessment(s) will be utilized for this unit?</b> (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><b>What does the assessment tell us?</b></p>
<p><b>Bundled Writing Standard(s):</b>  <b>W.6.1.</b> Write arguments to support claims with clear reasons and relevant evidence.  a. Introduce claim(s) and organize the reasons and evidence clearly.  b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.  c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.  d. Establish and maintain a formal style.  e. Provide a concluding statement or section that follows from the argument presented.  <b>W.6.3.</b> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.  a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.  b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.  c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.  d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.  e. Provide a conclusion that follows from the narrated experiences or events.  <b>W.6.4.</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p><b>Summative:</b></p> <p><b>Argumentative Essay</b></p> <p><b>Prompt:</b> Using evidence from the materials read and viewed in this unit, <i>Cesar Chavez</i>, “The Gold Cadillac,” “Separate but Never Equal,” and <i>The Dream Act</i>, defend with evidence a theme statement that states how inequality has or has not changed over time.</p>	<p>This assignment will show how well students:  Write arguments to support claims with clear reasons and relevant evidence.  a. Introduce claim(s) and organize the reasons and evidence clearly.  b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.  c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.  d. Establish and maintain a formal style.</p>

<p>(Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p><b>W.6.5.</b> With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 on page 52.)</p> <p><b>W.6.10.</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>		<p>e. Provide a concluding statement or section that follows from the argument presented.</p>
<p><b>Bundled Speaking and Listening Standard(s):</b></p> <p><b>SL.6.1.</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 6 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p> <p><b>SL.6.2.</b> Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p> <p><b>SL.6.3.</b> Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<p><b>Formative:</b> Partners will engage in conversation, taking turns using the sample language support sentences, recording each other’s responses on the Collaborative Annotation Chart.</p> <p><b>Formative:</b> Students in groups of four and, using a Round Robin format, each shares his/her notes orally with the other table/group members. While listening, group members should take</p>	<p>This assessment allows us to see students engage effectively in a collaborative discussion (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 6 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly.</p> <p>Students come to discussions prepared, having read or studied required material; explicitly draw on</p>

<p><b>SL.6.4.</b> Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p>notes and add any new information about Cesar Chavez.  * As a group, students will come to a consensus and answer box number 5.  *Once groups have been able to answer number 5, they will choose one person to read their answer to the class.</p>	<p>that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p>
<p><b>Bundled Language Standard(s):</b>  <b>L.6.1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  a. Ensure that pronouns are in the proper case (subjective, objective, and possessive).  b. Use intensive pronouns (e.g., <i>myself</i>, <i>ourselves</i>).  c. Recognize and correct inappropriate shifts in pronoun number and person.*  d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*  e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*  <b>L.6.4.</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i>, choosing flexibly from a range of strategies.  a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.  b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience</i>, <i>auditory</i>, <i>audible</i>).  c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.  d. Verify the preliminary determination of the meaning of a word or</p>	<p><b>Formative:</b> Students, working with a partner will answer text dependent questions and participate in a dyad share incorporating language frames to assist El's in language development.</p>	<p>This will show how well students demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>

<p>phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p><b>L.6.5.</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., personification) in context.</p> <p>b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i>, <i>scrimping</i>, <i>economical</i>, <i>unwasteful</i>, <i>thrifty</i>).</p>		
<p><b>Resources/ Materials:</b></p>	<p><b><u>Complex Texts to be used</u></b></p> <p><b>Informational Text(s) Titles:</b></p> <ul style="list-style-type: none"> <li>• “Separate but Never Equal”</li> <li>• “The Dream Act”</li> <li>• “Cesar Chavez: Overcoming Obstacles”</li> </ul> <p><b>Literature Titles:</b> “The Gold Cadillac” (Holt Literature and Language Arts, Introductory Course, page 174-186)</p> <p><b>Primary Sources:</b> 6<sup>th</sup> Grade Argumentative Student Model Essay from Common Core Appendix C</p> <p><b>Media/Technology:</b></p> <ul style="list-style-type: none"> <li>• <b>Video: <i>Dream Act</i></b> <a href="http://www.schooltube.com/video/af8c9d4b14c54664b2e8/Americans%20At%20Heart">http://www.schooltube.com/video/af8c9d4b14c54664b2e8/Americans%20At%20Heart</a></li> <li>• <b>Cesar Chavez Video:</b> <a href="http://www.schooltube.com/video/43976963982c4510bc9a/Cesar%20Chavez">http://www.schooltube.com/video/43976963982c4510bc9a/Cesar%20Chavez</a></li> <li>• <b>Segregation of the South video clip:</b> <a href="http://www.sausd.us/site/default.aspx?PageID=19581">http://www.sausd.us/site/default.aspx?PageID=19581</a></li> </ul> <p><b>Other Materials:</b></p> <ul style="list-style-type: none"> <li>• <b>Argumentative Writing PowerPoint</b></li> <li>• <b>Double Bubble PowerPoint Comparing and Contrasting the treatment of black Americans and white Americans</b></li> <li>• <b>Text Features PowerPoint</b></li> </ul>	
<p><b>Interdisciplinary Connections:</b></p>	<p><b>Cite several interdisciplinary or cross-content connections made in this unit of study (i.e. math, social studies, art, etc.)</b></p> <p>Social Studies- Segregation, politics, social justice.</p>	

<p><b>Differentiated Instruction:</b></p>	<p><b>Based on desired student outcomes, what instructional variation will be used to address the needs of English Learners by language proficiency level?</b></p> <p>All of the lessons are scaffolded to provide opportunities for students to discuss orally with a partner or in small groups. Students are provided with sentence frames that are open ended and allow students to come up with original ideas. Scaffolds can be taken away when students have met proficiency and do not need the scaffold any longer.</p>	<p><b>Based on desired student outcomes, what instructional variation will be used to address the needs of students with special needs, including gifted and talented?</b></p> <p><b>Special Needs:</b> Students have been provided with opportunities to work in small groups and with partners. When necessary, teachers have been encouraged to pair students that are more proficient readers with students who are less proficient, so that the less proficient reader will be able access the content.</p> <p><b>GATE:</b> Teachers have been encouraged to use depth and complexity, content imperatives and novelty in differentiating each lesson. Students should not be given more work, but rather, work that allows them to go deeper and with more complexity.</p>
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**SAUSD Common Core Lesson Planner**

**Teacher:**

<p><b>Unit: The Road to Equality</b>  <b>Lesson #: 1</b>  <b>Separate but Never Equal</b></p>	<p><b>Grade Level/Course:</b>  <b>ELA 6<sup>th</sup> Benchmark</b></p>	<p><b>Duration: 4 days</b>  <b>Date:</b></p>
<p><b>Common Core and Content Standards</b></p>	<p><b>Content Standards:</b>  <b>Key Ideas and Details</b>                  RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.                  RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.                  RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).                  RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.                  RI.6.6 Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.                  RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.                  RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.                  RI.6.9. Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).  <b>Writing</b>                  W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  <b>Speaking and Listening</b>                  SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 6 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly.</p>	
<p><b>Materials/ Resources/ Lesson Preparation</b></p>	<ul style="list-style-type: none"> <li>• Resource 1.1: Anticipatory Guide (copies for all students)</li> <li>• Resource 1.2: Separate but Never Equal article (copies for all)</li> <li>• Resource 1.3: Brace Map</li> <li>• Resource 1.4: Collaborative Annotation Chart (from QTEL training, copies for all)</li> <li>• Resource 1.5: Double Bubble (compare colored vs. whites, copies for all)</li> <li>• Resource 1.6: The California Dream Act Informational Text (copies for all)</li> <li>• Resource 1.7: View with a Focus (copies)</li> <li>• Resource 1.8: Dream Act video, <a href="http://www.schooltube.com/video/af8c9d4b14c54664b2e8/Americans%20At%20Heart">Americans at Heart</a></li> <li>• Resource 1.9: T-chart (copies)</li> <li>• Resource 1.10: Comparison/Contrast Matrix</li> </ul>	
<p><b>Objectives</b></p>	<p><b>Content:</b>                  Students will summarize the various obstacles that minorities have had to face on their road to equality.                  Students will integrate information presented in different media formats in order to develop a coherent understanding of The Dream Act.</p>	<p><b>Language:</b>                  Students will incorporate academic language learned in this lesson to compare and contrast how Plessy vs. Ferguson deals with</p>
<p><b>Depth of Knowledge Level</b></p>	<p> <input checked="" type="checkbox"/> <b>Level 1: Recall</b> <span style="margin-left: 150px;"><input checked="" type="checkbox"/> <b>Level 2: Skill/Concept</b></span>  <input checked="" type="checkbox"/> <b>Level 3: Strategic Thinking</b> <span style="margin-left: 150px;"><input checked="" type="checkbox"/> <b>Level 4: Extended Thinking</b></span> </p>	

<b>College and Career Ready Skills</b>		<input type="checkbox"/> <b>Demonstrating independence</b> <input checked="" type="checkbox"/> <b>Building strong content knowledge</b> <input type="checkbox"/> <b>Responding to varying demands of audience, task, purpose, and discipline</b> <input checked="" type="checkbox"/> <b>Valuing evidence</b> <input checked="" type="checkbox"/> <b>Comprehending as well as critiquing</b> <input type="checkbox"/> <b>Using technology and digital media strategically and capably</b> <input checked="" type="checkbox"/> <b>Coming to understand other perspectives and cultures</b>	
<b>Common Core Instructional Shifts</b>		<input checked="" type="checkbox"/> <b>Building knowledge through content-rich nonfiction texts</b> <input checked="" type="checkbox"/> <b>Reading and writing grounded from text</b> <input checked="" type="checkbox"/> <b>Regular practice with complex text and its academic vocabulary</b>	
<b>Academic Vocabulary</b> (Tier II & Tier III)	<b>TEACHER PROVIDES SIMPLE EXPLANATION</b>	<b>KEY WORDS ESSENTIAL TO UNDERSTANDING</b>	<b>WORDS WORTH KNOWING</b>
	<b>STUDENTS FIGURE OUT THE MEANING</b>	Enact facilities segregation  spigot inequalities disrepair legal status undocumented	qualified
<b>Pre-teaching Considerations</b>		<ul style="list-style-type: none"> <li>• Students will need to know how to use a Brace Map and Double Bubble.</li> <li>• Consider reading the legal cases of <i>Plessy v. Ferguson</i> and <i>Brown vs. Board of Education</i> from Holt Literature page 189 to build background.</li> <li>• Students will need to learn and/or practice the use of the collaborative annotation chart.</li> </ul>	
<b>Lesson Delivery</b>			
<b>Instructional Methods</b>	<b>Check method(s) used in the lesson:</b> <input checked="" type="checkbox"/> <b>Modeling</b> <input checked="" type="checkbox"/> <b>Guided Practice</b> <input checked="" type="checkbox"/> <b>Collaboration</b> <input type="checkbox"/> <b>Independent Practice</b> <input checked="" type="checkbox"/> <b>Guided Inquiry</b> <input checked="" type="checkbox"/> <b>Reflection</b>		
<b>Day 1 Lesson Overview</b>	1. Anticipatory Guide ( <b>Resource 1.1</b> ) 2. Unencumbered Read of “Separate but Never Equal” ( <b>Resource 1.2</b> ). 3. Skim and Scan the text ( <b>Resource 1.3</b> ) 4. Collaborative Annotation Chart ( <b>Resource 1.4</b> )		
	<b>Prior Knowledge, Context, and Motivation:</b> <b>Day 1: Pre-reading</b> 1. Identify this lesson’s essential questions: <ul style="list-style-type: none"> <li>• How do different people handle inequality and what does this show about their character?</li> <li>• What segregates, or separates, people from one another?</li> <li>• How have the rights of individuals changed over time?</li> <li>• How do authors communicate the theme of equality differently?</li> </ul> 2. To activate students’ prior knowledge related to the topic of inequality and to bridge their personal knowledge and experience to the new learning, students will fill out the Anticipatory Guide (Resource 1.1) independently to present their opinion for each statement.		

	<p><b>Anticipatory Guide</b></p> <p>In dyads, student A will read Statement #1 and share his/her opinion and reason while Student B listens attentively without discussion. (The teacher may provide an example/opinion to model the discussion.) Next, Student B acknowledges Student A’s response and shares his/her opinion. Partners continue alternating throughout the statements.</p> <hr/> <p style="text-align: center;"><b>Possible language supports for agreeing and disagreeing:</b></p> <p><i>Language Supports for Agreeing</i></p> <p>I agree with the statement that ...because...</p> <p>I agree with you that...because...</p> <hr/> <p>From my perspective, the statement is true/false because...</p> <p><i>Language Supports for Disagreeing</i></p> <p>I disagree with the statement... because...</p> <p>Although you make a valid point, I feel that...because...</p> <hr/> <p>I respectfully disagree with you</p>	
<p><b>Lesson Continuum</b></p>	<p><b>Day 1 continued: First Read</b></p> <p>3. Explain to students that they will be reading an article (“Separate but Never Equal,” <b>Resource 1.2</b>) that compares and contrasts the injustices of legalized segregation in the United States. Encourage students to begin to formulate their own opinion of how to overcome obstacles of inequality.</p> <p>4. Pass out the article “Separate but Never Equal” (<b>Resource 1.2</b>). To understand the text features of this article and how information is conveyed, have students begin by working with a partner to complete a Skim and Scan of the text (<b>Resource 1.3</b>). The teacher can model this activity for the students and use the Skim and Scan graphic organizer (<b>Resource 1.3A</b>). After modeling the first three topics on the graphic organizer (Title, author, and date) have students work with a partner to complete the activity. Be sure to ask the students what conclusion they can draw from the structure and how this helps to identify not only what type of text is being presented (an article) but also the purpose of this type of text (to inform). Terms students should include are title, quote, caption, credit, illustration, writer, and headings/numerals.</p> <p><b>Note:</b> Students will be looking at different text structures of different genres throughout this unit. Have students keep their work on this Skim and Scan so they can compare the text structure of different genres at the end of the unit.</p>	<p><b>Differentiated Instruction:</b></p> <p><b>English Learners:</b> Students can be given additional vocabulary instruction through the reading. One strategy allows students to circle words that they want further explanation about and place a sticky note on the teacher’s overhead. The teacher can then give a quick definition and explanation orally and in writing that students can reference or keep in a vocabulary notebook.</p> <p><b>Students Who Need Additional Support:</b> Teacher can pair students heterogeneously so that struggling readers are paired with a more proficient reader.</p> <p><b>Accelerated Learners:</b> Students would benefit from have a class</p>



	<p style="text-align: center;"><b><u>Skimming and Scanning the Text</u></b></p> <p><b>Scanning Text-</b></p> <ul style="list-style-type: none"> <li>➤ Students independently scan text features (title, author, date, picture, diagram, caption...)</li> <li>➤ After scanning text features, students write a preview statement telling what they KNOW the text will be about (the topic)             <ul style="list-style-type: none"> <li>✚ From my preview of the text features of this informational text, _____, I know the text will (explain, describe, compare, contrast, present, offer, etc.).....</li> <li>✚ I am certain this _____text will provide information about _____. I know this because...</li> </ul> </li> </ul> <p><b>Skimming the Text -</b></p> <ul style="list-style-type: none"> <li>➤ Teacher instructs students to quickly skim/do the following             <ul style="list-style-type: none"> <li>✚ Read the first sentence of some paragraphs.</li> <li>✚ Highlight/underline signal words/phrases</li> </ul> </li> <li>➤ Teacher instructs students to now write additional preview statements             <ul style="list-style-type: none"> <li>✚ Based on my preview of this text, I know the text will (explain, describe, compare, contrast, present, offer, etc.....)</li> <li>✚ After skimming the text, I noticed that the text will also provide me with information about.....</li> </ul> </li> </ul> <p>5. Have students read the article “Separate but Never Equal” (<b>Resource 1.2</b>) as an unencumbered read. If necessary, the teacher can read the text to students for the first read.</p> <p>6. Next, the Teacher explains that students will do a close reading of the article (<b>Resource 1.2</b>) with a partner while using a Collaborative Annotation Chart.</p> <p>7. Teacher models annotating by reading the quote of the article and doing a Think Aloud.</p> <ul style="list-style-type: none"> <li>• The teacher marks the text (using the key below or <b>Resource 1.4A</b>) and writes a brief comment next to the mark expressing why he/she chose to highlight this specific word/sentence. Explain how this illustrates that readers are actively engaged in meaning-making, not just simply reading the text.</li> <li>• Because this may be the first time that students are using the annotation chart, it may be a good idea to limit the symbols that they are asked to use to four or less (? , + , - , *).</li> </ul> <p>8. Now partners will continue. Partner A will read the first section of the article aloud to Partner B and each will annotate his/her own article by placing at least one symbol next to the text and writing a brief comment expressing why he/she chose to highlight this specific word/sentence.</p> <p>9. Partners will engage in conversation, taking turns using the sample language support sentences, recording each other’s responses on the chart.</p>	<p>debate on the topic. Students can state a claim, support their claims with evidence and then try to overcome the objections of their counterparts.</p>
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Students continue to read and annotate remaining sections with a partner or independently, depending on the level of the class.

Symbol	Comment/Question/Response
?	<ul style="list-style-type: none"> <li>• Questions I have</li> <li>• Confusing parts for me</li> </ul>
+	<ul style="list-style-type: none"> <li>• Ideas/statements I agree with</li> </ul>
-	<ul style="list-style-type: none"> <li>• Ideas/statements I disagree with</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>• Shocking statements or parts</li> <li>• Emotional response</li> <li>• Surprising details/claims</li> </ul>
o	<ul style="list-style-type: none"> <li>• Ideas/sections I connect with</li> <li>• What this reminds me of</li> </ul>

**Day 2 Lesson Overview**

1. Review Collaborative Annotation Chart (**Resource 1.4**)
2. Double-Bubble- Compare and Contrast Treatment of Whites and Blacks (**Resource 1.5**)
3. Answer essential questions

**Day 2: Second Read**

1. Review the essential questions with students:
  - How do different people handle inequality and what does this show about their character?
  - What segregates, or separates, people from one another?
  - How have the rights of individuals changed over time?
  - How do authors communicate the theme of equality differently?
2. Have students complete or review the Collaborate Annotation Chart. When students have finished discussing this with their partner, the teacher should conduct a whole class discussion on what students discovered through reading the text in this way.
3. Next, tell students that they will be creating a Double-Bubble comparing the treatment of whites and that of blacks in the article. Read the text, pausing to allow students to suggest facts to add to the Double-Bubble (There is a sample teacher model filled in for **Resource 1.5**). While filling out the double bubble, have students orally rehearse the compare/contrast statements using the “but arc” concepts from **Resource 1.5**.
4. To end Day 2, have students explain how what they have learned so far begins to answer the essential questions posed at the beginning of the lesson:
  - What segregates, or separates people from one another?
  - How has inequality changed over time?
  - How do different people handle inequality and what does this show about his/her character?

**Day 3 Lesson Overview**

1. Viewing with a Focus-The Dream Act Video, [Americans at Heart](#) (**Resource 1.7 and 1.8**)
2. The Dream Act Informational Text (**Resource 1.6**)
3. T-Chart-Pros and Cons (**Resource 1.9**)
4. Lines of Communication
5. Comparison/Contrast Matrix (**Resource 1.10**)
6. Compare/Contrast Essay

**Day 3: The Dream Act**

The text, “Separate but Never Equal” was a text that focused on past inequality in education. The Dream Act Video and Informational texts provided hereafter, also address a perceived educational inequality.

1. The teacher should pre-load the Dream Act Video, [Americans at Heart](#), before class begins (**Resource 1.8**)  
<http://www.schooltube.com/video/af8c9d4b14c54664b2e8/Americans%20At%20Heart>
2. Teacher will preface the Dream Act by telling the students that they will be viewing a short video about a controversial issue with regards to a particular group, specifically, undocumented immigrants. To assist with comprehension, the students will fill out the *viewing with a focus* worksheet (**Resource 1.7**) during the first run of the video.
3. After viewing, allow the students a few minutes to compare and add notes with a partner. Then, hand out the Dream Act Informational Text (**Resource 1.6**) and have the students read independently to identify the pros and cons. Students should use a T-chart to record their findings. On the left of the T-chart, students should list ideas and evidence that support the Dream Act under “Pro” and on the right, students should list evidence and ideas that argue against the act under “Con.” An example is provided for the teacher as (**Resource 1.9**)
4. Teacher will monitor for comprehension by asking students for their findings. If necessary, the teacher will do a guided reading of the text and fill in the missing information on the t-chart.
5. Next, students will view the video a second time to capture key details missed during the first viewing, and record new information on the T-Chart.
6. To ensure that all students have enough information and correct information on their T-chart, have the students participate in a Lines of Communication activity.

	<p style="text-align: center;"><b>Lines of Communication—</b></p> <p>This language practice structure provides multiple opportunities for language production. Repeated practice in a low-stress situation gives shy or reluctant students more confidence to share and take risks.</p> <p><i>Instructions:</i></p> <ol style="list-style-type: none"> <li>1. The teacher tells students that they are going to share the information from their T-charts with one another.</li> <li>2. Students stand in two rows facing each other.</li> <li>3. Students take turns sharing their chart with the person standing across from them, and then discuss together for 30-seconds.</li> <li>4. At the signal (bell, musical cue, chimes, etc.) students wrap up their comments or discussion and move one position to the left. The student at the end of one of the lines who is left without a partner moves down the center aisle to the far position of the opposite line to find a new partner.</li> <li>5. After students have shared three times have them return to their seats.</li> </ol> <ol style="list-style-type: none"> <li>7. As closure to this lesson, students will be asked to compare and contrast the Dream Act to Plessy vs. Ferguson. Tell students: “Some people believe that The Dream Act addresses inequality in that it would continue to provide free access to education. How does The Dream Act compare to the Plessy v. Ferguson Case?”</li> <li>8. Have students create a double-bubble to compare the two topics or have students use <b>Resource 1.10</b> in order to organize their thinking.</li> <li>9. After students have organized their thinking in one of the graphic organizers above, have students write a short essay comparing and contrasting these two topics. Use the writing situation and question posed earlier: “Some people believe that The Dream Act addresses inequality in that it would continue to provide free access to education. How does The Dream Act compare to the Plessy v. Ferguson Case?”</li> </ol>	
<b>Lesson Reflection</b>		
<p><b>Teacher Reflection Evidenced by Student Learning/ Outcomes</b></p>		

### Road to Equality

Work with a partner to decide whether you agree with the statements below. Use the language on the **Dyad Share** below to guide your instruction.

Extended Anticipatory Guide					
Statements	Opinion before Study Begins		Opinion at end of study		Evidence:
	Agree	Disagree	Agree	Disagree	
1. It is only possible for some people to experience equality					
2. Sometimes it is acceptable for people to treat others unjustly.					
3. Equality can exist within segregation, a separation of people.					
4. Equality is when all people are measured by the same standards					
5. Equality is when all people have access to the same resources and opportunities.					

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:

**Student 1:** Okay, I will begin by reading statement #1. (Read statement). Based on what I know, I would say that \_\_\_\_\_.

**Student 2:** I \_\_\_\_\_. Now I will read statement #2 (Read statement). Based on what I know, I would say that \_\_\_\_\_.

Language for Agreeing	Language for Disagreeing
I agree with the statement that...because... I agree with you that...because... I have a similar opinion. I believe...	I disagree with the statement that...because... I respectfully disagree with you. I believe that...because... I have a different opinion. I believe...

# Separate

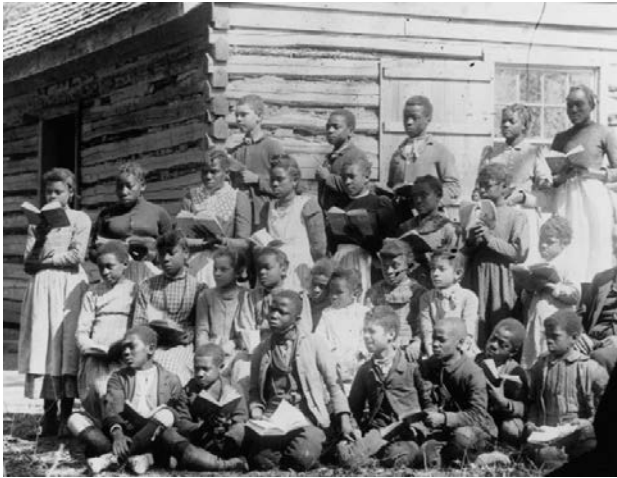
## but Never Equal

*“When I was a boy, I would go downtown... and I’d see the signs saying “White” and “Colored” on the water fountains. There’d be a beautiful, shining water fountain in one corner of the store marked “White,” and in another corner was just a little spigot marked “Colored.” I saw the signs saying “White Men,” “Colored Men,” and “White Women,” “Colored Women.” And at the theater we had to go upstairs to go to a movie. You bought your ticket at the same window that the white people did, but they could sit downstairs, and you had to go upstairs.*

*-U.S. Congressman and civil rights Leader John Lewis*



1. In 1896, in a famous case known as Plessy v. Ferguson, the U.S. Supreme Court ruled that states could enact laws separating people by skin color as long as the facilities for African Americans were equivalent to those for whites. This “separate but equal” decision stood for more than half a century, supporting a system of racial segregation in states throughout the South.
2. In reality, separate was never equal. Take buses, for example. The fare was the same for all passengers, regardless of race. But if the “white section” at the front of the bus filled up, the invisible line separating it from the “colored section” simply moved back. Black people had to stand up so that white people could sit.
3. Consider shopping. An African American woman could buy the same dress as a white woman, but she wasn’t allowed to try it on in the store- and if she found that it didn’t fit, she couldn’t return it. Or restaurants. Some white-owned restaurants filled orders for blacks only at their takeout window. Others wouldn’t serve them at all.
4. Perhaps most separate, and most unequal, were the public schools. If you attended a “colored school,” you might walk eight miles to school every morning, while buses full of white children drove past on their way to schools closer by. The schools attended by white children would be modern and well maintained, while yours would be old and run-down. White students would have up-to-date books and materials, while you might be forced to share at twenty-year-old textbook with three other students.



Students attending a segregated school in the 1890's



Demonstrators picket in front of a school board office protesting segregation of students

5. In 1949, several African American parents sued their school district over the inequalities between the local white elementary school and the school their children were forced to attend. Two years earlier the district had built a brand-new school for white students while leaving the black students' school in disrepair. Unlike the all-black school, the all-white school had an auditorium, a kindergarten, a part-time music teacher, a well-equipped playground, and lunch program. The all-white school had a teacher and a separate room for each grade; the all-black school had only two teachers and two classrooms for all eight grades.
6. Finally, in 1954, the U.S. Supreme Court ruled in *Brown v. Board of Education* that segregated schools were by their very nature unequal. No longer would the highest court in the land support the myth of *Plessy v. Ferguson*. Separate could never be equal.

-Mara Rockliff

### Skim and Scan the Text

#### Scanning Text-

- Students independently scan text features (title, author, date, picture, diagram, caption...)
- After scanning text features, students write a preview statement telling what they KNOW the text will be about (the topic)
  - ✚ From my preview of the text features of this informational text, \_\_\_\_\_, I know the text will (explain, describe, compare, contrast, present, offer, etc).....
  - ✚ I am certain this \_\_\_\_\_ text will provide information about \_\_\_\_\_. I know this because.....

#### Skimming the Text -

- Teacher instructs students to quickly skim/do the following
  - ✚ Read the first sentence of some paragraphs.
  - ✚ Highlight/underline signal words/phrases
- Teacher instructs students to now write additional preview statements
  - ✚ Based on my preview of this text, I know the text will (explain, describe, compare, contrast, present, offer, etc.....)
  - ✚ After skimming the text, I noticed that the text will also provide me with information about.....

#### **Three-Step Interview:**

- Step 1** – Using the Quickwrite prompt, Student A interviews Student B and Student C

interviews student D. Student A and Student C will listen carefully to the responses because they will have to repeat their partner's response to the table group.

- **Step 2** – Student B now interviews Student A, and Student D now interviews Student C.

Student B and Student D will listen carefully to the responses because they will have to repeat their partner's response to the table group.

- **Step 3** – Each person shares, round robin to the table group, his/her partner's response to the

Quickwrite question.



**Skim and Scan Organizer**

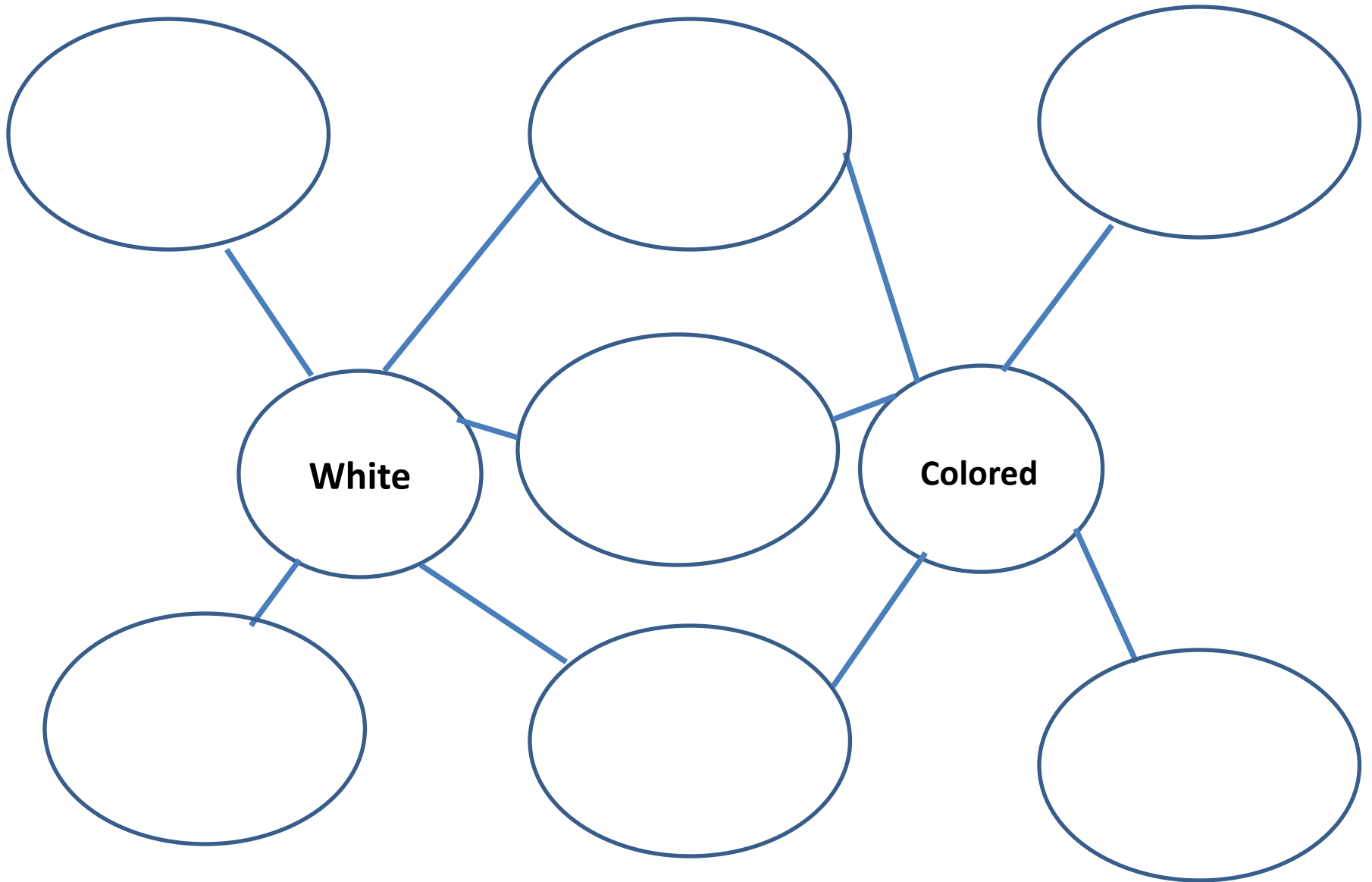
<b>Scanning</b>	
Title of Text	What does the title tell you?
Author	What is the author's background?
Date	How could the date this was written affect its meaning?
Picture/Diagram/Painting	What information does this visual give to you?
Caption	What message does the caption give?
Subheadings/Enlarged Quotes	What do the quotes and/or subheadings tell you?
Text in Bold, Color or Italics	Why were these items emphasized?
Text Boxes	What is the focus of the text in the text box?
From scanning the text, do you think the text will inform, explain, describe, compare, contrast, present, offer, argue, or entertain? →	
<b>Skimming</b>	
Topic of first sentence →	
Signal Words/Phrases →	
After skimming the text, what additional information do you know about this text that will provide focus to your reading? →	

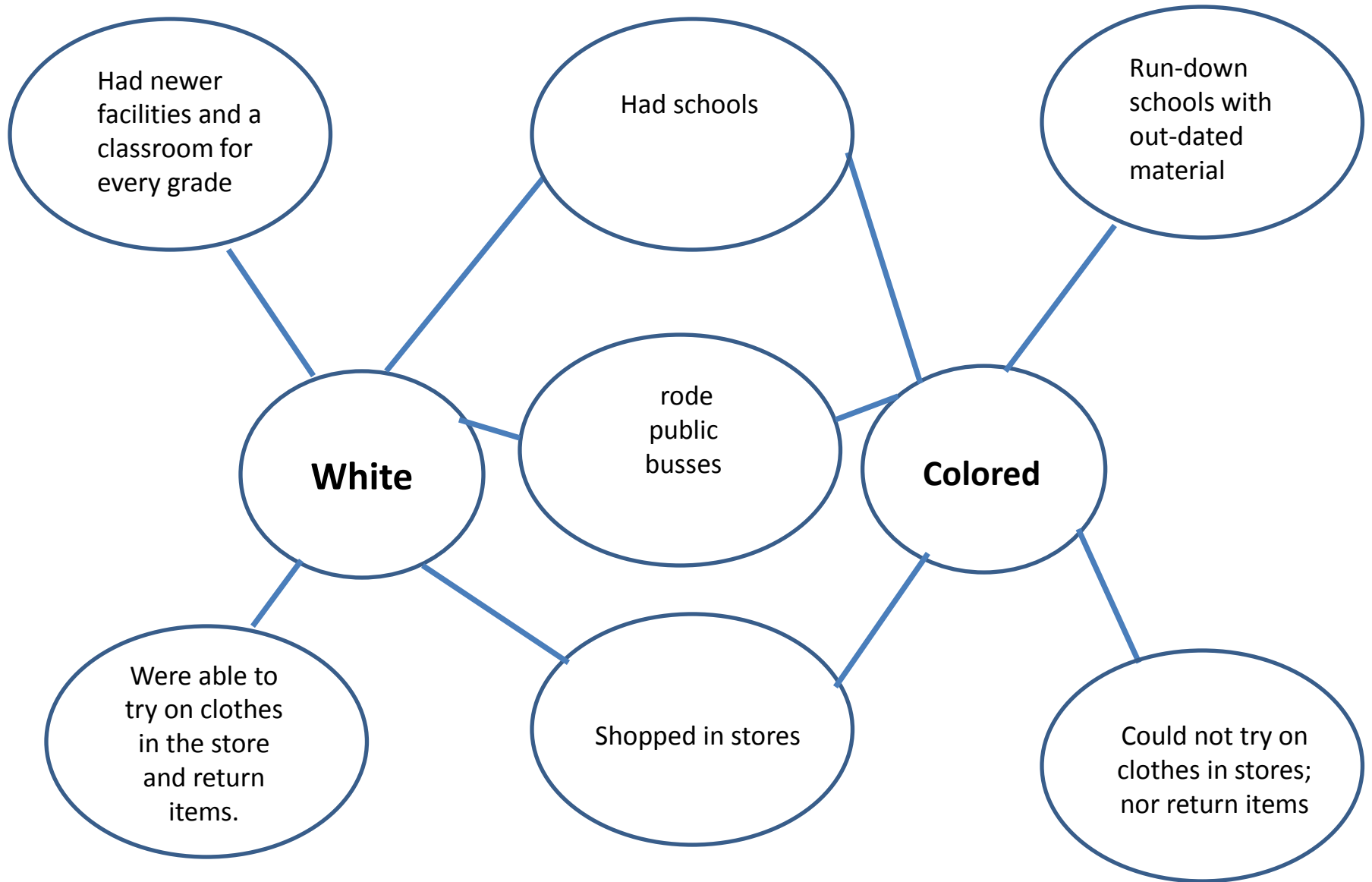
### Collaborative Annotation Chart

Symbol	Comment/Question/Response	Sample Language Support
?	<ul style="list-style-type: none"> <li>• Questions 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>-I agree somewhat with the author when s/he argues that...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 I connect with</li> <li>• What this reminds me 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>

### Collaborative Annotation Chart Response Sheet

<b>Symbol/ Section</b>	<b>Comment/Question/Response</b>	<b>Partner's Comment/Question/Response</b>





Whites \_\_\_\_\_, **but**...

...colored \_\_\_\_\_.

Whites \_\_\_\_\_, **while**...

...colored \_\_\_\_\_.

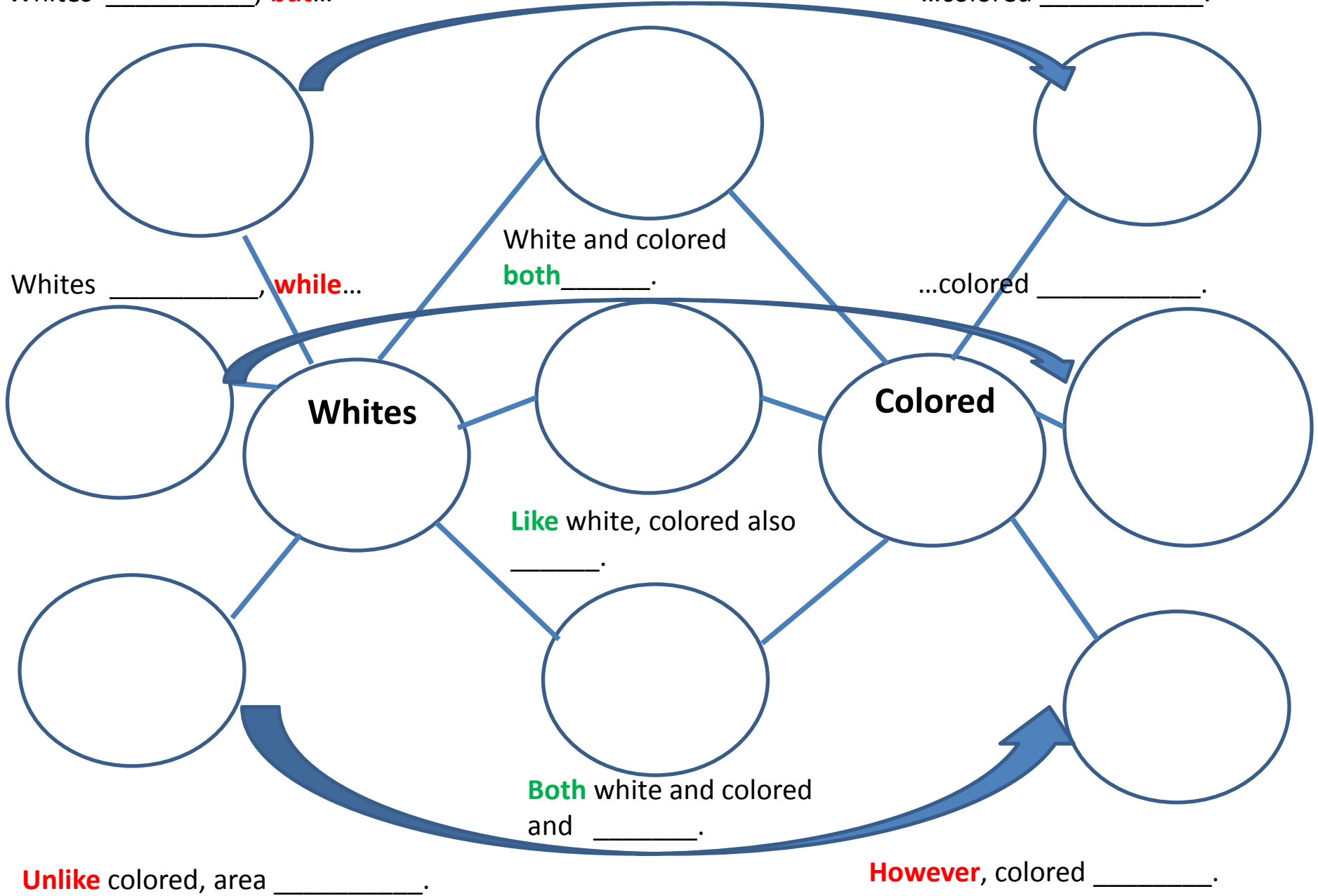
White and colored  
**both** \_\_\_\_\_.

**Like** white, colored also  
\_\_\_\_\_.

**Both** white and colored  
and \_\_\_\_\_.

**Unlike** colored, area \_\_\_\_\_.

**However**, colored \_\_\_\_\_.



# Comparing Linguistic Patterns



- (Whites/African Americans) \_\_\_\_\_, **both**, **were similar, were the same, had in common the fact that, like, were alike because,** (Whites/African Americans).
- Example:  
African Americans and Whites **both** were allowed to ride public buses.

# Contrasting Linguistic Patterns



- (Whites/African Americans) \_\_\_\_\_, **but, however, whereas, in contrast to, unlike, although, in contrary to, while, on the other hand** (Whites/African Americans).
- Example  
“Whites had a beautiful shining water fountain”  
**whereas** African Americans had “a little spigot”.



## California DREAM Act

From Wikipedia, the free encyclopedia

The California DREAM (Development, Relief, and Education for Alien Minors) Act is a package of [California](#) state laws that allow children who were brought into the US under the age of 16 without proper visas/immigration documentation who have attended school on a regular basis and otherwise meet in-state tuition and GPA requirements to apply for student financial aid benefits.<sup>[1]</sup> It and past similarly-named legislation have been authored by California State Senator [Gil Cedillo](#).

In 2011, the California Dream Act was divided into two bills, AB130 and AB131. AB130 was signed by Governor [Jerry Brown](#) on June 25, 2011, and AB131 was signed by Brown on October 8, 2011.

### Supporting arguments for AB 131<sup>[edit]</sup>

Some argue that AB 131 would not be a financial burden on the state of California. The bill represents an investment in the future of the state in that undocumented students would be given greater access to higher education. As a result of more undocumented students completing their higher education, these students would be more skilled and less likely to remain lower-class. The danger of not providing these students with an opportunity to become more productive members of the state's economy could be the further draining of the state's resources by adding to the group of people dependant on state assistance.<sup>[21]</sup> Instead, these students would add to the pool of qualified workers while contributing taxes back to the state.<sup>[24]</sup> It is estimated that there will be a gap of 6% between jobs needed and qualified workers in the state of California by the year 2025.<sup>[21]</sup> Allowing these students to continue their education could help close that gap if they were able to gain a "legal" status.

### Arguments against AB 131<sup>[edit]</sup>

Others argue that opening up public scholarships and grants to undocumented students comes at an inopportune time for the state of California. Tuition hikes and financial woes have weighed heavily on California's public Colleges and Universities, and some say an influx of undocumented students could cause further strain on this system. One source cited that AB 131 could cost the state between \$23 and \$65 million a year.<sup>[25]</sup> Also, even with access to higher education, undocumented graduates would still not be eligible to work legally in the U.S., as Congress has yet to pass a Federal law allowing undocumented persons to work legally in the U.S.<sup>[26]</sup> There is hope, however, that this type of federal legislation be passed. The federal DREAM Act aims to provide a pathway to citizenship for those students who meet a list of federal requirements.<sup>[27]</sup> Other critics argue that AB 131 would only attract more undocumented immigrants to the U.S. by offering them financial assistance.<sup>[28]</sup> At best, some argue, AB 131 represents more competition for U.S. citizens who depend on public financial aid if they wish to attend college or university.<sup>[29]</sup>

**Referendum (Repeal)[[edit](#)]**

The movement to repeal the AB131 was tried. It was led by [Tim Donnelly](#), the assemblyman, and Tom Del Beccaro, chairman of the state's Republican Party. The bill would have been held and put to the general election.[\[30\]](#) At the same time, the recalling effort for the governor, Jerry Brown, is also in process.[\[31\]](#)

**Historical Context[[edit](#)]**

The federal [DREAM ACT](#) was first introduced in the Senate on August 1, 2001. It was a plan for joint immigration and education reform aimed at granting young undocumented immigrants access to both higher education, and citizenship. The Act would grant these students legal residence if they attend college or serve in the military.[\[14\]](#) While this legislation has not yet been passed, it is the product of much deliberation and debate over the issue of immigration in the U.S. As more and more undocumented immigrants enter the U.S. each year, the U.S. has become more and more divided over policies aimed at addressing the causes and effects of [immigration](#). While some states such as Georgia and Alabama have adopted strict [immigration laws](#) in order to keep undocumented immigrants out, others have looked for ways to address the needs of immigrants.[\[32\]](#) The proposal for the federal DREAM ACT was quickly followed by the California DREAM Act, a state initiative aimed at providing a pathway for young undocumented immigrants already in the state.

Each year about 25,000 undocumented students graduate from high school in California.[\[33\]](#) The California Dream (Development, Relief and Education for Alien Minors) Act would allow children who were brought to the United States [illegally](#) before the age of 16 to receive state funded [financial aid](#) for higher education.[\[34\]](#) Currently the state of California allows undocumented students to pay in-state tuition if they have lived and attended school in California for the past three years. That bill was signed into legislation in 2001.

Assemblyman Gil Cedillo, D-[Los Angeles](#), the original sponsor of the bill, has tried to introduce newer versions of the bill since 2006. There are only two other states that offer financial aid to undocumented students, [Texas](#) and [New Mexico](#). Cedillo has tried to find ways around concerns that critics have raised about the bill. He split the bill into two parts. The first part, which would not cost the state anything, would allow students to apply for non-state grants from colleges. The second part would let students apply for state-funded [Cal Grants](#).[\[35\]](#)

From the supporters' view, according to Tom Mays, a spokesperson for the California Student Aid Commission said, "The money is already set aside."[\[36\]](#) Mays also stated that there is usually a surplus of money available after all of the college grants have been distributed.[\[36\]](#)

Cedillo also introduced another version of the California DREAM Act, SB 1460. It included the Community College Fee Waivers. Another bill that included 19 million dollars for Cal-Grants, AB 1413 Fuented-Coto Cal-Grants was voted out in the assembly.[\[37\]](#)

### Viewing with a Focus: *Americans At Heart*

What is the Dream Act?	
Write 3 effects that have resulted from the passing of the Dream Act.	
Why do you suppose the opposition feels as it does about the Dream Act?	
How does one earn the benefits of the Dream Act?	
What benefits does the Dream Act offer our country?	
What is the message of this video?	

### Viewing with a Focus: *Americans At Heart*

<p>What is the Dream Act?</p>	<p>As stated in the video, the Dream Act is</p>
<p>Write 3 effects that have resulted from the passing of the Dream Act.</p>	<p>Three effects that have resulted from the Dream Act include...</p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>
<p>Why do you suppose the opposition feels as it does about the Dream Act?</p>	<p>Based on the video, I believe that people opposing the Dream Act feel this way because...</p>
<p>How does one earn the benefits of the Dream Act?</p>	<p>One can earn the benefits of the Dream Act by...</p>
<p>What benefits does the Dream Act offer our country?</p>	<p>Based on what I know, the Dream Act is beneficial to the United States because...</p>
<p>What is the message of this video?</p>	<p>My partner and I agree that the message of this video is...</p>

## Viewing with a Focus: *Americans At Heart*

<p>What is the Dream Act?</p>	<p>As stated in the video, the Dream Act is <i>A law that allows undocumented students to apply for taxpayer-funded scholarships to attend California state universities and colleges.</i></p>
<p>Write 3 effects that have resulted from the passing of the Dream Act.</p>	<p>Three effects that have resulted from the Dream Act include...</p> <ol style="list-style-type: none"> <li>1. <i>recognition of the investment already made</i></li> <li>2. <i>hope</i></li> <li>3. <i>motivates to finish high school</i></li> </ol>
<p>Why do you suppose the opposition feels as it does about the Dream Act?</p>	<p>Based on the video, I believe that people opposing the Dream Act feel this way because...</p> <p><i>They are afraid it will attract more illegal immigration</i></p>
<p>How does one earn the benefits of the Dream Act?</p>	<p>One can earn the benefits of the Dream Act by...</p> <p><i>Applying for private scholarships, gain citizenship through community service or 2 years completed at four year university.</i></p>
<p>What benefits does the Dream Act offer our country?</p>	<p>Based on what I know, the Dream Act is beneficial to the United States because...</p> <p><i>It provides hope and motivation to undocumented residents and a will result in a more educated populace and a better America.</i></p>
<p>What is the message of this video?</p>	<p>My partner and I agree that the message of this video is...</p> <p><i>That the Dream Act is good for America and it regards access to education as a right as opposed to a privilege.</i></p>

Dream Act Pro/Con T-Chart

Directions: List ideas and evidence that support the Dream Act under “Pro” and evidence and ideas that argue against the act under “Con.”

Pro	Con

**Comparison/Contrast Matrix**

Directions: Use the matrix below to compare and contrast the inequality that has taken place between the groups below.

<b>Subject</b>	<b>Plessy v. Ferguson</b>		<b>The Dream Act</b>	
<b>Purpose</b>				
<b>Who is being Compared</b>	<b>Whites</b>	<b>Blacks</b>	<b>U.S. Citizens</b>	<b>Undocumented Residents</b>
<b>What were or are the similarities and differences in society between these two groups?</b>				

Who is being Compared	Whites	Blacks	U.S. Citizens	Undocumented Residents
<p><b>What were/are the difference in education?</b></p>				
<p><b>How has it been resolved or what is the current status of this topic?</b></p>				



<p><b>Unit: The Road to Equality- Cesar Chavez Lesson # 2</b></p>	<p><b>Grade Level/Course:</b> 6<sup>th</sup> /ELA</p>	<p><b>Duration: 3 days</b> <b>Date:</b></p>
<p><b>Common Core and Content Standards</b></p>	<p><b>Reading Informational Literature</b>                      RI.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.                      RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.                      RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).                      RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.                      RI.6.6. Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.                      RI. 6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p> <p><b>Writing</b>                      W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p><b>Speaking and Listening</b>                      SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 6 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly.                      SL.6. 2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.                      SL.6.3 Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.                      SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p><b>Language</b>                      L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.                      L.6. 3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.                      L.6. 4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i>, choosing flexibly from a range of strategies.                      L.6. 5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.                      L.6. 6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	
	<p><b>Big Idea:</b> The Road to Equality is met with many obstacles.  <b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How do different people handle inequality and what does this show about their character?</li> <li>• What segregates, or separates, people from one another?</li> <li>• How have the rights of individuals changed over time?</li> <li>• How do authors communicate the theme of equality differently?</li> </ul>	

<b>Materials/ Resources/ Lesson Preparation</b>		<ul style="list-style-type: none"> <li>• Cesar Chavez Video</li> <li>• Resource 2.1 – Quickwrite/Three Step Interview</li> <li>• Resource 2.2 - Viewing with a Focus: Cesar Chavez</li> <li>• Resource 2.3– Cesar Chavez: Overcoming Obstacles</li> <li>• Resource 2.4- Chavez – Text Dependent Questions</li> <li>• Resource 2.5- Equality Circle Map</li> <li>• Resource 2.6- Vocabulary word sort</li> <li>• Resource 2.7- TPC Academic Summary and Academic Summary Rubric</li> </ul>	
<b>Objectives</b>		<p><b>Content:</b> By reading Cesar Chavez’ story and watching short video clips, students will determine a central idea of a text and how it is conveyed through particular details and provide a summary of the text distinct from personal opinions or judgments.</p>	<p><b>Language:</b> While speaking about the theme of equality, students will engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 6 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly. Students will also use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>
<b>Depth of Knowledge Level</b>		<input checked="" type="checkbox"/> <b>Level 1: Recall</b> <input checked="" type="checkbox"/> <b>Level 2: Skill/Concept</b> <input checked="" type="checkbox"/> <b>Level 3: Strategic Thinking</b> <input type="checkbox"/> <b>Level 4: Extended Thinking</b>	
<b>College and Career Ready Skills</b>		<input checked="" type="checkbox"/> <b>Demonstrating independence</b> <input type="checkbox"/> <b>Building strong content knowledge</b> <input checked="" type="checkbox"/> <b>Responding to varying demands of audience, task, purpose, and discipline</b> <input checked="" type="checkbox"/> <b>Valuing evidence</b> <input checked="" type="checkbox"/> <b>Comprehending as well as critiquing</b> <input type="checkbox"/> <b>Using technology and digital media strategically and capably</b> <input checked="" type="checkbox"/> <b>Coming to understand other perspectives and cultures</b>	
<b>Common Core Instructional Shifts</b>		<input checked="" type="checkbox"/> <b>Building knowledge through content-rich nonfiction texts</b> <input checked="" type="checkbox"/> <b>Reading and writing grounded from text</b> <input checked="" type="checkbox"/> <b>Regular practice with complex text and its academic vocabulary</b>	
<b>Academic Vocabulary (Tier II &amp; Tier III)</b>	<b>TEACHER PROVIDES SIMPLE EXPLANATION</b>	<p><b>KEY WORDS ESSENTIAL TO UNDERSTANDING</b></p> <p>Engaged    Great Depression migrant</p>	<p><b>WORDS WORTH KNOWING</b></p> <p>Studebaker</p>
	<b>STUDENTS FIGURE OUT THE MEANING</b>	<p>Exaggerated    stoop labor    torment</p>	<p>Drought    obstacle    destination</p>
<b>Pre-teaching Considerations</b>		<ul style="list-style-type: none"> <li>• This lesson is based on Cesar Chavez. Many students might have preconceived ideas about this historical figure and his life. Many students might also be able to identify with him because of their own background.</li> <li>• For Day 3, students will need to cut the vocabulary list (<b>Resource 2.6</b>) into strips and place into 10 different envelopes.</li> </ul>	
<b>Lesson Delivery</b>			
<b>Instructional Methods</b>		<p><b>Check method(s) used in the lesson:</b></p> <input checked="" type="checkbox"/> <b>Modeling</b> <input checked="" type="checkbox"/> <b>Guided Practice</b> <input checked="" type="checkbox"/> <b>Collaboration</b> <input checked="" type="checkbox"/> <b>Independent Practice</b> <input checked="" type="checkbox"/> <b>Guided Inquiry</b> <input checked="" type="checkbox"/> <b>Reflection</b>	


<p><b>Day 1 Lesson Overview</b></p>	<ol style="list-style-type: none"> <li><b>Quickwrite</b></li> <li><b>Three-Step Interview</b></li> <li><b>Video: “Cesar Chavez Story”</b></li> <li><b>Focus Questions/Round Robin</b></li> </ol>	
<p><b>Body of the Lesson:</b> Activities/ Questioning/ Tasks/ Strategies/ Technology/ Engagement</p>	<p><b>Prior Knowledge, Context, and Motivation:</b> <b>Day 1: Pre-read</b></p> <ol style="list-style-type: none"> <li>Review the unit’s essential questions in order to focus student reading. <ul style="list-style-type: none"> <li>How do different people handle inequality and what does this show about their character?</li> <li>What segregates, or separates, people from one another?</li> <li>How have the rights of individuals changed over time?</li> <li>How do authors communicate the theme of equality differently?</li> </ul> </li> </ol> <p><b>Quick-Write Utilizing the 3 Step Interview Process:</b></p> <ol style="list-style-type: none"> <li>Ask students to turn to <b>resource 2.1</b> in the packet.</li> <li>Read the prompt to the students and explain to them that they will have a few minutes to quietly answer the prompt individually. Make sure they know that they will be given time to share with partners when they are finished. <ul style="list-style-type: none"> <li>Before directing students to respond in writing, provide students with some independent thinking time to reflect on the following prompt:</li> </ul> </li> </ol> <p><b>Quickwrite:</b> Cesar Chavez was a very famous activist in California. He helped many farm workers who were treated very poorly to gain rights and respect. Do you believe it is important to help others when they are treated unfairly?</p> <ol style="list-style-type: none"> <li>Allow students 5-8 minutes to answer the quick-write in the space provided.</li> <li>When students have had enough time for their answers, divide students into groups of four and have students share using the Three-Step Interview Strategy Below.</li> </ol> <div style="border: 2px solid blue; padding: 5px;"> <p style="text-align: center;"><b>Three-Step Interview process</b></p> <p><b>Step One:</b> Student A interviews Student B, and Student C interviews Student D. Student A and Student C must listen carefully to the responses because they will have to repeat their partner’s response to the table.</p> <p><b>Step Two:</b> Student B interviews Student A, and Student D interviews Student C. Student B and Student D must listen carefully to the responses because they will have to repeat their partner’s response to the table group.</p> <p><b>Step Three:</b> Each person shares his/her partner’s response in round robin format to the table group.</p> </div> <p>*Make sure that each person has a chance to speak and share out.</p> <p><b>Possible Language Supports for Student Sharing:</b> My partner described a time when s/he experienced inequality ..... s/he stated that s/he felt..... My partner explained that s/he knows.....about Cesar Chavez. My partner’s point of view on equality was very interesting. It was interesting because.....</p>	<p><b>Differentiated Instruction:</b></p> <p><b>English Learners:</b> Teacher can provide EL’s with frames for the TPC Summary that begin the sentences, but are left open ended for students to complete with evidence.</p> <p><b>Students Who Need Additional Support:</b> Students who have difficulty reading on their own should be paired with more proficient readers. The teacher can also work with individual groups while more proficient students read and complete the activities together.</p> <p>A circle map on equality (<b>Resource 2.5 and 2.5A</b>) is also provided as an additional resource to help students understand the breadth of meaning the word equality possesses.</p> <p><b>Accelerated Learners:</b> Advanced students can use depth and complexity icons and frames in lieu of some of the text dependent questions.</p>

**Video Viewing with a Focus:**

**Cesar Chavez Story**

<http://www.schooltube.com/video/43976963982c4510bc9a/Cesar%20Chavez> (Works Best with Firefox)

1. Ask students to turn to **resource 2.2** “ Focus Questions for Video Viewing”
2. Discuss with your students that as they are watching the video, they should answer the first four boxes.
3. Have students quietly read the questions to themselves.
4. Give students two minutes to discuss the questions with their neighbors to clarify any confusion.
5. Address, whole class, any confusion that still exists after the pair- share.
6. Let the kids know that they will be watching the video twice.
7. The first viewing will be for information and they can simply watch it.
8. The second viewing they need to take notes for discussion.
  - Remind them that they will only be answering the first four questions during the short video.
9. After viewing, allow students 2-3 minutes to add any notes to their focus questions.
10. Move students into groups of four and, using a Round Robin format, have each student share his/her notes orally with the other table/group members. While listening, group members should take notes and add any new information about Cesar Chavez.
11. As a group, students will come to a consensus and answer box number 5.
12. Once groups have been able to answer number 5, they will choose one person to read their answer to the class.
13. Teacher will lead a class discussion and record the class consensus. Each student will then complete box number 6 on their focus questions page.

<p><b>Day 2 Lesson Overview</b></p>	<ol style="list-style-type: none"> <li><b>Quickwrite</b></li> <li><b>Skim and Scan-Text structure (Resource 2.3A &amp; 2.3B)</b></li> <li><b>Read-“Cesar Chavez-Overcoming Obstacles”</b></li> <li><b>Text-dependent Questions w/ partner (Resource 2.4)</b></li> <li><b>Class Discussion</b></li> </ol>	
	<p><b><u>Day 2:</u></b></p> <p><b><u>Motivation</u></b></p> <ol style="list-style-type: none"> <li>Display <b>Resource 2.9</b> on the projector and then have students respond to the Quickwrite below.</li> </ol>  <p><b>Quickwrite:</b> Migrant farm workers do what is often referred to as “stoop labor.” What do you believe this means and what feelings do you have associated with this type of work?</p> <p><b><u>Focused Reading with Text Dependent Questions:</u></b></p> <ol style="list-style-type: none"> <li>Students will now read <b>Resource 2.3</b> – “Cesar Chavez: Overcoming Obstacles.”</li> <li>With a partner, students should first preview the text and using their notes from the text features Powerpoint from lesson 1, complete a <b>Skim and Scan</b>, as they did in lesson 1. Students can use <b>Resource 2.3A and 2.3B</b> for this purpose.</li> </ol> <div style="background-color: #e0e0e0; padding: 10px; border: 1px solid black;"> <p style="text-align: center;"><b><u>Skimming and Scanning the Text</u></b></p> <p><b>Scanning Text-</b></p> <ul style="list-style-type: none"> <li>➤ Students independently scan text features (title, author, date, picture, diagram, caption...)</li> <li>➤ After scanning text features, students write a preview statement telling what they KNOW the text will be about (the topic) <ul style="list-style-type: none"> <li>✚ From my preview of the text features of this informational text, _____, I know the text will (explain, describe, compare, contrast, present, offer, etc.).....</li> <li>✚ I am certain this _____text will provide information about _____. I know this because...</li> </ul> </li> </ul> </div>	

	<p><b>Skimming the Text -</b></p> <ul style="list-style-type: none"> <li>➤ Teacher instructs students to quickly skim/do the following <ul style="list-style-type: none"> <li>✚ Read the first sentence of some paragraphs.</li> <li>✚ Highlight/underline signal words/phrases</li> </ul> </li> <li>➤ Teacher instructs students to now write additional preview statements <ul style="list-style-type: none"> <li>✚ Based on my preview of this text, I know the text will (explain, describe, compare, contrast, present, offer, etc.....)</li> <li>✚ After skimming the text, I noticed that the text will also provide me with information about.....</li> </ul> </li> </ul> <ol style="list-style-type: none"> <li>3. Each student will read the selection aloud with a partner and work on the text dependent questions that accompany the story, (<b>Resource 2.4</b>).</li> <li>4. Allow adequate time for all students to complete the biography and questions that follow.</li> <li>5. Teacher will then lead a class discussion reviewing the questions and discussing the student findings.</li> <li>6. Teacher will write answers on the board or Elmo for students to be able to read and use to add to their questions.</li> </ol>	
<p><b>Day Three Lesson Overview</b></p>	<ol style="list-style-type: none"> <li>1. <b>Word-definition Sort (Resource 2.6)</b></li> <li>2. <b>Academic Summary-TPC (Resource 2.7)</b></li> <li>3. <b>Group summaries and answers to essential questions</b></li> </ol>	
	<p><b><u>Day 3</u></b></p> <p><b><u>Word-definition sort:</u></b></p> <p>1. Divide students into 10 small groups (2-4 students). Students will pair off as student A or student B. Students will be given an envelope with vocabulary words, definitions, and sentences (<b>Resource 2.6</b>). Working with their partner or group, students will be asked to match the correct definition with the correct words and sentences. After approximately five minutes the teacher can review the correct answers with students.</p> <p><b><u>Academic Summary using TPC:</u></b></p> <ol style="list-style-type: none"> <li>1. Teacher will model the TPC structure (<b>Resource 2.7, 2.7a, 2.7b and 2.7c</b>) and create a model summary based on student brainstorming.</li> <li>2. Now students will, in groups of three or four, work to summarize a section of the story, “Cesar Chavez: Overcoming Obstacles.” Students should to use a minimum of three of the vocabulary words used in the Word-definition sort activity above in their TPC summary.</li> </ol>	

	<p style="text-align: center;"><b>TPC-Academic Summary</b></p> <p><b>T = Topic sentence/claim</b> -Identify the text, author and Publisher (if provided) + strong predicate + Central Idea/Theme</p> <p><b>P = Paraphrase key details or events-</b> In your own words, write the details from your text-dependent questions. Decide on no more than 3-5 details, depending on text length.</p> <p><b>C = Concluding statement-</b> Conclude summary with a strong finish that sums up the central idea/theme</p> <p><b>Closing Activity:</b></p> <p>3. Each group will select one student from the group to present their summary to the whole class. In addition to the summary, students will explain how this lesson relates to the one of the essential questions of the unit.</p> <ul style="list-style-type: none"> <li>• How do different people handle inequality and what does this show about their character?</li> <li>• What segregates, or separates, people from one another?</li> <li>• How have the rights of individuals changed over time?</li> <li>• How do authors communicate the theme of equality differently?</li> </ul>	
<b>Lesson Reflection</b>		
<p><b>Teacher Reflection Evidenced by Student Learning/ Outcomes</b></p>		

Quickwrite:

Cesar Chavez was a very famous activist in California. He helped many farm workers who were treated very poorly to gain rights and respect. What do you know about Cesar Chavez? What would you like to know? Do you believe it is important to help others when they are treated unfairly? Have you ever experienced inequality? What happened?

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3 Step Interview:

Step One: Student A interviews Student B, and Student C interviews Student D. Student A and Student C must listen carefully to the responses because they will have to repeat their partner’s response to the table.

Step Two: Student B interviews Student A, and Student D interviews Student C. Student B and Student D must listen carefully to the responses because they will have to repeat their partner’s response to the table group.

Step Three: Each person shares his/her partner’s response round robin format to the table group

Notes: \_\_\_\_\_

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### Viewing with a Focus: *Cesar Chavez*

<p><b>***This question needs to be answered at the end of each viewing.</b></p> <p>How are the three different parts of the video organized?</p>	<p>This video is organized into three different parts.</p> <p>The first part is...</p> <p>The second part is...</p> <p>The third part...</p>
<p>What 3 emotions do you think Cesar Chavez felt while fighting against the injustices experienced by the farmworkers?</p>	
<p>What do you think motivated Cesar Chavez to take a stand for migrant farmworkers?</p>	
<p>What were some of the nonviolent protest strategies used by Cesar Chavez?</p>	
<p>What were some of the nonviolent protest strategies used by Cesar Chavez? (GROUP CONSENSUS)</p>	
<p>What were some of the nonviolent protest strategies used by Cesar Chavez? (CLASS CONSENSUS)</p>	

### Viewing with a Focus: *Cesar Chavez*

<p><b>***This question needs to be answered at the end of each viewing.</b></p> <p>How are the three different parts of the video organized?</p>	<p>This video is organized into three different parts.</p> <p>The first part is...</p> <p>The second part is...</p> <p>The third part...</p>
<p>What 3 emotions do you think Cesar Chavez felt while fighting against the injustices experienced by the farmworkers?</p>	<p>When fighting against the injustices experienced by the farmworkers, I think Cesar Chavez felt...</p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>
<p>What do you think motivated Cesar Chavez to take a stand for migrant farmworkers?</p>	<p>I think Cesar Chavez was motivated to help migrant farmworkers because...</p>
<p>What were some of the nonviolent protest strategies used by Cesar Chavez?</p>	<p>Cesar Chavez used nonviolent protest strategies. One of those strategies was...</p>
<p>What were some of the nonviolent protest strategies used by Cesar Chavez? (GROUP CONSENSUS)</p>	<p>My group agrees that one of the nonviolent protest strategies used by Cesar Chavez was...</p>
<p>What were some of the nonviolent protest strategies used by Cesar Chavez? (CLASS CONSENSUS)</p>	<p>Our class agrees that one of the nonviolent protest strategies used by Cesar Chavez was...</p>

## César Chavez: Overcoming Obstacles



### Early Life

A scorching sun beats down on the dry, desert land near Yuma, Arizona. Giant prickly pear cactus and Joshua trees stand like soldiers upon the sandy, hard ground. This was the land in which César Chavez was born in 1927.

For his first 10 years of life, César lived and worked on his Grandfather's farm in Yuma. His grandfather had come to the United States from Mexico and settled on free land in Arizona. For over 50 years, this farm had been plowed, watered, and planted with melons, peppers, corn and beans. It was the food that sustained his family and little money was used or needed for daily survival. If they had extra vegetables, Cesár's family would sell them in town, providing money to purchase clothing and shoes for their needy family.

By 1937, United States was engaged in the Great Depression, where money and jobs was scarce. Because the U.S. government was in need of money, they began to tax the "free" lands like his grandfather's. Farmers in Arizona would now have to pay taxes to the state for their land. Since the Chavez family had no money, they were being forced out of their farm and home at this time. A drought that was choking the life out of Arizona did not help either. People were unable to grow any extra crops to sell. Another obstacle for Mexican Americans in Arizona was that all the laws were only written in English. Spanish speakers had little knowledge of what they were signing away and no one to help them fight for their rights.

At this same time in California, large farms were looking for cheap labor. Labor contractors came to Yuma to persuade the Mexican-Americans to leave Arizona and come to California. They told these desperate people that they would earn a great deal of money as migrant workers going from one farm to another to pick cotton, vegetables, and fruit. Labor contractors also exaggerated the living conditions for the migrant workers on the California farms, describing large houses as large with full kitchens and plenty of rooms.

So the Chavez family was convinced that this would be the only way to save their family; piling their few belongings on top of their old Studebaker. They would leave their farm, and move to the green valleys of California, following other families in the same dilemma. The Chavez family was sad to leave their home, but they were excited too. César's parents believed they could earn enough money so their children would not have to tend crops. They could go to school, learn to read and write, and speak English.



When the Chavez family reached their destination in the Imperial Valley of California, they only saw one-room shacks made out of sheet metal. Those couldn't be places for people to live in, they thought! Its doors were missing and garbage covered the dirt floor. Cold, damp air seeped into their bedding and clothes. They shared water and outdoor toilets with a dozen other families, and overcrowding made everything filthy. The neighbors were constantly fighting, and the noise upset César. He had no place to play games with Richard, his brother and best friend. Meals were sometimes made of dandelion greens gathered along the road.

This was the beginning of César's life among the migrant workers. As time went on, life for all the workers became worse instead of better. Most of the work was called "stoop labor." With pickers bending over all day long, their backs ached and they were always exhausted. César was very small and not very strong, but still a fierce worker. Nearly every crop caused torment. Yanking out beets broke the skin between

his thumb and index fingers. Grapevines sprayed with bug-killing chemicals made his eyes sting and his lungs wheeze. Lettuce had to be the worst. Thinning lettuce all day with a short-handled hoe would make hot spasms shoot through his back. Chores on someone else's farm (not his own) felt like a form of slavery.

The family stayed at a farm until the crops of vegetables, fruits, or cotton were picked. Their final pay was often much less than they had been promised. Speaking only Spanish limited their ability to argue their cause. They moved to wherever the labor contractors sent them. They traveled north to the San Joaquin Valley of central California and back again – wherever there were crops to pick.



The towns they traveled through weren't much better than the fields. "WHITE TRADE ONLY" signs were displayed in many stores and restaurants. None of the **thirty-five** schools César attended over the years seemed like a safe place, either. Once, after César broke the rule about speaking English only, a teacher hung a sign on him that read, I AM A CLOWN. I SPEAK SPANISH. He came to hate school because of the conflicts, though he liked to learn. In 1942, Chavez quit school in the seventh grade. It would be his final year of formal schooling, as he did not want his mother to have to work in the fields any longer. César dropped out of school in order to become a full-time migrant farm worker.

### Teenage Years

During this time, César learned about the different farms and the owners. He found out on which farms he could make the most money and where he would not be cheated. He learned where the housing was poor. César explained this to his parents, other Mexican-American families, and new workers from Mexico, too. He did not want them to suffer as his family had. César also noticed that the landowners treated their workers more like farm tools than human beings. They did not provide clean drinking water, rest periods, or access to bathrooms. Anyone who complained was fired, beaten up, or sometimes even murdered.



As a teenager, César and his older sister Rita would help other farm workers and neighbors by driving them to the hospital to see a doctor. Without César's and his sister's help, these people would have had a very difficult time getting a doctor's help. Often, the people César helped wanted to give him a little bit of money to pay for gas and his assistance. César never took any of their money because his mother would have been angry at him. She used to say, "You always have to help the needy, and God will help you." While helping others, César met a girl named Helen Fabela in the town of Delano. She believed in what he was trying to do for the workers. He fell in love with her and wanted to marry her.

But World War II had begun, so in 1944, César joined the United States Navy. He was only seventeen years old. Chavez served for two years and hoped that he would learn skills in the Navy that would help him when he returned to civilian life. He served two years as a deck hand in the Western Pacific battle ship.

One day, while on leave, he returned home to Delano to see Helen. He took her to a movie. After they sat down, an usher told them they were in the section reserved for Anglos. He asked César to move across the aisle where the Mexicans were supposed to sit. César was not a violent person. He usually spoke in a kind, soft voice. But he was very angry. He protested and refused to move. He was a Navy man fighting for his country – an American! The movie theater threw César and Helen out. As he and Helen strode up the aisle, César made up his mind. As soon as the war was over, he would work day and night to get respect and justice for his people. When Chavez returned home from his



service in the military, he married Helen. The couple moved to San Jose, California, where they would have eight children.

### Activism

Chavez worked in the fields until 1952. During this time he organized classes where Mexicans could learn to read and write English. He wanted them to pass the tests to become United States citizens, empowering them to express themselves in their communities. One day an Anglo named Fred Ross came to San Jose. He heard what César was doing and wanted to talk to him. Ross convinced César to become an organizer for the Community Service Organization (CSO), a Latino civil rights group. César was hired and trained by Fred Ross as an organizer targeting police brutality. César was now making \$325.00 a month! He urged Mexican Americans to register and vote, traveling throughout California making speeches in support of workers' rights. He persuaded farm workers to join the organization. In 1958, he became CSO's national director, helping farm workers throughout the United States.



César grew impatient. In March 1962, when he was thirty-five years old, he decided to leave the CSO. It was not helping his people enough. César and Helen moved their small children back to a dusty Delano, and rented a little old house in the Mexican-American community. César and Helen had saved up twelve hundred dollars. With it they planned to organize and help farm workers in the San Joaquin Valley and around Delano. To earn a living for their own family, Helen went to work in the fields. Sometimes César dug ditches on Sundays.

One night, 300 people poured into an old abandoned theater in Fresno. At this first meeting of the National Farm Workers Association, NFWA, César unveiled its flag, a bold black eagle, the sacred bird of the Aztec Indians. *La Causa* – The Cause – was born. César explained that if each family paid a small amount, the NFWA would help them. It would start grocery stores, drugstores and filling stations where they could buy things cheap. It would hire lawyers to help those who might be cheated because they could not read English. NFWA would even lend them money! During the next 3 years, César did all the things he had promised. He also wanted to change laws for farmworkers. When the association was large enough, Chavez wanted the members to demand the same rights for themselves as other workers had.



In 1965, vineyard owners cut the poorly paid workers wages even more. The workers were demanding \$1.40 an hour and 25 cents per box of grapes they picked. Workers decided to strike. Chavez was worried because the NFWA did not have enough money to pay the strikers. But the workers finally convinced him and the word "Huelga!" was shouted throughout all the fields. The strike lasted for 5 years. During that time, the landowners brought in Mexicans from Mexico, who did not understand "huelga" or "strike." They would work for less. The companies fought back from punches to bullets. But Chavez would not fight back. Like Martin Luther King, he believed in non-violence.

Chavez decided to ask people from all over the United States to sympathize with his cause. Workers came from everywhere to California to carry signs and convince shoppers to boycott grapes. Even truckers joined the cause and refused to pick up grapes from the vineyards. Chavez and the NFWA led a strike of California grape pickers.



That same year an historic march from Delano to the California state capitol in Sacramento began for similar goals. The march began with 67 farmworkers. Day by day the crowds

grew and more people joined in the march. They inched their way through the San Joaquin Valley, while the unharvested grapes in Delano turned white with mold. Cesar developed painful blisters right away. He and many others had blood seeping out of their shoes.

Word spread and more and more people joined the march. Students, public officials, religious leaders, and citizens from everywhere became aware and offered to help or the grape company, the publicity was becoming unbearable. On day 17, five thousand people met the marchers in Stockton. Cesar received a message that some grape companies would back down and recognize the NFWA, promising a contract with a pay raise and better conditions. By the time the march ended in Sacramento, ten thousand farmworkers and concerned citizens celebrated the decision bargained by Chavez and the growers.

This was a great victory, but the strike continued against the other growers. Although many workers wanted to use more violent methods to enact change, Chavez stood strong. He pointed out that the workers were not all good and the growers were not all evil. Finally, when 85% of the growers agreed to use union workers, the boycott was called off and a five-year strike came to an end in July, 1970.

Over the next 2 decades, César Chavez kept working. He led protests and pushed for migrant rights. Chavez died in 1993, but his humility and self-sacrifice live on. Without him, migrant worker would have far fewer rights today.

Text adapted and compiled from:

Cesar Chavez: A Voice for the Migrant Worker by Olivier Zamossa

Harvesting Hope by Kathern Krull

Cesar Chavez by Ruth Franchere

Cesar Chavez Websites: [www.biography.com](http://www.biography.com); [www.ufw.org](http://www.ufw.org), <http://chavez.cde.ca.gov>

**Skim and Scan Organizer**

<b>Scanning</b>	
Title of Text	What does the title tell you?
Author	What is the author's background?
Date	How could the date this was written affect its meaning?
Picture/Diagram/Painting	What information does this visual give to you?
Caption	What message does the caption give?
Subheadings/Enlarged Quotes	What do the quotes and/or subheadings tell you?
Text in Bold, Color or Italics	Why were these items emphasized?
Text Boxes	What is the focus of the text in the text box?
From scanning the text, do you think the text will inform, explain, describe, compare, contrast, present, offer, argue, or entertain? →	
<b>Skimming</b>	
Topic of first sentence →	
Signal Words/Phrases →	
After skimming the text, what additional information do you know about this text that will provide focus to your reading? →	

### Text Dependent Questions for “Cesar Chavez” w/ Sentence Frames

#### Read Early Years:

1. How do you believe Cesar Chavez felt after moving to California (pg. 1-2).

*Partner A: I believe Cesar Chavez felt \_\_\_\_\_  
\_\_\_\_\_. I came to this conclusion because in the text it says,*

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*Partner B: I agree/disagree with you because \_\_\_\_\_*

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*In addition, the text says, \_\_\_\_\_*

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2. What was Cesar Chavez’ reaction to the racism and inequality that he experienced in school? Be sure to include a quote from the text and the words racism and inequality within your response. \_\_\_\_\_

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Do you believe you would react the same way? \_\_\_\_\_

Why or why not? (Please provide textual evidence within your response)

I believe I would/would not react the same way because,

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**Read Teenage Years:**

- 3. How did Cesar Chavez learn to adapt to life in California?

*Cesar Chavez’ life was very different in California. He learned to adapt by...*

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*I believe Cesar did a lot of good for others in California by.....*

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- 4. Cesar was asked to move seats in the theatre when he was on a date. Discuss with a partner whether or not you would have moved to a different seat in the theatre and use information from the text to explain your reason.

*I would/not have moved seats because \_\_\_\_\_*

*I believe this would be the right decision because \_\_\_\_\_*

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- 5. What was Chavez’ motivation to become an activist? Support your answers with textual evidence.

*Chavez became an activist because \_\_\_\_\_*

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*This is shown in the text by \_\_\_\_\_*

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**Read Activism:**

- 6. What were Cesar’s acts as an activist? \_\_\_\_\_

\_\_\_\_\_.

- 7. How did Cesar Chavez’ actions show people that he was serious about finding justice for the farm workers? Provide evidence for your answers.

The text clearly shows that Chavez \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

- 8. How did Chavez’ upbringing (childhood and teenage years) shape how he behaved as an adult?

Cesar Chavez’ childhood was \_\_\_\_\_

In fact, on page\_\_\_\_, the text says, \_\_\_\_\_

\_\_\_\_\_.

These experiences influenced Chavez to \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_.

- 9. In what ways did Chavez further pave the road to equality for the farm workers? What do you think would have happened if he had not stood up for them?

Chavez helped to further pave the road to equality for the farm workers by \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_.

### Text Dependent Questions for “Cesar Chavez” w/ Sentence Frames

#### Read Early Years:

1. How do you believe Cesar Chavez felt after moving to California (pg. 1-2)?

*Partner A: I believe Cesar Chavez felt **angry, deceived, and disappointed** after he moved to California. I came to this conclusion because in the text it says, **“They shared water and outdoor toilets with a dozen other families, and overcrowding made everything filthy” (page. 1).***

*Partner B: I agree/disagree with you because **the recruiter told them that they would have “large houses with full kitchens and plenty of rooms” (page 1).***

*In addition, **the work was so hard “with pickers bending over all day long, their backs ached and they were always exhausted” (page 1).***

2. What was Cesar Chavez’ reaction to the racism and inequality that he experienced in school?

***Cesar reacted by quitting school in the seventh grade.***

Do you believe you would react the same way? **No**

Provide textual evidence to explain why or why not?

I believe I would/would not react the same way because, **later on in life, Cesar Chavez realized how important education is when he “organized classes where Mexicans could learn to read and write English” (page 3).**

Or

I believe I would have quit as well because **if a teacher put a sign on me that read, “I AM A CLOWN. ISPEAK SPANISH,” as they did to Cesar Chavez, I do not think I could withhold my anger and distrust of such people.**

**Read Teenage Years:**

3. How did Cesar Chavez learn to adapt to life in California?

*Cesar Chavez' life was very different in California. He learned to adapt by... **Finding out “on which farms he could make the most money and where he would not be cheated. He learned where the housing was poor” (page 2).** I believe Cesar did a lot of good for others in California by... **telling them what he had learned and driving people to the doctor, asking nothing in return.***

4. Cesar was asked to move seats in the theatre when he was on a date. Discuss with a partner whether or not you would have moved to a different seat in the theatre and use information from the text to explain your reason.

*I would/**not** have moved seats because **if I did move seats, then I would be admitting that I was not equal to whites.** I believe this would be the right decision because **as Cesar Chavez shows through his life's work, one must fight for what they believe in, “Chavez wanted members to demand the same rights for themselves as other workers had” (page 3).***

5. What was Cesar's motivation to become an activist? Support your answers with textual evidence.

*Cesar became an activist because **he was angry about being thrown out of the movie theater (page 2).** This is shown in the text when **Chavez decided that “as soon as the war was over, he would work day and night to get respect and justice for his people” (page 2).***

**Read Activism:**

6. What were Cesar's acts as an activist? **Chavez organized classes where workers could learn to read and write English. He urged Mexicans to become citizens and register to vote (page 3).**

7. How did Cesar Chavez' actions show people that he was serious about finding justice for the farm workers? Provide evidence for your answers.

**Cesar Chavez showed that he was serious about finding justice for farm workers when he moved back to a dusty Delano, dug ditches on Sundays and sent his wife, Helen, to work in the fields.**

8. How did Cesar's upbringing (childhood and teenage years) shape how he behaved as an adult? **Chavez' torment of being discriminated against, feeling the pain of the difficult work, low wages, and poor working conditions motivated Chavez to change the system so that others that would come after him would not have to experience what he did.**

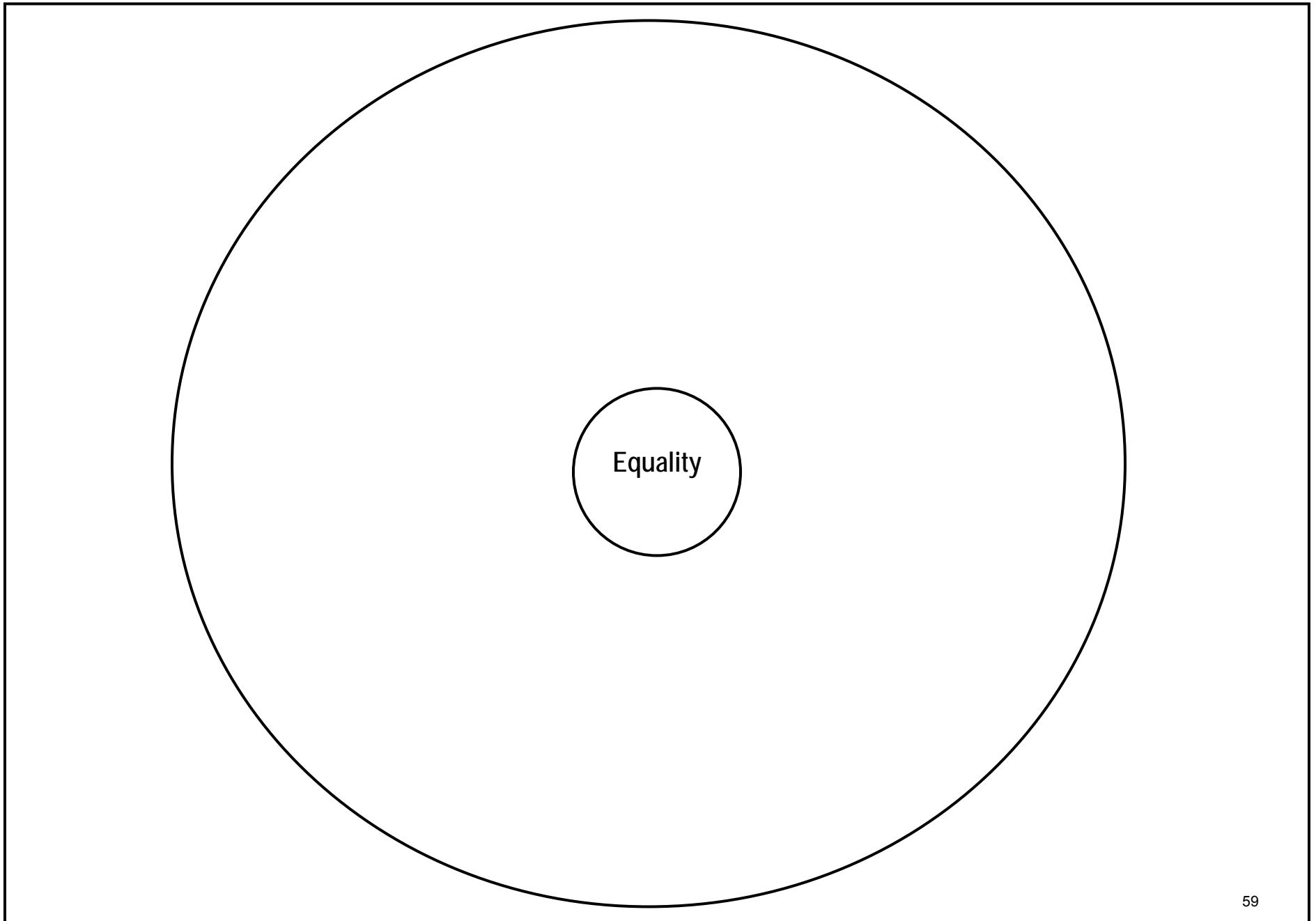
9. In what ways did Chavez further pave the road to equality for the farm workers? What do you think would have happened if he had not stood up for them?

**Chavez not only encouraged more Mexicans to become U.S. citizens and vote, but he was able to organize the workers, and gain concessions from the farm owners for pay increases and better working conditions.**

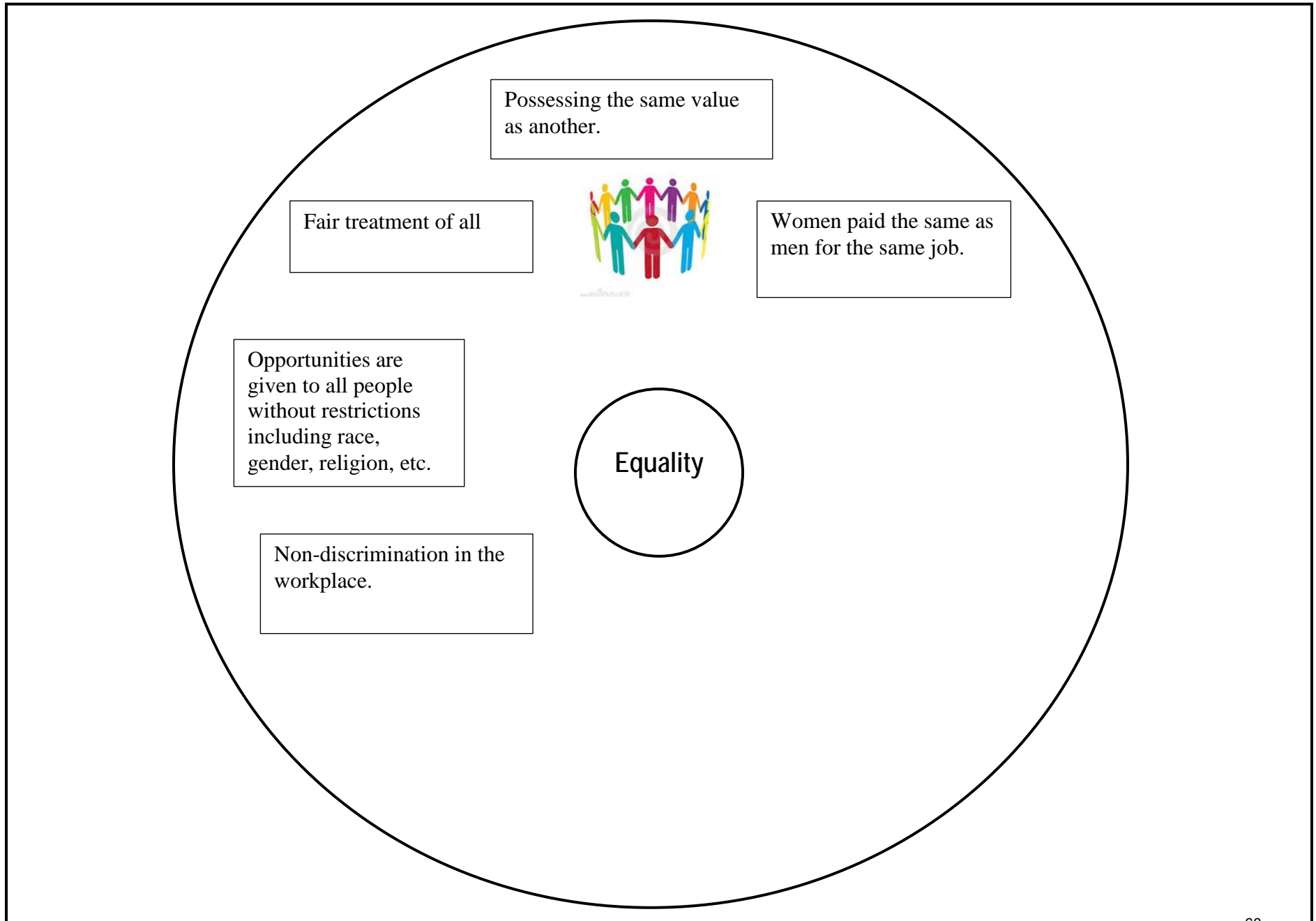
**If Chavez had not stood up for the farm workers, someone else would have taken a stand at a later date. However, because Chavez was a strong leader and he was motivated, he was able to motivate others to affect change.**

**What is Equality?**

Circle Map Brainstorm



# What is Equality? Circle Map Brainstorm



## Lesson 2 –Cesar Chavez- Vocabulary Strips

<b>Student A-Vocabulary Word</b>	<b>Student B- Definition</b>
Engaged (verb)	Definition: involved in activity : <u>OCCUPIED</u> , <u>BUSY</u>
	Sentence: Johnny and Sarah were engaged in a lengthy debate
Great Depression	Definition: A time period during the 1930's when there was a worldwide economic downturn and mass unemployment.
	Sentence: Many people went hungry during the Great Depression.
Migrant	Definition: Traveler who moves from one region or country to another; habitually moving from place to place especially in search of seasonal work.
	Sentence: Many migrant farm workers move from one city to another city, to another city, following the crops ready for harvest.
Exaggerated	Definition: to add to the interest of by including made-up details ... Synonyms color, elaborate (on), embellish, hyperbolize, magnify etc....
	Sentence: Dan exaggerated the size of the fish he caught on Saturday.
“Stoop Labor”	Definition: the hard labor done or required to plant, cultivate, and harvest a crop and especially a crop of vegetables
	Sentence: The “stoop labor” caused aching backs and exhaustion for the workers.



Torment	Definition: extreme pain or anguish of body or mind : <u>agony</u>
	Sentence: The difficulty of the work was torment for many of the workers.
Studebaker	Definition: A large automobile that was known to be reliable, but not pretty.
	Sentence: The family piled into the Studebaker for a long trip to Fresno.
Drought	Definition: A prolonged period of abnormally low precipitation; a shortage of water resulting from this.
	Sentence: The drought caused a need for the family to move and find work elsewhere.
Obstacle	Definition: A thing that blocks one's way or prevents or hinders progress.
	Sentence: There were many obstacles in the way of obtaining equality.
Destination	Definition: a place to which one is journeying or to which something is sent
	Sentence: We finally made to our destination.

### TPC-Academic Summary

**T = Topic sentence/claim** -Identify the text, author and publisher (if provided) + strong predicate + Central Idea/Theme

**P = Paraphrase key details or events-** In your own words, write the details from your text-dependent questions. Decide on no more than 3-5 details, depending on text length.

**C = Concluding statement-** Conclude summary with a strong finish that sums up the central idea/theme

## **TPC Academic Summary on “Cesar Chavez-Overcoming Obstacles”**

### **“Early Years”**

In the biography, ‘Cesar Chavez-Overcoming Obstacles,’ the author describes the hard life and discrimination faced by Chavez and his family in the segment of the article labeled “Early Life.” In these “early years” Chavez became disillusioned by the “outdoor” toilets shared by a dozen other families and overcrowding which made everything filthy (Page 1). He was also angry about the back breaking work, known as “stoop labor” which required workers to be bent over all day long. Finally, Chavez was upset by the racism that he experienced, especially when he was kicked out of the movie theater for not moving out of the “white section.” As a result of these horrible injustices, Chavez was motivated to “work day and night to get respect and justice for his people” (page 2).

**ACADEMIC SUMMARY TEMPLATE**

In the \_\_\_\_\_, \_\_\_\_\_,  
 (“A” Text Type) (title of text)  
 \_\_\_\_\_ the topic of  
 (Full name of author) (“B” Academic Verb)  
 \_\_\_\_\_ . S/he \_\_\_\_\_  
 (topic/issue of text) (“C” Academic Verb + “that”)  
 \_\_\_\_\_  
 (Author’s main argument/belief on the topic/issue)

Continue the summary by including the author’s main points or the main events/ideas that support the issue written above.

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Ultimately, what \_\_\_\_\_ is trying to convey (through) his/her \_\_\_\_\_  
 (author) (text type)  
 is \_\_\_\_\_  
 (main point)

- A**  
**Types of Texts**  
 essay  
 editorial  
 article  
 research paper  
 narrative  
 report  
 letter  
 speech  
 short story  
 vignette  
 memoir  
 poem  
 novel  
 movie  
 drama/play

- B**  
**Precise Verbs**  
 addresses            debates  
 discusses            disputes  
 examines            opposes  
 explores              contests  
 considers  
 questions  
 analyzes  
 scrutinizes  
 criticizes  
 comments on  
 elaborates on  
 focuses on  
 reflects on  
 argues for  
 argues against

- C**  
**Precise**  
**“Verbs + that”**  
 asserts  
 argues  
 posits  
 maintains  
 claims  
 notes  
 proposes  
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 concedes  
 states  
 believes  
 suggests  
 implies  
 infers  
 intimates

- Connectors**  
 in addition  
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 further  
 additionally  
 beyond....also  
 ....as well  
  
 @Sonia Munevar  
 Gagnon

Contribution



What contribution has Chavez made to the rights of migrant farm workers?

What is causing this to happen?



Motive →

# Cesar Chavez' fight for Migrant Farm Workers' Rights

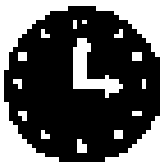
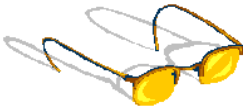
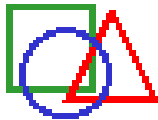
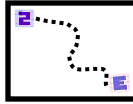
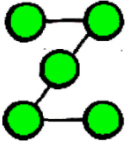
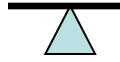
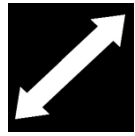


How do different people and characters see this event or situation?

Ethics →



what elements can be identified that reflect bias, prejudice, and discrimination?





<b>Unit:4- The Road to Equality Lesson # 3</b>	<b>Grade Level/Course:</b> 6 <sup>th</sup> /ELA	<b>Duration: 2 days</b> <b>Date:</b>
<b>Common Core and Content Standards</b>	<p><b>Reading Literature</b></p> <p><b>RL.6.1</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RL.6.2</b> Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p><b>RL.6.3</b> Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p> <p><b>RL.6.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p><b>RL.6.5</b> Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p> <p><b>RL.6.6</b> Explain how an author develops the point of view of the narrator or speaker in a text.</p> <p><b>Writing</b></p> <p><b>W.6.1.</b> Write arguments to support claims with clear reasons and relevant evidence.</p> <p><b>a.</b> Introduce claim(s) and organize the reasons and evidence clearly.</p> <p><b>b.</b> Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p><b>c.</b> Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p><b>d.</b> Establish and maintain a formal style.</p> <p><b>e.</b> Provide a concluding statement or section that follows from the argument presented.</p> <p><b>W.6.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p><b>Speaking and Listening</b></p> <p><b>SL.6.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 6 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly.</p> <p><b>SL.6. 2</b> Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p> <p><b>SL.6.3</b> Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p><b>SL.6.4</b> Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p><b>Language</b></p> <p><b>L.6.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>L.6.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p><b>L.6.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i>, choosing flexibly from a range of strategies.</p> <p><b>L.6.6</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	



<b>Big Idea:</b> The Road to equality is met with many obstacles.			
<b>Essential Questions:</b>			
<ul style="list-style-type: none"> <li>• How do different people handle inequality and what does this show about their character?</li> <li>• What segregates, or separates, people from one another?</li> <li>• How have the rights of individuals changed over time?</li> <li>• How do authors communicate the theme of equality differently?</li> </ul>			
<b>Materials/ Resources/ Lesson Preparation</b>	<ul style="list-style-type: none"> <li>• <b>The Gold Cadillac</b> (Holt, Introductory Course, page 174-186)</li> <li>• <b>Resource 3.1-</b> “Novel Ideas Only”</li> <li>• <b>Resource 3.2-</b> Text Dependent Questions and Language Frames</li> <li>• <b>Resource 3.2A</b> Text Dependent questions and Answers</li> <li>• <b>Resource 3.2B</b> Text Dependent Questions with Dyad Share (Only for students who need the scaffold)</li> <li>• <b>Resource 3.3-</b> “The Gold Cadillac” Close Read and Video Response Paragraph</li> <li>• Segregation of the South video clip <a href="http://www.sausd.us/site/default.aspx?PageID=19581">http://www.sausd.us/site/default.aspx?PageID=19581</a></li> </ul>		
<b>Objectives</b>	<table border="1"> <tr> <td><b>Content:</b> Students will read “The Gold Cadillac” and view a video clip on racial segregation in the south, then cite information from the texts to show how the rights of African Americans have changed over time.</td> <td><b>Language:</b> Students will engage in a range of collaborative conversations focused around “The Gold Cadillac” and discuss how the author’s choice of words relate to racial inequality.</td> </tr> </table>	<b>Content:</b> Students will read “The Gold Cadillac” and view a video clip on racial segregation in the south, then cite information from the texts to show how the rights of African Americans have changed over time.	<b>Language:</b> Students will engage in a range of collaborative conversations focused around “The Gold Cadillac” and discuss how the author’s choice of words relate to racial inequality.
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<b>Depth of Knowledge Level</b>	<input checked="" type="checkbox"/> <b>Level 1: Recall</b> <input checked="" type="checkbox"/> <b>Level 2: Skill/Concept</b> <input checked="" type="checkbox"/> <b>Level 3: Strategic Thinking</b> <input checked="" type="checkbox"/> <b>Level 4: Extended Thinking</b>		
<b>College and Career Ready Skills</b>	<input checked="" type="checkbox"/> <b>Demonstrating independence</b> <input checked="" type="checkbox"/> <b>Building strong content knowledge</b> <input checked="" type="checkbox"/> <b>Responding to varying demands of audience, task, purpose, and discipline</b> <input checked="" type="checkbox"/> <b>Valuing evidence</b> <input checked="" type="checkbox"/> <b>Comprehending as well as critiquing</b> <input checked="" type="checkbox"/> <b>Using technology and digital media strategically and capably</b> <input checked="" type="checkbox"/> <b>Coming to understand other perspectives and cultures</b>		
<b>Common Core Instructional Shifts</b>	<input checked="" type="checkbox"/> <b>Building knowledge through content-rich nonfiction texts</b> <input checked="" type="checkbox"/> <b>Reading and writing grounded from text</b> <input checked="" type="checkbox"/> <b>Regular practice with complex text and its academic vocabulary</b>		
<b>Academic Vocabulary (Tier II &amp; Tier III)</b>	<b>TEACHER PROVIDES SIMPLE EXPLANATION</b>	<b>KEY WORDS ESSENTIAL TO UNDERSTANDING</b>	<b>WORDS WORTH KNOWING</b>
	<b>STUDENTS FIGURE OUT THE MEANING</b>	unison, lynch, heedful, ignorance	evident rural
		caravan	

<b>Pre-teaching Considerations</b>	<p>You will need your Discovery Education username and password in order to view the video clip for Day 2. In order to set up an account follow this link <a href="http://www.sausd.us/site/default.aspx?PageID=19581">http://www.sausd.us/site/default.aspx?PageID=19581</a> , scroll down to Discovery Education, find your school’s password on the dropdown menu, go to the website and create your account.</p> <p>A resource for videos on the American Civil Rights Movement is “Eyes on the Prize” <a href="http://www.pbs.org/wgbh/amex/eyesontheprize/resources/res_video.html">http://www.pbs.org/wgbh/amex/eyesontheprize/resources/res_video.html</a></p>	
<b>Lesson Delivery</b>		
<b>Instructional Methods</b>	<p><b>Check method(s) used in the lesson:</b></p> <p><input checked="" type="checkbox"/> Modeling      <input checked="" type="checkbox"/> Guided Practice      <input checked="" type="checkbox"/> Collaboration      <input checked="" type="checkbox"/> Independent Practice</p> <p><input type="checkbox"/> Guided Inquiry      <input type="checkbox"/> Reflection</p>	
<b>Day 1 Lesson Overview</b>	<ol style="list-style-type: none"> <li>1. Quickwrite</li> <li>2. Preview the Text with “Novel Ideas Only” Protocol</li> <li>3. Text-Dependent Questions and Dyads for Sections 1-3</li> </ol>	
<b>Lesson Continuum</b>  <b>Body of the Lesson:</b> Activities/ Questioning/ Tasks/ Strategies/ Technology/ Engagement	<p><b>Prior Knowledge, Context, and Motivation:</b>  <b><u>Day 1: Preparing the Learner</u></b></p> <ol style="list-style-type: none"> <li>1. Review the unit’s essential questions in order to focus student reading: How is the theme of equality communicated differently through fiction vs. non-fiction? How do different people handle inequality and what does this show about their character? What segregates, or separates, people from one another?</li> <li>2. To connect with previous learning, have students complete the following Quickwrite prompt:             From what you have learned about the inequality of the past, how have things changed and how have they remained the same? What is your hope for the future?</li> <li>3. To provide students with a way to capture the general sense, structure and content of the text and provide a purpose and focus for reading, have students preview the text and look at the “pulled quotes,” the title and the illustrations. Students should use the “Novel Ideas Only” Protocol (<b>Resource 3.1</b>)</li> </ol>	<p><b>Differentiated Instruction:</b></p> <p><b>English Learners:</b>            Teachers can model more than one section with students until they feel comfortable doing it with their partner.</p> <p><b>Students Who Need Additional Support:</b>            Students should be paired heterogeneously for the dyads so that strong readers are paired with less proficient readers. Also, language support frames are provided in <b>Resource 3.2B</b>. Also, teachers can create small groups that need additional help. (Resource 3.2)</p> <p><b>Accelerated Learners:</b>            Students who would rather use technology can use edmodo.org or another website that allows students to blog back and forth</p>

### Novel Ideas Only Protocol

Students are assigned to groups of four (4). The teacher poses the prompt/question and then asks the students (in each group) to do the following:

1. To number a loose leaf page from 1-8
2. To work collaboratively to brainstorm possible responses/answers to the prompt/question – students are given 5 minutes to do so
3. As a new idea is asserted or stated aloud, another student from the group reiterates the contribution and then all students write it down on their individual sheet of paper
4. After 5 minutes, the teacher directs the students to draw a line under the last item offered by the group
5. All groups are then asked to share their group’s list:
  - a. Each group stands and one “reporter” shares the group’s ideas
  - b. The “reporter” starts the process by restating the prompt/question
  - c. The teacher reminds all other groups that they must listen to the first group very carefully because each ensuing group will only share a group’s idea if it was not shared by any other group before them – this step of the protocol is key for the strategy to work and hold true to its name (“Novel Ideas Only”)
  - d. As the groups share their “Novel Ideas Only”, the rest of the groups are writing the new contributions from each group to each of their individual lists. To facilitate this process, the teacher can also generate a separate running list on chart paper, so that students that have difficulty writing and listening (simultaneously) can copy the list after they have listened attentively to the contributions of all the groups
  - e. The end product of this activity allows for a class to generate a compilation of “Novel Ideas Only” as responses to the given prompt/question.

**Ask Students:** After looking at the illustrations, title, and pulled quotes, what do you think this story is about?

5. Conduct a short, whole-class discussion, in order to check for understanding and clarify misconceptions
6. Assign students to homogeneous pairs, have students turn to the text dependent questions (**Resource 3.2**) in their Student Materials Booklet. Then, the teacher should model by reading section 1, page 176 in the *Holt Literature and Language Arts* textbook, to the students. Give students time to formulate their answers and record them in the appropriate box. Facilitate a class discussion regarding the answer and generate a class response that will be added to the last column in the text-dependent questions answer document.

to each other regarding the text-dependent questions.

Question	Answer with Evidence
<b>Section 1: Read page 176 to “...believe it.”</b>	
<p>1. Evaluate the relationship between the sisters and their father and support your view with evidence from the story (pg. 176).</p>	<p>The girls appear to greatly love their father and our proud of him. They are excited when he approaches and hug “their father with joy.” The girls are also obedient When asked to get their mother, they run off immediately “to obey.” The father also shows he cares for his daughters. When showing them the new Cadillac, he smiles and says, “I can’t much disappoint my girls, can I?”</p>
<p>7. Next, the teacher will read section 2 and have students formulate an answer and discuss with a partner. After partners have collaborated, teacher should ask them how their understanding has changed based on their partner’s responses.</p>	
<b>Section 2: Read page 176 from “Then my mother...” to the end of page 177</b>	
<p>2. What is Dee’s reaction to the new Cadillac? What words or phrases are used that help you make this interpretation? What connotations or emotional meanings to these words have?</p>	<p>Dee is not pleased with the new Cadillac. Taylor writes, “There is no smile on her [Dee’s] face,” and there is an “awkward silence” after she finds out about the car. She refuses to take a ride in the new car and tells her husband that, since he bought it, he can “just ride in it alone.”</p> <p>The fact that she is “not smiling” and that the moment is described as “awkward” reveals that the moment is tense.</p>
<p>8. Students should then continue reading section 3 and then stop to answer questions and discuss with their dyad partner.</p>	
<p>3. What conflict has developed between Dee and Wilbert? What do you <b>predict</b> is Dee’s reason for her disapproval (pg. 177)?</p>	<p>They are having a conflict over the purchase of the new car.</p> <p>Predictions will vary.</p>

	9. To end the day, the teacher may want to review their predictions that students made at the beginning of the lesson and ask students to modify their predictions based on the sections they have read.											
Day 2 Lesson Overview	<ol style="list-style-type: none"> <li>1. Review Predictions</li> <li>2. Text-dependent Questions/Dyads</li> <li>3. Group Share/Whole Class Share</li> <li>4. Change over time paragraph</li> </ol>											
	<p><b>Day 2/3</b>  <b>Motivation</b>  <b>Interacting with the Text</b></p> <ol style="list-style-type: none"> <li>1. Open the lesson by reminding students of the revised predictions that they have made about the text.</li> <li>2. Students should take out their Text-Dependent Questions (<b>Resource 3.2</b>) from yesterday and continue reading Section 4, which starts on page 180 of the textbook.</li> <li>3. Students should continue reading each section with their partner and discuss the answers as they move from section 4 to section 7.</li> </ol> <table border="1" data-bbox="337 810 1377 1241"> <tr> <td colspan="2" data-bbox="337 810 1377 877" style="background-color: #cccccc;">Section 3: Read page 178</td> </tr> <tr> <td data-bbox="337 877 701 1241">4. Discuss with a partner whether or not you side with Dee or Wilbert in regards to the purchase of the new Cadillac. Support your answers with textual evidence.</td> <td data-bbox="701 877 1377 1241">Answers will vary</td> </tr> </table> <table border="1" data-bbox="337 1283 1377 1682"> <tr> <td colspan="2" data-bbox="337 1283 1377 1350" style="background-color: #cccccc;">Section 4: Read page 180-181.</td> </tr> <tr> <td data-bbox="337 1350 701 1682">5. Is there equality between Wilbert and Dee? Provide evidence for your answers.</td> <td data-bbox="701 1350 1377 1682">           Answers will vary-possible textual evidence           <ul style="list-style-type: none"> <li>• The fact that Dee seems to get her way indicates that she is at least equal to her husband.</li> <li>• The fact that he bought the car and plans on keeping it indicates that he has equal status as well</li> </ul> </td> </tr> </table> <table border="1" data-bbox="337 1682 1377 1971"> <tr> <td data-bbox="337 1682 701 1971">6. The Cadillac is a symbol. What does the Cadillac represent to the different family members and to the community? How does this relate to our theme of equality?</td> <td data-bbox="701 1682 1377 1971">The Cadillac is a status symbol. The father is proud to own and drive it. The community admires it. Taylor writes, "Sometimes people took in the Cadillac as they walked, their heads turning for a longer look as they passed. Then there were people who just outright stopped and took a good look before continuing on their way." The narrator is also proud of the car. She</td> </tr> </table>		Section 3: Read page 178		4. Discuss with a partner whether or not you side with Dee or Wilbert in regards to the purchase of the new Cadillac. Support your answers with textual evidence.	Answers will vary	Section 4: Read page 180-181.		5. Is there equality between Wilbert and Dee? Provide evidence for your answers.	Answers will vary-possible textual evidence <ul style="list-style-type: none"> <li>• The fact that Dee seems to get her way indicates that she is at least equal to her husband.</li> <li>• The fact that he bought the car and plans on keeping it indicates that he has equal status as well</li> </ul>	6. The Cadillac is a symbol. What does the Cadillac represent to the different family members and to the community? How does this relate to our theme of equality?	The Cadillac is a status symbol. The father is proud to own and drive it. The community admires it. Taylor writes, "Sometimes people took in the Cadillac as they walked, their heads turning for a longer look as they passed. Then there were people who just outright stopped and took a good look before continuing on their way." The narrator is also proud of the car. She
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		<p>says, "I was proud to say that care belonged to my family. I felt mighty important..."</p> <p>In the father's mind, he deserves to drive the Cadillac and is, therefore, equal to any man. Although, he proudly drives the Cadillac around his community, his family feels apprehension when he plans to drive it to Mississippi, revealing that his status may not be "equal" in the South.</p>	
<p>7. What is Wilbert's motivation for wanting to drive to Mississippi with his new Cadillac?</p> <p>Why do Wilbert's friends and family members try to discourage him from driving the Cadillac to Mississippi? Choose one quote from the text to support each answer.</p>	<p>Wilbur wants to drive the car to Mississippi to visit his parents. The others try to discourage him because it was a "dangerous thing... for a black man to drive an expensive car in the rural South." Their caution just reinforces Wilbur's commitment. He says, "I paid good money for that car...That gives me the right to drive it where I please. Even down to Mississippi."</p>		
<p><b>Section 5--Read page 182</b></p>			
<p>8. Identify words and phrases from page 182 that connote or imply racism and segregation. Explain how these words and phrases relate to one of our essential questions? (<i>How do different people handle inequality and what does this show about their character? What segregates, or separates, people from one another? How have the rights of individuals changed over time? How do authors communicate the theme of equality differently?</i>)</p>	<p>Words that suggest or imply racism are "White only, colored not allowed," "They eyeballed the Cadillac," "you're a liar," "You stole this car," and "whose car is this, boy?" (page 182)</p> <p>These words and phrases were typical of the South during this time. The essential question that asks us what separates people from one another is dealt with here, verbally. These words show hate, anger, distrust, and fear, all of which stem from not truly knowing the people being confronted. The situation is also presented through a story rather than as a primary source which comes directly from the person who was affected.</p>		
<p>9. How has the picnic basket's symbolic meaning changed for 'lois (pg. 182)? Explain whether or not you believe this experience will</p>	<p>'lois, after seeing the sign that read, "White Only, Colored Not Allowed," realized that the picnic basket that her mother packed was not for a grand picnic, but rather because of the extreme racism that her family</p>		

<p>benefit or hurt the sisters. Use textual evidence to support your point of view.</p>	<p>would experience in the South.</p>
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**Section 6: Read pages 183-184.**

<p>10. How does the author communicate the fear the girls feel while traveling and sleeping in the gold Cadillac? How is the presentation of this material different than how the information would be presented in an essay or a piece of non-fiction?</p>	<p>Mildred Taylor presents the girls' fear by describing her actions; 'lois wouldn't go to sleep until her father woke up. 'lois explained, "My father was the one who kept us safe." Later, when 'lois finally went to sleep and then woke up, her father asked her, "why were you holding the knife? 'lois had grabbed a knife, which symbolized the extreme fear that she felt.</p> <p>The way the author presents the material is through dialogue and story-telling rather than presenting facts and relating them to a topic.</p>
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<p>11. 'lois asks her father why blacks are treated so poorly in the south. Her father explains that it is a result of ignorance or lack of knowledge. What knowledge do the southern whites lack?</p>	<p>Though the text does not specifically explain the knowledge that Southern whites lack, the use of the word ignorance suggests that they lack an understanding of who African Americans are. Later, Dr. Martin Luther King would make the idea clear when he said that people should be judged, not by the color of their skin, but by the content of their character.</p>
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<p>12. What are Wilbert's hopes for the future? Paraphrase or write in your own words what Wilbert is hoping for.</p>	<p>Wilbert says, I'm hoping one day the police won't stop us just because of the color of our skins and we're riding in a gold Cadillac with northern plates." Wilbert is hoping that the laws will change and that the ideology in the south changes as well. He hopes that they will gain equality with whites.</p>
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**Section 7: Finish reading the story**

<p>13. If you were writing a critical review of this story, how would you communicate the theme of this work in one complete sentence? After you complete the theme statement, explain, in detail and through textual</p>	<p>An example of an answer might be:</p> <p>Though we may not be able to overcome the obstacles the face us within our life time, it is important to express our hopes and dreams to future generations.</p> <p>I chose this as a theme statement because Wilbert, though he strongly believed that he should be treated</p>
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evidence, why you chose this theme.

as an equal to the white man, found out the hard way that ideologies do not change overnight. When he said, “I’m hoping one day though we can drive the long road down here and there won’t be any signs,” Wilbert is passing on his dreams for his children’s future.

### Extending the Learning

4. Read the excerpt from “The Gold Cadillac” in **Resource 3.3** and view the Barack Obama video clip (<http://www.sausd.us/Page/22743>). After reading and viewing these texts, have students write a paragraph responding to the following prompt: *After viewing and reading each text, explain how the rights of African Americans have changed over time and be sure to support your answer with evidence from both of the texts.*

#### How have the rights of individuals changed over time?

Re-read the section below from “The Gold Cadillac” and view a clip about Barack Obama.

#### Excerpt from “The Gold Cadillac,” Holt, page 180-181

But then my father said he was going to drive the car south into Mississippi to visit my grandparents, and everybody stopped laughing.

My uncles stopped. So did my aunts.

Everybody.

“Look here, Wilbert,” said one of my uncles, “it’s too dangerous. It’s like putting a loaded gun to your head.”

“I paid good money for that car,” said my father. “That gives me a right to drive it where I please. Even down to Mississippi.”

My uncles argued with him and tried to talk him out of driving the car south. So did my aunts, and so did the neighbors, Mr. LeRoy, Mr. Courtland, and Mr. Pondexter. They said it was a dangerous thing, a mighty dangerous thing, for a black man to drive an expensive car into the rural South.

“Not much those folks hate more’n to see a northern Negro coming down there in a fine car,” said Mr. Pondexter. “They see those Ohio license plates, they’ll figure you coming down uppity, trying to lord your fine car over them!”

I listened, but I didn’t understand. I didn’t understand why they didn’t want my father to drive that car south. It was his.

“Listen to Pondexter, Wilbert!” cried another uncle. “We might’ve fought a war to free people overseas, but we’re not free here! Man, those white folks down south’ll lynch you soon’s look at you. You know that!”



	<p>Wilma and I looked at each other. Neither one of us knew what lynch meant, but the word sent a shiver through us. We held each other’s hand.</p> <p>My father was silent, then he said: “All my life I’ve had to be heedful of what white folks thought. Well, I’m tired of that. I worked hard for everything I got. Got it honest, too. Now I got that Cadillac because I liked it and because it meant something to me that somebody like me from Mississippi could go and buy it. It’s my car, I paid for it, and I’m driving it south.”</p> <p>My mother, who had said nothing through all this, now stood. “Then the girls and I’ll be going too,” she said.</p> <p>5. Finally, have students take out the Extended Anticipatory Guide (<b>Resource 1.1</b>) from lesson 1. Students should then be instructed to answer the questions under “Opinion at the end of study” and provide supporting textual evidence from the texts used within this unit to support the opinions that they have stated.</p> <p>6. In addition, have students review the essential questions from the unit. Ask them to answer one of the questions in detail and provide textual evidence and examples from the texts of this unit to support their claim.</p> <ul style="list-style-type: none"> <li>• How do different people handle inequality and what does this show about their character?</li> <li>• What segregates, or separates, people from one another?</li> <li>• How have the rights of individuals changed over time?</li> <li>• How do authors communicate the theme of equality differently?</li> </ul>	
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**Lesson Reflection**

<p><b>Teacher Reflection Evidenced by Student Learning/ Outcomes</b></p>	
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### **“Novel Ideas Only” Activity Protocol**

#### **What is a “Novel Ideas Only” Activity?**

This activity is a quick way to elicit background knowledge or new ideas from a group regarding a given topic/theme.

#### **How do you implement the “Novel Ideas Only” Activity in the classroom?**

Students are assigned to groups of four (4). The teacher poses the prompt/question and then asks the students (in each group) to do the following:

1. To number a loose leaf page from 1-8
2. To work collaboratively to brainstorm possible responses/answers to the prompt/question – students are given 5 minutes to do so
3. As a new idea is asserted or stated aloud, another student from the group reiterates the contribution and then all students write it down on their individual sheet of paper
4. After 5 minutes, the teacher directs the students to draw a line under the last item offered by the group
5. All groups are then asked to share their group’s list:
  - a. Each group stands and one “reporter” shares the group’s ideas
  - b. The “reporter” starts the process by restating the prompt/question
  - c. The teacher reminds all other groups that they must listen to the first group very carefully because each ensuing group will only share a group’s idea if it was not shared by any other group before them – this step of the protocol is key for the strategy to work and hold true to its name (“Novel Ideas Only”)
  - d. As the groups share their “Novel Ideas Only”, the rest of the groups are writing the new contributions from each group to each of their individual lists. To facilitate this process, the teacher can also generate a separate running list on chart paper, so that students that have difficulty writing and listening (simultaneously) can copy the list after they have listened attentively to the contributions of all the groups
  - e. The end product of this activity allows for a class to generate a compilation of “Novel Ideas Only” as responses to the given prompt/question.

#### **When would I use “Novel Ideas Only” in the classroom?**

The object of this strategy is to create a purposeful and engaging opportunity for students to work in teams of four (4) to brainstorm responses to a particular prompt/question that a teacher poses during class time, either as an introductory, review or share activity.

#### **How can I use the activity with Beginner ELL students?**

Beginner students can benefit greatly from a question/prompt that requires them to reflect on a personal experience or requests that are related to an immediate context where a sequence of pictures, photographs and other forms of realia help contextualize the particular task.

In a predictable context, students at a low-to-mid beginning level of ESL should only be expected to identify everyday personal topics, as well as common individual words and learned phrases – they may even respond in their native language. Whenever possible, try to generate work/collaborative groups that are heterogeneous (i.e., 1 Beginner student, 2 Intermediate students and 1 Advanced student). This type of grouping allows for those students that are more proficient in English to model the proper use of it, as well as the academic language within context when appropriate.

Finally, when planning for group/collaborative work, use the “Description of Proficiency Levels” found in the Introduction section of the ESL Resource Guide noted in the footer below, to identify achievable goals for group/collaborative work for all your ELL students.

**“The Gold Cadillac” Text Dependent Questions**

Question	Answer with Evidence	After discussing my answer with a partner, I now believe...
<b>Section 1: Read page 176 to “...believe it.”</b>		
1. Evaluate the relationship between the sisters and their father and support your view with evidence from the story (pg. 176).		
<b>Section 2: Read page 176 from “Then my mother...” to page 177 “...would come around.”</b>		
2. What is Dee’s reaction to the new Cadillac? What words or phrases are used that help you make this interpretation? What connotations or emotional meanings to these words have?		
3. What conflict has developed between Dee and Wilbert? What do you <b>predict</b> is Dee’s reason for her disapproval (pg. 177)?		
<b>Section 3: Read page 178</b>		
4. Discuss with a partner whether or not you side with Dee or Wilbert in regards to the purchase of the new Cadillac. Support your answers with textual evidence.		

Question	Answer with Evidence	After discussing my answer with a partner, I now believe...
<b>Section 4: Read page 180-181.</b>		
5. Is there equality between Wilbert and Dee? Provide evidence for your answers.		
6. The Cadillac is a symbol. What does the Cadillac represent to the different family members and to the community? How does this relate to our theme of equality?		
7. What is Wilbert’s motivation for wanting to drive to Mississippi with his new Cadillac? Why do Wilbert’s friends and family members try to discourage him from driving the Cadillac to Mississippi? Choose one quote from the text to support each answer.		
<b>Section 5--Read page 182</b>		
8. Identify words and phrases from page 182 that connote or imply racism and segregation. Explain how these words and phrases relate to one of our essential questions? ( <i>How has inequality changed over time? How is the theme of</i>		

Question	Answer with Evidence	After discussing my answer with a partner, I now believe...
<p><i>equality communicated differently through fiction vs. non-fiction? What segregates or separates people from one another? How do different people handle inequality and what does this show about their character?)</i></p>		
<p>9. How has the picnic basket’s symbolic meaning changed for ‘lois (pg. 182)? Explain whether or not you believe this experience will benefit or hurt the sisters. Use textual evidence to support your point of view.</p>		
<p><b>Section 6: Read pages 183-184.</b></p>		
<p>10. How does the author communicate the fear the girls feel while traveling and sleeping in the gold Cadillac? How is the presentation of this material different than how the information would be presented in an essay or a piece of non-fiction?</p>		
<p>11. ‘lois asks her father why blacks are treated so poorly in the south. Her father</p>		

Question	Answer with Evidence	After discussing my answer with a partner, I now believe...
explains that it is a result of ignorance or lack of knowledge. What knowledge do the southern whites lack?		
12. What are Wilbert’s hopes for the future? Paraphrase or write in your own words what Wilbert is hoping for.		
<b>Section 7: Finish reading the story</b>		
13. If you were writing a critical review of this story, how would you communicate the theme of this work in one complete sentence? After you complete the theme statement, explain, in detail and through textual evidence, why you chose this theme.		

**“The Gold Cadillac” Text Dependent Questions**

Question	Answer with Evidence	After discussing my answer with a partner, I now believe...
<b>Section 1: Read page 176 to “...believe it.”</b>		
1. Evaluate the relationship between the sisters and their father and support your view with evidence from the story (pg. 176).	The girls appear to greatly love their father and our proud of him. They are excited when he approaches and hug “their father with joy.” The girls are also obedient When asked to get their mother, they run off immediately “to obey.” The father also shows he cares for his daughters. When showing them the new Cadillac, he smiles and says, “I can’t much disappoint my girls, can I?”	
<b>Section 2: Read page 176 from “Then my mother...” to the end of page 177</b>		
2. What is Dee’s reaction to the new Cadillac? What words or phrases are used that help you make this interpretation? What connotations or emotional meanings to these words have?	Dee is not pleased with the new Cadillac. Taylor writes, “There is no smile on her [Dee’s] face, ” and there is an “awkward silence” after she finds out about the car. She refuses to take a ride in the new car and tells her husband that, since he bought it, he can “just ride in it alone.”  The fact that she is “not smiling” and that the moment is described as “awkward” reveals that the moment is tense.	
3. What conflict has developed between Dee and Wilbert? What do you <b>predict</b> is Dee’s reason for her disapproval (pg. 177)?	They are having a conflict over the purchase of the new car.  Predictions will vary.	
<b>Section 3: Read page 178</b>		
4. Discuss with a partner whether or not you side with	Answers will vary	

Question	Answer with Evidence	After discussing my answer with a partner, I now believe...
Dee or Wilbert in regards to the purchase of the new Cadillac. Support your answers with textual evidence.		
<b>Section 4: Read page 180-181.</b>		
5. Is there equality between Wilbert and Dee? Provide evidence for your answers.	<p>Answers will vary-possible textual evidence</p> <ul style="list-style-type: none"> <li>• The fact that Dee seems to get her way indicates that she is at least equal to her husband.</li> </ul> <p>The fact that he bought the car and plans on keeping it indicates that he has equal status as well</p>	
6. The Cadillac is a symbol. What does the Cadillac represent to the different family members and to the community? How does this relate to our theme of equality?	<p>The Cadillac is a status symbol. The father is proud to own and drive it. The community admires it. Taylor writes, “Sometimes people took in the Cadillac as they walked, their heads turning for a longer look as they passed. Then there were people who just outright stopped and took a good look before continuing on their way.” The narrator is also proud of the car. She says, “I was proud to say that care belonged to my family. I felt mighty important...”</p> <p>In the father’s mind, he deserves to drive the Cadillac and is, therefore equal, to any man. Although, he proudly drives the Cadillac around his community, his family feels apprehension when he plans to drive it to Mississippi, revealing that his status may not be “equal” in the South.</p>	
7. What is Wilbert’s motivation for wanting to drive to Mississippi with his	Wilbur wants to drive the car to Mississippi to visit his parents. The others try to discourage him because it	



Question	Answer with Evidence	After discussing my answer with a partner, I now believe...
<p>new Cadillac? Why do Wilbert’s friends and family members try to discourage him from driving the Cadillac to Mississippi? Choose one quote from the text to support each answer.</p>	<p>was a “dangerous thing... for a black man to drive an expensive car in the rural South.” Their caution just reinforces Wilbur’s commitment. He says, “I paid good money for that car...That gives me the right to drive it where I please. Even down to Mississippi.”</p>	
<p><b>Section 5--Read page 182</b></p>		
<p>8. Identify words and phrases from page 182 that connote or imply racism and segregation. Explain how these words and phrases relate to one of our essential questions? (<i>How has inequality changed over time? How is the theme of equality communicated differently through fiction vs. non-fiction? What segregates or separates people from one another? How do different people handle inequality and what does this show about their character?)</i>)</p>	<p>Words that suggest or imply racism are “White only, colored not allowed,” “They eyeballed the Cadillac,” “you’re a liar,” “You stole this car,” and “whose car is this, boy?” (page 182)</p> <p>These words and phrases were typical of the South during this time. The essential question that asks us what separates people from one another is dealt with here, verbally. These words show hate, anger, distrust, and fear, all of which stem from not truly knowing the people being confronted. The situation is also presented through a story rather than as a primary source which comes directly from the person who was affected.</p>	
<p>9. How has the picnic basket’s symbolic meaning changed for ‘lois (pg. 182)? Explain whether or not you believe this experience will benefit or hurt the sisters.</p>	<p>‘lois, after seeing the sign that read, “White Only, Colored Not Allowed,” realized that the picnic basket that her mother packed was not for a grad picnic, but rather because of the extreme racism that her family would experience in the South.</p>	

Question	Answer with Evidence	After discussing my answer with a partner, I now believe...
Use textual evidence to support your point of view.		
<b>Section 6: Read pages 183-184.</b>		
10. How does the author communicate the fear the girls feel while traveling and sleeping in the gold Cadillac? How is the presentation of this material different than how the information would be presented in an essay or a piece of non-fiction?	<p>Mildred Taylor presents the girls’ fear by describing her actions; ‘lois wouldn’t go to sleep until her father woke up. ‘lois explained, “My father was the one who kept us safe.” Later, when ‘lois finally went to sleep and then woke up, her father asked her, “why were you holding the knife? ‘lois had grabbed a knife, which symbolized the extreme fear that she felt.</p> <p>The way the author presents the material is through dialogue and story-telling rather than presenting facts and relating them to a topic.</p>	
11. ‘lois asks her father why blacks are treated so poorly in the south. Her father explains that it is a result of ignorance or lack of knowledge. What knowledge do the southern whites lack?	<p>Though the text does not specifically explain the knowledge that Southern whites lack, the use of the word ignorance suggests that they lack an understanding of who African Americans are. Later, Dr. Martin Luther King would make the idea clear when he said that people should be judged, not by the color of their skin, but by the content of their character.</p>	
12. What are Wilbert’s hopes for the future? Paraphrase or write in your own words what Wilbert is hoping for.	<p>Wilbert says, I’m hoping one day the police won’t stop us just because of the color of our skins and we’re riding in a gold Cadillac with northern plates.” Wilbert is hoping that the laws will change and that the ideology in the south changes as well. He hopes that they will gain equality with whites.</p>	
<b>Section 7: Finish reading the story</b>		
13. If you were writing a	Though we may not be able to overcome the obstacles	

<b>Question</b>	<b>Answer with Evidence</b>	<b>After discussing my answer with a partner, I now believe...</b>
<p>critical review of this story, how would you communicate the theme of this work in one complete sentence? After you complete the theme statement, explain, in detail and through textual evidence, why you chose this theme.</p>	<p>the face us within our life time, it is important to express our hopes and dreams to future generations.</p> <p>I chose this as a theme statement because Wilbert, though he strongly believed that he should be treated as an equal to the white man, found out the hard way that ideologies do not change overnight. When he said, “I’m hoping one day though we can drive the long road down here and there won’t be any signs,” Wilbert is passing on his dreams for his children’s future.</p>	

**Directions:** The reading, answering of questions and discussion are all completed section by section. For example, each student will begin by reading Section 1 (page 176), answer question 1 individually, and then proceed to use the sentence frames to the right to engage in an academic conversation with their dyad partner.

**Dyad Share**

**Read and Answer Questions**

**Section 1: Read page 176 to “...believe it.”**

1. Evaluate the relationship between the sisters and their father and support your view with evidence from the story (pg. 176).

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After discussing my answer with a partner, I now believe \_\_\_\_\_

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**Section 2: Read page 176 from “Then my mother...” to page 177 “...would come around.”**

2. What is Dee’s reaction to the new Cadillac? What words or phrases are used that help you make this interpretation? What connotations or emotional meanings to these words have?

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**Directions:** A shares with → B. Then  
B responds to → A. Then  
**Reverse!**

1. **Partner A:** *I believe the relationship between the sisters and the father is \_\_\_\_\_  
 \_\_\_\_\_. I came to this conclusion because in the text it says \_\_\_\_\_  
 \_\_\_\_\_.*

**Partner B:** *I agree/disagree with you because \_\_\_\_\_  
 \_\_\_\_\_.*

**Section 2:**

2. **Partner B:** *Dee’s reaction to the purchase of the Cadillac is \_\_\_\_\_  
 \_\_\_\_\_.*  
*Some of the words/phrases that support this interpretation are \_\_\_\_\_.*  
*Most of these words connote (or suggest) \_\_\_\_\_.*

**Partner A:** **I agree/disagree with your analysis. I believe \_\_\_\_\_.**  
**The words that are used to support my view are \_\_\_\_\_.**

**These words have positive/negative connotations because \_\_\_\_\_.**

**Section 2 Cont.**

3. What conflict has developed between Dee and Wilbert? What do you **predict** is Dee’s reason for her disapproval (pg. 177)? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Section 3: Read page 178.**

4. Discuss with a partner whether or not you side with Dee or Wilbert in regards to the purchase of the new Cadillac. Support your answers with textual evidence. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

After discussing this with my partner my perspective has Changed/not changed because \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Section 4: Read page 180-181.**

5. Is there equality between Wilbert and Dee? Provide evidence for your answers. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Dyad Share**

3. **Partner A:** *The conflict that has developed between Dee and Wilbert is a direct result of*  
\_\_\_\_\_  
\_\_\_\_\_

*.Partner B: I believe Dee is disappointed because* \_\_\_\_\_  
\_\_\_\_\_.

**Section 3:**

4. **Partner B:** *I believe (Wilbert/ Dee) is correct. I believe this because* \_\_\_\_\_  
\_\_\_\_\_.

*The text supports this view when it says on page \_\_\_\_\_, “ \_\_\_\_\_.”*

**Partner A:** *Although I respect and understand you position, I believe* \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Or**

I too side with Dee/Wilbert and I would like to add \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Section 4:**

5. **Partner B:** *I believe there is/ is not equality between Dee and Wilbert. This can be seen on page \_\_\_\_\_ where it says,*  
\_\_\_\_\_.

*This shows that* \_\_\_\_\_.

**Section 4 Cont.**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

6. The Cadillac is a symbol. What does the Cadillac represent to the different family members and to the community? How does this relate to our theme of equality?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

**Read the Excerpt from page 180 “But then my father said...” to page 181 “...Then the girls and I will be going too” again.**

7. What is Wilbert’s motivation for wanting to drive to Mississippi with his new Cadillac and what is the motivation behind everyone that is trying to dissuade him from going? Choose two quotes from this excerpt that best supports your view. \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

\_\_\_\_\_  
\_\_\_\_\_.

**Partner A:** *I agree/disagree with your view and my evidence for doing so stems from the following quote* \_\_\_\_\_

*This shows* \_\_\_\_\_.

6. **Partner B:** **The Cadillac represents different things to different people. It is a symbol of \_\_\_\_\_ for \_\_\_\_\_ because \_\_\_\_\_.**

In addition, it represents \_\_\_\_\_ for \_\_\_\_\_ because \_\_\_\_\_

**Partner A:** *My answer is similar to yours, in that* \_\_\_\_\_

*However, I believe the Cadillac is a symbol of \_\_\_\_\_ for \_\_\_\_\_ because \_\_\_\_\_*

**Dyad Share**

7. **Partner A:** *The first quote I chose says,*

*This shows that Wilbert’s motivation was* \_\_\_\_\_

*The second quote I chose was,* \_\_\_\_\_.

*This shows* \_\_\_\_\_

**Partner B:** *The quote I chose that clearly communicates Wilbert’s motivation is* \_\_\_\_\_

*Wilbert is expressing* \_\_\_\_\_

**Section 5--Read page 182**

8. Identify words and phrases from page 182 that connote or infer racism and segregation. Explain how these words and phrases relate to one of our essential questions? (*How has inequality changed over time? How is the theme of equality communicated differently through fiction vs. non-fiction? What segregates or separates people from one another? How do different people handle inequality and what does this show about their character?*)

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9. How has the picnic basket’s symbolic meaning changed for ‘lois (pg. 182)? Explain whether or not you believe this experience will benefit or hurt the sisters. Use textual evidence to support your point of view.

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**Dyad Share**

**Partner A:** *The words that I chose that connote or infer a tone of racism are \_\_*

\_\_\_\_\_.

The essential question I chose is \_\_\_\_\_  
\_\_\_\_\_. In relation to this question, these words show

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**Partner B:** *The word that I chose that are similar/same as yours are \_\_\_\_\_*

\_\_\_\_\_.  
The essential question that I chose is \_\_\_\_\_

\_\_\_\_\_.  
These racist words are examples of \_\_\_\_\_

\_\_\_\_\_.  
**Both:** *One thing that you said that I didn’t think about was \_\_\_\_\_*

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**9. Partner B:** *The symbol of the picnic basket changed from \_\_\_\_\_ to \_\_\_\_\_.* *The sisters’ experiencing this form of racism will hurt/benefit them because*

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**Partner A:** *I agree/disagree with your analysis and/but would like to add \_\_\_\_\_*

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**Section 6: Read pages 183-184.**

**10.** How does the author communicate the fear the girls feel while traveling and sleeping in the gold Cadillac? How is the presentation of this material different than how the information would be presented in an essay or a piece of non-fiction? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

**11.** Lois asks her father why blacks are treated so poorly in the south. Her father explains that it is a result of ignorance or lack of knowledge. What knowledge do the southern whites lack?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

**Dyad Share**

**10. Partner A:** The sisters' fear is expressed through\_\_\_\_\_. This is different than how it would be presented in an essay/informational document by \_\_\_\_\_

\_\_\_\_\_.

**Partner B:** Mildred Taylor, the author of "The Gold Cadillac," also uses \_\_\_\_\_

to express the sisters' fear. This is effective because \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_.

**11. Partner B:** I believe that the knowledge that southern whites lack is \_\_\_\_\_

\_\_\_\_\_.  
The proof I have to defend this belief is\_\_\_\_\_  
\_\_\_\_\_.

**Partner A:** Wilbert's hope for the future can be realized if\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_.

**Partner B:** I agree/disagree, and would like to add\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_.



**Section 7: Finish reading the story.**

**12.** If you were writing a critical review of this story, how would you communicate the theme of this work in one complete sentence? After you complete the theme statement, explain, in detail why you chose this theme.

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**Dyad Share**

**12. Partner A:** *I believe the theme of "The Gold Cadillac" is \_\_\_\_\_*

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*This is true because \_\_\_\_\_*

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*The text proves this by \_\_\_\_\_*

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**Partner B:** *My theme for "the Gold Cadillac," by Midred D. Taylor is \_\_\_\_\_*

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*The text says, \_\_\_\_\_*

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*This shows \_\_\_\_\_*

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**Both:** *To conclude this discussion, I would like to explain that the biggest lesson I have taken away from this text is \_\_\_\_\_*

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**This is applicable to the big idea because \_\_\_\_\_**

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## Collaborative Annotation Chart

Symbol	Comment/Question/Response	Sample Language Support
?	<ul style="list-style-type: none"> <li>• Questions I have</li> <li>• Confusing parts for me</li> </ul>	<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"> <li>• Ideas/statements I agree with</li> </ul>	<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"> <li>• Ideas/statements I disagree with</li> </ul>	<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"> <li>• Author's main points</li> <li>• Key ideas expressed</li> <li>• Significant ideas</li> </ul>	<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"> <li>• Shocking statements or parts</li> <li>• Emotional response</li> <li>• Surprising details/claims</li> </ul>	<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"> <li>• Ideas/sections I connect with</li> <li>• What this reminds me of</li> </ul>	<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**

<b>Symbol/ Section</b>	<b>Comment/Question/Response</b>	<b>Partner's Comment/Question/Response</b>

**How have the rights of individuals changed over time?**

Re-read the section below from “The Gold Cadillac” and view a clip about Barack Obama.

Excerpt from “The Gold Cadillac,” Holt, page 180-181

But then my father said he was going to drive the car south into Mississippi to visit my grandparents, and everybody stopped laughing.

My uncles stopped. So did my aunts.

Everybody.

“Look here, Wilbert,” said one of my uncles, “it’s too dangerous. It’s like putting a loaded gun to your head.”

“I paid good money for that car,” said my father. “That gives me a right to drive it where I please. Even down to Mississippi.”

My uncles argued with him and tried to talk him out of driving the car south. So did my aunts, and so did the neighbors, Mr. LeRoy, Mr. Courtland, and Mr. Pondexter. They said it was a dangerous thing, a mighty dangerous thing, for a black man to drive an expensive car into the rural South.

“Not much those folks hate more’n to see a northern Negro coming down there in a fine car,” said Mr. Pondexter. “They see those Ohio license plates, they’ll figure you coming down uppity, trying to lord your fine car over them!”

I listened, but I didn’t understand. I didn’t understand why they didn’t want my father to drive that car south. It was his.

“Listen to Pondexter, Wilbert!” cried another uncle. “We might’ve fought a war to free people overseas, but we’re not free here! Man, those white folks down south’ll lynch you soon’s look at you. Yo u k n o w t h a t ! ”

Wilma and I looked at each other. Neither one of us knew what lynch meant, but the word sent a shiver through us. We held each other’s hand.

My father was silent, then he said: “All my life I’ve had to be heedful of what white folks thought. Well, I’m tired of that. I worked hard for everything I got. Got it honest, too. Now I got that Cadillac because I liked it and because it meant something to me that somebody like me from Mississippi could go and buy it. It’s my car, I paid for it, and I’m driving it south.”

My mother, who had said nothing through all this, now stood. “Then the girls and I’ll be going too,” she said.

After viewing and reading each text, explain how the rights of African Americans have changed over time and be sure to support your answer with evidence from both of the texts.

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**Dyad Share for how right have changed Over Time**

**Partner A:** *I believe the rights of African Americans have Improved/not improved because...*

*In addition, I believe...*

**Partner B:** *I agree/disagree with your opinion and/but would like to add...*

<b>Unit: The Road to Equality</b> <b>Lesson #: 4 An Argumentative Essay</b>	<b>Grade Level/Course:</b> <b>ELA 6<sup>th</sup> Benchmark</b>	<b>Duration: 3 days</b> <b>Date:</b>
<b>Common Core and Content Standards</b>	<p><b>Reading Literature</b></p> <p>RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p><b>Reading Informational Text</b></p> <p>RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>RI.6. 4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p>RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p> <p>RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p><b>Writing</b></p> <p>W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>Speaking and Listening</b></p> <p>SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 6 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <p><b>Language</b></p> <p>L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Vary sentence patterns for meaning, reader/ listener interest, and style.*</p> <p>b. Maintain consistency in style and tone.*</p> <p>L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i>).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	

<p><b>Materials/ Resources/ Lesson Preparation</b></p>		<ul style="list-style-type: none"> <li>• <b>Resource 4.1- Writing Prompt</b></li> <li>• <b>Resource 4.2- Do/ what chart</b></li> <li>• <b>Resource 4.3- Documenting Evidence Chart</b></li> <li>• <b>Resource 4.3b- Documenting Evidence Chart(with examples)</b></li> <li>• <b>Resources 4.3c,d,e- Circle Maps</b></li> <li>• <b>Resource 4.4- Flee Map</b></li> <li>• <b>Resource 4.5- Brace Map</b></li> <li>• <b>Resource 4.6- How to Write a Hook</b></li> <li>• <b>Resource 4.7- Thesis statement worksheet</b></li> <li>• <b>Resource 4.8- Conclusion Brace Map</b></li> <li>• <b>Resource 4.9- Sentence Types Tree Map</b></li> <li>• <b>Resource 4.12- SAUSD Intermediate Writing Rubric</b></li> <li>• <b>Resource 4.13-Student Model</b></li> <li>• <b>Holt Handbook-Introductory Course</b></li> <li>• <b>Argumentative Writing Powerpoint</b></li> </ul>	
<p><b>Objectives</b></p>		<p><b>Content:</b> Students will recognize the significance and purpose of making evidence based claims by writing a multi- paragraph essay with a topic sentence, detailing three paragraphs that defend their claim with textual evidence, and ends with a concluding paragraph.</p>	<p><b>Language:</b> Students will combine and separate compound, complex and simple sentence so that they use a variety of sentence types in their essay. Students will identify and replace words within their essays so that they will be more effective, improve the mood/tone of the text, are less informal, and use the appropriate ethical appeal.</p>
<p><b>Depth of Knowledge Level</b></p>		<p><input checked="" 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</p>	
<p><b>College and Career Ready Skills</b></p>		<p><input checked="" 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 type="checkbox"/> Using technology and digital media strategically and capably  <input checked="" type="checkbox"/> Coming to understand other perspectives and cultures</p>	
<p><b>Common Core Instructional Shifts</b></p>		<p><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</p>	
<p>Academic Vocabulary (Tier II &amp; Tier III)</p>	<p>TEACHER PROVIDES SIMPLE EXPLANATION</p>	<p style="text-align: center;"><b>KEY WORDS ESSENTIAL TO UNDERSTANDING</b></p> <p>Textual evidence  Transition words (first, next, last)  Thesis  Educational rights</p>	<p style="text-align: center;"><b>WORDS WORTH KNOWING</b></p> <p>On the contrary  Moreover  Prejudice  Racism  Biased  Bigotry  Discrimination  perception</p>

	STUDENTS FIGURE OUT THE MEANING	Pro Con equivalent	
<b>Pre-teaching Considerations</b>		<ul style="list-style-type: none"> <li>• Teacher will need a computer and projector in order to display the PowerPoint Presentation</li> <li>• Teacher might want to become familiar with online essay publishing on websites like turnitin.com or edmodo.com so that kids can read each other’s work and comment on their performance.</li> </ul>	
<b>Lesson Delivery</b>			
<b>Instructional Methods</b>	<b>Check method(s) used in the lesson:</b> <input checked="" type="checkbox"/> Modeling <input checked="" type="checkbox"/> Guided Practice <input checked="" type="checkbox"/> Collaboration <input type="checkbox"/> Independent Practice <input checked="" type="checkbox"/> Guided Inquiry <input checked="" type="checkbox"/> Reflection		
<b>Day 1 Lesson Overview</b>	<ol style="list-style-type: none"> <li>1. <b>Writing Rubric (Resource 4.12)</b></li> <li>2. <b>Student Model (Resource 4.13)</b></li> <li>3. <b>Free write to Prompt (Resource 4.1)</b></li> <li>4. <b>Do/What Chart (Resource 4.2)</b></li> <li>5. <b>Documenting Evidence Chart/Circle Map (Resource 4.3)</b></li> <li>6. <b>Flee Map (Resource 4.4)</b></li> </ol>		
<b>Lesson Continuum</b>  <b>Body of the Lesson:</b> Activities/ Questioning/ Tasks/ Strategies/ Technology/ Engagement	<b>Prior Knowledge, Context, and Motivation:</b> <b>Day 1</b> <u><b>Introductory Activity</b></u> <ol style="list-style-type: none"> <li>1. Explain to students that today they will begin the process of writing an argumentative essay in which they will be stating a claim and supporting their claim with evidence from the materials that we have used in this unit.</li> <li>2. Review the SAUSD Intermediate Writing Rubric (<b>Resource 4.12</b>) with students. Especially focus on the difference between the score point 4 and score point 3 differences.</li> <li>3. Next, review a model argumentative essay and annotation on the student model. (<b>Resource 4.13</b>)</li> </ol> <u><b>Modeling</b></u> <ol style="list-style-type: none"> <li>4. Pass out the <i>Writing Prompt (Resource 4.1)</i> to students and read the prompt with them. <b>There is a PowerPoint that accompanies this lesson if you wish to use it.</b> Then, model for students how to attack the prompt by creating a <i>Do/ what chart (Resource 4.2)</i>.</li> <li>5. Pass out the <i>Documenting Evidence Chart (Resource 4.3)</i> to students and working with a partner, have them collaborate to find evidence from the documents used in this unit that supports equality changing over time and evidence that may suggest that equality has not changed over time. The teacher can model the first one and even the second one for the students using <b>Resource 4.3b</b>.</li> </ol> <p><i>*If teachers prefer, they can also use a circle map to gather the same evidence (Resources 4.3c, d, e).</i></p>		<b>Differentiated Instruction:</b>  <b>English Learners:</b> Students needing additional support on the grammar/vocabulary portion can work with read-around where students read each other’s essays and offer suggestions for improvement.  <b>Students Who Need Additional Support:</b> The materials provided are highly scaffolded, but students need additional support, the teacher can meet with small groups of students to offer in the moment assistance.  <b>Accelerated Learners:</b> Advanced students may not need all of the provided scaffolds and the teacher should use discretion to determine which scaffolds are need



	<p><b><u>Flee Map</u></b></p> <p>6. Using the completed Documenting Evidence Chart, have students fill out the Flee Map (<b>Resource 4.4</b>) in order to plan the sequence of their essay. Students can use this resource as teacher follows the PowerPoint.</p>	and those that are not.
Day 2 Lesson Overview	<ol style="list-style-type: none"> <li>1. <b>Brace Map Essay Structure (Resource 4.5)</b></li> <li>2. <b>Hook (Resource 4.6)</b></li> <li>3. <b>Thesis Statement Worksheet (Resource 4.7)</b></li> <li>4. <b>Write Rough Draft</b></li> </ol>	
	<p><b>Day 2</b></p> <ol style="list-style-type: none"> <li>1. Begin by showing students the elements of a complete argumentative essay using the Brace Map (<b>Resource 4.5</b>). Explain to students that the body paragraph example is repeated three times.</li> <li>2. Next, have students create a hook, using (<b>Resource 4.6</b>).</li> <li>3. Using the thesis statement worksheet (<b>Resource 4.7</b>), turn your original thesis statement into a three part thesis.</li> <li>4. Have students use the brace map and flee map together in order to complete the Introduction and body rough draft of the essay. **Tomorrow they will write the conclusion.</li> </ol>	
Day 3 Lesson Overview	<ol style="list-style-type: none"> <li>1. <b>Write Conclusion (Resource 4.8)</b></li> <li>2. <b>Sentence Combining (Resource 4.9)</b></li> <li>3. <b>Improve Word Choice</b></li> <li>4. <b>Finish Publishing</b></li> </ol>	
	<p><b>Day 3</b></p> <ol style="list-style-type: none"> <li>1. Have students take out their rough draft, brace map, and flee map. Explain that now that they have completed the hard part, they will now write the conclusion, which sums up the arguments made so far and leaves the reader with a final thought that connects to our world today.</li> <li>2. Have students turn to the conclusion Brace Map (<b>Resource 4.8</b>). Walk the students through the process and then allow them fifteen minutes to complete a rough draft of their conclusion.</li> <li>3. Now that the students have completed their rough draft, review with students, simple sentences, compound sentences, and complex sentences on pages 96-100 of the <i>Holt Handbook, Introductory Course</i>. Make sure that students write down the definitions of each and an example sentence they can refer to for the next activity.</li> <li>4. After you review compound, complex, and simple sentences with students, have students find three examples of each in their essay and combine and/or separate in order to create a variety of sentence types throughout the text (<b>Resource 4.9</b>).</li> <li>5. Lastly, in order to improve word choice throughout the essay, have students identify words that will be more effective, improve the mood/tone of the text, are less informal, and use the appropriate ethical appeal. To do this, students can use a highlighter and highlight at least five words to modify.</li> </ol>	

	<p>Alternatively, students can highlight their partner’s paper and identify five words to modify.</p> <p>6. Allow students two days to complete their revisions and publish the essay.</p> <p><b>NOTE: Publication of the essay could be done on a multiplicity of resources:</b></p> <p><a href="http://turnitin.com/">http://turnitin.com/</a></p> <p><a href="http://www.myaccess.com">http://www.myaccess.com</a></p> <p><a href="http://edmodo.com">http://edmodo.com</a></p> <p><a href="http://essaytaggers.com">http://essaytaggers.com</a></p>	
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<b>Lesson Reflection</b>		
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<p><b>Teacher Reflection Evidenced by Student Learning/ Outcomes</b></p>	
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**Practice Prompt:** Using evidence from the materials read and viewed in this unit, *Cesar Chavez*, “The Gold Cadillac,” “Separate but Never Equal,” and *The Dream Act*, defend with evidence a theme statement that states how inequality has or has not changed over time.

<b>Do (action word/verbs)</b>	<b>What</b>
<i>Using</i>	<i>Evidence from Materials read and viewed in this unit</i>
<i>Defend</i>	<i>A theme statement</i>
<i>States (Makes a claim)</i>	<i>How inequality has or has not changed over time</i>



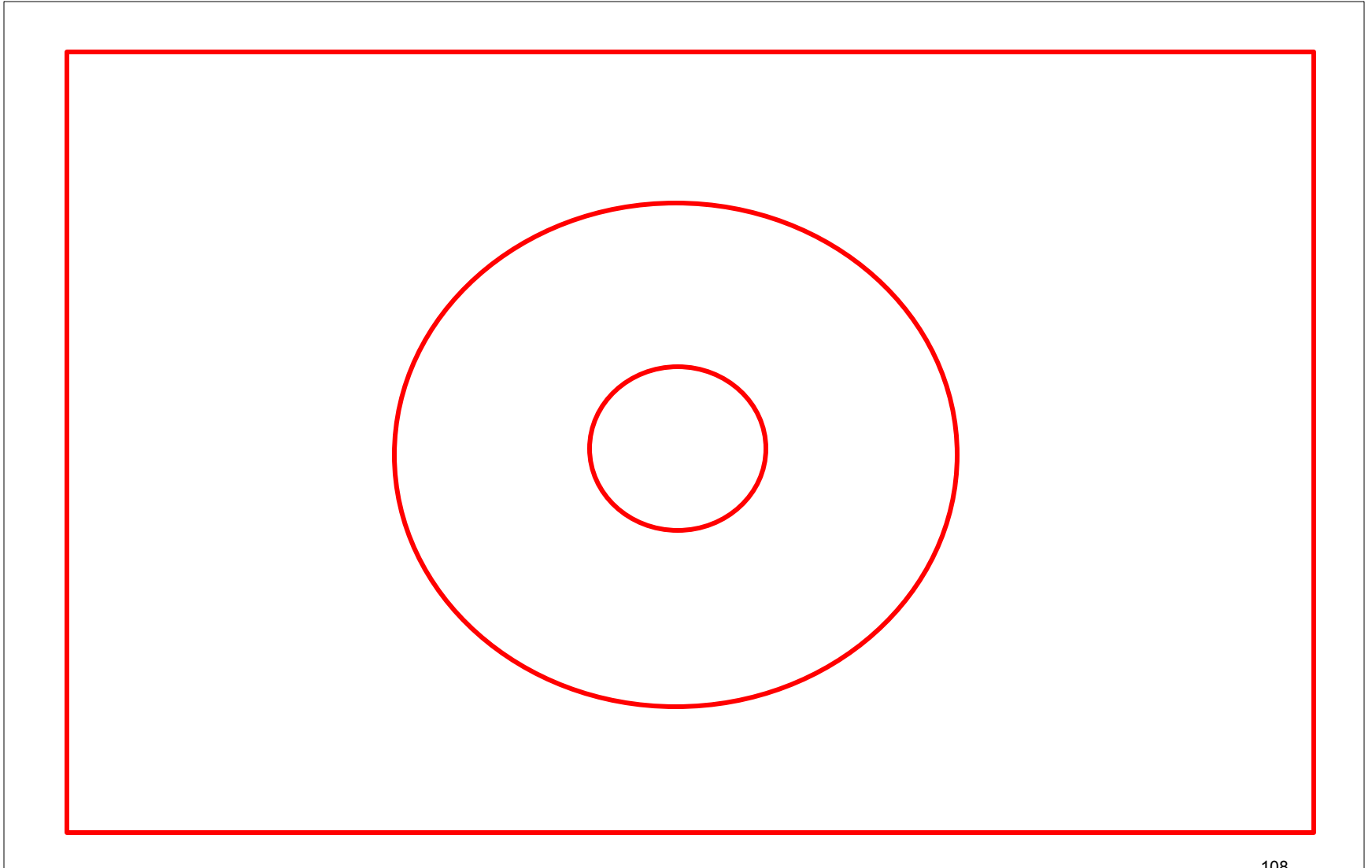
## Documenting Evidence Chart

<b>Title</b>	<b>Genres/ Forms</b>	<b>Author's Purpose</b>	<b>How did issues of equity change or not change?</b>	<b>Evidence/Quotes</b>
Separate, But Never Equal				
Gold Cadillac				
Cesar Chavez text/clip				
California DREAM ACT				

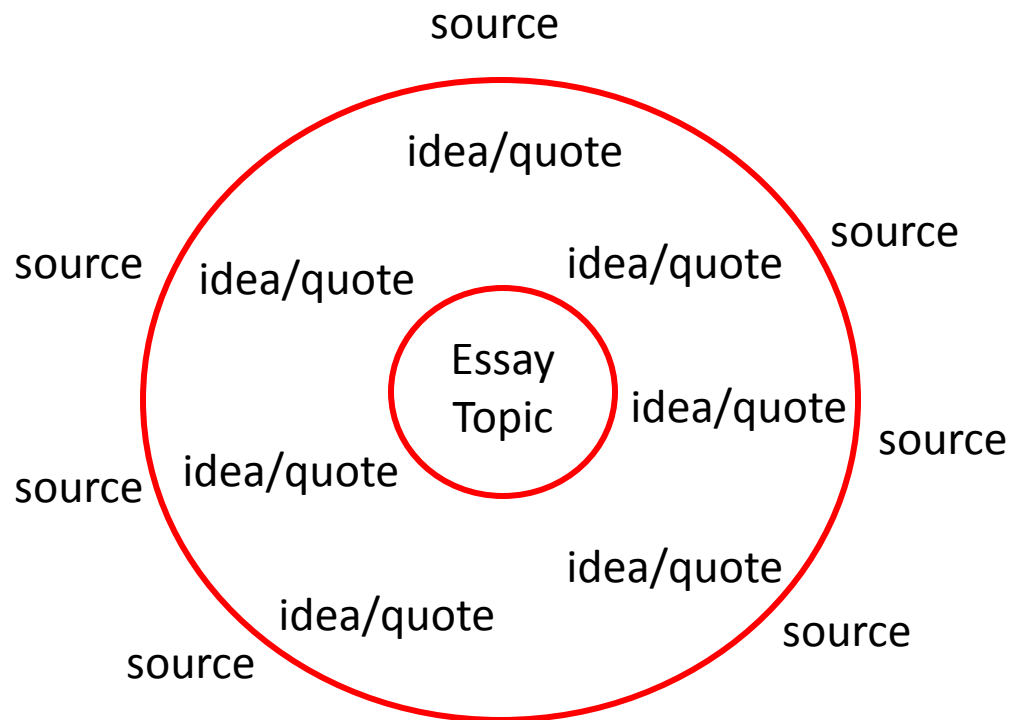
## Documenting Evidence Chart

<b>Title</b>	<b>Genres /Forms</b>	<b>Author's Purpose</b>	<b>How did issues of equity change or not change?</b>	<b>Evidence/Quotes</b>
Separate, But Never Equal	Article	To Inform	Racial segregation was a law upheld by Plessy Vs. Ferguson, but today segregation, by law, is illegal.	"In 1954, the U.S. Supreme Court ruled in Brown v. Board of Education that segregated schools were by their very nature unequal."
Gold Cadillac	Story/ Narrative	To entertain and to teach a moral lesson or theme	Ignorance and stupidity are still reasons that people show prejudice today.	"He said it all had to do with the fact that black people had once been forced to be slaves. He said it had to do with our skin being colored. He said it had to do with stupidity and ignorance" (page 184).
Cesar Chavez text/clip				
California DREAM ACT				

# Circle Map



# Circle Map

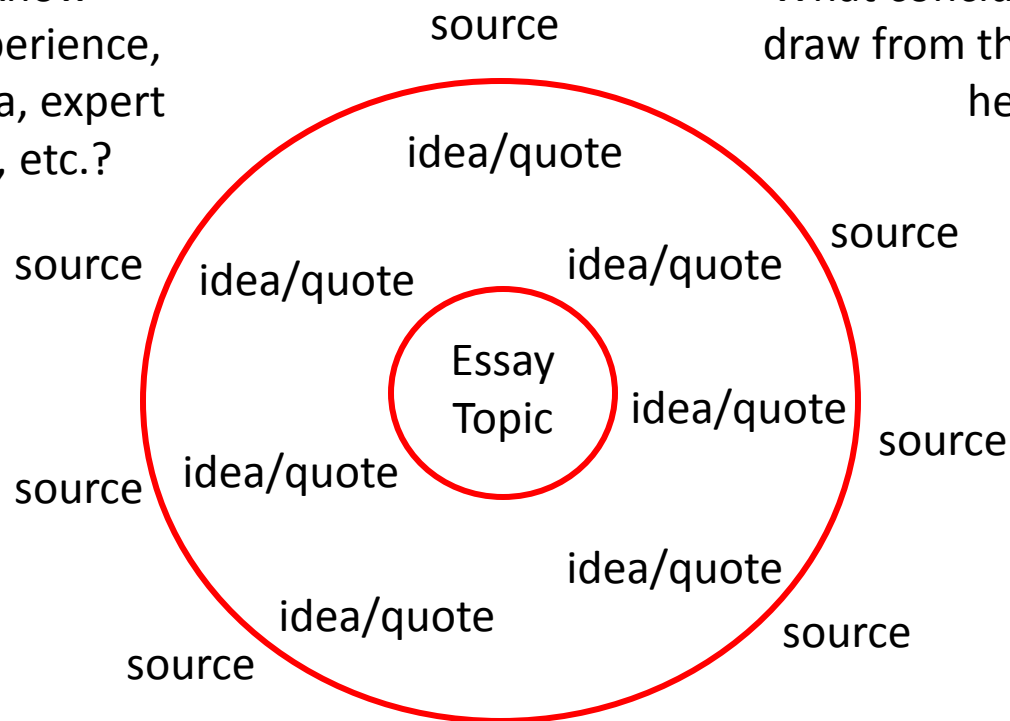




# Circle Map

**HOW** do you know what you know – personal experience, research data, expert testimony, etc.?

**WHAT** does this map reveal? What conclusions can you draw from the information here?



**WHY** is this information important?

- Next, combine a flow map and tree map into a FLEE MAP that will help you sequence your ideas into paragraphs

Topic: \_\_\_\_\_

1

2

3

**Paragraph #1** (T.S)

**Paragraph #2** (T.S)

**Paragraph #3** (T.S)



**Detail/Example/Quote:**

**Detail/Example/Quote:**

**Detail/Example/Quote:**

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**Detail/Example/Quote:**

**Detail/Example/Quote:**

**Detail/Example/Quote:**

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Concluding Sentence: \_\_\_\_\_

Create a Thesis Statement:

THESIS STATEMENT: (includes the "WHAT" you'll discuss and "WHY/HOW" it's important)

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# Expository Essay

## Activity 1 Building perspective for essay writing

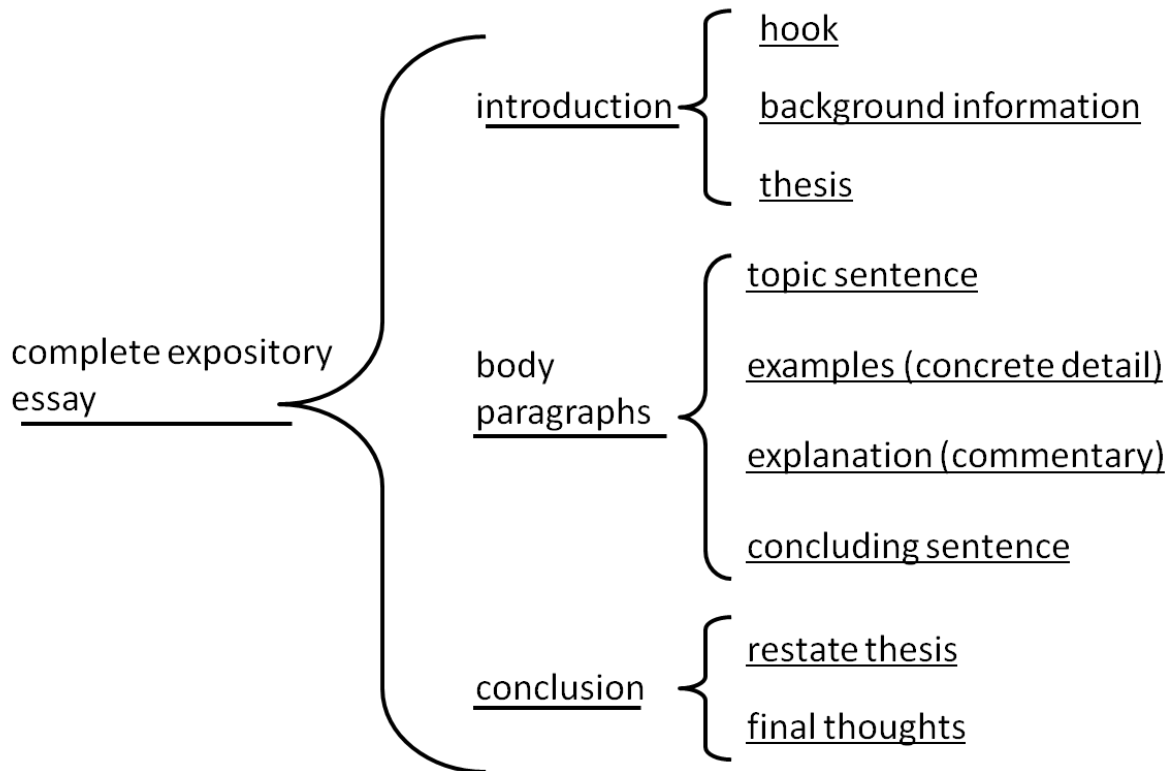
Provide essay structure.

W 6.1.a—Introduce claims and organize the reasons and evidence clearly.

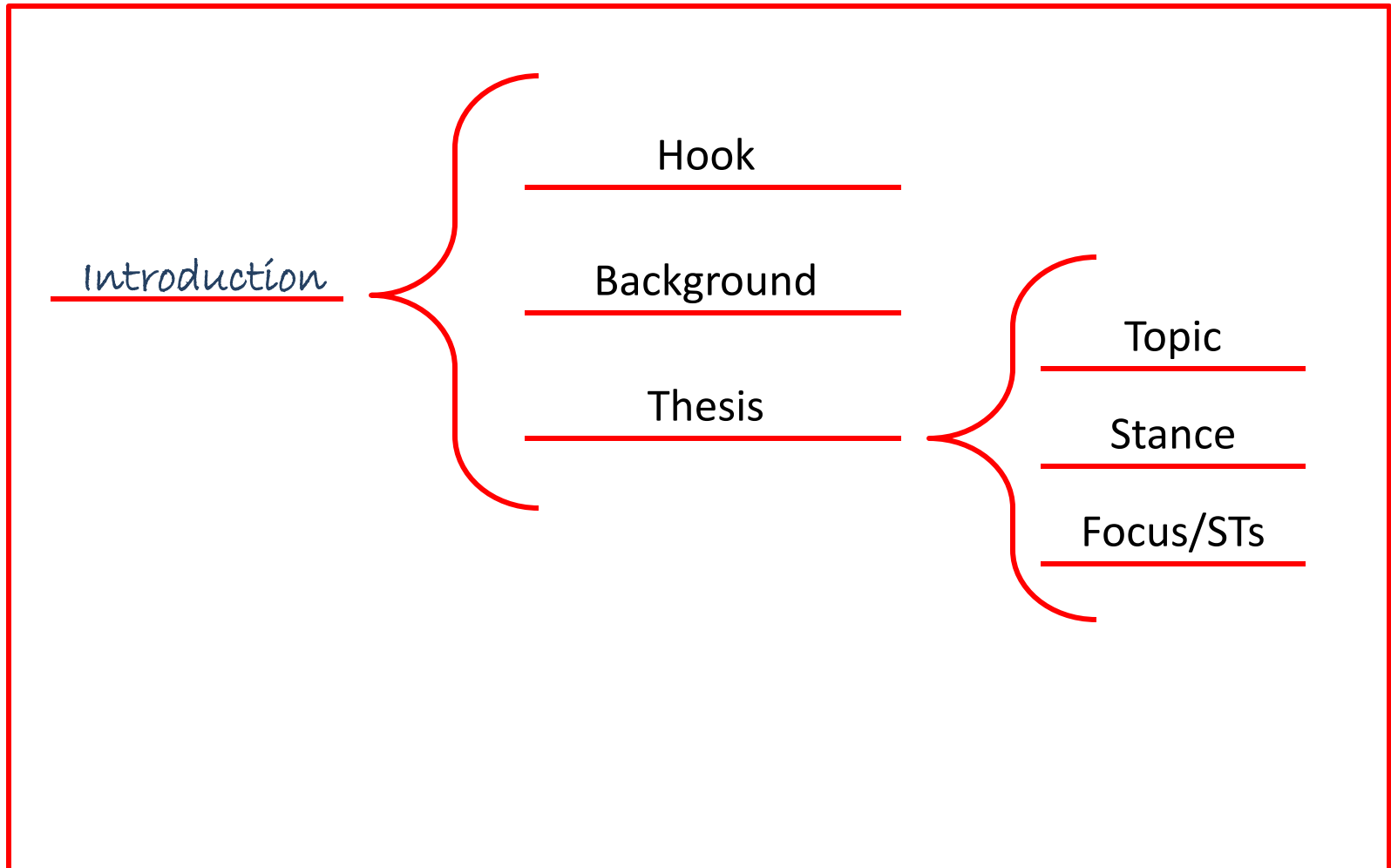
Instruction

On your display, create the following Brace Map which shows the components for an expository essay. Students should copy it and hold onto it throughout the writing process and refer to it as each element is discussed in more detail

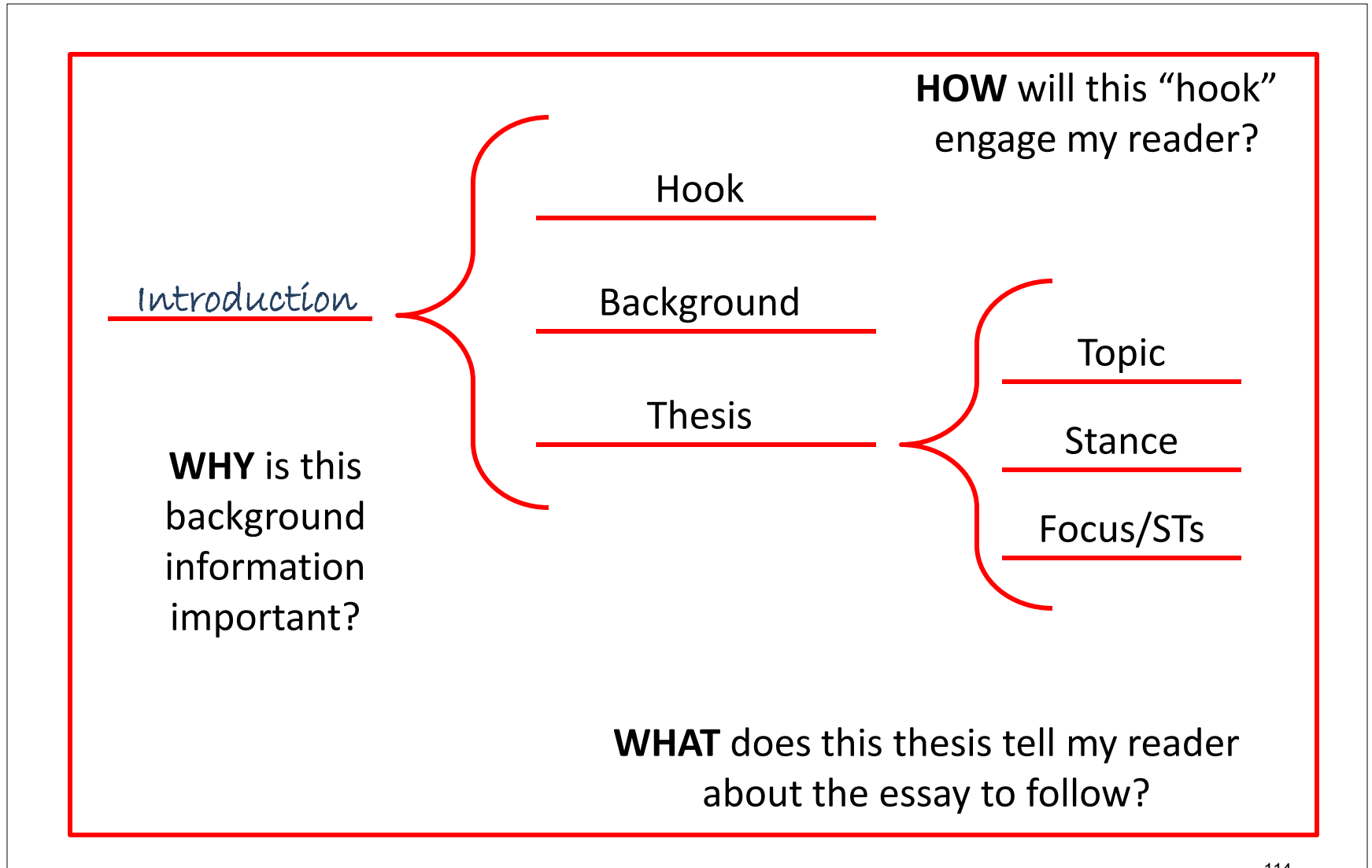
- Explain to students that this will serve as their map as they are writing their essay. It will indicate the order and components for a complete essay.



# Brace Map



# Brace Map



# Expository Essay

## Resource 5 Hooks

### Writing a Hook

A hook is something good writers use to capture the attention of their readers. Just as a fisherman uses a piece of bait to hook a fish, writers strive to create interesting introductions in order to “hook” their readers and keep them reading. There are several ways to capture the attention of your reader. Here are a few:

Type of Hook	Example
Quotation	My mother always said, “The early bird catches the worm.” But the way I figure it, who wants to eat worms?
Exclamation	There is nothing, absolutely nothing worse than mornings!
Interesting Fact	Try to imagine a star so big that it would fill all of the solar system within the orbit of Earth, which is 93 million miles from the Sun.
Action Description	Rrrriinnnggg! Rrrriinnnggg! At the sound of my alarm, I willed my arm to crawl out from under the heavy warmth of my covers. In the darkness of the early morning, I groped for the snooze button on my alarm clock, thankful for ten more minutes of blissful slumber.
Dialogue	“Sarah, breakfast is ready!” my mother cried from the bottom of the stairs. “I’m coming!” I replied, as I sat up in my bed and rubbed the sleep from my eyes.
Anecdote	I’ll never forget the day my goody-goody brother was sent to wake me up one morning. He says he called my name several times and even shook me gently. All I remember is an icy cold glass of water being dumped on my face!
Question	What qualities does a person need to be a good friend?

Resource 4	Thesis
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Name \_\_\_\_\_

Topic: \_\_\_\_\_

### Thesis Statement Worksheet

1. **Claim** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. **Finalized main ideas /or because statements.** These ideas form the "kernels" of topic sentences for each body paragraph.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

3. **Now, combine your claim and your main ideas/or because statements to create a thesis/proof statement.** You may generate two related sentences that function together as a statement of purpose for your essay.

4. **PROPOSED THESIS 1:** Write one thesis below and underline key words from your thesis that refer back to your main ideas/or because statements. Then share with a partner or in a small group.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. **After sharing ideas, finalize a working thesis/proof statement and write it here:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Brace Map

Resource 4.8

Conclusion

Restate topic & stance

1 sentence re. Paragraph 1 topic

1 sentence re. Paragraph 2 topic

1 sentence re. Paragraph 3 topic

Logical conclusion to discussion



# Brace Map

Resource 4.8b

**WHY** is it important to close with these particular points?

Conclusion

**HOW** does this conclusion create a sense of closure for my reader?

Restate topic & stance

---

1 sentence re. Paragraph 1 topic

---

1 sentence re. Paragraph 2 topic

---

1 sentence re. Paragraph 3 topic

---

Logical conclusion to discussion

---

**WHAT** emotion will this closing likely evoke in my reader?

# Tree Map

Body Paragraph — Fluency

Simple  
Sentences

Compound  
Sentences

Complex  
Sentences

Write sentences on these lines. Then combine and separate to balance the lists and increase fluency.

<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>

# Tree Map

**WHAT** types of structures do you use the most in this essay?

**HOW** do these structures affect the essay's flow or fluency?

Body Paragraph — Fluency

Simple  
Sentences

Compound  
Sentences

Complex  
Sentences

Write sentences on these lines. Then combine and separate to balance the lists and increase fluency.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**WHY** is it important, in terms of your ethical appeal (i.e., credibility as an author), to revise the sentences in this particular paragraph?

# Expository Essay

## Resource 8 District Rubric

**SANTA ANA UNIFIED SCHOOL DISTRICT INTERMEDIATE WRITING ASSESSMENT SCORING GUIDE**

	6	5	4	3	2	1
<b>Writing Task</b>	<b>Advanced</b> Insightfully addresses all parts of the writing task.	<b>High Proficient</b> Thoroughly addresses all parts of the writing task.	<b>Proficient</b> Addresses all parts of the writing task.	<b>Basic</b> Addresses only parts of the writing task.	<b>Below Basic</b> Addresses only one part of the writing task.	<b>Far Below Basic</b> Does not address 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 <b>textual evidence</b> (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> .	May <b>lack a central idea</b> and uses <b>limited details</b> .	Lacks a <b>central idea</b> and does <b>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</b> or <b>transitions</b> , or transitions are <b>awkward</b> .	Lacks an <b>apparent organizational structure</b> and <b>transitions</b> , but <b>reader may still follow overall argument</b> .	Lacks an <b>organizational structure</b> which <b>greatly hinders understanding</b> .
<b>Sentence Variety/ Structure</b>	<b>Consistently includes</b> a <b>variety of sophisticated</b> sentence types. <b>Ideas flow effortlessly</b> .	<b>Consistently provides</b> a <b>variety of sentence types</b> .	Provides a <b>variety of sentence types</b> .	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 and 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 or awkward</b> vocabulary, but <b>demonstrates some understanding</b> of audience and tone.	Often uses <b>limited or 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 <b>no errors</b> 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.

Papers receiving a 0 are unable to be scored for one of the following reasons: illegibility, no response (blank), completely off topic, written in a language other than English.

Note: Effective use of the following may raise score to a higher level: hook: Figurative language, dialogue, imagery, creativity, or textual evidence.

Revised 12/1/09, Secondary Education, Educational Services

## Student Sample: Grade 6, Argument

This argument (incorrectly labeled a story) is a process piece produced in class.

### A Pet Story About My Cat . . . Gus

People get pets so that they will never be lonely, and they will always have a friend to be there for them. Ask your heart, what makes the best pet??? Some people think a best pet is picky, energetic, and sneaky, but I think my pet is the best pet because he is a cuddle bug, he's playful, and he loves me! Gus was about eight weeks old when we got him, now he is 4 1/2 months old, and he is about as big as a size eight sneaker. He is a little gray and white kitten. If you look closely he has a gray tail, but there are darker gray rings around it. He has a little white on his face, and some on his tummy and paws. He has a little stripe on his leg but it is his back left leg only. He's very cute, and he purrs a lot! He also has a cute little gray nose.

One of the reasons why my cat Gus is the best pet is because he is a cuddle bug. When Gus was a baby, he had to be kept in a cage because he wasn't allowed to interact with the other pets until he was older. He couldn't interact with the other pets because when Twister was a baby, the ferrets bit her ear and dragged her under the bed, and bit her in the back of the neck and we didn't want the same thing to happen to Gus. Also because Twister had to be kept in a cage when she was little, too. His cage was in my room so when he meowed, as if to say, "Get me out!" I would have to take him out and sleep with him. All he would do is thank me for doing that by snuggling against my chin! Another example to prove that Gus is a cuddle bug, is that when I'm feeding Gus, I put his and Twister's bowl up on the counter when I do so, and Twister sits there patiently while Gus is snuggling against my legs to show affection toward me. He snuggles my leg even when I'm walking around! Well, at least he tries to, because he follows me, and when I stop walking, he starts to cuddle. Eventually I pick him up and cuddle him back!!! Finally, when I have nothing to do and I'm just sitting on my bed reading, Gus jumps up with me and then he pushes away the covers to get under them, and he sleeps on my chest to keep my company when I'm board. After he slept on my tummy many times, he finally got the nickname \_\_\_\_\_ Cuddle Buddy. Now I always snuggle with my favorite cuddle buddy . . . Gus!!!

A second reason why Gus is the best pet is because he's playful. Most of the time when Gus is lying on the couch minding his own business, I'll reach out to pet him then he'll start biting my hand and attacking it!!! He does this to be playful, not to hurt anyone but he just wants to have fun. It kind of tickles when he does it, actually. Gus also has a little toy mouse that is attached to a string that I drag around the house so that Gus will follow it. The mouse has a leopard skin pattern on it with balls of fur as hands and feet. The mouse is about the size of the pencil sharpeners in Mrs. \_\_\_\_\_ classroom. He goes after that mouse so fast that it's hard to see him running by to catch it. When Gus was a baby, I would put him in my bed to sleep with, but before we went to sleep, I would move my feet around underneath the covers, while Gus was on top chasing them around. Eventually, he got tired and lied down near my feet, but before he was completely asleep, I would pick him up and put him near my pillow and we slept together. Gus loves doing that all the time. I love how Gus is so playful!!!

The last reason why Gus is the best pet is because he loves me! He always misses me whenever I'm not there. When I come home from school and I open the door, Gus comes flying around the corner, and starts to climb my pants! When he gets high enough, I grab him in my arms and we start cuddling each other while Gus is happily purring. He does this a lot. Most of the time I'm in my room watching TV, while Gus and Twister are fighting and killing each other, they come dashing around the corner and into my room. I, of course, have to break up the fight. After that, I put them on my bed and hold them down, but they keep squirming. Soon, they get tired and sleep with me, silently, watching TV. Gus is with me as much as possible. Sometimes he's busy playing with Twister, sleeping, or eating. Otherwise, he's playing or sleeping with me. We do so many things together and I'm glad I got him, but technically, he chose me. It was a homeless cat shelter. They were able to catch the kittens, but not there mommy. His brothers and sisters were all playing, but he was sleeping under the table. Soon, he walked out from under the table and slept with me while we cuddled on the couch. That's how I met Gus.

People have feelings for their pets that show that they love them very much. When I had to decide what makes the best pet, I would say that Gus is the best pet because he is a cuddle bug, he's playful, and he loves me. When you think about the examples that I gave you, like when I told you about how Gus snuggles against my chin, you saw that Gus **IS** the best pet and if you don't believe me, you have a problem with deciding who the best pet is.

---

## Annotation

The writer of this piece

- **introduces a claim and organizes the reasons and evidence clearly.**
  - . . . *I think my pet is the best pet because he is a cuddle bug, he's playful, and he loves me!*
- **supports the claim with clear reasons and relevant evidence, demonstrating an understanding of the topic.**
  - *One of the reasons why my cat Gus is the best pet is because he is a cuddle bug.* The writer elaborates this point by providing three examples of his cat's affectionate nature: freed from his cage, the cat snuggles against the narrator's chin; the cat rubs against the narrator's legs; and the cat sleeps on the narrator.
  - *A second reason why Gus is the best pet is because he's playful.* The writer elaborates this point with three examples of the cat's playful nature: Gus attacks the narrator's hand; Gus plays with a toy mouse; and Gus attacks the narrator's feet when they are under the covers.
  - *The last reason why Gus is the best pet is because he loves me!* The writer elaborates this point with three examples: Gus runs to greet the narrator when he returns home from school; Gus and the other cat, Twister, scuffle with one another until the narrator separates them, and then they sleep with the narrator as he watches television; and Gus spends as much time as possible in the narrator's company.
- **uses words, phrases, and clauses to clarify the relationships among the claim and reasons.**
  - *One of my reasons . . . A second reason . . . The last reason . . .*
- **establishes and maintains a formal style (except for the last sentence).**
  - The style throughout the document is appropriate for convincing readers about the writer's claim although the last sentence in the three-page-long paper (*. . . if you don't believe me, you have a problem with deciding who the best pet is*) seems inappropriate because it lapses into *ad hominem*.
- **provides a concluding statement that follows from the argument presented.**
  - *When I had to decide what makes the best pet, I would say that Gus is the best pet . . . When you think about the examples that I gave you, like when I told you about how Gus snuggles against my chin, you saw that Gus **IS** the best pet . . .*
- **demonstrates good command of the conventions of standard written English (with occasional errors that do not interfere materially with the underlying message).**

# Appendix of Strategies

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**\*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.

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# Academic Discussion Frames

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## **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 3<sup>rd</sup> 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:

- Be sure to model this task and guide students in this process.
- This task can be used for fiction or non-fiction text and across disciplines.
- Summaries are always written in 3<sup>rd</sup> person and always paraphrased in students' own words.
- The main difference between a summary and analytical writing is that there is virtually no analysis of evidence.
- 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.
- 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

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**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 Annotation Chart Description and Rationale

**Description:** This activity provides an opportunity to experiment with different approaches to annotation and contextualization of text. It could be conducted as an in-class exercise over several class sessions, or as an out-of-class assignment (perhaps with the final discussion in class, or presented as an in-class report from each group).

### **Pedagogical goals:**

- Learn to write scholarly annotations on a text
- Work collaboratively to annotate a text
- Work collaboratively to decide on a rationale for annotation
- Learn about the ways in which texts are presented and contextualized for a modern readership
- Learn about the relevance of audience and readership to textual presentation
- Gain critical awareness of annotation processes as part of scholarly textual study
- Gain critical awareness of the historicity of texts

In preparation, divide the class into small groups and have each group of students choose a short text (or a few sections of a longer text) to work on. After reading the text through carefully, have each group discuss the following questions in preparation for the annotation process:

- What aspects of the text most need explanation for a modern audience? (For instance, unfamiliar names, references to places and events, unfamiliar words, historical and political background, information about the author's life, etc.) What kinds of information would a contemporary have had which modern readers no longer possess? What kinds of information might we want to have that a contemporary would **not** have had access to?
- What would be the most important things to explain for a novice reader? What would most contribute to a productive reading of the text? What do you **not** need to explain?
- Identify the specific details you plan to comment on in the annotation process, and describe why you chose to focus on these. For instance, if your group decided to identify individuals and events named in the text, explain the rationale for your decision. What kind of reading and research will your annotations support?
- How should your annotations be presented to be most effective? (As footnotes, endnotes, marginal notes, some other format?) What difference does this make to the reader's experience of the text?

# Compare/Contrast Matrix: Teacher Rationale and Protocol

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**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

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**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:**

- Deconstruct the genre by making students aware of the typical structural elements before delving into the specific functions of each paragraph/section.
- 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.
- 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).
- If chunking the text for students is done ahead of time, be sure to chunk the text into meaningful parts (preferably by common functions).
- 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

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**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

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**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:

- Be sure to model HOW to annotate a text and orally express your thinking DURING this process.
- Begin by selecting 2-3 annotation marks for students to focus on so the task will be manageable for students.
- 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

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**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

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## **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

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**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

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**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

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**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

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**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

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**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

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**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

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**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

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**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

## SKIMMING AND SCANNING

Skimming and scanning are two specific speed-reading techniques, which enable you to cover a vast amount of material very rapidly. These techniques are similar in process but different in purpose. Quickly "looking over" an article is neither skimming nor scanning. Both require specific steps to be followed.

I. **SKIMMING** is a method of rapidly moving the eyes over text with the purpose of getting only the main ideas and a general overview of the content.

A. Skimming is useful in three different situations.

- Pre-reading--Skimming is more thorough than simple previewing and can give a more accurate picture of text to be read later.
- Reviewing--Skimming is useful for reviewing text already read.
- Reading--Skimming is most often used for quickly reading material that, for any number of reasons, does not need more detailed attention.

B. Steps in skimming an article

- Read the title--it is the shortest possible summary of the content.
- Read the introduction or lead-in paragraph.
- Read the first paragraph completely.
- If there are subheadings, read each one, looking for relationships among them.
- Read the first sentence of each remaining paragraph.
  - a. The main idea of most paragraphs appears in the first sentence.
  - b. If the author's pattern is to begin with a question or anecdote, you may find the last sentence more valuable.

C. Dip into the text looking for:

- a. Clue words that answer who, what, when, why, how
- b. Proper nouns
- c. Unusual words, especially if capitalized
- d. Enumerations
- e. Qualifying adjectives (best, worst, most, etc.)
- f. Typographical cues--italics, boldface, underlining, asterisks, etc.

D. Read the final paragraph completely.

E. Mastering the art of skimming effectively requires that you use it as frequently as possible.

F. Skimming can usually be accomplished at about 1000 words per minute.

- II. SCANNING rapidly covers a great deal of material in order to locate a specific fact or piece of information.
- A. Scanning is very useful for finding a specific name, date, statistic, or fact without reading the entire article.
- B. Steps in scanning an article.
- Keep in mind at all times what it is you are searching for. If you hold the image of the word or idea clearly in mind, it is likely to appear more clearly than the surrounding words.
  - Anticipate in what form the information is likely to appear--numbers, proper nouns, etc.
  - Analyze the organization of the content before starting to scan.
    - a. If material is familiar or fairly brief, you may be able to scan the entire article in a single search.
    - b. If the material is lengthy or difficult, a preliminary skimming may be necessary to determine which part of the article to scan.
  - Let your eyes run rapidly over several lines of print at a time.
  - When you find the sentence that has the information you seek, read the entire sentence.
- C. In scanning, you must be willing to skip over large sections of text without reading or understanding them.
- D. Scanning can be done at 1500 or more words per minute.

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



<b>Additional Questions</b>	<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"><li>• What else would you like to know about the author/speaker, or about the society/historical era in which he/she lived?</li><li>• 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.</li><li>• What other types of documents would you need in order to better understand THIS document's point of view?</li></ul>
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# Think-Pair-Share: Teacher Rationale and Protocol

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**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.

## **Three Step Interview**

**Purpose:** To engage students in conversation for the purpose of analyzing and synthesizing new information.

**Description:** The Three Step Interview is a cooperative structure that helps students personalize their learning and listen to and appreciate the ideas and thinking of others. Active listening and paraphrasing by the interviewer develops understanding and empathy for the thinking of the interviewee.

### **Procedure:**

1. Students work in pairs. One is the interviewer, the other is the interviewee. The interviewer listens actively to the comments and thoughts of the interviewee, paraphrasing key points and significant details.
  2. Student pairs reverse roles, repeating the interview process.
  3. Each pair then joins another pair to form groups of four. Students introduce their pair partner and share what the partner had to say about the topic at hand.
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### **Sample Three Step Interview Topics:**

1. Present a very challenging filter/sort combination problem to the students. Allow them to use the interview to discuss possible solutions.
2. Present students with an ethical situation related to privacy and the internet. Allow students to use the interview as a means of discussing the different components of the issues at hand.
3. Provide students a short (4-5 words) list of vocabulary to be reviewed. In the interview, they are to explain the definitions and applications of the words. By regrouping with the other interview pair, appropriate student use of vocabulary will be reinforced.

Lipton, L., & Wellman, B. (1998). Patterns and practices in the learning-focused classroom. Guilford, Vermont: Pathways Publishing.

# Viewing with a Focus: Teacher Rationale and Protocol

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**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

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**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](http://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

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**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

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**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](http://ell.stanford.edu)*

# Thinking Maps: Teacher Rationale and Protocol

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**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](http://thinkingmaps.com/thinking_maps_common_core.php)*



# Useful Sentence Frames

Need help getting started on a paper and/or making certain rhetorical moves in your paper? These sentence frames might help!

## **INTRODUCING WHAT "THEY SAY"**

- A number of sociologists have recently suggested that X's work has several fundamental problems.
- It has become common today to dismiss X's contribution to this field of sociology.
- In their recent work, Y and Z have offered harsh critiques of Dr. X for \_\_\_\_\_.

## **INTRODUCING "STANDARD VIEWS"**

- Americans today tend to believe that \_\_\_\_\_.
- Conventional wisdom has it that \_\_\_\_\_.
- Common sense seems to dictate that \_\_\_\_\_.
- The standard way of thinking about topic X has it that \_\_\_\_\_.
- It is often said that \_\_\_\_\_.
- My whole life I have heard it said that \_\_\_\_\_.
- You would think that \_\_\_\_\_.
- Many people assumed that \_\_\_\_\_.

## **MAKING WHAT "THEY SAY" SOMETHING YOU SAY**

- I've always believed that \_\_\_\_\_.
- When I was a child, I used to think that \_\_\_\_\_.
- Although I should know better by now, I cannot help thinking that \_\_\_\_\_.
- At the same time that I believe \_\_\_\_\_, I also believe \_\_\_\_\_.

## **INTRODUCING SOMETHING IMPLIED OR ASSUMED**

- Although none of them have ever said it so directly, my teachers have often given me the impression that \_\_\_\_\_.
- One implication of X's treatment of \_\_\_\_\_ is that \_\_\_\_\_.
- Although X does not say so directly, she apparently assumes that \_\_\_\_\_.
- While they rarely admit as much, \_\_\_\_\_ often take for granted that \_\_\_\_\_.

## **INTRODUCING AN ONGOING DEBATE**

- In discussions of X, one controversial issue has been \_\_\_\_\_. On one hand, \_\_\_\_\_ argues \_\_\_\_\_. On the other hand, \_\_\_\_\_ contends \_\_\_\_\_. Others even maintain \_\_\_\_\_. My own view is \_\_\_\_\_.
- When it comes to the topic of \_\_\_\_\_, most of us will readily agree that \_\_\_\_\_. Where this agreement usually ends, however, is on the question of \_\_\_\_\_. Whereas some are convinced that \_\_\_\_\_, others maintain that \_\_\_\_\_.
- In conclusion then, as I suggested earlier, defenders of \_\_\_\_\_ can't have it both ways. Their assertion that \_\_\_\_\_ is contradicted by their claim that \_\_\_\_\_.

## **CAPTURING AUTHORIAL ACTION**

- X acknowledges that \_\_\_\_\_.
- X agrees that \_\_\_\_\_.
- X argues that \_\_\_\_\_.
- X believes that \_\_\_\_\_.
- X denies/does not deny that \_\_\_\_\_.
- X complains that \_\_\_\_\_.
- X concedes that \_\_\_\_\_.
- X demonstrates that \_\_\_\_\_.
- X deplores the tendency to \_\_\_\_\_.
- X celebrates the fact that \_\_\_\_\_.
- X emphasizes that \_\_\_\_\_.

*Courtesy the Odegaard Writing & Research Center (<http://www.depts.washington.edu/owrc>)  
Adapted from Graff, Gerald, and Cathy Birkenstein. *They Say, I Say: The Moves That Matter In Academic Writing*.  
New York: W. W. Norton & Company, 2006.*

### **CAPTURING AUTHORIAL ACTION cont.**

- X insists that \_\_\_\_\_.
- X observes that \_\_\_\_\_.
- X questions whether \_\_\_\_\_.
- X refutes the claim that \_\_\_\_\_.
- X reminds us that \_\_\_\_\_.
- X reports that \_\_\_\_\_.
- X suggests that \_\_\_\_\_.
- X urges us to \_\_\_\_\_.

### **INTRODUCING QUOTATIONS**

- X states, "\_\_\_\_\_."
- As the prominent philosopher X puts it, "\_\_\_\_\_."
- According to X, "\_\_\_\_\_."
- X himself writes, "\_\_\_\_\_."
- In her book, \_\_\_\_\_, X maintains that "\_\_\_\_\_."
- Writing the journal *Commentary*, X complains that, "\_\_\_\_\_."
- In X's view, "\_\_\_\_\_."
- X agrees when she writes, "\_\_\_\_\_."
- X disagrees when he writes, "\_\_\_\_\_."
- X complicates matters further when he writes, "\_\_\_\_\_."

### **EXPLAINING QUOTATIONS**

- Basically, X is saying \_\_\_\_\_.
- In other words, X believes \_\_\_\_\_.
- In making this comment, X argues that \_\_\_\_\_.
- X is insisting that \_\_\_\_\_.
- X's point is that \_\_\_\_\_.
- The essence of X's argument is that \_\_\_\_\_.

### **DISAGREEING, WITH REASONS**

- I think X is mistaken because she overlooks \_\_\_\_\_.
- X's claim that \_\_\_\_\_ rests upon the questionable assumption that \_\_\_\_\_.
- I disagree with X's view that \_\_\_\_\_ because, as recent research has shown, \_\_\_\_\_.
- X contradicts herself/can't have it both ways. On the one hand, she argues \_\_\_\_\_. But on the other hand, she also says \_\_\_\_\_.
- By focusing on \_\_\_\_\_, X overlooks the deeper problem of \_\_\_\_\_.
- X claims \_\_\_\_\_, but we don't need him to tell us that. Anyone familiar with \_\_\_\_\_ has long known that \_\_\_\_\_.

### **AGREEING—WITH A DIFFERENCE**

- I agree that \_\_\_\_\_ because my experience \_\_\_\_\_ confirms it.
- X is surely right about \_\_\_\_\_ because, as she may not be aware, recent studies have shown that \_\_\_\_\_.
- X's theory of \_\_\_\_\_ is extremely useful because it sheds insight on the difficult problem of \_\_\_\_\_.
- I agree that \_\_\_\_\_, a point that needs emphasizing since so many people believe \_\_\_\_\_.
- Those unfamiliar with this school of thought may be interested to know that it basically boils down to \_\_\_\_\_.
- If group X is right that \_\_\_\_\_, as I think they are, then we need to reassess the popular assumption that \_\_\_\_\_.

### **EMBEDDING VOICE MARKERS**

- X overlooks what I consider an important point about \_\_\_\_\_.
- My own view is that what X insists is a \_\_\_\_\_ is in fact a \_\_\_\_\_.
- I wholeheartedly endorse what X calls \_\_\_\_\_.
- These conclusions, which X discusses in \_\_\_\_\_, add weight to the argument that \_\_\_\_\_.

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Adapted from Graff, Gerald, and Cathy Birkenstein. *They Say, I Say: The Moves That Matter In Academic Writing*.  
New York: W. W. Norton & Company, 2006.*

## **AGREEING AND DISAGREEING SIMULTANEOUSLY**

- Although I agree with X up to a point, I cannot accept his overall conclusion that \_\_\_\_\_.
- Although I disagree with much that X says, I fully endorse his final conclusion that \_\_\_\_\_.
- Though I concede \_\_\_\_\_, I still insist that \_\_\_\_\_.
- Whereas X provides ample evidence that \_\_\_\_\_, Y and Z's research on \_\_\_\_\_ and \_\_\_\_\_ convinces me that \_\_\_\_\_ instead.
- X is right that \_\_\_\_\_, but she seems on more dubious ground when she claims that \_\_\_\_\_.
- While X is probably wrong when she claims that \_\_\_\_\_, she is right that \_\_\_\_\_.
- I'm of two minds about X's claim that \_\_\_\_\_. On the one hand, I agree that \_\_\_\_\_. On the other hand, I'm not sure if \_\_\_\_\_.
- My feelings on the issue are mixed. I do support X's position that \_\_\_\_\_, but I find Y's argument about \_\_\_\_\_ and Z's research on \_\_\_\_\_ to be equally persuasive.

## **SIGNAL WHO IS SAYING WHAT**

- X argues \_\_\_\_\_.
- According to both X and Y, \_\_\_\_\_.
- Politicians \_\_\_\_\_, X argues, should \_\_\_\_\_.
- Most athletes will tell you that \_\_\_\_\_.
- My own view, however, is that \_\_\_\_\_.
- I agree, as X may not realize, that \_\_\_\_\_.
- But \_\_\_\_\_ are real, and arguably, the most significant factor in \_\_\_\_\_.
- But X is wrong that \_\_\_\_\_.
- However, it is simply not true that \_\_\_\_\_.
- Indeed, it is highly likely that \_\_\_\_\_.
- But the view that \_\_\_\_\_ does not fit all the facts.
- X is right that \_\_\_\_\_.
- X is wrong that \_\_\_\_\_.
- X is both right and wrong that \_\_\_\_\_.
- Yet a sober analysis of the matter reveals \_\_\_\_\_.
- Nevertheless, new research shows \_\_\_\_\_.
- Anyone familiar with \_\_\_\_\_ should see that \_\_\_\_\_.

## **ENTERTAINING OBJECTIONS**

- At this point I would like to raise some objections that have been inspired by the skeptic in me. She feels that I have been ignoring \_\_\_\_\_. "\_\_\_\_\_, " she says to me, "\_\_\_\_\_."
- Yet some readers may challenge the view that \_\_\_\_\_. After all, many believe \_\_\_\_\_. Indeed, my own argument that \_\_\_\_\_ seems to ignore \_\_\_\_\_ and \_\_\_\_\_.
- Of course, many will probably disagree with this assertion that \_\_\_\_\_.

## **NAMING YOUR NAYSAYERS**

- Here many *feminists* would probably object that \_\_\_\_\_.
- But *social Darwinists* would certainly take issue with the argument that \_\_\_\_\_.
- *Biologists*, of course, may want to dispute my claim that \_\_\_\_\_.
- Nevertheless, both *followers and critics of Malcolm X* will probably argue that \_\_\_\_\_.
- Although not all *Christians* think alike, some of them will probably dispute my claim that \_\_\_\_\_.
- *Non-native English speakers* are so diverse in their views that it's hard to generalize about them, but some are likely to object on the grounds that \_\_\_\_\_.

## **INTRODUCING OBJECTIONS INFORMALLY**

- But is my proposal realistic? What are the chances of its actually being adopted?
- Yet is it always true that \_\_\_\_\_? Is it always the case, as I have been suggesting, that \_\_\_\_\_?
- However, does the evidence I've cited prove conclusively that \_\_\_\_\_?
- "Impossible," you say. "Your evidence must be skewed."

## **MAKING CONCESSIONS WHILE STILL STANDING YOUR GROUND**

- Although I grant that \_\_\_\_\_, I still maintain that \_\_\_\_\_.
- Proponents of X are right to argue that \_\_\_\_\_. But they exaggerate when they claim that \_\_\_\_\_.
- While it is true that \_\_\_\_\_, it does not necessarily follow that \_\_\_\_\_.
- On the one hand, I agree with X that \_\_\_\_\_. But on the other hand, I still insist that \_\_\_\_\_.

## **INDICATING WHO CARES**

- \_\_\_\_\_ used to think \_\_\_\_\_. But recently [or within the past few decades] \_\_\_\_\_ suggests that \_\_\_\_\_.
- What this new research does, then, is correct the mistaken impression, held by many earlier researchers, that \_\_\_\_\_.
- These findings challenge the work of earlier researchers, who tended to assume that \_\_\_\_\_.
- Recent studies like these shed new light on \_\_\_\_\_, which previous studies had not addressed.
- Researchers have long assumed that \_\_\_\_\_. For instance, one eminent scholar of cell biology, \_\_\_\_\_, assumed in \_\_\_\_\_, her seminal work on cell structures and functions that fat cells \_\_\_\_\_. As \_\_\_\_\_ herself put it, "\_\_\_\_\_" (200). Another leading scientist, \_\_\_\_\_, argued that fat cells "\_\_\_\_\_" (200). Ultimately, when it came to the nature of fat, the basic assumption was that \_\_\_\_\_.
- If sports enthusiasts stopped to think about it, many of them might simply assume that the most successful athletes \_\_\_\_\_. However, new research shows \_\_\_\_\_.
- These findings challenge dieter's common assumptions that \_\_\_\_\_.
- At first glance, teenagers appear to \_\_\_\_\_. But on closer inspection \_\_\_\_\_.

## **ESTABLISHING WHY YOUR CLAIM MATTERS**

- X matters/is important because \_\_\_\_\_.
- Although X may seem trivial, it is in fact crucial in terms of today's concern over \_\_\_\_\_.
- Ultimately, what is at stake here is \_\_\_\_\_.
- These findings have important consequences for the broader domain of \_\_\_\_\_.
- My discussion of X is in fact addressing the larger matter of \_\_\_\_\_.
- These conclusions/This discovery will have significant applications in \_\_\_\_\_ as well as in \_\_\_\_\_.
- Although X may seem of concern to only a small group of \_\_\_\_\_, it should in fact concern anyone who cares about \_\_\_\_\_.

## **ADDING METACOMMENTARY**

- In other words,
- What \_\_\_\_\_ really means by this is
- Essentially, I am arguing that
- My point is not that we should \_\_\_\_\_, but that we should \_\_\_\_\_.
- What \_\_\_\_\_ really means is \_\_\_\_\_.
- In other words, \_\_\_\_\_.
- To put it another way, \_\_\_\_\_.
- In sum, then, \_\_\_\_\_.
- My conclusion, then, is that, \_\_\_\_\_.
- In short, \_\_\_\_\_.
- What is more important, \_\_\_\_\_.
- Incidentally, \_\_\_\_\_.
- By the way, \_\_\_\_\_.
- Chapter 2 explores, \_\_\_\_\_, while Chapter 3 examines \_\_\_\_\_.
- Having just argued that \_\_\_\_\_, let us now turn our attention to \_\_\_\_\_.
- Although some readers may object that \_\_\_\_\_, I would answer that \_\_\_\_\_.