

# Getting to the Core

8<sup>th</sup> Grade U.S. History

Change can be negative or positive, depending on one's perspective.



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

<b>Unit Title:</b>	13 <sup>th</sup> Amendment and the repeal of slavery	
<b>Grade Level/Course:</b>	Grade 8 United States History	<b>Time Frame:</b> 6 days
<b>Big Idea (Enduring Understandings):</b>	<b>Big Idea (Enduring Understandings):</b> Change can be negative or positive, depending on one's perspective.	
<b>Essential Questions:</b>	<b>Essential Questions:</b> How can a moral issue (slavery) be justified? How can a moral issue (the abolition of slavery) be justified? How can society solve a moral issue?	
<b>Instructional Tasks</b>		
<b>Topic:</b> 13 <sup>th</sup> Amendment and the repeal of slavery		
<b>Pre-assessment</b>  (Day 1)	<b>LESSON 1</b> <b>"The Blessings of Slavery"</b>  (Day 2)	<b>LESSON 1</b> <b>"The Blessings of Slavery"</b>  (Day 3)
-Write Critique -Era Envelope -SOAPSTone  <b>OPTIONAL</b> -"The Case for Abolition" -Vocabulary	Vocabulary Notebook -Do/Say Chart	-Compare/contrast matrix -SOAPSTone -Summary -Discussion <b>OPTIONAL</b> "Slavery in the Light of Social Ethics"
<b>LESSON 2</b> <b>Speech from the Honorable T.B. Van Buren</b>  (Day 4)	<b>LESSON 2</b> <b>Speech from the Honorable T.B. Van Buren</b>  (Day 5)	<b>LESSON 3</b> <b>The 13<sup>th</sup> Amendment</b>  (Day 6)
- Vocabulary Notebook -Do/Say Chart	-Compare/contrast matrix -SOAPSTone -Discussion  <b>OPTIONAL</b> "The Constitutional Amendment"	-Reading in Four Voices -Say, Mean, Matter, Chart
<b>Assessment</b> <b>Write Critique</b>  (Day 7)	- Students will write a critique of one of the primary source documents analyzed in the unit.	
<b>21<sup>st</sup> Century Skills:</b>	<b>Learning and Innovation:</b> <input checked="" type="checkbox"/> Critical Thinking & Problem Solving <input checked="" type="checkbox"/> Communication & Collaboration <input checked="" type="checkbox"/> Creativity & Innovation  <b>Information, Media and Technology:</b> <input type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Media Literacy <input type="checkbox"/> Information, Communications & Technology Literacy	

<b>Essential Academic Language:</b>	<b>Tier II:</b> society, negative change, positive change, enforcement, moral, perspective, issue , infirm, despotism, critique, argument, formidably, inclination, perils, disruption, apprehension, ample, momentous, perpetual, impassable, repudiate, sparser, aversion, assurance, elapse, acquainted, contentment, blessing, corporeal, stout, idle, benign, mortified, cease, induced, luxuriate, ensnare, asserting, antiquity, confounded, antipathy, indolence, imbecility, injurious, barren, desolate, seared, withering, avenging, ascribable, arrayed, debasing, subservient, incompatible, incredulous, waning, languish, vain, parallel, article, ratified, convicted, duly, servitude, involuntary	<b>Tier III:</b> amendment, precedent, outhands, mullatto, oppressed, appropriated, enterprise, exploit, vindicate, reciprocated, tyrannically, crop, advocate, jurisdiction, legislation, party
<b>What pre-assessment will be given?</b> Students will read Lincoln’s first inaugural address and write a critique about the argument Lincoln makes.		<b>How will pre-assessment guide instruction?</b> Level of analysis will guide choice of instructional activities included or additional scaffolds necessary for each lesson of the unit.
<b>Content Standards</b>		<b>Assessment of Standards</b> (formative and summative)
<b>Content Standard(s):</b>  <b>California History Standards</b>  <i>8.11 Students analyze the character and lasting consequences of Reconstruction.</i>  3. Understand the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution and analyze their connection to Reconstruction.	Critique arguments (F) Lincoln’s First Inaugural Address (S) Choice of primary source document	
<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> )	<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> )	<b>What does the assessment tell us?</b>
<b>Common Core Reading Standards for Literacy in History/Social Studies:</b>  <i>Key Ideas and Details</i>	(F) Era Envelope Analysis	Ability to draw conclusions

<p>1. Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p><b><i>Craft and Structure</i></b></p> <p>4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>5. Describe how a text presents information (e.g., sequentially, comparatively, causally).</p> <p>6. Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p> <p><b><i>Integration of Knowledge and Ideas</i></b></p> <p>8. Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p><b><i>Range of Reading and Level of Text Complexity</i></b></p> <p>10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.</p> <p><b>Common Core Writing Standards for Literacy in History/Social Studies:</b></p> <p><b><i>Text Types and Purposes</i></b></p> <p>1. Write arguments focused on discipline-specific content.</p> <ol style="list-style-type: none"> <li>Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</li> <li>Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>Establish and maintain a formal style.</li> <li>Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol> <p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <ol style="list-style-type: none"> <li>Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</li> </ol>	<p><i>(F) Vocabulary Notebook</i> Lesson 1, 2 and 3</p> <p><i>(F) Compare/Contrast Matrix</i> Lesson 1 and 2</p> <p><i>(F) Summary Writing</i> Lesson 1 and 2</p> <p><i>(F) Quick Write</i> Lesson 3</p>	<p>Ability to learn vocabulary in context</p> <p>Ability to synthesize information from various texts</p> <p>Ability to understand main idea/theme presented in text</p> <p>Deepen understanding based upon readings</p>
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<p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style and objective tone.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p><b><i>Production and Distribution of Writing</i></b></p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b><i>Research to Build and Present Knowledge</i></b></p> <p>8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>9. Draw evidence from informational texts to support analysis reflection, and research.</p> <p><b><i>Range of Writing</i></b></p> <p>10. Write routinely over extended time frames (time for 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><b>Common Core Speaking and Listening Standards</b></p> <p><b><i>Comprehension and Collaboration</i></b></p> <p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or researched material under study; 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 and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.</p> <p>d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p>		
<p><b>Resources/ Materials:</b></p>	<p><b><u>Complex Texts to be used</u></b> <b>Informational Text(s) Titles:</b></p> <p><input type="checkbox"/> “The Case for Abolition” by Daniel P. Murphy, Ph.D. (1070 Lexile)</p>	

	<p><b>Primary Sources:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Excerpt from President Abraham Lincoln’s Inaugural Address: March 4, 1861 (1070 Lexile)</li> <li><input type="checkbox"/> “The Blessings of Slavery” by George Fitzhugh (1270 Lexile)</li> <li><input type="checkbox"/> “Slavery in the Light of Social Ethics” by Chancellor Harper (1320 Lexile)</li> <li><input type="checkbox"/> Speech at the New York House of Assembly by T.B. Van Buren (1390 Lexile)</li> <li><input type="checkbox"/> “The Constitutional Amendment” by Julian A. Selby (1040 Lexile)</li> <li><input type="checkbox"/> The 13<sup>th</sup> Amendment (1580 Lexile)</li> </ul>	
<p><b>Interdisciplinary Connections:</b></p>	<p><b>Cite several interdisciplinary or cross-content connections made in this unit of study:</b></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>Wordle, Quick Write, Frayer Model, Vocabulary Jigsaw, Do/Say Chart, Compare/contrast Matrix, Collaborative Academic Summary, Reading in Four Voices, Thinking Maps, Era Envelope, Academic Discussion Frames, Annotation Guide, Academic Summary Template, Vocabulary Notebook, SOAPSTone, Say-Mean-Matter Chart,</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> Consider IEP goals and collaborating with resource teacher. Wordle, Quick Write, Frayer Model, Vocabulary Jigsaw, Do/Say Chart, Compare/contrast Matrix, Collaborative Academic Summary, Reading in Four Voices, Thinking Maps, Era Envelope, Academic Discussion Frames, Annotation Guide, Academic Summary Template, Vocabulary Notebook, SOAPSTone, Say-Mean-Matter Chart,</p> <p><b>GATE-</b> Thinking Maps, SOAPSTone, Additional Complex Texts, Frayer Model, Vocabulary Jigsaw, Compare/Contrast Matrix</p>

# SAUSD Common Core Lesson Planner

<p><b>Unit: 13<sup>th</sup> Amendment</b></p> <p>Pre-Assessment and Unit Introduction</p>	<p><b>Grade Level:</b> 8<sup>th</sup></p> <p><b>Course:</b> US History</p>	<p><b>Duration:</b> 1 day</p> <p><b>Date:</b></p>
<p><b>Common Core and Content Standards</b></p>	<p><b>Content Standard: California History Standards</b>  <b>8.11 Students analyze the character and lasting consequences of Reconstruction.</b></p> <p>3. Understand the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution and analyze their connection to Reconstruction.</p> <p><b>Common Core Reading Standards for Literacy in History/Social Studies:</b></p> <p><b>Key Ideas and Details</b></p> <p>1. Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p><b>Craft and Structure</b></p> <p>4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>5. Describe how a text presents information (e.g., sequentially, comparatively, causally).</p> <p>6. Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p> <p><b>Integration of Knowledge and Ideas</b></p> <p>8. Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p><b>Range of Reading and Level of Text Complexity</b></p> <p>10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.</p> <p><b>Common Core Writing Standards for Literacy in History/Social Studies:</b></p> <p><b>Text Types and Purposes</b></p> <p>1. Write arguments focused on discipline-specific content.</p> <ol style="list-style-type: none"> <li>a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</li> <li>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>d. Establish and maintain a formal style.</li> <li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol> <p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <ol style="list-style-type: none"> <li>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and</li> </ol>	

	<p>information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style and objective tone.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p><b><i>Production and Distribution of Writing</i></b></p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b><i>Research to Build and Present Knowledge</i></b></p> <p>8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>9. Draw evidence from informational texts to support analysis reflection, and research.</p> <p><b><i>Range of Writing</i></b></p> <p>10. Write routinely over extended time frames (time for 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><b>Common Core Speaking and Listening Standards</b></p> <p><b><i>Comprehension and Collaboration</i></b></p> <p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or researched material under study; 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 and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p>d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p>	
<b>Materials/ Resources/ Lesson Preparation</b>	Copies of Pre-assessment for each student Copies of Era Envelope pictures and handouts	
<b>Objectives</b>	<b>Content:</b> Students will understand the events leading up to the Thirteenth Amendment.	<b>Language:</b> Students will produce clear and coherent informative/argument writing and engage effectively in a range of collaborative discussions.
<b>Depth of Knowledge Level</b>	<input type="checkbox"/> Level 1: Recall <input checked="" type="checkbox"/> Level 2: Skill/Concept <input checked="" type="checkbox"/> Level 3: Strategic Thinking <input checked="" type="checkbox"/> Level 4: Extended Thinking	
<b>College and Career Ready Skills</b>	<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"/> Comprehending as well as critiquing <input checked="" type="checkbox"/> Valuing evidence <input type="checkbox"/> Using technology and digital media strategically and capably <input checked="" type="checkbox"/> Coming to understand other perspectives and cultures	
Common Core Instructional Shifts		<input checked="" type="checkbox"/> Building knowledge through content-rich nonfiction texts <input checked="" type="checkbox"/> Reading and writing grounded from text <input checked="" type="checkbox"/> Regular practice with complex text and its academic vocabulary	
Academic Vocabulary (Tier II & Tier III)	TEACHER PROVIDES SIMPLE EXPLANATION	KEY WORDS ESSENTIAL TO UNDERSTANDING	WORDS WORTH KNOWING
		critique, argument	formidably, inclination
	STUDENTS FIGURE OUT THE MEANING	perils, disruption, precedent, perpetual, impassable	apprehension, ample, momentous
Pre-teaching Considerations	Students will read an excerpt from President Abraham Lincoln’s Inaugural Address, March 4, 1861. The Lexile of the text is 1070L, placing it within the 6-8 text complexity band. Read text to determine qualitative and reader and task features that make the text complex for 8 <sup>th</sup> grade students.		
<b>Lesson Delivery Comprehension</b>			
Instructional Methods	Check method(s) used in the lesson: <input type="checkbox"/> Modeling <input type="checkbox"/> Guided Practice <input checked="" type="checkbox"/> Collaboration <input checked="" type="checkbox"/> Independent Practice <input checked="" type="checkbox"/> Guided Inquiry <input type="checkbox"/> Reflection		
Lesson Opening	<b>Prior Knowledge, Context, and Motivation:</b>  <b>Pre-assessment</b> Students will read a section of Lincoln’s First Inaugural address and write a critique on Lincoln’s argument. They will be asked to determine whether or not the argument is successful (meaning good, believable, valuable or convincing) for the audience.  Give students a time limit to respond to the prompt. <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> Prompt: <i>Write a critique of Lincoln’s message, evaluating his reasons for holding the Union together. Explain both the arguments Lincoln makes and the opposing points [counterarguments] he mentions. Organize your argument logically and support what you write with evidence from the text. Be sure to use transition words and phrases to connect your pieces of evidence and maintain a formal, academic style throughout your writing.</i> </div> Since this is a formative assessment, you may use the scoring guide included in this unit, the SAUSD Intermediate Writing Rubric, or some other method for gathering the data you want to know from this assignment. This pre-assessment reflects the final assessment at the end of the unit.		

<p><b>Body of the Lesson:</b> Activities/ Questioning/ Tasks/ Strategies/ Technology/ Engagement</p>	<p><b>Preparing Learners:</b></p> <p><b>Era Envelope and Analysis:</b> Purpose: Students will activate prior knowledge by analyzing photographs from various time periods, place them in a timeline, and draw conclusions based upon the changes over time.</p> <ol style="list-style-type: none"> <li>1. Place students in heterogeneous groups of four.</li> <li>2. Assign or students self-select one image to analyze. Each group member should analyze a different image and all four images within the group should be analyzed.</li> <li>3. Each student examines an image and takes notes on the SOAPSTone handout. <i>Teacher may need to model how to complete the SOAPSTone chart using a Think Aloud.</i></li> <li>4. At the teacher’s signal, students pass their papers in the direction specified.</li> <li>5. Students repeat this process until all images are analyzed.</li> <li>6. After everyone in the group has analyzed the images individually, students share their responses in groups, image by image, adding to or revising responses as needed.</li> <li>7. Then, as a group, students will place these images on a timeline. Have students discuss the changes over time they observe in the pictures.</li> <li>8. Students will write a short essay that discusses: <ul style="list-style-type: none"> <li>✓ What conclusions can you draw about the changes to society during this time?</li> <li>✓ Use evidence from the images to support your conclusions.</li> </ul> </li> </ol> <p>Additional Scaffolds may be needed:</p> <p><b>Option 1:</b> Using a Jigsaw format, students can work in their “Expert Groups” to analyze one of the pictures and take notes on the SOAPSTone handout. Once consensus is reached, students can REHEARSE their responses in preparation for sharing this information with their “Base Groups.” In base groups, students share their responses and take notes on the other SOAPSTone handouts. Base groups then place the pictures on a timeline. Next, independently or in pairs, students write a brief composition responding to the question listed in the lesson (What conclusions can you draw about the changes to society during this time? Use evidence from the images to support your conclusions.). Teacher may choose to introduce the Analytical Paragraph Rubric for this writing piece.</p> <p><b>Option 2:</b> Teacher models completing the SOAPSTone with one image, guides class with another image, students work collaboratively with another, and then independently with the last image.</p>	<p><b>Differentiated Instruction:</b></p> <p><b>English Learners:</b> Students that need additional support for vocabulary development may use the Vocabulary additions: Frayer Model and Vocabulary Jigsaw Review tasks.</p> <p><b>Students Who Need Additional Support:</b> Students that need additional support for vocabulary development may use the Vocabulary additions: Frayer Model and Vocabulary Jigsaw Review tasks.</p> <p><b>Accelerated Learners</b> Students could benefit from additional reading could analyze “The Case for Abolition.” Resources located in <i>Additional Student Resources</i>.</p>
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**\*Note: Additional resources to extend and scaffold student learning are provided at the end of each lesson.**

**Lesson Reflection**

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

## Pre-assessment – Writing a critique

Read the essay below and critique the argument that is made. When you critique an argument, you are determining whether or not the argument being made is successful (meaning good, believable, valuable or convincing) for the audience.

As you read, think about these questions.

1. What assumptions does Lincoln make about his audience and about the government of the United States? What support does he give for those assumptions?
2. What are the arguments that Lincoln makes in his address? What reasons does he give for those arguments?
3. What is his conclusion? Do you think his arguments are successful enough to have his audience agree with him?

*From Abraham Lincoln's Inaugural Address, March 4, 1861*

**TAKE NOTES HERE**

*Fellow-Citizens of the United States:*

- 1 In compliance with a custom as old as the Government itself, I appear before you to address you briefly and to take in your presence the oath prescribed by the Constitution of the United States to be taken by the President "before he enters on the execution of this office."
- 2 Apprehension [worry] seems to exist among the people of the Southern States that ... their property and their peace and personal security are to be endangered. There has never been any reasonable cause for such apprehension. Indeed, the most ample evidence to the contrary has all the while existed... It is found in nearly all the published speeches of him who now addresses you. I do but quote from one of those speeches when I declare that "I have no purpose, directly or indirectly, to interfere with the institution of slavery in the States where it exists. I believe I have no lawful right to do so, and I have no inclination to do so."
- 3 It is seventy-two years since the first inauguration of a President under our National Constitution. During that period fifteen different and greatly distinguished citizens have in succession administered the executive branch of the Government. They have conducted it through many perils, and generally with great success. Yet, with all this scope of precedent [past history], I now enter upon the same task for the brief constitutional term of four years under great and peculiar difficulty. A disruption of the Federal Union... is now formidably attempted.
- 4 I hold that ...the Union of these States is perpetual [forever]. Perpetuity is implied, if not expressed, in the fundamental law of all national governments.
- 5 One section of our country believes slavery is right, and ought to be extended, while the other believes it is wrong and ought not to be extended. This is the only substantial dispute...
- 6 Physically speaking, we cannot separate. We cannot remove our respective sections from each other, nor build an impassable wall between them. A husband and wife may be divorced, and go out of the presence, and beyond the reach of each other; but the different parts of our country cannot do this...
- 7 In your hands, my dissatisfied fellow countrymen, and not in mine, is the momentous issue of civil war.

Write a critique of Lincoln’s message, evaluating his reasons for holding the Union together. Explain both the arguments Lincoln makes and the opposing points [counterarguments] he mentions. Organize your argument logically and support what you say with evidence from the text. Be sure to use transition words and phrases to connect your pieces of evidence and maintain a formal, academic style throughout your writing.

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# Analytical Scoring Guide

## ADVANCED

Includes all of the proficient criteria plus:

- 5 or more sentences of analysis
- 5 or more examples of precise language (verbs, nouns, and/or adjectives)

## PROFICIENT

### *Content*

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

### *Language*

- Includes 2-4 transitions and/or signal words and paraphrases
- Includes 2-4 precise verbs, nouns, and/or adjectives
- Uses complete sentences

## BASIC

- Includes 4 of the “Content” proficient criteria
- Includes 2 of the “Language Proficient criteria

## BELOW BASIC

- Includes fewer than 4 of the “Content” proficient criteria
- Includes fewer than 2 of the “Language” proficient criteria

# Era Envelope and Timeline:

Use the SOAPStone handout to analyze each image. Then place these images on a timeline. What conclusions can you draw about the changes to society during this time? Use evidence from the images to support your conclusions.

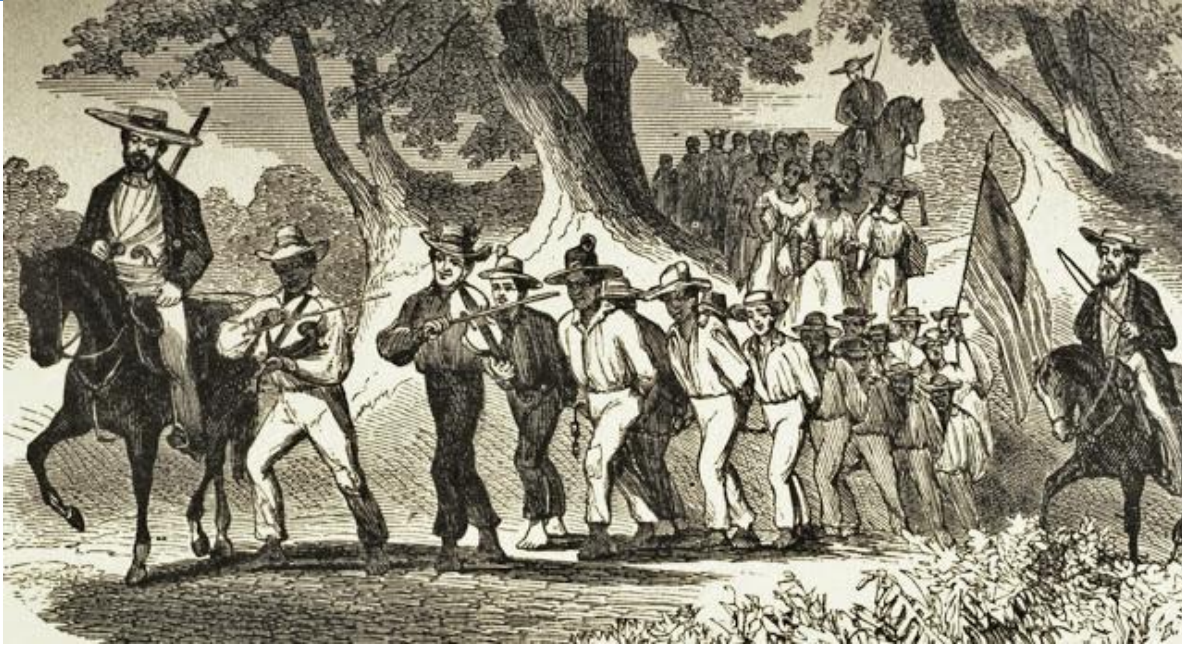
## Image A



An engraving by John Raphael Smith from a painting by George Morland, an English painter. The artist imagined this scene; it is not based on eye-witness observation. Shown are European slavers and captive Africans. The engraving shown above is captioned “Traite des Negres” which translates as Slave Trade. France ended slavery in its colonies on February 4, 1794.

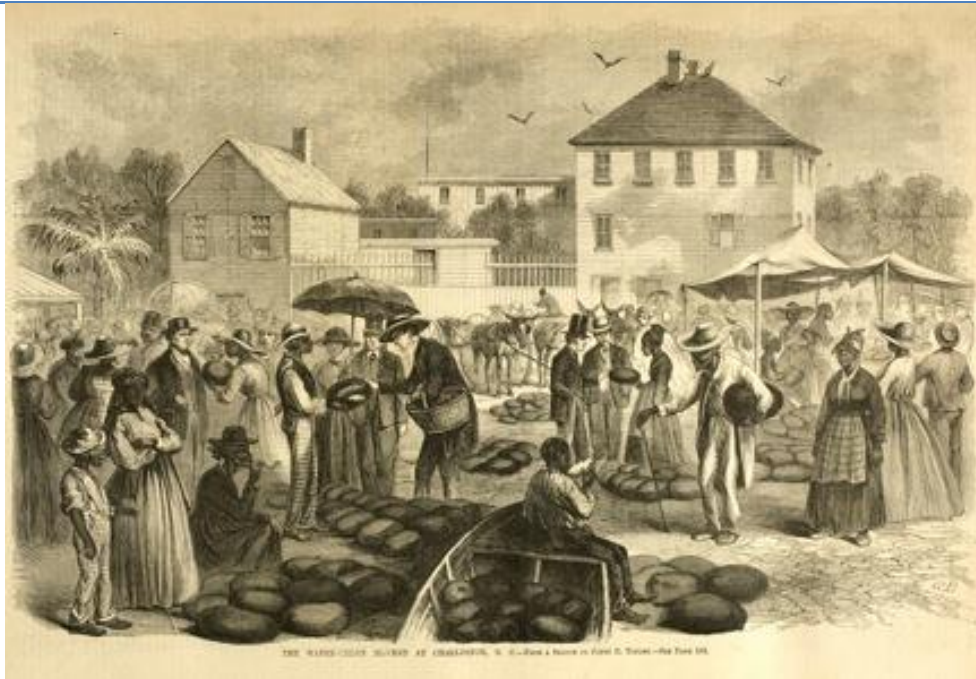


## Image B



Slave Coffle [a line bound together] in Kentucky 1857. Anon., *The Suppressed Book About Slavery!* Prepared for publication in 1857 (New York, 1864)

## Image C



A Charleston Freedwoman Opens A Bank Account in 1865

## Image D

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**Slave Family in a Georgia Cotton Field, c.1860**

## S.O.A.P.S. Tone Analysis – Image A

Look at the image and draw conclusions based upon what you see. Look carefully at the image as well as the caption below the picture.

	<b>Evidence from the visual</b>	<b>Conclusions</b>
<b>Subject</b> ( <i>What historic importance is revealed?</i> )		
<b>Occasion</b> ( <i>What is the time, place, situation of the document?</i> )		
<b>Audience</b> ( <i>To whom is this document is directed?</i> )		
<b>Purpose</b> ( <i>What is the reason behind the text?</i> )		
<b>Speaker</b> ( <i>Who created the document and what was his/her role in history?</i> )		
<b>Tone</b> ( <i>How does document make you feel?</i> )		
<b>Unanswered Questions</b>		

## S.O.A.P.S. Tone Analysis – Image B

Look at the image and draw conclusions based upon what you see. Look carefully at the image as well as the caption below the picture.

	<b>Evidence from the visual</b>	<b>Conclusions</b>
<b>Subject</b> ( <i>What historic importance is revealed?</i> )		
<b>Occasion</b> ( <i>What is the time, place, situation of the document?</i> )		
<b>Audience</b> ( <i>To whom is this document is directed?</i> )		
<b>Purpose</b> ( <i>What is the reason behind the text?</i> )		
<b>Speaker</b> ( <i>Who created the document and what was his/her role in history?</i> )		
<b>Tone</b> ( <i>How does document make you feel?</i> )		
<b>Unanswered Questions</b>		

## S.O.A.P.S. Tone Analysis – Image C

Look at the image and draw conclusions based upon what you see. Look carefully at the image as well as the caption below the picture.

	<b>Evidence from the visual</b>	<b>Conclusions</b>
<b>Subject</b> ( <i>What historic importance is revealed?</i> )		
<b>Occasion</b> ( <i>What is the time, place, situation of the document?</i> )		
<b>Audience</b> ( <i>To whom is this document is directed?</i> )		
<b>Purpose</b> ( <i>What is the reason behind the text?</i> )		
<b>Speaker</b> ( <i>Who created the document and what was his/her role in history?</i> )		
<b>Tone</b> ( <i>How does document make you feel?</i> )		
<b>Unanswered Questions</b>		

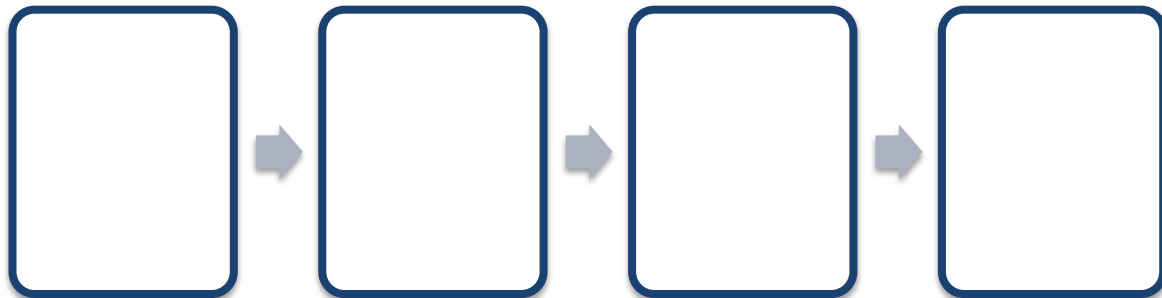
## S.O.A.P.S. Tone Analysis – Image D

Look at the image and draw conclusions based upon what you see. Look carefully at the image as well as the caption below the picture.

	<b>Evidence from the visual</b>	<b>Conclusions</b>
<b>Subject</b> ( <i>What historic importance is revealed?</i> )		
<b>Occasion</b> ( <i>What is the time, place, situation of the document?</i> )		
<b>Audience</b> ( <i>To whom is this document is directed?</i> )		
<b>Purpose</b> ( <i>What is the reason behind the text?</i> )		
<b>Speaker</b> ( <i>Who created the document and what was his/her role in history?</i> )		
<b>Tone</b> ( <i>How does document make you feel?</i> )		
<b>Unanswered Questions</b>		

### Drawing a conclusion based on what you see:

As a group, place the images on a timeline. Use the image letters.



What conclusions can you draw about the changes to society during this time? Use evidence from the images to support your conclusions. Write an informal essay to convey your conclusions. *(Good informal essays have a relaxed style, but they maintain a strong structure. In informal essays, the writers speak directly to the audience using a conversation style, even using the first person at times. When writing an informal essay, writers are supposed to maintain a sense of personality, but still, the writer should prevent sloppiness. This is a chance to make your voice heard in your writing, but still convey the deep understanding you have about the subject).*

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# 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:

- Students sit in heterogeneous groups of three or four based on the number of texts (no more than four).
- One student opens and distributes the texts in the envelope, one to each student in the group.
- A second student distributes the accompanying handout for the task.
- Each student reads his or her text—or examines the visual—and takes notes writes answers on the corresponding box of the handout.
- At the teacher’s signal, students pass their papers in the direction specified.
- Students repeat this process until all texts are read.
- 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.

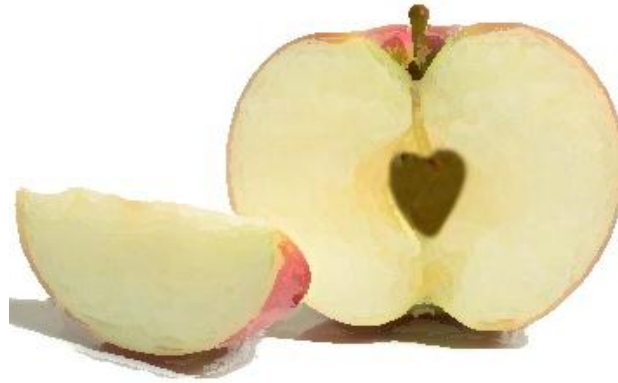
Adapted from Understanding Language ell.stanford.edu



## 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>Subject</b> ( <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>Occasion</b> ( <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>Audience</b> ( <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>Purpose</b> ( <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>Speaker</b> ( <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?</li> <li>▪ 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>Tone</b> ( <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>	<ul style="list-style-type: none"> <li>▪ 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?</li> <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>



# *Additional Student Resources for Unit Introduction*

- Additional text: “The Case for Abolition”
- Sample Thinking Map for “The Case for Abolition”
- Compare/Contrast Matrix with all complex texts
- Frayer Model
- Vocabulary Review Jigsaw

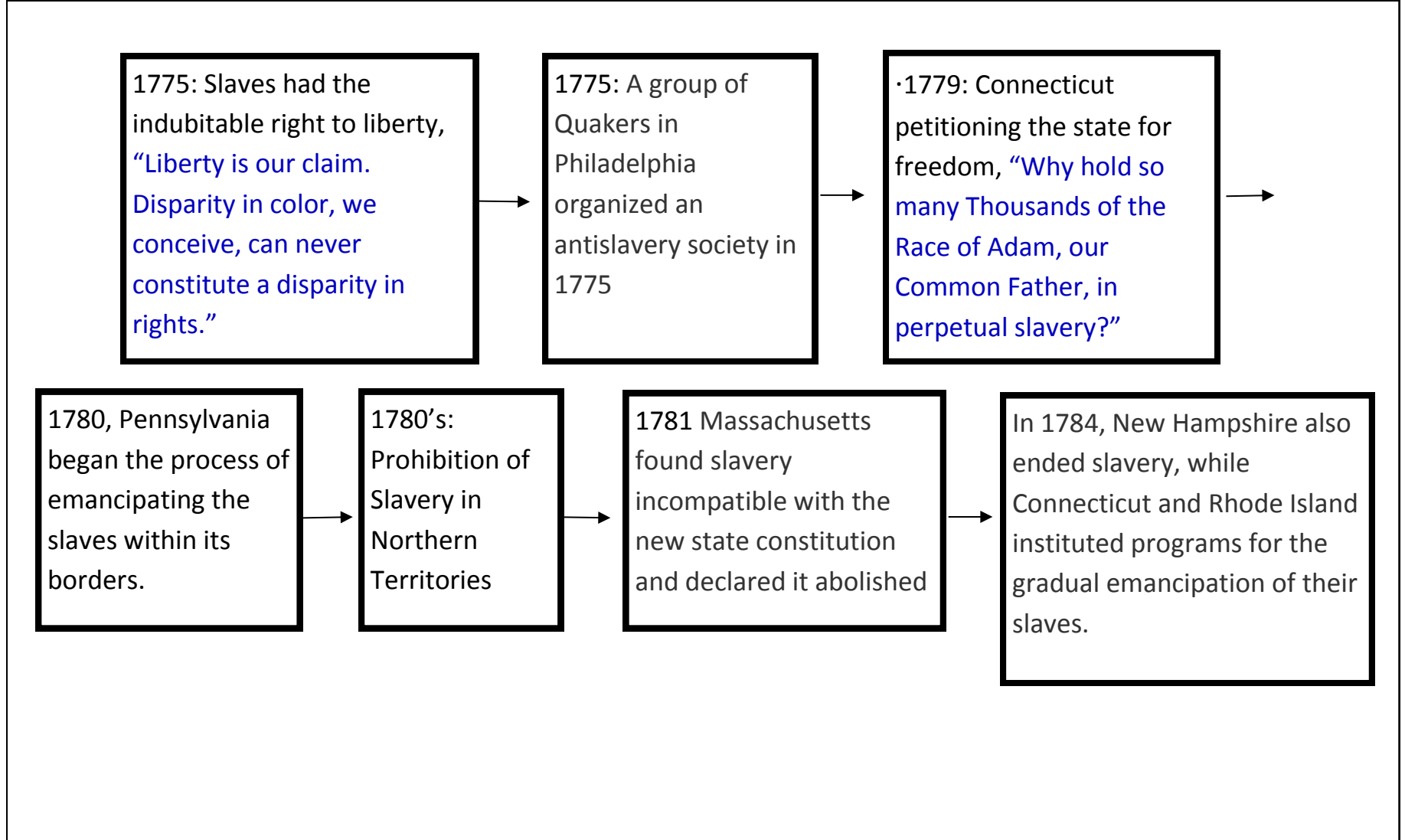
# The Case for Abolition

Excerpt: Everything the American Revolution Book by Daniel P. Murphy, Ph.D.

Notes:

1. The contradiction involved in fighting for human liberty while countenancing slavery was obvious to many in the revolutionary period. Literate African Americans made an eloquent case for emancipation, making reference to the ideals that inspired the war.
2. One anonymous man published as “Vox Africanorum” wrote, “Liberty is our claim. Reverence for our Great Creator, principles of humanity and the dictates of common sense, all convince us, that we have an indubitable right to liberty.... Though our bodies differ in color from yours; yet our souls are similar in a desire for freedom. Disparity in colour, we conceive, can never constitute a disparity in rights.”
3. Connecticut slaves, petitioning the state for freedom in 1779, asked simply “Whether it is consistent with the present claims of the United States to hold so many Thousands of the Race of Adam, our Common Father, in perpetual slavery?”
4. One of James Madison's slaves was caught fleeing to the British. The future father of the Constitution declined to punish the man for “coveting that liberty” which he believed was the “right & worthy pursuit of every human being.” Madison recognized the conflict between American ideals and slavery. He tried unsuccessfully to amend the Virginia constitution to gradually abolish slavery.
5. The American Revolution set the northern states on the road to abolition. A group of Quakers in Philadelphia organized an antislavery society in 1775. In 1780, Pennsylvania began the process of emancipating the slaves within its borders. The next year, a court in Massachusetts found slavery incompatible with the new state constitution and declared it abolished. In 1784, New Hampshire also ended slavery, while Connecticut and Rhode Island instituted programs for the gradual emancipation of their slaves.
6. American leaders were often torn between their consciences and self-interest on the issue of slavery. Thomas Jefferson wrote, “Indeed I tremble for my country when I reflect that God is just; that his justice cannot sleep forever.” There was a growing sense that slavery was an evil. A downturn in the market for tobacco led some to assert that slavery would slowly fade away.
7. During the 1780s, slavery was prohibited in the Northwest Territories, and a date would be set for ending the importation of slaves. No one in the revolutionary generation could predict the stunning economic impact of the cotton gin, and a renewed commitment to the “peculiar institution” by the South that would result in the American Civil War.

This flow map helped me realize: The American Revolution sparked the desire for freedom for all man: Slavery should be unconstitutional under the new American Constitution and Bill of Rights.



Source: "The Case for Abolition" by Daniel P. Murphy, PhD, (context of timeline from 1775– Civil War)

Secondary & **Primary Source**

## Analysis of Slavery Arguments

1775-1865

Text	According to the text, what arguments support slavery?	According to the text, what arguments support the abolition of slavery?	What claim does the author make?
<p><b>“The Case for Abolition”</b> 1775– Civil War Excerpt: <u>Everything The American Revolution</u> Book Daniel P. Murphy, Ph.D.</p>			
<p><b>“The Blessing of Slavery”</b> 1857 George Fitzhugh</p>			
<p><b>“Slavery in the Light of Social Ethics”</b> 1860 Chancellor Harper</p>			
<p><b>Speech at New York House of Assembly</b> 3/15/1865 T.B. Van Buren</p>			
<p><b>The Constitutional Amendment</b> 12/14/1865 Julian A. Selby</p>			

# Frayer Model

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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

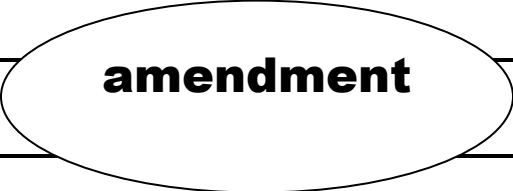
1. Explain the Frayer model graphical organizer to the class. Use a common word to demonstrate the various components of the form. Model the type and quality of desired answers when giving this example.
2. Select a list of key concepts from a reading selection. Write this list on the chalkboard and review 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.

## *Frayer Model*

<i>DEFINITION</i>	<i>CHARACTERISTICS</i>
DICTIONARY: the customs of a community and the way it is organized.	
<i>EXAMPLES/MODELS</i>	<i>NON-EXAMPLES</i>

**society**


## *Fruyer Model*

<i>DEFINITION</i>	<i>CHARACTERISTICS</i>
DICTIONARY: an addition or alteration to a motion, bill, or constitution.	
<i>EXAMPLES/MODELS</i>	<i>NON-EXAMPLES</i>
 <b>amendment</b>	



## *Fruyer Model*

<i>DEFINITION</i>	<i>CHARACTERISTICS</i>
DICTIONARY: based on what somebody's conscience suggests is right or wrong, rather than on what rules or the law says should be done.	
<i>EXAMPLES/MODELS</i>	<i>NON-EXAMPLES</i>



**moral**

## *Fruyer Model*

<i>DEFINITION</i>	<i>CHARACTERISTICS</i>
DICTIONARY: measured or objective assessment of a situation, giving all aspects importance.	
<b>EXAMPLES/MODELS</b>	<b>NON-EXAMPLES</b>

**perspective**

## *Fruyer Model*

<i>DEFINITION</i>	<i>CHARACTERISTICS</i>
DICTIONARY: Legal matter in dispute	
<i>EXAMPLES/MODELS</i>	<i>NON-EXAMPLES</i>

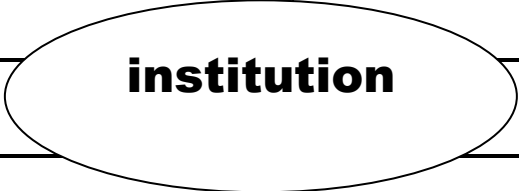
## *Fruyer Model*

<i>DEFINITION</i>	<i>CHARACTERISTICS</i>
DICTIONARY: to compel obedience to a law, regulation, or command.	
<i>EXAMPLES/MODELS</i>	<i>NON-EXAMPLES</i>

**enforcement**

# *Frayer Model*

<i>DEFINITION</i>	<i>CHARACTERISTICS</i>
DICTIONARY: an established law, custom, or practice	
<i>EXAMPLES/MODELS</i>	<i>NON-EXAMPLES</i>



**institution**

# 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:

- Students sit in small groups of four.
- 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).
- 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.
- Each student reads their clue for that number, in order, A, B, C, and D.
- After all four clues have been read, the students try to guess the word or term.
- Students write their answer in the appropriate line on their answer sheet.
- After two terms, students rotate the cards to the right, so that all four students have a chance to read all four clue cards.
- 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.

Adapted from Understanding Language [ell.stanford.edu](http://ell.stanford.edu)

Vocabulary Review Jigsaw cards – Version 1

1. This word starts with the letter A.	1. This word has <b>THREE</b> syllables.	1. The last letter in this word is T.	1. This word means the process of changing, correcting, or improving something.
2. This word starts with the letter E.	2. This word has <b>TWO</b> syllables.	2. The last letter in this word is E.	2. This word means to make people obey something.
3. This word starts with the letter I.	3. This word has <b>TWO</b> syllables.	3. The last letter in this word is E.	3. This word means a subject of concern or discussion.
4. This word starts with the letter I.	4. This word has <b>FOUR</b> syllables.	4. The last letter in this word is N.	4. This word means an established law, custom, or practice.
5. This word starts with the letter M.	5. This word has <b>TWO</b> syllables.	5. The last letter in this word is M.	5. This word means relating to or involving right and wrong and how individual people should behave.
6. This word starts with the letter P.	6. This word has <b>THREE</b> syllables.	6. The last letter in this word is E.	6. This word means a particular evaluation of a situation or facts from one person's point of view.
7. This word starts with the letter S.	7. This word has <b>FOUR</b> syllables.	7. The last letter in this word is Y.	7. This word means the sum of relations among groups of humans or animals.

Vocabulary Review Jigsaw cards – Version 2

1. Alteration to something	1. A change, correction, or improvement to something	1. Change to legal document	1. An addition or alteration to a motion, bill or constitution
2. Make people obey something	2. To give strength or emphasis to something	2. Impose something by force	2. To compel obedience to a law, regulation, or command
3. Main subject	3. Subject of concern	3. Legal matter in dispute	3. Something officially distributed or supplied
4. Organization	4. Somebody or something that has been well known and established in a place for a long time	4. Long-established person or thing	4. An established law, custom, or practice
5. Involving right and wrong choices	5. relating to issues of right and wrong and to how individual people should behave	5. According to common standard of justice	5. Based on what somebody's conscience suggests is right or wrong, rather than on what rules or the law says should be done
6. Way to look at something	6. Measured assessment of situation	6. Particular evaluation of a situation of facts, especially from one person's point of view	5. Measured or objective assessment of a situation, giving all aspects importance
7. Relationships among groups	7. The sum of social relationships among groups of humans or animals	7. Structured community of people	6. The customs of a community and the way it is organized



**Big Idea:** Change can be negative or positive, depending on one’s perspective.

**Essential Question:** How can a moral issue (slavery) be justified?

<p><b>Unit:</b> 13<sup>th</sup> Amendment <b>Lesson 1</b></p>	<p><b>Grade Level:</b> 8<sup>th</sup> <b>Course:</b> US History</p>	<p><b>Duration:</b> 2 days <b>Date:</b></p>
<p><b>Common Core and Content Standards</b></p>	<p><b>California History Standards</b></p> <p><i>8.11 Students analyze the character and lasting consequences of Reconstruction.</i></p> <p>3. Understand the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution and analyze their connection to Reconstruction.</p> <p><b>Common Core Reading Standards for Literacy in History/Social Studies:</b></p> <p><i>Key Ideas and Details</i></p> <p>1. Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p><i>Craft and Structure</i></p> <p>4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>5. Describe how a text presents information (e.g., sequentially, comparatively, causally).</p> <p>6. Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p> <p><i>Integration of Knowledge and Ideas</i></p> <p>8. Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p><i>Range of Reading and Level of Text Complexity</i></p> <p>10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.</p> <p><b>Common Core Writing Standards for Literacy in History/Social Studies:</b></p> <p><i>Text Types and Purposes</i></p> <p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <ol style="list-style-type: none"> <li>Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</li> <li>Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>Establish and maintain a formal style and objective tone.</li> <li>Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ol>	

	<p><b><i>Research to Build and Present Knowledge</i></b></p> <p>8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>9. Draw evidence from informational texts to support analysis reflection, and research.</p> <p><b><i>Range of Writing</i></b></p> <p>10. Write routinely over extended time frames (time for 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><b>Common Core Speaking and Listening Standards</b></p> <p><b><i>Comprehension and Collaboration</i></b></p> <p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> <li>Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</li> <li>Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.</li> <li>Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</li> </ol>	
<p><b>Materials/ Resources/ Lesson Preparation</b></p>	<p>Wordle handout Academic Discussion Frames Handout Vocabulary Notebook “The Blessings of Slavery” Text Do/Say Chart Compare/Contrast Matrix: Summary of Arguments Handout SOAPSTone: Analysis of Argument Handout Academic Summary Template</p>	
<p><b>Objectives</b></p>	<p><b>Content:</b> Students will analyze the arguments made during the 1850’s to support slavery.</p>	<p><b>Language:</b> Students will analyze a primary source document, work in collaborative groups to discuss analysis. Students will write an accurate summary and participate in class discussions.</p>
<p><b>Depth of Knowledge Level</b></p>	<p><input type="checkbox"/> Level 1: Recall                      <input checked="" type="checkbox"/> Level 2: Skill/Concept <input checked="" type="checkbox"/> Level 3: Strategic Thinking    <input checked="" type="checkbox"/> Level 4: Extended Thinking</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"/> Comprehending as well as critiquing                      <input checked="" type="checkbox"/> Valuing evidence <input type="checkbox"/> Using technology and digital media strategically and capably <input checked="" type="checkbox"/> Coming to understand other perspectives and cultures</p>	

<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>	blessing, corporeal, appropriated, enterprise, sparser, repudiate, outhands, mulatto, aversion	infirm, despotism, stout, assurance, elapse, acquainted
<b>Pre-teaching Considerations</b>	Students will be required to utilize a variety of strategies. Please allow additional time in order to model strategies, if students are not familiar with strategies.		
<b>Lesson Delivery Comprehension</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 checked="" type="checkbox"/> <b>Independent Practice</b> <input checked="" type="checkbox"/> <b>Guided Inquiry</b> <input type="checkbox"/> <b>Reflection</b>		
<b>Lesson Opening</b>	<b>Prior Knowledge, Context, and Motivation:</b> Share with students the Big Idea and Essential Question.		

<p><b>Body of the Lesson:</b> Activities/ Questioning/ Tasks/ Strategies/ Technology/ Engagement</p>	<p><b>Preparing Learners:</b></p> <p><b>Wordle:</b> Purpose: To have students reflect on their impression, interpretation, or understanding of significant words.</p> <ul style="list-style-type: none"> <li>• Invite students to examine the Wordle, noting which words jump out at them before reading the text.</li> <li>• 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.</li> <li>• Students then share their thoughts with other dyads, noting similarities and differences in their choices and responses.</li> <li>• Invite several students to share their group’s ideas with the class.</li> </ul> <p><b>Vocabulary Notebook:</b> Purpose: Focuses on developing essential vocabulary and providing vocabulary instruction in context. The notebook also serves as a tool students can use across disciplines.</p> <ul style="list-style-type: none"> <li>• Students will be able to decipher the meaning of the following words using context clues from the various complex-texts they will be reading.</li> <li>• Alert students to the four words they should be looking for while they read: <i>oppressed, exploit, vindicate, and benign</i>. Students will record words in <i>Vocabulary Notebook</i>.</li> </ul> <p>*Notice: At this time, students are only writing down words in <i>Vocabulary Notebook</i>.</p> <p><b>Interacting with Text:</b> <b>Close Reading: “The Blessings of Slavery” (1270 Lexile)</b></p> <ol style="list-style-type: none"> <li>1. <b>First Read:</b> Students will silently read the 1<sup>st</sup> paragraph and share initial thoughts with a dyad. Teacher will select several students to share initial thoughts with the class. After the discussion, teacher will read aloud the remaining paragraphs while students follow along. <i>Teacher may need to provide some clarification on what is meant by “initial thoughts” Some students may find the Annotation Guide helpful to initially respond/annotate the text.</i></li> <li>2. <b>Second Read:</b> Tell students that this time, they will read with a dyad to define vocabulary crucial to understanding this unit. Ask them to bring out their <i>Vocabulary Notebook</i> and re-read the text looking for: <i>oppressed, exploit, vindicate, and benign</i>. During/after reading students record translation (if needed), picture or image, definition, example source sentence, and original sentence for each word. Encourage students to add additional words as needed.</li> </ol>	<p><b>Differentiated Instruction:</b></p> <p><b>English Learners:</b> Provide students with formulaic phrases to facilitate discussion.</p> <p><b>Students Who Need Additional Support:</b> Provide students with formulaic phrases to facilitate discussion.</p> <p><b>Accelerated Learners:</b></p> <p><b>English Learners:</b> Provide students with Academic Discussion Frames to facilitate discussion.</p> <p>Annotation Guide assists students in responding and annotating the text.</p> <p>Use Thinking Maps to help develop use of language. <i>Sample located in Additional Student Resources.</i></p> <p><b>Students Who Need Additional Support:</b> Provide students with Academic Discussion Frames to facilitate discussion.</p> <p>Annotation Guide assists students in responding and annotating the text.</p> <p>Use Thinking Maps to help develop use of language. <i>Sample located in Additional Student Resources.</i></p> <p><b>Accelerated Learners:</b></p>
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	<p>3. <b>Third Read:</b> Teacher will model how to examine text using the <i>Do/Say Chart</i>. Students and teacher will focus on one chunk/paragraph at a time. Teacher tells students the function of the paragraph and students will discuss and agree on what the author is saying in the paragraph. After the third paragraph, have students work in dyads to determine the function and message of the paragraph, followed by a classroom discussion after each paragraph.</p> <p>4. <b>Fourth Read:</b> Teacher will model how to analyze text to determine the purpose and point of view expressed in the text by using the SOAPStone questions. Then students will engage in the task by working in pairs and sharing findings with another dyad.</p> <p>5. <b>Fifth Read:</b> Students work with partners to answer the questions on the Compare/Contrast Matrix. Have students share findings with another dyad before having a classroom discussion. As students are working, teacher should circulate to clear up any misunderstandings.</p> <p><b>Extending Understanding:</b>  <b>Collaborative Summary</b></p> <ul style="list-style-type: none"> <li>Students will work in groups of four to write a brief summary of the article. Remind students to use all of their resources to write an accurate summary (<i>Annotation Chart, Do/Say Chart and SOAPStone</i>).</li> </ul> <p><b>Review rubric criteria with students:</b> Teacher provides a model of a proficient Academic Summary and guides students in noting the structure and language features. If needed, write a guided academic summary on a text that students have read previously to model the writing process.</p> <p>Students follow the steps below for writing an academic summary:</p> <ol style="list-style-type: none"> <li>Come to a consensus with your group about the central idea/theme.</li> <li>Return to completed handouts and text, and <i>independently</i> star the top details throughout the text that best support the central idea/theme.</li> <li>Come to consensus with your group about the top supporting details that will go into the summary.</li> <li>Paraphrase the details with group.</li> <li>Write summary paragraph.</li> <li>Peer edit using <i>Academic Summary Scoring Guide</i></li> </ol> <p><b>Class Discussion</b></p> <ul style="list-style-type: none"> <li>Class will participate in a discussion contemplating the essential question. Have students grapple with initial understandings and ideas. Before having class discussion, provide students with independent thinking/writing time to respond to the essential question.</li> <li>How can a moral issue (slavery) be justified?</li> </ul>	<p><b>English Learners:</b>  Utilize summary template to facilitate writing a summary.</p> <p>Provide students with Academic Discussion Frames to facilitate discussion.</p> <p><b>Students Who Need Additional Support:</b>  Utilize summary template to facilitate writing a summary.</p> <p>Provide students with Academic Discussion Frames to facilitate discussion.</p>
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	<p><b>OPTIONAL</b></p> <p>Have students read “Slavery in the Light of Social Ethics” (1320 L) and analyze text by completing the Do/Say Chart, Compare/Contrast Matrix, and SOAPSTone. Resources included in <i>Additional Student Resources</i>.</p> <p><b>*Note: additional resources to extend and scaffold student learning are provided at the end of each lesson.</b></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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# 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:

- Students work in dyads examining the Wordle.
- 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.
- Student A begins by responding to the first prompt, followed by Student B.
- 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.
- 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)



## Academic Discussion Frames

### Share Your Thinking/ Discussion Starters:

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

### Building on Ideas/Continuing the Discussion:

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

### Clarifying Ideas/Understanding the Discussion:

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

# Vocabulary Notebook

Word & Translation	Picture/Image	Definition	Source Sentence	Original Sentence
/				
/				
/				
/				
/				

# 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

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

## Key Words Essential to Understanding

- Words that cannot be deciphered using content clues.
  - In table groups, students share any knowledge they already have on these words (definition, where they have seen/hears it, etc).
  - Teacher walks around the room and notes students' knowledge and/or misconceptions.
  - Teacher leads a discussion on these words and provides sample explanations.
  - 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.

## Other Essential Words (from AWL and content-specific)

- Words that students can decipher meaning using context clues.
  - 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.
  - 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

## “The Blessings of Slavery” (1857)

By George Fitzhugh

Notes:

1. The negro slaves of the South are the happiest, and in some sense, the freest people in the world. The children and the aged and infirm work not at all, and yet have all the comforts and necessaries of life provided for them. They enjoy liberty, because they are oppressed neither by care or labor. The women do little hard work, and are protected from the despotism of their husbands by their masters. The negro men and stout boys work, on the average, in good weather, no more than nine hours a day. The balance of their time is spent in perfect abandon. Besides, they have their Sabbaths and holidays. White men, with some measure of license and abandon, would die of ennui [boredom]; but negroes luxuriate in corporeal and mental repose. With their faces upturned to the sun, they can sleep at any hour; and quiet sleep is the greatest of human enjoyments. “Blessed be the man who invented sleep.” ‘Tis happiness in itself-and results from contentment in the present, and confident assurance of the future. We do not know whether free laborers ever sleep. They are fools to do so; for, whilst they sleep, the wily and watchful capitalist is devising means to ensnare and exploit them. The free laborer must work or starve. He is more of a slave than the negro, because he works longer and harder for less allowance than the slave, and has no holiday, because the cares of life with him begin when its labors end. He has no liberty and not a single right.
2. Until the lands of America are appropriated by a few, population becomes dense, competition among laborers active, employment uncertain, and wages low, the personal liberty of all the whites will continue to be a blessing. We have vast unsettled territories; population may cease to increase slowly, as in most countries, and many centuries may elapse before the question will be practically suggested, whether slavery to capital be preferable to slavery to human masters. But the negro has neither energy nor enterprise, and, even in

our sparser populations, finds with his improvident habits, that his liberty is a curse to himself, and a greater curse to the society around him. These considerations, and others equally obvious, have induced the South to attempt to defend negro slavery as an exceptional institution, admitting, nay asserting, that slavery, in the general or in the abstract, is morally wrong, and against common right. With singular inconsistency, after making this admission, which admits away the authority of the Bible, of profane history, and of the almost universal practice of mankind—they turn around and attempt to bolster up the cause of negro slavery by these very exploded authorities. If we mean not to repudiate all divine, and almost all human authority in favor of slavery, we must vindicate that institution in the abstract.

3. To insist that a status of society, which has been almost universal, and which is expressly and continually justified by Holy Writ, is its natural, normal, and necessary status, under the ordinary circumstances, is on its face a plausible and probable proposition. To insist on less, is to yield our cause, and to give up our religion; for if white slavery be morally wrong, be a violation of natural rights, the Bible cannot be true. Human and divine authority do seem in the general to concur, in establishing the expediency of having masters and slaves of different races. In very many nations of antiquity, and in some of modern times, the law has permitted the native citizens to become slaves to each other. But few take advantage of such laws; and the infrequency of the practice establishes the general truth that master and slave should be of different national descent. In some respects the wider the difference the better, as the slave will feel less mortified by his position. In other respects, it may be that too wide a difference hardens the hearts and brutalizes the feeling of both master and slave. The civilized man hates the savage, and the savage returns the hatred with interest. Hence West India slavery of newly caught negroes is not a very humane, affectionate, or civilizing institution. Virginia negroes have become moral and intelligent. They love their master and his

family, and the attachment is reciprocated. Still, we like the idle, but intelligent house-servants, better than the hard-used, but stupid outhands; and we like the mulatto better than the negro; yet the negro is generally more affectionate, contented, and faithful.

4. The world at large looks on negro slavery as much the worst form of slavery; because it is only acquainted with West India slavery. But our Southern slavery has become a benign and protective institution, and our negroes are confessedly better off than any free laboring population in the world. How can we contend that white slavery is wrong, whilst all the great body of free laborers are starving; and slaves, white or black, throughout the world, are enjoying comfort?
5. The aversion to negroes, the antipathy of race, is much greater at the North than at the South; and it is very probable that this antipathy to the person of the negro, is confounded with or generates hatred of the institution with which he is usually connected. Hatred to slavery is very generally little more than hatred of negroes.

## Annotation Guide

Symbol	Comment/Question/Response	Sample Language Support
<b>?</b>	Questions I have Wonderings I have Confusing parts for me	The statement, “...” is confusing because... I am unclear about the following sentence(s) I don’t understand what the author means when s/he states...
<b>+</b>	Ideas/statements I agree with	I agree with the author’s idea that...because... Similar to the author, I also believe that...because I agree somewhat with the author when s/he argues that...because...
<b>-</b>	Ideas/statements I disagree with	I disagree with the author’s idea that...because... Unlike the author, I also believe that...because The author claims that...However, I disagree because...
<b>*</b>	Author’s main points Key ideas expressed Significant ideas	One significant idea in this text is... The author is trying to convey... One argument the author makes is that...
<b>!</b>	Shocking statements or parts Emotional response Surprising details/claims	I was shocked to read that...(further explanation) How can anyone claim that ... The part about ____made me feel...
<b>0</b>	Ideas/sections I connect with What this reminds me of	This section reminded me of... I can connect with what the author said because... This experience connects with my own experience in that...

## Collaborative Annotation Chart

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

## 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



## “The Blessings of Slavery” (1857) by George Fitzhugh

### Do/Say Chart

Paragraph #	Do What is the author doing? <i>(introducing, describing, explaining, )</i>	Say What is the author/text saying?
Paragraph 1		
Paragraph 2		
Paragraph 3		
Paragraph 4		
Paragraph 5		
<p>Central Idea/Claim</p> <p><i>Based on our analysis of the text, we believe that theme/central idea is...</i></p> <p><i>In the text, “_____” by _____, the author (conveys/reveals)....</i></p> <p><i>The author claims _____ and implies that...</i></p>		

## Do/Say (Function v. Content): 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 techniques 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.

### 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

## Analysis of Argument: “The Blessings of Slavery”

<b>Letter</b>	<b>Evidence from the text</b>	<b>Conclusions</b>
<b>Subject</b> ( <i>What historic importance is revealed?</i> )		
<b>Occasion</b> ( <i>What is the time, place, situation of the document?</i> )		
<b>Audience</b> ( <i>To whom is this document is directed?</i> )		
<b>Purpose</b> ( <i>What is the reason behind the text?</i> )		
<b>Speaker</b> ( <i>Who created the document and what was his/her role in history?</i> )		
<b>Tone</b> ( <i>How does document make you feel?</i> )		
<b>Questions</b>		

## 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:

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

Adapted from Understanding Language [ell.stanford.edu](http://ell.stanford.edu)

## Compare/Contrast Matrix: Summary of Arguments

Text	According to the text, what <b>arguments support slavery</b> ?	According to the text, what <b>arguments support the abolition</b> of slavery?	What claim does the author make?
<p><b>“The Blessing of Slavery”</b> 1857 George Fitzhugh</p>			
<p><b>Speech at New York House of Assembly</b> 3/15/1865 T.B. Van Buren</p>			

## Collaborative Academic Summary: Directions

Directions:

- Come to a consensus with your group about the central idea/theme.
- Return to the completed handouts and text, and *independently* star the top details throughout the text that best support the central idea/theme.
- Come to consensus with your group about the top supporting details that will go into the summary.
- Paraphrase the details with group.
- Write summary paragraph.
- Peer edit using *Academic Summary Scoring Guide*.

## Academic Summary Scoring Guide

	Advanced	Proficient	Basic	Below Basic
<u>Content Criteria</u>	<input type="checkbox"/> Includes <b>all</b> of the Proficient criteria plus:  <input type="checkbox"/> 5 or more example of precise language (verbs, nouns, and/or adjectives)	<input type="checkbox"/> Topic sentence identifies title of text, author, and main idea <input type="checkbox"/> Paraphrase 3-5 key details from the text that support main idea <input type="checkbox"/> Concluding sentences restates main idea or author's purpose.	<input type="checkbox"/> Includes 2 of the 3 Content Criteria at the Proficient level.	<input type="checkbox"/> Includes fewer than 2 of the Content Criteria at the Proficient level.
<u>Language Criteria</u>	<input type="checkbox"/> Includes <b>all</b> of the Proficient criteria plus:  <input type="checkbox"/> 4 or more complex sentences.	<input type="checkbox"/> Uses third person point of view <input type="checkbox"/> Includes 2-4 signal words/phrases for sequencing, adding information, or concluding <input type="checkbox"/> Uses 3-4 attributive tags (i.e., Lucas Martinez reports that...) <input type="checkbox"/> Uses complete sentences.	<input type="checkbox"/> Includes 2-3 of the 4 Language Criteria at the Proficient level.	<input type="checkbox"/> Includes fewer than 2 of the Language Criteria at the Proficient level.

### Tips

#### Structure of Academic Summary

- T** = Topic sentence/Claim  
**P** = Paraphrase key details  
**C** = Concluding statement

#### Remember to Use...

- ✓ 3<sup>rd</sup> person point of view
- ✓ Active voice
- ✓ Transitions (sequencing, adding information, etc.)
- ✓ Citations
- ✓ Academic and domain-specific language



Adapted from Sonja Munevar Gagnon, QTEL training

## ACADEMIC SUMMARY TEMPLATE

**Topic sentence/  
Claim**

In the \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_  
 (“A” Text Type) (Title of text) (Full name of author) (“B” Academic Verb)  
 the topic of \_\_\_\_\_. S/he \_\_\_\_\_  
 (Topic/Issue of the text) (“C” Precise Verb + “that”) (Author’s main idea or point  
 on the topic/issue)

**Paraphrase  
key ideas**

Continue the summary by paraphrasing the key details in the text that supports the main idea.

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**Concluding  
statement**

(Ultimately/In summary) what \_\_\_\_\_ (author) \_\_\_\_\_ (conveys/argues/explains/examines) is

Restate author’s main idea or state his purpose for writing this text)

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

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

C Precise "Verbs+that"	
asserts	concedes
argues	states
posits	believes
maintains	suggests
claims	implies
notes	infers
proposes	intimates
declares	

Addition Connectors	
in addition	further
furthermore	additionally
moreover	beyond..also
another	...as well
besides...also	

Adapted from Sonja Munevar Gagnon, QTEL training



## Academic Summary Writing: Teacher Rationale and Protocol

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**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 in which teachers can assess their students' level of understanding of that 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.

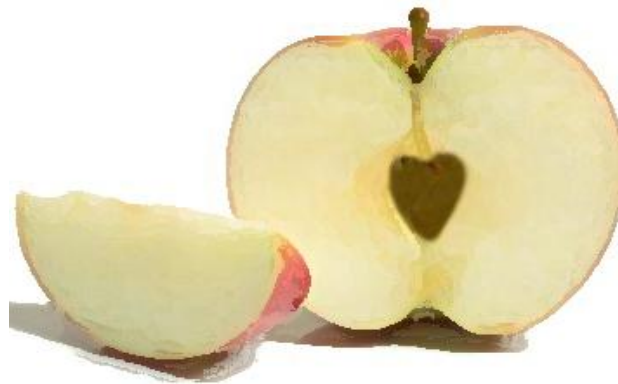
### Benefits for ELs:

- 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....

Adapted from Sonja Munévar Gagnon & Emma Ehrlich



# *Additional Student Resources for Lesson 1*

- Sample Thinking Map for “The Blessings of Slavery”
- Additional Text: *“Slavery in the Light of Social Ethics”*
- Sample Thinking Map for *“Slavery in the Light of Social Ethics”*
- Do/ Say Chart for *“Slavery in the Light of Social Ethics”*
- SOAPSTone for *“Slavery in the Light of Social Ethics”*

According to Fitzhugh,

**Less cares**—mentally less to worry about. Can sleep at any time. Women can rely on their husbands or master.

**Slavery is condoned in the Bible**—it is a religious right.

**Work less**—Women hardly work at all and men only work 9 hours a day. Holidays and Sabbath are off.

**Freemen (white laborers)** have no liberties or rights and have to worry about getting money, unemployment and food

**Take pity on the Negro:** If you hate slavery, basically you hate Negroes

Therefore,  
So, in Mr. Fitzhugh's mind,

**Slavery is a blessing for the Negro and should continue for their livelihood and survival.**

In conclusion,

Source: "The Blessing of Slavery" by George Fitzhugh, 1857 Primary Source

# Slavery in the Light of Social Ethics (1860)

By Chancellor Harper

This is an excerpt from a long essay called "Slavery in the Light of Social Ethics," by Chancellor Harper. It was published in Augusta, *Georgia in 1860*:

1. In one thing I concur with the abolitionists; that if emancipation is to be brought about, it is better that it should be immediate and total. But let us suppose it to be brought about in any manner, and then inquire what would be the effects.
2. The first and most obvious effect, would be to put an end to the cultivation of our great Southern staple. And this would be equally the result, if we suppose the emancipated negroes to be in no way distinguished from the free labourers of other countries, and that their labor would be equally effective. . . Imagine an extensive rice or cotton plantation cultivated by free laborers, who might perhaps *strike* for an increase of wages, at a season when the neglect of a few days would insure the destruction of the whole crop. Even if it were possible to procure laborers at all, what planter would venture to carry on his operations under such circumstances? I need hardly say that these staples cannot be produced to any extent where the proprietor of the soil cultivates it with his own hands. He can do little more than produce the necessary food for himself and his family.
3. And what would be the effect of putting an end to the cultivation of these staples, and thus annihilating, at a blow, two-thirds or three-fourths of our foreign commerce? Can any sane mind contemplate such a result without terror? I speak not of the utter poverty and misery to which we ourselves would be reduced, and the desolation which would overspread our own portion of the country. Our slavery has not only given existence to millions of slaves within our own territories, it has given the means of subsistence, and therefore, existence, to

**Notes:**

millions of freemen in our confederate States; enabling them to send forth their swarms to overspread the plains and forests of the West, and appear as the harbingers of civilization. The products of the industry of those States are in general similar to those of the civilized world, and are little demanded in their markets. By exchanging them for ours, which are everywhere sought for, the people of these States are enabled to acquire all the products of art and industry, all that contributes to convenience or luxury, or gratifies the taste of the intellect, which the rest of the world can supply. Not only on our own continent, but on the other, it has given existence to hundreds of thousands, and the means of comfortable subsistence to millions.

4. A distinguished citizen of our own State, than whom none can be better qualified to form an opinion, has lately stated that our great staple, cotton, has contributed more than anything else of later times to the progress of civilization. By enabling the poor to obtain cheap and becoming clothing, it has inspired a taste for comfort, the first stimulus to civilization. Does not *self-defense*, then, demand of us steadily to resist the abrogation of that which is productive of so much good? It is more than self-defense. IT is to defend millions of human beings, who are far removed from us, from the intensest suffering, if not from being struck out of existence. It is the defense of human

Effects of emancipation would end the cultivation of the Southern staple (food/cotton)

Slavery allowed the Southerners to survive, grow, and add to the contributions of our world, including clothing from cotton.

It would destroy 2/3 of our foreign commerce, causing poverty to an entire section (South) of our nation.

Free laborers might “strike” for increase in wages—the neglect would ruin a crop. A proprietor (owner) cannot do it alone.

Slavery in the South should be maintained.

Source: “**Slavery in the Light of Social Ethics**” by Chancellor Harper, 1860 Primary Source

## “Slavery in the Light of Social Ethics” by Chancellor Harper

### Do/Say Chart

Paragraph #	<b>Do</b> <b>What is the author doing?</b> <i>(introducing, describing, explaining, )</i>	<b>Say</b> <b>What is the author/text saying?</b>
Paragraph 1		
Paragraph 2		
Paragraph 3		
Paragraph 4		
<p>Central Idea/Claim <i>Based on our analysis of the text, we believe that theme/central idea is...</i> <i>In the text, “_____” by _____, the author (conveys/reveals)...</i> <i>The author claims _____ and implies that...</i></p>		

## Analysis of Argument: “Slavery in the Light of Social Ethics”

<b>Letter</b>	<b>Evidence from the text</b>	<b>Conclusions</b>
<b>Subject</b> ( <i>What historic importance is revealed?</i> )		
<b>Occasion</b> ( <i>What is the time, place, situation of the document?</i> )		
<b>Audience</b> ( <i>To whom is this document is directed?</i> )		
<b>Purpose</b> ( <i>What is the reason behind the text?</i> )		
<b>Speaker</b> ( <i>Who created the document and what was his/her role in history?</i> )		
<b>Tone</b> ( <i>How does document make you feel?</i> )		
<b>Questions</b>		



**Big Idea:** Change can be negative or positive, depending on one’s perspective.

**Essential Question:** How can a moral issue (the abolition of slavery) be justified?

<p><b>Unit:</b> 13<sup>th</sup> Amendment <b>Lesson 2</b></p>	<p><b>Grade Level:</b> 8<sup>th</sup> <b>Course:</b> US History</p>	<p><b>Duration:</b> 2 days <b>Date:</b></p>
<p><b>Common Core and Content Standards</b></p>	<p><b>California History Standards</b></p> <p><i>8.11 Students analyze the character and lasting consequences of Reconstruction.</i></p> <p>3. Understand the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution and analyze their connection to Reconstruction.</p> <p><b>Common Core Reading Standards for Literacy in History/Social Studies:</b></p> <p><i>Key Ideas and Details</i></p> <p>1. Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p><i>Craft and Structure</i></p> <p>4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>5. Describe how a text presents information (e.g., sequentially, comparatively, causally).</p> <p>6. Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p> <p><i>Integration of Knowledge and Ideas</i></p> <p>8. Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p><i>Range of Reading and Level of Text Complexity</i></p> <p>10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.</p> <p><b>Common Core Writing Standards for Literacy in History/Social Studies:</b></p> <p><i>Text Types and Purposes</i></p> <p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>g. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>h. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>i. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>j. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>k. Establish and maintain a formal style and objective tone.</p> <p>l. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p><i>Research to Build and Present Knowledge</i></p>	

	<p>8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>9. Draw evidence from informational texts to support analysis reflection, and research.</p> <p><b>Range of Writing</b></p> <p>10. Write routinely over extended time frames (time for 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><b>Common Core Speaking and Listening Standards</b></p> <p><b>Comprehension and Collaboration</b></p> <p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> <li>e. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>f. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</li> <li>g. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.</li> <li>h. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</li> </ul>	
<p><b>Materials/ Resources/ Lesson Preparation</b></p>	<p>Wordle handout Academic Discussion Frames Handout Vocabulary Notebook “Speech at New York House of Assembly” Text Do/Say Chart Compare/Contrast Matrix: Summary of Arguments Handout SOAPSTone: Analysis of Argument Handout Academic Summary Template</p>	
<p><b>Objectives</b></p>	<p><b>Content:</b> Students will analyze the arguments made during the 1850’s to abolish slavery.</p>	<p><b>Language:</b> Students will analyze a primary source document and work in collaborative groups to discuss analysis. Students will write an accurate summary and participate in class discussions.</p>
<p><b>Depth of Knowledge Level</b></p>	<p><input type="checkbox"/> Level 1: Recall                      <input checked="" type="checkbox"/> Level 2: Skill/Concept <input checked="" type="checkbox"/> Level 3: Strategic Thinking    <input checked="" type="checkbox"/> Level 4: Extended Thinking</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"/> Comprehending as well as critiquing                      <input checked="" type="checkbox"/> Valuing evidence <input type="checkbox"/> Using technology and digital media strategically and capably <input checked="" type="checkbox"/> Coming to understand other perspectives and cultures</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>	

Academic Vocabulary (Tier II & Tier III)	TEACHER PROVIDES SIMPLE	KEY WORDS ESSENTIAL TO UNDERSTANDING  indolence, imbecility, injurious, barren, desolate, seared, withering, tyrannically	WORDS WORTH KNOWING  avenging, ascribable, arrayed, debasing
	STUDENTS FIGURE OUT THE MEANING	Crop, subservient, incompatible, advocate, incredulous, “piercing her to the heart”, waning,	languish, vain, parallel
<b>Pre-teaching Considerations</b>	This lesson follows a similar pattern to the previous lesson. Provide students with more opportunities to work collaboratively and independently with teacher support as needed.		
<b>Lesson Delivery Comprehension</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 checked="" type="checkbox"/> Independent Practice <input type="checkbox"/> Guided Inquiry <input type="checkbox"/> Reflection		
<b>Lesson Opening</b>	<b>Prior Knowledge, Context, and Motivation:</b> Share with students the Big Idea and Essential Question.		

**Body of the Lesson:**  
Activities/  
Questioning/  
Tasks/  
Strategies/  
Technology/  
Engagement

**Preparing Learners:**

**Wordle:**

Purpose: To have students reflect on their impression, interpretation, or understanding of significant words.

- Invite students 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 other dyads, noting similarities and differences in their choices and responses.
- Invite several students to share their group's ideas with the class.

**Vocabulary Notebook:**

Purpose: Focuses on developing essential vocabulary and providing vocabulary instruction in context. The notebook also serves as a tool students can use across disciplines.

- Students will be able to decipher the meaning of the following words using context clues from the various complex-texts they will be reading.
- Alert students to the four words they should be looking for while they read: *crop*, *advocate*, *incompatible*, and *incredulous*. Students will record words in *Vocabulary Notebook*.

\*Notice: At this time, students are only writing down words in *Vocabulary Notebook*.

**Interacting with Text:**

**Close Reading: *Speech at New York House of Assembly (1390 Lexile)***

1. **First Read:** Students will silently read the 1<sup>st</sup> and 2<sup>nd</sup> paragraph and share initial thoughts with a dyad. Teacher will select several students to share initial thoughts with the class. *Some students may need to use Annotation Guide to facilitate initial response/annotation of text.* Since this is the second time students have engaged in this process, place more responsibility on the students to read the text. Teacher may choose to continue to read aloud a paragraph or two, but then students need to grapple with the text on their own, in dyads or small groups.
2. **Second Read:** Tell students that this time, they will read with a dyad to define vocabulary crucial to understanding this unit. Ask them to bring out their *Vocabulary Notebook* and re-read the text looking for: *crop*, *advocate*, *incompatible*, and *incredulous*. During/after reading students record translation (if needed), picture or image, definition, example source sentence, and original sentence for each word. Encourage students to add additional words as needed.
3. **Third Read:** Students work in dyads to determine the function and message of each paragraph, *Do/Say Chart*, followed by a classroom discussion. Since this is the second exposure to this task, the teacher may want to model with one paragraph, have students work in pairs on the next couple of paragraphs, and then work independently on the last couple of paragraphs.

**Differentiated Instruction:**

**English Learners:**

Provide students with formulaic phrases to facilitate discussion.

**Students Who Need Additional Support:**

Provide students with formulaic phrases to facilitate discussion.

**Accelerated Learners:**

**English Learners:**

Provide students with Academic Discussion Frames to facilitate discussion.

Use Annotation Guide

Use Thinking Maps to help develop use of language. See sample in *Additional Student Resources*

**Students Who Need Additional Support:**

Provide students with Academic Discussion Frames to facilitate discussion.

Use Annotation Guide

Use Thinking Maps to help develop use of language. . See sample in *Additional Student Resources*

**Accelerated Learners:**

	<p><b>4. Fourth Read:</b> Students will work in dyads to analyze text to determine the purpose and point of view expressed in the text by using the SOAPSTone questions.</p> <p><b>5. Fifth Read:</b> Students work with partners to answer the questions on the Compare/Contrast Matrix. Have students share findings with another dyad before having a classroom discussion. As students are working, teacher should circulate to clear up any misunderstandings.</p> <p><b>Extending Understanding:</b>  <b>Summary and Peer-Self Assessment</b></p> <ul style="list-style-type: none"> <li>Students will work in dyads or independently to write an academic summary of the article. Remind students to use all of their resources to write an accurate summary.</li> <li>Have students use the rubric for peer and self-assessment of writing.</li> </ul> <p><b>Class Discussion</b></p> <ul style="list-style-type: none"> <li>Class will participate in a discussion contemplating the essential question. Have students grapple with initial understandings and ideas.</li> <li>Before having a class discussion, provide students with some independent thinking/writing time to respond to the essential question.</li> <li>How can a moral issue (the abolition of slavery) be justified?</li> </ul> <p><b>OPTIONAL</b>  Have students read "The Constitutional Amendment" (1040 L) and analyze text by completing the Do/Say Chart, Compare/Contrast Matrix, and SOAPSTone. Resources located in "Additional Student Resources".</p> <p><b>*Note: Additional resources to extend and scaffold student learning are provided at the end of each lesson.</b></p>	<p><b>English Learners:</b>  Utilize summary template to facilitate writing a summary.</p> <p>Provide students with Academic Discussion Frames to facilitate discussion.</p> <p><b>Students Who Need Additional Support:</b>  Utilize summary template to facilitate writing a summary.</p> <p>Provide students with Academic Discussion Frames to facilitate discussion.</p>
<b>Lesson Reflection</b>		
<p><b>Teacher Reflection Evidenced by Student Learning/ Outcomes</b></p>		



# Speech at New York House of Assembly

Honorable T.B. Van Buren

March 15, 1865

Notes:

1. Mr. Chairman: Twenty-three years ago, in the House of Delegates of the State of Virginia, the following language was held by a then prominent and influential member of that body:

"Slavery is an institution which presses heavily against the best interests of the State. *It banishes free white labor; it exterminates the mechanic, the artisan, the manufacturer. It deprives them of bread. It converts the energy of a community into indolence--its power into imbecility, its efficiency into weakness.*

2. "Sir, being thus injurious, have we not a right to demand its extermination? Shall society suffer that we slaveholders may continue to gather our crop of human flesh? What is the slave holder's mere pecuniary [financial] claim compared with the great interests of the common wealth? Must the country languish, droop, die, that the slaveholder may flourish? Shall all interests be subservient to one; all rights subordinate to those of the slaveholder? Has not the mechanic, have not the middle classes their rights? Rights incompatible with the existence of slavery? Sir, I am gratified to perceive that no gentleman has yet risen, in this hall, the avowed *advocate* of slavery. I even regret, sir, that we should find those among us who enter the list of discussion as its *apologists*.
3. "Sir, if there be one who concurs with the gentleman from Brunswick county, in the 'harmless character' of this institution, let me request him to compare the condition of the slaveholding portion of this state, *barren, desolate and seared, as it were by the avenging hand of Heaven*, with the descriptions which we have of this same country from those who first broke its virgin soil. To what is this change ascribable? *Alone to the withering and blasting effects of slavery.*

4. "Sir, if this does not satisfy him, let me request him to extend his travels to the northern states of this Union, and beg him to contrast the happiness and contentment which prevail throughout that portion of our country--the busy and cheerful sound of industry--the rapid and swelling growth of their population--their means and institutions of education--their skill and proficiency in the useful arts--their enterprise and public spirit--the monuments of their commercial and manufacturing industry.
  
5. "To what, sir, is all this ascribable? To that vice in the organization of society by which one half of its inhabitants are arrayed in interest and feeling against the other half; to that unfortunate state of society in which freemen regard labor as disgraceful, and slaves shrink from it as a burden tyrannically imposed upon them; *to that condition of things in which one-half of the population of the state can feel no sympathy with the society, the prosperity of which they are forbidden to participate, and no attachment to a government at whose hands they receive nothing but injustice.*
  
6. "If this should not be sufficient, and the curious and incredulous inquirer should suggest that the contrast which has been adverted to, and which is so manifest, might be traced to a difference of climate or other causes, distinct from slavery itself, permit me to refer him to the two States of Kentucky and Ohio. No difference of soil, no diversity of climate, no diversity in the original settlement of those two states, can account for the remarkable disproportion in the national advancement.
  
7. "Separated by a river alone, they seem to have been purposely and providentially designed to exhibit in their future histories the difference which necessarily results from a country free from and a country afflicted with the curse of slavery. The same may be said of the two States of Missouri and Illinois. *What, sir, have you lived for two hundred years*



*without personal effort or productive industry, in extravagance and indolence, sustained alone by the returns from the sales of the increase of slaves, and retaining such a number as your now impoverished lands can sustain as stock?"*

8. "Sir," said another, "Virginia is withering under the leprosy which is piercing her to the heart. Proud as are the names for intellect and patriotism which enrich the volumes of our history, and reverentially as we turn to them at this period of waning reputation--*that name--that man above all parallel would have BEEN CHIEF who could have blotted out this curse from his country.*"
  
9. Mr. Chairman, it is this institution, thus denounced by those who understand it so well, that we are called upon by our votes to exterminate from the land. Look at it in any light we will--regard it in its character, its influence, its results--we find it without excuse, a burning disgrace upon our reputation as a nation, and a moral curse in all its relations. We search history in vain for its parallel. It stands alone in its barbarity, with its code of monstrous enactments, its legal and actual atrocities, its corrupting and debasing influences.

## Annotation Guide

Symbol	Comment/Question/Response	Sample Language Support
<b>?</b>	Questions I have Wonderings I have Confusing parts for me	The statement, “...” is confusing because... I am unclear about the following sentence(s) I don’t understand what the author means when s/he states...
<b>+</b>	Ideas/statements I agree with	I agree with the author’s idea that...because... Similar to the author, I also believe that...because I agree somewhat with the author when s/he argues that...because...
<b>-</b>	Ideas/statements I disagree with	I disagree with the author’s idea that...because... Unlike the author, I also believe that...because The author claims that...However, I disagree because...
<b>*</b>	Author’s main points Key ideas expressed Significant ideas	One significant idea in this text is... The author is trying to convey... One argument the author makes is that...
<b>!</b>	Shocking statements or parts Emotional response Surprising details/claims	I was shocked to read that...(further explanation) How can anyone claim that ... The part about ____made me feel...
<b>0</b>	Ideas/sections I connect with What this reminds me of	This section reminded me of... I can connect with what the author said because... This experience connects with my own experience in that...

## Collaborative Annotation Chart

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

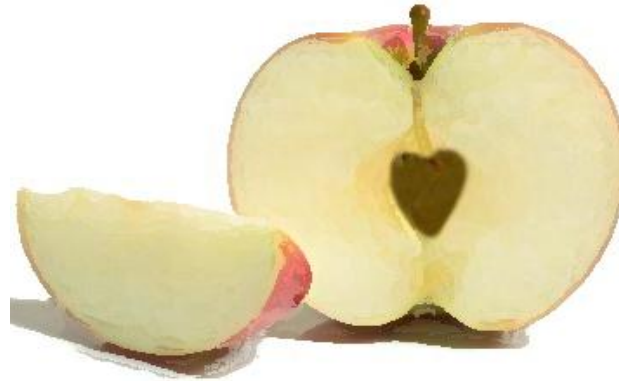
## Speech at New York House of Assembly

### Do/Say Chart

Paragraph #	Do What is the author doing? <i>(introducing, describing, explaining, )</i>	Say What is the author/text saying?
Paragraph 1		
Paragraph 2		
Paragraph 3		
Paragraph 4		
Paragraph 5		
Paragraph 6		
Paragraph 7		
Paragraph 8		
Paragraph 9		
<p>Central Idea/Claim  <i>Based on our analysis of the text, we believe that theme/central idea is...</i>  <i>In the text, " _____ " by _____, the author (conveys/reveals)....</i>  <i>The author claims _____ and implies that...</i></p>		

**Analysis of Argument: “Speech at New York House of Assembly”**

<b>Letter</b>	<b>Evidence from the text</b>	<b>Conclusions</b>
<b>Subject</b> ( <i>What historic importance is revealed?</i> )		
<b>Occasion</b> ( <i>What is the time, place, situation of the document?</i> )		
<b>Audience</b> ( <i>To whom is this document is directed?</i> )		
<b>Purpose</b> ( <i>What is the reason behind the text?</i> )		
<b>Speaker</b> ( <i>Who created the document and what was his/her role in history?</i> )		
<b>Tone</b> ( <i>How does document make you feel?</i> )		
<b>Questions</b>		



# *Additional Student Resources for Lesson 2*

- Sample Thinking Map: “Speech at New York House Assembly”
- Additional Text: “The Constitutional Amendment”
- Sample Thinking Map: “The Constitutional Amendment”
- Do/Say Chart: “The Constitutional Amendment”
- SOAPStone: “The Constitutional Amendment”
- Possible answers for Compare/Contrast Matrix (all texts)

Slavery takes away the rights and jobs of free (not enslaved) white labor, exterminates the mechanic, artisan, manufacturer. No money means no food. This causes laziness, weakness and imbecility (stupidity).

Compares Ohio (free/advanced society) to Kentucky (slavery/laziness, no personal effort but rather all work by slaves who are considered "stock"/not human). Slavery is a burning disgrace to our nation.

The South (and its land) with slavery is more barren/burned - as if God has punished it. In contrast the Northern States are busy, cheerful, growing in education, art, etc., under freeman's labor.

Slaveholder's interests vs. interest of all (common wealth)

The slaves in the South shrink under the tyranny against them— forbidden to partake in government.

Slavery will destroy our nation. It should be abolished!

Source: "Speech at New York House Assembly" by T.B. Van Buren, March 15, 1865 Primary Source

# The Constitutional Amendment

by Julian A.Selby

This is an excerpt from an article in *The Daily Phoenix*, a newspaper published by Julian A. Selby in Columbia, South Carolina. It was published on December 14, 1865.

## Notes:

1. There are some people in these States who seem to think that we are not subjugated, or overpowered, or in some other way suppressed. They haggle [argue] about adopting what is called the constitutional amendment, which means simply that, constitutionally, slavery is abolished. This question is before the Legislature of Mississippi and Alabama, and men in both are puzzling their poor brains in order to discover how to avoid the necessity of adopting it, or how to give it less force than that which of necessity it has.
2. This is a folly[foolishness] which seems to us to be unpardonable. That amendment is one of the humiliations which the South must submit to. It is as certain as the approach of death or the tax-gatherer. It cannot be put aside or evaded. It will be adopted.
3. The Northern States have, to-day, enough of votes to make it a fixed and irrevocable fact. Why, then, trouble ourselves about it, like a Chinese army going into battle, in which are only noise and no fighting?
4. We can hardly fathom the depth of this stupidity...
5. The fact is, we have been dealing in abstractions, whilst the world has been moving forward to prosperity under the impulse of the material. We have been trying to define the literal meaning and purpose of the Constitution, whilst everywhere: around us there has been no meaning of that fundamental instrument, except what has been interpreted by superior physical force. Talk of the Judges of the Supreme Court! Why they are

only the creatures of the popular opinion which they represent. Human passion and prejudice are superior and always have been to any written Constitution. The parchment of any instrument of this kind is worth nothing, when those it is supposed to govern are averse [opposed] to it.

6. Constitutions! why they are humbugs! The predominant tendency of any people will have its way, in despite of written charters. No European Government has any of these things; and there have been none of them controlling a great people since the world began. Our Constitution is like all the rest—and can only be construed [understood] by the power of majorities. In it there is, of course, some restraint, but only so long as the *vox populi* [popular voice] has no passion or profit which comes between it and the justice and security which it provides for.
  
7. This being a truth that is not disputable [arguable], why trouble ourselves about any amendment that is made to that "sacred" instrument, which our Southern people supposed they owed paramount allegiance to? Adopt the new amendment. Perhaps there will be another next year, and it is well to accustom ourselves to the changes. This one, however, is beyond the reach of estoppel and the best way, therefore, to save ourselves trouble is to accept it as a necessity which cannot be resisted...



South must submit to the law/amendment as the North has enough votes already—don't bother trying to "battle" this

It is not about the "paper" of the constitution, but the popular vote behind it that South must adhere to. It is

It is time to accept the 13th Amendment in our Southern

Source: "The Constitutional Amendment" by Julian A. Selby, December 14, 1865

## “The Constitutional Amendment” by Julian A. Selby

### Do/Say Chart

Paragraph #	<b>Do</b> <b>What is the author doing?</b> <i>(introducing, describing, explaining, )</i>	<b>Say</b> <b>What is the author/text saying?</b>
Paragraph 1		
Paragraph 2		
Paragraph 3		
Paragraph 4		
Paragraph 5		
Paragraph 6		
Paragraph 7		
<p><b>Central Idea/Claim</b>  <i>Based on our analysis of the text, we believe that theme/central idea is...</i>  <i>In the text, “ _____ ” by _____, the author (conveys/reveals)....</i>  <i>The author claims _____ and implies that...</i></p>		

### Analysis of Argument: “The Constitutional Amendment”

<b>Letter</b>	<b>Evidence from the text</b>	<b>Conclusions</b>
<b>Subject</b> <i>(What historic importance is revealed?)</i>		
<b>Occasion</b> <i>(What is the time, place, situation of the document?)</i>		
<b>Audience</b> <i>(To whom is this document is directed?)</i>		
<b>Purpose</b> <i>(What is the reason behind the text?)</i>		
<b>Speaker</b> <i>(Who created the document and what was his/her role in history?)</i>		
<b>Tone</b> <i>(How does document make you feel?)</i>		
<b>Questions</b>		

## TEACHER ONLY: Analysis of Slavery Arguments

1775-1865

Text	According to the text, what arguments <i>support slavery</i> ?	According to the text, what arguments support the <i>abolition of slavery</i> ?	What claim does the author make?
<p><b>“The Case for Abolition”</b> 1775– Civil War Excerpt: <u>Everything The American Revolution</u> Book Daniel P. Murphy, Ph.D.</p>	<p>Creation of the cotton gin renewed slavery for an economical reason</p>	<p>1775: Literate slaves made a case for freedom as inspired by the American Revolution: indubitable right to liberty / Disparity in colour, we conceive, can never constitute a disparity in rights. 1780-84: Emancipation of Slaves in North 1779: Connecticut Slaves: Why hold so many Thousands of the Race of Adam, our Common Father, in perpetual slavery? 1780’s: Prohibition of Slavery in Northern Territories Thomas Jefferson wrote, “Indeed I tremble for my country when I reflect that God is just; that his justice cannot sleep forever.” 1793: Cotton Gin invented— maintaining slavery for 80 more years.</p>	<p>All men have a right to be free.</p> <p>No matter what circumstances exist it is never correct to have slavery.</p>
<p><b>“The Blessing of Slavery”</b> 1857 George Fitzhugh</p>	<p>A. Freest people in the world—no worries, women do little hard work &amp; protected by masters and husbands. Men only work 9 hrs. a day / Sabbaths and holidays; mentally no problem to think about—sleep at any time. B. Free laborers have to think about labor—no liberty or rights, unemployment, low wages, etc. Slavery capital is not preferable to slavery to human masters. C. Bible is pro– slavery D. Slavery in the South is much more civilized and Slaves love their masters. It is a protective institution E. Hatred of slavery is generally a little more than hatred of negroes. F. In some countries slaves can become slaves for each other.</p>		<p>African Americans are living better lives because of slavery.</p> <p>Slavery protects the slave.</p> <p>It’s not hatred of slavery it is hatred of black people.</p>

Text	According to the text, what arguments <i>support slavery</i> ?	According to the text, what arguments support the <i>abolition of slavery</i> ?	What claim does the author make?
<p><b>“Slavery in the Light of Social Ethics”</b> 1860 Chancellor Harper</p>	<p>Effects of emancipation would end the cultivation of the Southern staple (food/cotton) Free laborers might “strike” for increase in wages—the neglect would ruin a crop. A proprietor cannot do it alone. It would destroy 2/3 of our foreign commerce, causing poverty to an entire section of our nation. Slavery allowed the Southerners to survive, grow, and add to the contributions of our world, including clothing from cotton.</p>	<p>I agree with abolitionist if we emancipate it should be immediate and total</p>	<p>By maintaining slavery we are defending human civilization because the products of slavery, cotton, procure the comforts of the day laborer and thereby improving his life.</p>
<p><b>Speech at New York House of Assembly</b> 3/15/1865 T.B. Van Buren</p>		<p>Slavery takes away the rights and jobs of free (not enslaved) white labor, exterminates the mechanic, artisan, manufacturer. No money means no food. This causes laziness, weakness and imbecility (stupidity). Slaveholder’s interests vs. interest of all (common wealth) The South (and its land) with slavery is more barren/burned - as if God has punished it. In contrast the Northern States are busy, cheerful, growing in education, art, etc., under freeman’s labor. The slaves in the South shrink under the tyranny against them—forbidden to partake in government. Compares Ohio (free/advanced society) to Kentucky (slavery/laziness, no personal effort but rather all work by slaves who are considered “stock”/not human). Slavery is a burning disgrace to our nation.</p>	<p>Abolish slavery not because it’s “just” for Blacks to have freedom but because society suffers in the south. There is no growing society or manufacturing industry.  Slavery is a burning disgrace upon our reputation as a nation.</p>
<p><b>The Constitutional Amendment</b> 12/14/1865 Julian A. Selby</p>		<p>context: Southern States were still arguing over the adoption of the 13th amendment South must submit to the law/amendment as the North has enough votes already—don’t bother trying to “battle” this without anything to back yourselves up with. It is not about the “paper” of the constitution, but the popular vote behind it that South must adhere to. It is inevitable so accept it.</p>	<p>It is inevitable that we do away with slavery.</p>

**Big Idea:** Change can be negative or positive, depending on one’s perspectives.

**Essential Question:** How can society solve a moral issue?

<p><b>Unit:</b> 13<sup>th</sup> Amendment  <b>Lesson 3</b></p>	<p><b>Grade Level:</b> 8<sup>th</sup>  <b>Course:</b> US History</p>	<p><b>Duration:</b> 1 day  <b>Date:</b></p>
<p><b>Common Core and Content Standards</b></p>	<p><b>Content Standard: California History Standards</b></p> <p><i>8.11 Students analyze the character and lasting consequences of Reconstruction.</i></p> <p>3. Understand the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution and analyze their connection to Reconstruction.</p> <p><b>Common Core Reading Standards for Literacy in History/Social Studies:</b></p> <p><i>Key Ideas and Details</i></p> <p>1. Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p><i>Craft and Structure</i></p> <p>4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>5. Describe how a text presents information (e.g., sequentially, comparatively, causally).</p> <p>6. Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p> <p><i>Integration of Knowledge and Ideas</i></p> <p>8. Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p><i>Range of Reading and Level of Text Complexity</i></p> <p>10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.</p> <p><b>Common Core Writing Standards for Literacy in History/Social Studies:</b></p> <p><i>Text Types and Purposes</i></p> <p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <ol style="list-style-type: none"> <li>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</li> <li>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. Establish and maintain a formal style and objective tone.</li> <li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ol>	

	<p><b><i>Production and Distribution of Writing</i></b> 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b><i>Research to Build and Present Knowledge</i></b> 8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>9. Draw evidence from informational texts to support analysis reflection, and research.</p> <p><b><i>Range of Writing</i></b> 10. Write routinely over extended time frames (time for 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><b>Common Core Speaking and Listening Standards</b></p> <p><b><i>Comprehension and Collaboration</i></b> 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> <li>Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</li> <li>Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.</li> <li>Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</li> </ol>	
<b>Materials/ Resources/ Lesson Preparation</b>	Quick Write Handout Copies of Reading in Four Voices	
<b>Objectives</b>	Students will understand the Thirteenth, Amendment to the Constitution and analyze the connection to Reconstruction.	<b>Language:</b> Students will engage effectively in a range of collaborative discussions with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.
<b>Depth of Knowledge Level</b>	<input type="checkbox"/> Level 1: Recall <input checked="" type="checkbox"/> Level 2: Skill/Concept <input checked="" type="checkbox"/> Level 3: Strategic Thinking <input checked="" type="checkbox"/> Level 4: Extended Thinking	
<b>College and Career Ready Skills</b>	<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"/> Comprehending as well as critiquing <input checked="" type="checkbox"/> Valuing evidence <input type="checkbox"/> Using technology and digital media strategically and capably <input checked="" type="checkbox"/> Coming to understand other perspectives and cultures	
<b>Common Core Instructional Shifts</b>	<input checked="" type="checkbox"/> Building knowledge through content-rich nonfiction texts <input checked="" type="checkbox"/> Reading and writing grounded from text <input checked="" type="checkbox"/> Regular practice with complex text and its academic vocabulary	

Academic Vocabulary (Tier II & Tier III)	TEACHER PROVIDES SIMPLE EXPLANATION	<b>KEY WORDS ESSENTIAL TO UNDERSTANDING</b>	<b>WORDS WORTH KNOWING</b>
		ratified, convicted, jurisdiction, article	N/A
	STUDENTS FIGURE OUT THE MEANING	involuntary, servitude, party, legislation	duly
<b>Pre-teaching Considerations</b>			
<b>Lesson Delivery Comprehension</b>			
<b>Instructional Methods</b>	<b>Check method(s) used in the lesson:</b> <input type="checkbox"/> Modeling <input checked="" type="checkbox"/> Guided Practice <input checked="" type="checkbox"/> Collaboration <input checked="" type="checkbox"/> Independent Practice <input checked="" type="checkbox"/> Guided Inquiry <input type="checkbox"/> Reflection		
<b>Lesson Opening</b>	<b>Prior Knowledge, Context, and Motivation:</b> Share the Big Idea and Essential Questions with students.		



Body of the Lesson:  
Activities/  
Questioning/  
Tasks/  
Strategies/  
Technology/  
Engagement

### Preparing the Learners:

#### *Quick Write with Round Robin*

1. Explain to students that the lessons they have engaged in focus on whether a moral issue can be solved by a society.
2. Give students time to review the main ideas from the articles they have read so far (“The Blessings of Slavery” and T.B. Van Buren’s speech) and share their understanding with a partner.
3. Then, present the following question:
  - ✓ How can society solve a moral issue?
4. Ask students to independently answer the question. They will have 3 minutes to write a response. Convey to students that a Quick Write is a way for them to jot down their ideas and get them ready for further exploration. They need do no need to worry about spelling or grammar in a quick write.
5. After the 3 minutes, students will share their responses utilizing Round Robin structure. Ask students to share their responses in groups of four. Remind students that in a Round Robin, all students must take their turn to share, and others may not interrupt or comment until all students have expressed their ideas.

### Interacting with the Text:

#### *Reading in Four Voices*

*NOTE: You may choose to have students read the amendment silently before they engage in the Reading in Four Voices task.*

1. Let students know that this amendment has been retyped and now includes four different fonts to get them to focus more closely on the meaning of the amendment.
2. Students will be reading aloud the amendment in their table groups, but each member will only read ONE FONT TYPE (ie, plain, bold, italics, or underline). The teachers can either assign the fonts or have group members decide.
3. When group members have determined which font they will read aloud, instruct students to read aloud the amendment TWICE in this fashion.
4. After students have engaged in the Reading in Four Voices, have students *independently* jot down their initial understanding of the 13<sup>th</sup> Amendment (without discussion).

### Differentiated Instruction:

#### English Learners:

#### Students Who Need Additional Support:

#### Accelerated Learners

	<p><b>Say-Mean-Matter</b></p> <ol style="list-style-type: none"> <li>1. In the same groups as the previous task, students complete the chart at the bottom of the page as a group.</li> <li>2. Each reader will explain what each section means, in their own words, and then connecting the ideas of that phrase back to the big ideas of this unit.</li> <li>3. After the reader has explained his/her section to the group, the other group members can add or refine the response.</li> </ol> <p><b>Extending Understanding:</b> <i>Short essay response</i></p> <ul style="list-style-type: none"> <li>• Students will <i>independently</i> paraphrase the 13<sup>th</sup> amendment and discuss the arguments for and against the abolition of slavery.</li> <li>• Students refer back to their notes from previous readings in order to respond to this prompt.</li> </ul>	<p><b>Differentiated Instruction:</b></p> <p><b>English Learners:</b></p> <p><b>Students Who Need Additional Support:</b></p> <p><b>Accelerated Learners</b></p>
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**Lesson Reflection**

<p><b>Teacher Reflection Evidenced by Student Learning/ Outcomes</b></p>	
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**Connecting your understanding:** You have read an article entitled “The Blessings of Slavery” and an excerpt from a speech by the Honorable T. B. Van Buren during this unit. Brainstorm the main argument and ideas of each with your partner.

**According to each writer: How can a moral issue (like slavery or the abolition of slavery) be justified?**

<b>Main argument of “The Blessings of Slavery”</b>	<b>Main argument in T. B. Van Buren’s speech</b>

**Quick Write:** A quick write will help engage your prior knowledge and get you thinking about the central ideas or themes in this unit. Do not worry about spelling or grammar in a quick write.

**Now, think and write on your own. How can society solve a moral issue?**

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# 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:

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

Adapted from Understanding Language [ell.stanford.edu](http://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:

- Each student shares his/her response to a prompt.
- One person speaks at a time
- Nobody should interrupt
- 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 ...")
- There are no interruptions or discussions until the four members have finished sharing their responses.

Adapted from Understanding Language [ell.stanford.edu](http://ell.stanford.edu)

# Reading in Four Voices

**Directions:** You will see different fonts of this text (plain, **bold**, *italics*, underlined). Each student in your group will choose one font. Each student will only read their own selected font and no others. You will read the text aloud twice; the font will alert each student when it is time to read.

*Amendment 13 – Ratified December 6, 1865*

1. Neither slavery nor involuntary servitude, **except as a punishment for crime** whereof the party shall have been duly convicted, *shall exist within the United States*, or any place subject to their jurisdiction.

After you read this amendment, what are the key ideas expressed? What is confusing to you? \_\_\_\_\_

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What does it <b>say</b> ?	What does it <b>mean</b> (in your own words)?	Why does it <b>matter</b> ?
<i>Amendment 13 – Ratified December 6, 1865</i>		
<u>Neither slavery nor involuntary servitude</u>		
<b>except as a punishment for crime</b>		
where of the party shall have been duly convicted		
<i>shall exist within the United States</i>		
<u>or any place subject to their jurisdiction</u>		
<b>Congress shall have power to enforce this article</b>		
by appropriate legislation		

# 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 meaningful 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:**

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

Adapted from Understanding Language [ell.stanford.edu](http://ell.stanford.edu)





# SAUSD Common Core Lesson Planner

<b>Unit:</b>  Summative Assessment	<b>Grade Level:</b> 8 <sup>th</sup>  <b>Course:</b> US History	<b>Duration:</b> 1 day  <b>Date:</b>
<b>Common Core and Content Standards</b>	<p><b>Content Standard: California History Standards</b>  <b>8.11 Students analyze the character and lasting consequences of Reconstruction.</b></p> <p>3. Understand the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution and analyze their connection to Reconstruction.</p> <p><b>Common Core Reading Standards for Literacy in History/Social Studies:</b></p> <p><b>Key Ideas and Details</b></p> <p>1. Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p><b>Craft and Structure</b></p> <p>4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>5. Describe how a text presents information (e.g., sequentially, comparatively, causally).</p> <p>6. Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p> <p><b>Integration of Knowledge and Ideas</b></p> <p>8. Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p><b>Range of Reading and Level of Text Complexity</b></p> <p>10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.</p> <p><b>Common Core Writing Standards for Literacy in History/Social Studies:</b></p> <p><b>Text Types and Purposes</b></p> <p>1. Write arguments focused on discipline-specific content.</p> <ol style="list-style-type: none"> <li>a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</li> <li>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>d. Establish and maintain a formal style.</li> <li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol> <p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <ol style="list-style-type: none"> <li>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</li> <li>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas</li> </ol>	

		<p>and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style and objective tone.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p><b><i>Production and Distribution of Writing</i></b></p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b><i>Research to Build and Present Knowledge</i></b></p> <p>8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>9. Draw evidence from informational texts to support analysis reflection, and research.</p> <p><b><i>Range of Writing</i></b></p> <p>10. Write routinely over extended time frames (time for 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>				
<b>Materials/ Resources/ Lesson Preparation</b>		Copies of Summative Assessment for each student				
<b>Objectives</b>		<table border="1"> <tr> <td><b>Content:</b> Students will critique arguments made for and against the abolition of slavery.</td> <td><b>Language:</b> Students will produce clear and coherent writing, critiquing the arguments made in a primary source document.</td> </tr> </table>	<b>Content:</b> Students will critique arguments made for and against the abolition of slavery.	<b>Language:</b> Students will produce clear and coherent writing, critiquing the arguments made in a primary source document.		
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<b>Depth of Knowledge Level</b>		<input type="checkbox"/> Level 1: Recall <input checked="" type="checkbox"/> Level 2: Skill/Concept <input checked="" type="checkbox"/> Level 3: Strategic Thinking <input checked="" type="checkbox"/> Level 4: Extended Thinking				
<b>College and Career Ready Skills</b>		<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"/> Comprehending as well as critiquing <input checked="" type="checkbox"/> Valuing evidence <input type="checkbox"/> Using technology and digital media strategically and capably <input checked="" type="checkbox"/> Coming to understand other perspectives and cultures				
<b>Common Core Instructional Shifts</b>		<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				
<b>Academic Vocabulary (Tier II &amp; Tier III)</b>	<b>TEACHER PROVIDES SIMPLE</b>	<table border="1"> <thead> <tr> <th>KEY WORDS ESSENTIAL TO UNDERSTANDING</th> <th>WORDS WORTH KNOWING</th> </tr> </thead> <tbody> <tr> <td>N/A</td> <td>N/A</td> </tr> </tbody> </table>	KEY WORDS ESSENTIAL TO UNDERSTANDING	WORDS WORTH KNOWING	N/A	N/A
	KEY WORDS ESSENTIAL TO UNDERSTANDING	WORDS WORTH KNOWING				
N/A	N/A					
<b>STUDENTS FIGURE OUT THE MEANING</b>	<table border="1"> <tbody> <tr> <td>N/A</td> <td>N/A</td> </tr> </tbody> </table>	N/A	N/A			
N/A	N/A					

<b>Pre-teaching Considerations</b>		
<b>Lesson Delivery Comprehension</b>		
<b>Instructional Methods</b>	<b>Check method(s) used in the lesson:</b> <input type="checkbox"/> Modeling <input type="checkbox"/> Guided Practice <input type="checkbox"/> Collaboration <input checked="" type="checkbox"/> Independent Practice <input type="checkbox"/> Guided Inquiry <input type="checkbox"/> Reflection	
<b>Lesson Opening</b>	<b>Prior Knowledge, Context, and Motivation:</b> Review Big Idea and Essential Questions with students. Give them a few minutes to discuss the work completed during this unit.	
<b>Body of the Lesson:</b> Activities/ Questioning/ Tasks/ Strategies/ Technology/ Engagement	Students will chose a text and write a critique of the arguments presented. Review rubric and purpose of a critique with students before they begin writing.	<b>Differentiated Instruction:</b> <b>English Learners:</b> <b>Students Who Need Additional Support:</b> <b>Accelerated Learners</b>
<b>Lesson Reflection</b>		
<b>Teacher Reflection Evidenced by Student Learning/ Outcomes</b>		

# Final Assessment

Write a critique of “The Blessings of Slavery” or the Speech from the Honorable T.B. Van Buren in which you evaluate the reasons given for or against the abolition of slavery.

- ✓ Remember that when you critique an argument, you are determining whether or not the argument being made is successful (meaning good, believable, valuable or convincing) for the audience.
- ✓ Explain both the arguments made and the opposing points [counterarguments] mentioned.
- ✓ Organize your argument logically and support what you write with evidence from the text.
- ✓ Be sure to use transition words and phrases to connect your pieces of evidence and maintain a formal, academic style throughout your writing.
- ✓

Some transitions you may want to use:

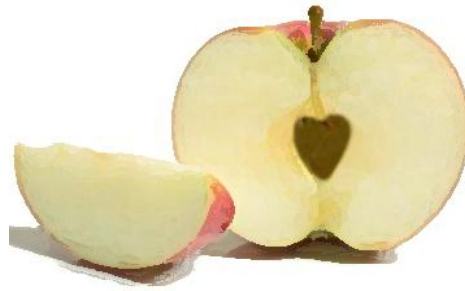
Addition	Analysis	Comparison	Concession	Conclusion	Example	
besides	consider	likewise	admittedly	as a result	in conclusion	to take a case in
also	suggests	just as	i concede that	therefore	to summarize	point
in addition	this means	like/alike	granted	it follows, then	hence	as an illustration
and	examine	similarly	to be sure	to wrap up	to sum up	in this case
as well	investigate	just like	although it is true that	in summary	to conclude	for instance
so too	convey	same	while it is true that	so this tells us...	to end	such as
moreover	argue	in the same way	naturally	thus, it can be	as one can see	example of
another	claim	along the same lines	indeed	said...	in short/in brief	specifically
further	scrutinize	more ___ than ___ -	of course	to close	in sum, then	to illustrate
additionally	analyze	compared to		to finish	to wind up	as a demonstration
furthermore	explore	corresponds		above all/after	on the whole	for example
other	indicate	equally		all		is like
add to	intimate	in comparison		consequently		including
more than that	illustrate					in particular
beyond	demonstrate					take a look at. ___

## Analytical Scoring Guide

ADVANCED	PROFICIENT	BASIC	BELOW BASIC
<p><b>Includes all of the proficient criteria plus:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 5 or more sentences of analysis</li> <li><input type="checkbox"/> 5 or more examples of precise language (verbs, nouns, and/or adjectives)</li> </ul>	<p><b>Content</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> States a claim</li> <li><input type="checkbox"/> Cites textual evidence to support claim</li> <li><input type="checkbox"/> Paraphrases the evidence</li> <li><input type="checkbox"/> Analyzes the evidence in support of the claim in one or more of the following ways:               <ul style="list-style-type: none"> <li>o Explains significance</li> <li>o Interprets information</li> <li>o Compare/contrasts key concepts</li> <li>o Examines causes/effects</li> <li>o Debates ideas/concepts</li> <li>o Evaluates ideas/rhetoric</li> </ul> </li> <li><input type="checkbox"/> Concludes by stating how the evidence supports the claim</li> </ul> <p><b>Language</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Includes 2-4 transitions and/or signal words and phrases</li> <li><input type="checkbox"/> Includes 2-4 precise verbs, nouns, and/or adjectives</li> <li><input type="checkbox"/> Uses complete sentences</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Includes 4 of the “Content” proficient criteria</li> <li><input type="checkbox"/> Includes 2 of the “Language” Proficient criteria</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Includes fewer than 4 of the “Content” proficient criteria</li> <li><input type="checkbox"/> Includes fewer than 2 of the “Language” proficient criteria</li> </ul>







# Getting to the Core Teacher Resources

*(in alphabetical order)*

## 8<sup>th</sup> Grade U.S. History

**Change can be negative or positive, depending on one's perspective.**

# Academic Summary Writing: Teacher Rationale and Protocol

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**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 in which teachers can assess their students' level of understanding of that 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.*

- (6) Read the text using strategies to identify the central idea/theme. Come to consensus with your partner about the central idea/theme.
- (7) 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.
- (8) Come to consensus with your partner about the top 3-4 supporting details from the Do/Say Chart that will go into your summary.
- (9) Paraphrase the details with your partner.
- (10) 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....

Adapted from Sonja Munévar Gagnon & Emma Ehrlich



# 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:

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

Adapted from Understanding Language [ell.stanford.edu](http://ell.stanford.edu)

## Do/Say (Function v. Content): 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 techniques 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.

### 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:

- Students sit in heterogeneous groups of three or four based on the number of texts (no more than four).
- One student opens and distributes the texts in the envelope, one to each student in the group.
- A second student distributes the accompanying handout for the task.
- Each student reads his or her text—or examines the visual—and takes notes writes answers on the corresponding box of the handout.
- At the teacher’s signal, students pass their papers in the direction specified.
- Students repeat this process until all texts are read.
- 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:

6. Teacher distributes the *Sample Annotation Marks* to students.
7. 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.
8. 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).
9. 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.
10. 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

# Frayer Model

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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

5. 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.
6. 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.
7. 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.
8. Ask the student pairs to share their conclusions with the entire class. Use these presentations to review the entire list of key concepts.

# 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:**

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

Adapted from Understanding Language [ell.stanford.edu](http://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:**

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

Adapted from Understanding Language [ell.stanford.edu](http://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:

- Each student shares his/her response to a prompt.
- One person speaks at a time
- Nobody should interrupt
- 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 ...")
- There are no interruptions or discussions until the four members have finished sharing their responses.

Adapted from Understanding Language [ell.stanford.edu](http://ell.stanford.edu)

## 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.*

<b>Letter</b>	<b>Ideas to Think About</b>
<b>Subject</b> ( <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>Occasion</b> ( <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>Audience</b> ( <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>Purpose</b> ( <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>Speaker</b> ( <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?</li> <li>▪ 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>Tone</b> ( <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>	<ul style="list-style-type: none"> <li>▪ 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?</li> <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>

# 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:

- Students sit in small groups of four.
- 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).
- 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.
- Each student reads their clue for that number, in order, A, B, C, and D.
- After all four clues have been read, the students try to guess the word or term.
- Students write their answer in the appropriate line on their answer sheet.
- After two terms, students rotate the cards to the right, so that all four students have a chance to read all four clue cards.
- 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.

Adapted from Understanding Language [ell.stanford.edu](http://ell.stanford.edu)

# 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

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

## Key Words Essential to Understanding

- Words that cannot be deciphered using content clues.
  - In table groups, students share any knowledge they already have on these words (definition, where they have seen/hears it, etc).
  - Teacher walks around the room and notes students' knowledge and/or misconceptions.
  - Teacher leads a discussion on these words and provides sample explanations.
  - 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.

## Other Essential Words (from AWL and content-specific)

- Words that students can decipher meaning using context clues.
  - 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.
  - 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

# 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:

- Students work in dyads examining the Wordle.
- 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.
- Student A begins by responding to the first prompt, followed by Student B.
- 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.
- 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)