



**Informational**

# Analyze Arguments

**Great Speeches**

**Research**

This project was developed at the Success for All Foundation under the direction of Robert E. Slavin and Nancy A. Madden to utilize the power of cooperative learning, frequent assessment and feedback, and schoolwide collaboration proven in decades of research to increase student learning.

# ***The Reading Edge Middle Grades 2nd Edition Teacher Edition***

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# Analyze Arguments

## Great Speeches

### The Lightning Round

- Random Reporters share team responses; team reps from other teams may agree, disagree, or add on to these responses.
- Use the following rubrics to evaluate responses and give specific feedback.
- Award points to the teams with 100-pt. responses; add the points to the Team Celebration Points poster.
- Celebrate team successes.

<b>Strategy Use</b>	
The Random Reporter:	
<b>100</b>	gives a 90-pt. response <b>and explains how using the strategy helped in better understanding the text.</b>
<b>90</b>	gives an 80-pt. response <b>and describes a problem and a strategy that was used to solve the problem.</b>
<b>80</b>	<b>identifies a problem that a team member had understanding the text.</b>

<b>Team Talk (oral and written)</b>	
The Random Reporter:	
<b>100</b>	gives a 90-pt. response <b>and connects the answer to the supporting evidence and uses academic language.</b>
<b>90</b>	gives an 80-pt. response <b>and includes supporting evidence and examples (from the text or from experience).</b>
<b>80</b>	<b>uses full sentences to clearly and correctly answer the question.</b>

<b>Word Power</b>	
The Random Reporter:	
<b>100</b>	gives a 90-pt. response <b>and expands on the meaning, for example, identifies</b> <ul style="list-style-type: none"> <li>• related words</li> <li>• a second meaning</li> <li>• a word connotation</li> <li>• an antonym</li> </ul>
<b>90</b>	gives an 80-pt. response <b>and explains the meaning in a definition and a meaningful sentence.</b>
<b>80</b>	<b>tells a word or phrase added to the word power journal and why it was added (what makes it important or interesting).</b>

<b>Fluency</b>	
The Random Reporter:	
<b>100</b>	gives a 90-pt. response <b>and reads smoothly and with expression (shows emotion and changes with punctuation and dialogue).</b>
<b>90</b>	gives an 80-pt. response <b>and reads at just the right pace to understand the text—not too slow and not too fast.</b>
<b>80</b>	<b>reads a short passage and pronounces most of the words correctly.</b>

<b>Summary</b>	
The Random Reporter:	
<b>100</b>	gives a 90-pt. response <b>and uses key vocabulary correctly.</b>
<b>90</b>	gives an 80-pt. response <b>and clearly connects relevant ideas in a logical order.</b>
<b>80</b>	<b>presents main ideas and important details in his or her own words and without personal opinion.</b>

<b>Graphic Organizer/Notes</b>	
The Random Reporter:	
<b>100</b>	gives a 90-pt. response <b>and explains how the graphic organizer helped in understanding the text.</b>
<b>90</b>	gives an 80-pt. response <b>and includes main points or events and important details.</b>
<b>80</b>	<b>selects a graphic organizer that is appropriate for the text.</b>

## Unit Objectives

**Reading:** Analyze and evaluate an argument and its support.

**Writing:** Use words and phrases that help the audience see how the reasons are related to the claim.

## Unit Overview

The focus of this unit is on analyzing and evaluating an argument and its support. To identify an author's argument, students will need to determine an author's point of view or purpose in writing a text. They will also need to evaluate the argument by determining whether there is enough evidence to support the author's claim. Similarly, they will need to determine whether the evidence provided is relevant to the claim. Students will have the opportunity to make connections between the speeches they read to identify similarities and differences between the authors' arguments.

This cycle's writing objective is to use words and phrases that help the audience see how the reasons are related to the claim. Analyzing arguments and determining whether there is sufficient and relevant evidence will help students with the writing objective. The writing objective will be practiced during the writing project in both cycles.

### Unit Topic/Content

For this unit, students will read ten speeches. Students may be familiar with some of the famous speeches, such as Martin Luther King Jr.'s "I Have a Dream" speech. Other speeches that they will read include Abraham Lincoln's "The Gettysburg Address," "Ain't I a Woman?" by Sojourner Truth, and Dwight D. Eisenhower's "D-Day Invasion, Order of the Day" speech.

## Text and Media Selections

### Internet/Media Options

To expand your students' background knowledge, consider using Internet/media options with lessons. Always preview sites for availability and suitability. Please make sure you have the correct plug-ins.

## At a Glance

## Great Speeches

Cycle 1		
Lesson	Text	Media
Lesson 1	"Farewell to Baseball Address"	
Lesson 2	"Find What You Love" (part 1)	
Lesson 3	"Find What You Love" (part 2)	
Lesson 4	"Ain't I a Woman?"	
Lesson 5	writing in response to reading	
Lesson 6	"D-Day Invasion, Order of the Day"	
Lesson 7	self-selected reading	
Lesson 8	Getting Along Together	

## Great Speeches

Cycle 2		
Lesson	Text	Media
Lesson 1	"I Have a Dream," (excerpt, part 1)	
Lesson 2	"I Have a Dream," (excerpt, part 2)	
Lesson 3	"Give Me Liberty or Give Me Death"	(Embedded) "Team Talk Response"
Lesson 4	"The Gettysburg Address"	
Lesson 5	writing in response to reading	
Lesson 6	Pearl Harbor speech	
Lesson 7	self-selected reading	
Lesson 8	Getting Along Together	



## Cycle 1:

Analyze  
Arguments

## Lesson 1

**Reading Objective:** Analyze and evaluate an argument and its support.

**Teacher Background**

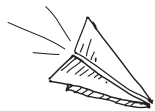
Today students will read the “Farewell to Baseball Address” speech, written by Lou Gehrig in 1939. In Gehrig’s speech, he explains why he considers himself to be lucky despite getting a bad break. He provides a number of examples to show that he has a lot to be thankful for.

This cycle’s Big Question asks students to consider the purpose of a speech. As students read, they can keep in mind why a particular speech was written. The Big Question will also help you determine students’ familiarity with speeches. Many students may have heard a speech given at a graduation ceremony or seen a speech on television.

During Set the Stage, you may wish to share the following facts about Lou Gehrig:

- Born on June 19, 1903 in New York City to German immigrants
- Attended Columbia University on a football scholarship and planned to get a degree in engineering
- Played baseball under a fake name in the summer, which resulted in being banned from college sports
- Had a consecutive game streak of 2,130 games that was not broken until 1995 by Cal Ripken Jr.
- Nicknamed the Iron Horse because of his strength
- Hit 493 home runs in his career
- Could no longer play baseball after he was diagnosed with ALS (amyotrophic lateral sclerosis)
- More than 62,000 fans in attendance when he delivered his “Farewell to Baseball” speech

Source: [www.lougehrig.com](http://www.lougehrig.com)

**Active Instruction** 

(22 minutes)

**Big Question**

Post and present this cycle’s Big Question. Have students write a response to the question as they arrive for class.

**The Big Question:** What is the purpose of a speech?

Students write responses to the Big Question.

Discuss the  
Big Question.



### Set the Stage

1. Refer students to today's Big Question. Use **Think-Pair-Share** to ask:

#### **What is the purpose of a speech?**

*(Answers may vary.) There can be different purposes of a speech. A speech might inspire or influence people to do something. For example, when my sister graduated from high school, a college president gave a speech and talked about achieving your dreams. This inspired me when I heard him speak. A presidential candidate might give a speech to persuade or influence people to vote for him or her.*

#### **How might someone persuade or influence others?**

*(Answers may vary.) Someone might persuade or influence others by sharing information. The information may be facts or based on your own experience. This could help persuade others to do something or to understand your point of view.*

#### **What does *argument* mean? What are some synonyms for the word *argument*?**

*(Answers may vary.) Argument means disagreement. Some synonyms are quarrel, dispute, fight, and conflict.*

Explain that the everyday meaning of *argument* is a disagreement or conflict and that writers often use argument to inform or persuade.

**When you think of the word *argument*, you probably think of a disagreement or conflict. However, *argument* has another meaning. It can also mean a set of statements in which one statement follows logically as a conclusion from the previous statements. Many writers, especially writers of nonfiction, use argument to inform their readers.**

#### **As you read, what questions can you ask yourself to help you understand an author's argument?**

*(Answers may vary but should include some of the following questions.) You can ask yourself: "What is the author trying to prove?" "Do I agree with the author?" "Does the author make a good case for his or her point?" and "What evidence does the author give?"*

2. Ask students to review their cycle goal. Remind students how to earn team celebration points. Remind them that team celebration points help them to become super teams. Tell them that they can earn team celebration points during the Lightning Round.
3. Introduce the text, author, and reading objective.
4. Refer students to the speech "Farewell to Baseball Address." Explain to students that they will read several speeches for this unit and that speeches are unique because they have both literary and informational aspects.

Teams review their  
cycle goal.

Post and present the  
reading objective.

You will read several speeches during this cycle and the next cycle. The texts we read are usually classified as informational or literature. However, speeches are unique because they have aspects of both. Speeches are sometimes written and shared by a historical figure and give information about historical events, which are informational aspects. Also, the writer of a speech may use vivid details, figurative language, or a tone that makes it seem as if he or she is telling a story. These are literary aspects of a speech. This is why speeches are not classified as informational or literature but are instead classified as literary nonfiction.

Have students preview the text. Use **Think-Pair-Share** to ask:

**After previewing the speech “Farewell to Baseball Address,” what do you think the speech will be about? Explain the clues that you used to make this prediction.**

*Accept reasonable responses. For example, the speech will be about a baseball player who stopped playing baseball. There are a lot of words and phrases related to baseball such as empire, New York Giants, and ballparks. Also, the title of the speech has the word farewell, which means good-bye.*

- At this time, refer students to the picture of Lou Gehrig in their student editions.

**Today you will read a speech given by Lou Gehrig. He played seventeen seasons in Major League Baseball for the New York Yankees. His career was cut short when he was diagnosed with amyotrophic lateral sclerosis, commonly referred to as ALS and also known as Lou Gehrig’s disease.**

- At this time, you may wish to share the facts listed in the teacher background.

### **Interactive Read Aloud**

- This cycle our reading objective is to analyze and evaluate an argument and its support.

**An author’s argument is related to his or her point of view. An argument is based on point of view, or how someone feels about something. When you read an argument, it is important to examine the evidence that the author provides to support his or her argument. Sometimes there is a lot of evidence, and other times there might not be much evidence at all. As you read an argument, you should also consider whether the evidence is relevant to the argument. When you evaluate an argument, there is a lot to think about, so it is important to read closely.**

- Read paragraph 1 of “Farewell to Baseball Address” aloud. A sample Think Aloud follows.

Build background about Lou Gehrig.

Review the skill as necessary.

Refer students to paragraph 1 in the text.

**Teacher:** Read aloud and think aloud to model target skill or strategy use.

**Students:** Actively listen.

Sample Think Aloud
<p>After reading just a small portion of Lou Gehrig’s speech, I already have an idea of what his argument might be. He writes that he is the “luckiest man on the face of the earth.” This is a strong statement. I wonder why he feels this way. He also says that he got a bad break. Usually when people get a bad break, they don’t feel lucky. As I read further, I’ll look for evidence that he uses to support his argument that he is the luckiest man on earth. There must be a reason that he feels this way.</p>

**Teacher’s Note:**

Explain to students that not all authors may make their argument clear at the very beginning of their speech. In some speeches, they will have to read further to determine the argument.

3. Use **Think-Pair-Share** to ask:

**How did I determine the author’s argument?**

*You identified a big statement that the author made. You aren’t sure why he considers himself so lucky, so you will need to read further to gather evidence.*

**Why is it important to identify evidence for an argument?**

*It is important to identify evidence for an argument because it helps you determine whether or not the argument is effective. If there is not a lot of evidence or the evidence presented is not relevant, you might not understand an author’s argument.*

4. Model creating a graphic organizer and making notes. A sample graphic organizer follows.

Sample Graphic Organizer
<p><b>“Farewell to Baseball Address”</b></p> <ul style="list-style-type: none"> <li>I. Bad break <ul style="list-style-type: none"> <li>A. Luckiest man</li> </ul> </li> </ul>

5. Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text. Have students read paragraph 2 and “Sure I’m lucky.”

Use **Think-Pair-Share** to ask:

**How does the author support his claim that he is the luckiest man?**

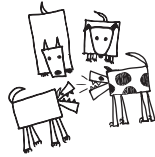
*The author writes that his fans have been kind and encouraging for seventeen years. Also, he thinks that it is an honor to associate with them for just one day. It seems like the author’s fans mean a lot to him.*

Use **Random Reporter** to debrief.

**Teacher:** Model making notes on a graphic organizer.

**Partner pairs:** Read aloud/think aloud with the next passage to practice the skill/strategy.





# Teamwork tp

(20 minutes)

Cue students to use their student routines for partner reading, word power, and fluency.

## Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, and fluency before having students read and restate: SF  
**“Farewell to Baseball Address” (starting at paragraph 4) aloud with partners.**
2. Circulate and check for comprehension, evidence of strategy use, and notes on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

## Team Discussion

1. Explain, or review if necessary, how to use role cards and the student routines for strategy use and Team Talk discussion. SF
2. Remind students to use the rubrics on their team folders to prepare each team member to discuss the team’s strategy use, oral and written Team Talk responses, word power, and fluency. Each team member must be able to summarize the text and discuss the team’s graphic organizer/notes during Class Discussion as indicated.
3. Preview the Team Talk questions. If necessary, ask questions to guide students’ reflection as they determine the meaning of the “(Write)” question.

Cue students to use their student routines for strategy use and Team Talk discussion.

Team Talk Questions

1. Which of the following words best describes the author’s attitude toward people in baseball? **[DC, RE, SA]** (Team Talk rubric)

- A. humorous
- B. *respectful*
- C. impolite
- D. responsible

Explain why this word best describes the author’s attitude.

100 = *The word respectful best describes the author’s attitude toward people in baseball because he uses positive **adjectives** when **discussing** them. **For example**, he **states** that Miller Huggins is a wonderful fellow. He **refers to** Joe McCarthy as an outstanding leader, smart student, and the best manager. If the author did not respect these people, he probably **wouldn’t have used these adjectives**. **The author’s description of people in baseball reflects** how much respect he has for them.*

90 = *The word respectful best describes the author’s attitude toward people in baseball because he uses positive words when talking about them. He says that Miller Huggins is a wonderful fellow. He calls Joe McCarthy an outstanding leader and the best manager.*

80 = *Respectful best describes the author’s attitude because he uses positive words when talking about them.*

2. Describe the author’s view of the New York Giants. **[AC, DC, SA]** (Team Talk rubric)

100 = *The author views the New York Giants as an **excellent** team. The author **states** that the New York Giants are a team “you would give your right arm to beat.” Saying that you would give your arm to beat something means that you would do anything for this to happen. It **appears** that they must play **extremely** well if the author **describes** them in this way. **The expression the author uses demonstrates** how well the New York Giants must play.*

90 = *The author views the New York Giants as a great team. The author says that the New York Giants are a team “you would give your right arm to beat.” It seems that they must play very well if the author talks about them in this way.*

80 = *The author views the New York Giants as a great team.*

*continued*

Team Talk Questions *continued*

3. The author ends many sentences with a short phrase such as “that’s something.” Why do you think the author does this? **[AP, DC, SA]** (Team Talk rubric)

100 = *I think the author ends many sentences with a short phrase to emphasize the importance of what he’s just discussed. After he mentions the people who work in a stadium, he says, “that’s something.” He also uses this phrase after he mentions his mother-in-law. After he’s discussed how strong his wife is, he stops and says, “that’s the finest I know.” Using these phrases makes it obvious how much everyone means to the author. These phrases demonstrate that all the people in his life make him feel extremely lucky.*

90 = *I think the author ends many sentences with a short phrase to show the importance of what he’s just talked about. After he lists the people who work in a stadium, he says “that’s something.” After he’s talked about how strong his wife is, he stops and says, “that’s the finest I know.”*

80 = *I think he ends with a short phrase to show the importance of what he’s just talked about.*

4. How does the author support his claim that he is “the luckiest man on the face of the earth”? **(Write) [AA]** (Team Talk rubric)

100 = *The author supports his claim that he is “the luckiest man on the face of the earth” by providing examples of what has occurred in his life to make him feel that way. For example, he worked with wonderful people such as a great manager. He has a mother-in-law who always takes his side, not her daughter’s side. Also, his parents worked hard so he received an excellent education. Despite a bad break, the author reflects on wonderful experiences that make him feel lucky.*

90 = *The author supports his claim that he is “the luckiest man on the face of the earth” by giving examples of what has happened in his life to make him feel that way. He worked with great people. He has a mother-in-law who always takes his side. His parents worked hard so he got a good education.*

80 = *The author supports his claim by giving examples of what has happened in his life.*

4. Have students thoroughly discuss Team Talk questions before they write individual answers to the skill question marked “(Write).” Allow students to revise their written answers after further discussion if necessary.
5. Prompt teams to discuss comprehension problems and strategy use (their sticky notes), notes that they added to their graphic organizers, and words that a team member added to the word power journal.
6. Circulate and give feedback to teams and students. Use rubrics to give specific feedback. Ask questions to encourage further discussion. Record individual scores on the teacher cycle record form.
7. If some teams finish ahead of others, have them practice their fluency.
8. Award team celebration points for good team discussions that demonstrate 100-point responses.

Cue students to discuss strategy use, graphic organizers, and word power journals.

Randomly select team representatives who will share:



- strategy use
- oral and written Team Talk responses
- word power discussions
- fluency selection

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.



# Class Discussion

(18 minutes)

## Lightning Round

1. Use **Random Reporter** to have teams share strategy use, oral and written Team Talk responses, word power discussions, and fluency. Ask other teams to agree, disagree, or add on to responses.
2. Use rubrics to evaluate responses and give specific feedback. Award team celebration points for 100-point responses. Record individual scores on the teacher cycle record form.

## Celebrate

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

**How many points did your team earn today?**

**How can your team earn more points?**

Remind students that top-scoring teams will earn bonus points that will be added to their cycle scores.

- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

## From Student Edition

## Farewell to Baseball Address

by Lou Gehrig

**Yankee Stadium, New York, July 4, 1939**

**F**ans, for the past two weeks you have been reading about a bad break I got. Yet today I consider myself the luckiest man on the face of the earth.

I have been in ballparks for seventeen years and have never received anything but kindness and encouragement from you fans. Look at these grand men. Which of you wouldn't consider it the highlight of his career just to associate with them for even one day?

Sure I'm lucky.

Who wouldn't consider it an honor to have known Jacob Ruppert? Also, the builder of baseball's greatest empire, Ed Barrow? To have spent six years with that wonderful little fellow, Miller Huggins? Then to have spent the next nine years with that outstanding leader, that smart student of psychology, the best manager in baseball today, Joe McCarthy?

Sure I'm lucky.

When the New York Giants, a team you would give your right arm to beat, and vice versa, sends you a gift—that's something. When everybody down to the groundskeepers and those boys in white coats remember you with trophies—that's something.

When you have a wonderful mother-in-law who takes sides with you in squabbles with her own daughter—that's something.

When you have a father and a mother who work all their lives so you can have an education and build your body it's a blessing.

When you have a wife who has been a tower of strength and shown more courage than you dreamed existed—that's the finest I know.

So, I close in saying that I might have been given a bad break, but I've got an awful lot to live for.



## Lesson 2

**Reading Objective:** Analyze and evaluate an argument and its support.

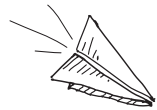
### Teacher Background

Today students will read part 1 of “Find What You Love,” a speech given by Steve Jobs at Stanford University’s 2005 commencement. In his speech, Jobs describes his difficult upbringing and the reasons he dropped out of college. He explains how dropping out of college benefited him. He also discusses starting Apple and eventually getting fired from the company. Despite this setback, Jobs did not let it deter him.

During Set the Stage, you can share the following facts about Steve Jobs to generate interest:

- His biological father was a political science professor, and his biological mother was a speech therapist.
- He was adopted by an accountant and a Coast Guard veteran.
- His adoptive father taught him how to take apart and reconstruct electronics.
- He worked briefly as a video game designer.
- Jobs and his Apple cofounder, Steve Wozniak, are viewed as dramatically changing the computer industry by making computers cheaper and more accessible.
- He died on October 5, 2011, at age fifty-six, due to complications resulting from a relapse of pancreatic cancer.

Source: [www.biography.com/people/steve-jobs-9354805](http://www.biography.com/people/steve-jobs-9354805)



## Active Instruction

(25 minutes)

Students use the vocabulary study routine to rate their knowledge of each vocabulary word:

- + I know this word and can use it.
- ✓ This word looks familiar; it has something to do with...
- ? I don't know this word; it's totally new to me.

Teams discuss their vocabulary ratings.



### Partner Vocabulary Study

1. Display the vocabulary words. Have students use the vocabulary study routine as they copy the words in their word power journals and rate their knowledge of each as they arrive for class.
2. Spot check the Read and Respond homework.

### Vocabulary

1. Have teams discuss their ratings of the words. Ask teams to make a tent with their hands when they are ready to tell a word the entire team rated with a “+” and a word the entire team rated with a “?”.
2. Use **Random Reporter** to have the teams share one word that they know and one word that they need to study further. Award team celebration points.

Introduce vocabulary.

3. Introduce the vocabulary for this cycle. Read each word aloud, and model chunking as needed. Then read the meaning of each word.

Word	Pronunciation	Definition	Sample Sentence
<b>associate</b> (verb) "Farewell to Baseball"	as-so-ci-ate (uh-SOH-shee-yet)	to spend time with	Mrs. Oliver hoped that her son, Carson, would always choose to <i>associate</i> with kids who were a good influence on him.
<b>intuition</b> (noun) "Find What You Love" (part 1)	in-tu-i-tion (in-too-ISH-uhn)	ability to know something as a result of feelings rather than facts	Since archaeologists don't know where they may find artifacts, they have to rely on their <i>intuition</i> to decide where to dig.
<b>diverge</b> (verb) "Find What You Love" (part 1)	di-verge (dih-VURJ)	to move in different directions	Although Zoey and Camilla always participated in the same activities in middle school, their interests began to <i>diverge</i> in high school.
<b>renaissance</b> (noun) "Find What You Love" (part 2)	ren-ais-sance (ren-uh-SAHNS)	new interest in something from the past	"The type of shoes you just bought must be experiencing a <i>renaissance</i> because they look like what I wore at your age," Maura's mother told her.
<b>intellect</b> (noun) "Ain't I a Woman?"	in-tel-lect (IN-tl-ekt)	the ability to think on an advanced level	Looking at picture books and rolling a ball are two ways that a toddler can develop his or her <i>intellect</i> .
<b>obliged</b> (verb) "Ain't I a Woman?"	o-blighed (uh-BLAHYJD)	owed someone a favor for doing something	"I am <i>obliged</i> for your help," Mrs. Sylvester told Jason after he carried her groceries up to her front door.
<b>tyranny</b> (noun) "D-Day Invasion, Order of the Day"	tyr-an-ny (TIR-uh-nee)	a government that has complete control and treats people badly	The refugees fled the <i>tyranny</i> in their native country and looked forward to having freedom in their new country.

*continued*

Word	Pronunciation	Definition	Sample Sentence
<b>beseech</b> (verb) "D-Day Invasion, Order of the Day"	be-seech (bih-SEECH)	to beg anxiously	Logan's friends are great volleyball players, and when they didn't try out for the team, he decided to <i>beseech</i> them to join.

Review Vocabulary Vault.

4. Use **Random Reporter** to have teams share a new sentence that uses one of their vocabulary words. Award team celebration points.
5. Remind teams that if they find a word from the vocabulary list used in another place, such as in a magazine, textbook, TV ad, etc., they can bring in or copy the sentence in which the word was used and put it in the Vocabulary Vault to earn team points.

Teams review their cycle goal.

**Set the Stage**

1. Ask students to review their team's goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and reading objective.
4. Have teams review their notes, summarize, and ask questions about the text. Use **Random Reporter** to have teams share their discussions.
5. Use **Think-Pair-Share** to ask:

Post and present the reading objective. Teams review notes and ask questions.

Build background about Steve Jobs.



**What do you know about Steve Jobs?**

*(Answers may vary.) He founded Apple Computer. He died in October 2011. He had cancer. He dropped out of college. He was adopted.*

6. Explain to students that there is some information they may not know about Steve Jobs. Then share the facts listed in the teacher background.

Review the skill as necessary.

**Interactive Read Aloud**

1. **This cycle our reading objective is to analyze and evaluate an argument and its support. Remember that it is important to identify whether an author presents a strong argument. This can be done by finding evidence and determining whether it is relevant.**
2. Read paragraphs 1–3 of "Find What You Love" (part 1) aloud. A sample Think Aloud follows.

Refer students to "Find What You Love" (part 1) in the text.

**Teacher:** Read aloud and think aloud to model target skill or strategy use.

**Students:** Actively listen.

### Sample Think Aloud

After just reading a little bit of this speech, it seems really interesting that the author never graduated from college but is speaking at a college graduation ceremony. Hmm. He has three stories to share. I don't really know yet what his argument is. He does say that his first story is about "connecting the dots." He dropped out of Reed College after the first six months. Maybe his argument will be that dropping out of college is connected to something else. Since he is telling a story about dropping out of college, it seems like maybe he will make a point about this. Or maybe he wants to prove something about dropping out of college. I know that Steve Jobs was very successful, and he developed Apple Computer. As I read further, I'll have to keep this idea about connecting the dots in mind. I want to find out how dropping out of college relates to something else.

3. Use **Think-Pair-Share** to ask:

**Since I wasn't able to determine the author's argument, what did I do?**

*Since you couldn't yet determine the author's argument, you made a prediction about what the author might discuss in his speech. He talks about connecting the dots and mentions that he dropped out of college. You thought this might relate to something else and predicted that he might make a point about dropping out of college or try to prove something about this.*

4. Model creating a graphic organizer and making notes. A sample graphic organizer follows.

### Sample Graphic Organizer

#### "Find What You Love" (part 1)

- I. Speech at graduation
  - A. Three stories
    1. Connecting the dots
      - a. Dropped out of college
      - b. Why?

5. Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text. Have students read paragraph 4. Use **Think-Pair-Share** to ask:

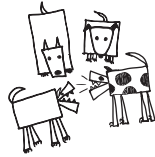
**What evidence do you think might support the author's story about dropping out?**

*The author's biological mother put him up for adoption, and it was important to her that college graduates adopt him. His argument is not yet clear, but it seems important that his biological mother only signed his adoption papers once his adoptive parents promised that he would go to college.*

Use **Random Reporter** to debrief.

**Teacher:** Model making notes on a graphic organizer.

**Partner pairs:** Read aloud/think aloud with the next passage to practice the skill/strategy.



# Teamwork tp

(20 minutes)

Cue students to use their student routines for partner reading, word power, and fluency.

## Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, and fluency before having students read and restate: sr  
**“Find What You Love” (part 1), starting at paragraph 5, aloud with partners.**
2. Circulate and check for comprehension, evidence of strategy use, and notes on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

## Team Discussion

1. Explain, or review if necessary, how to use role cards and the student routines for strategy use and Team Talk discussion. sr
2. Remind students to use the rubrics on their team folders to prepare each team member to discuss the team’s strategy use, oral and written Team Talk responses, word power, and fluency. Each team member must be able to summarize the text and discuss the team’s graphic organizer/notes during Class Discussion as indicated.
3. Preview the Team Talk questions. If necessary, ask questions to guide students’ reflection as they determine the meaning of the “(Write)” question.

Cue students to use their student routines for strategy use and Team Talk discussion.

Team Talk Questions
<p>1. Describe the author’s feelings about dropping out of college. <b>[DC, RE, SA]</b> (Team Talk rubric)</p> <p><i>100 = The author <b>believes</b> that dropping out of college was an <b>excellent</b> decision for himself, <b>although</b> it did make life <b>difficult</b>. The author <b>explains</b> that after he dropped out, he didn’t have to take uninteresting required classes. <b>Instead</b>, he could drop in on classes that did interest him. <b>However</b>, he <b>mentions</b> that he didn’t have a dorm room and slept on the floor of a friend’s room. <b>Also</b>, he didn’t have much money to buy food. <b>Despite</b> not having a dorm or much money, the author <b>believes</b> in his decision to drop out.</i></p> <p><i>90 = The author thinks that dropping out of college was a good decision for himself, but it did make life hard. The author says that after he dropped out, he didn’t have to take uninteresting required classes. He says that he didn’t have a dorm room. He didn’t have much money to buy food.</i></p> <p><i>80 = The author thinks that dropping out of college was a good decision for himself, but it did make life hard.</i></p>

continued

Team Talk Questions *continued*

2. How did a calligraphy class taken in college impact the author's career? **[DC, RE, SA]** (Team Talk rubric)

100 = A calligraphy class taken in college impacted the author's career because he **applied** what he had learned when designing a computer. In his calligraphy class, the author learned about **various** typefaces. Ten years later, he designed the first Macintosh computer. **As a result** of the author's **knowledge** from his class, the Macintosh had **excellent** typography. If he hadn't taken this class, Macintosh computers may have been much different. A class the author took in college greatly **affected** the Macintosh computer.

90 = A calligraphy class taken in college impacted the author's career because he used what he had learned when designing a computer. In his calligraphy class, the author learned about different typefaces. Ten years later, he designed the first Macintosh computer. The Macintosh had great typography.

80 = A calligraphy class taken in college impacted the author's career because he used what he had learned when designing a computer.

3. Why did the author get fired from a company he started? **[DC, RE, SA]** (Team Talk rubric)

100 = The author got fired from a company he started **as a result of** a falling out. Ten years after the author had started Apple, his company, someone was hired to help him run the company. At first, it **appeared** to be a good match. **However**, they had different visions of the future, which led to a falling out. The board of directors did not take the author's side, so the author was fired. Getting fired was very **difficult** at first, but eventually he viewed it differently.

90 = The author got fired from a company he started because of a falling out. Ten years after the author had started Apple, someone was hired to help him run the company. It seemed to be a good match. They had different visions, which led to a falling out. The board of directors did not take the author's side.

80 = The author got fired from a company he started because of a falling out.

*continued*

Team Talk Questions *continued*

4. By discussing getting fired from Apple, what do you think the author is trying to prove? **(Write) [AA]** (Team Talk rubric)

100 = *By discussing getting fired from Apple, I think the author is trying to prove that an **obstacle** is not the end of the world. Many people **believe** that getting fired is the worst thing that can happen. **However**, the author **realized** that **although** he got fired, he still loved what he did. The argument that he had was **unfortunate**, but he wanted to start over. **Therefore**, getting fired gave him the **opportunity** to start over and be creative. The author shows that an obstacle isn't the end of the world by describing its **impact** on him.*

90 = *By discussing getting fired from Apple, I think the author is trying to prove that a drawback is not the end of the world. Many people think that getting fired is the worst thing that can happen. The author saw that he still loved what he did. He wanted to start over. Getting fired gave him the chance to start over.*

80 = *I think the author is trying to prove that a drawback is not the end of the world.*

5. What is a synonym for the word *diverge*? What is an antonym for the word *diverge*? (Reminder: an antonym is a word meaning the opposite.) **[CV]**

*(Accept reasonable responses.) The word diverge means to move in different directions, so a synonym is the word separate. An antonym for diverge is join.*

Cue students to discuss strategy use, graphic organizers, and word power journals.

4. Have students thoroughly discuss Team Talk questions before they write individual answers to the skill question marked "(Write)." Allow students to revise their answers after further discussion if necessary.
5. Prompt teams to discuss comprehension problems and strategy use (their sticky notes), notes that they added to their graphic organizers, and words that a team member added to the word power journal.
6. Circulate and give feedback to teams and students. Use rubrics to give specific feedback. Ask questions to encourage further discussion. Record individual scores on the teacher cycle record form.
7. If some teams finish ahead of others, have them practice their fluency.
8. Award team celebration points for good team discussions that demonstrate 100-point responses.

Randomly select team representatives who will share:



- strategy use
- oral and written Team Talk responses
- word power discussions
- fluency selection

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.



## Class Discussion tp

(15 minutes)

### Lightning Round

1. Use **Random Reporter** to have teams share strategy use, oral and written Team Talk responses, word power discussions, and fluency. Ask other teams to agree, disagree, or add on to responses.
2. Use rubrics to evaluate responses and give specific feedback. Award team celebration points for 100-point responses. Record individual scores on the teacher cycle record form.

### Celebrate

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

**How many points did your team earn today?**

**How can your team earn more points?**

Remind students that top-scoring teams will earn bonus points that will be added to their cycle scores.

- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

Analyze Arguments

Word	Pronunciation	Definition	Sample Sentence
<b>associate</b> (verb) "Farewell to Baseball"	as-so-ci-ate (uh-SOH-shee-yet)	to spend time with	Mrs. Oliver hoped that her son, Carson, would always choose to <i>associate</i> with kids who were a good influence on him.
<b>intuition</b> (noun) "Find What You Love" (part 1)	in-tu-i-tion (in-too-ISH-uhn)	ability to know something as a result of feelings rather than facts	Since archaeologists don't know where they may find artifacts, they have to rely on their <i>intuition</i> to decide where to dig.
<b>diverge</b> (verb) "Find What You Love" (part 1)	di-verge (dih-VURJ)	to move in different directions	Although Zoey and Camilla always participated in the same activities in middle school, their interests began to <i>diverge</i> in high school.
<b>renaissance</b> (noun) "Find What You Love" (part 2)	ren-ais-sance (ren-uh-SAHNS)	new interest in something from the past	"The type of shoes you just bought must be experiencing a <i>renaissance</i> because they look like what I wore at your age," Maura's mother told her.
<b>intellect</b> (noun) "Ain't I a Woman?"	in-tel-lect (IN-tl-ekt)	the ability to think on an advanced level	Looking at picture books and rolling a ball are two ways that a toddler can develop his or her <i>intellect</i> .
<b>obliged</b> (verb) "Ain't I a Woman?"	o-blighed (uh-BLAHYJD)	owed someone a favor for doing something	"I am <i>obliged</i> for your help," Mrs. Sylvester told Jason after he carried her groceries up to her front door.
<b>tyranny</b> (noun) "D-Day Invasion, Order of the Day"	tyr-an-ny (TIR-uh-nee)	a government that has complete control and treats people badly	The refugees fled the <i>tyranny</i> in their native country and looked forward to having freedom in their new country.
<b>beseech</b> (verb) "D-Day Invasion, Order of the Day"	be-seech (bih-SEECH)	to beg anxiously	Logan's friends are great volleyball players, and when they didn't try out for the team, he decided to <i>beseech</i> them to join.

## From Student Edition

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## Find What You Love (part 1)

by Steve Jobs

**Stanford University, California, June 12, 2005**

I am honored to be with you today at your commencement from one of the finest universities in the world. I never graduated from college. Truth be told, this is the closest I've ever gotten to a college graduation. Today I want to tell you three stories from my life. That's it. No big deal. Just three stories.

The first story is about connecting the dots.

I dropped out of Reed College after the first 6 months, but then stayed around as a drop-in for another 18 months or so before I really quit. So why did I drop out?

It started before I was born. My biological mother was a young, unwed college graduate student, and she decided to put me up for adoption. She felt very strongly that I should be adopted by college graduates, so everything was all set for me to be adopted at birth by a lawyer and his wife. Except that when I popped out they decided at the last minute that they really wanted a girl. So my parents, who were on a waiting list, got a call in the middle of the night asking: "We have an unexpected baby boy; do you want him?" They said: "Of course." My biological mother later found out that my mother had never graduated from college and that my father had never graduated from high school. She refused to sign the final adoption papers. She only relented a few months later when my parents promised that I would someday go to college.

And 17 years later I did go to college. But I naively chose a college that was almost as expensive as Stanford, and all of my working-class parents' savings were being spent on my college tuition. After six months, I couldn't see the value in it. I had no idea what I wanted to do with my life and no idea how college was going to help me figure it out. And here I was spending all of the money my parents had saved their entire life. So I decided to drop out and trust that it would all work out OK. It was pretty scary at the time, but looking back it was one of the best decisions I ever made. The minute I dropped out I could stop taking the required classes that didn't interest me, and begin dropping in on the ones that looked interesting.

It wasn't all romantic. I didn't have a dorm room, so I slept on the floor in friends' rooms, I returned coke bottles for the 5¢ deposits to buy food with, and I would walk the 7 miles across town every Sunday night to get one good meal a week at the Hare Krishna temple. I loved it. And much of what I stumbled into by following my curiosity and intuition turned out to be priceless later on. Let me give you one example:

## From Student Edition

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Reed College at that time offered perhaps the best calligraphy instruction in the country. Throughout the campus every poster, every label on every drawer, was beautifully hand calligraphed. Because I had dropped out and didn't have to take the normal classes, I decided to take a calligraphy class to learn how to do this. I learned about serif and sans serif typefaces, about varying the amount of space between different letter combinations, about what makes great typography great. It was beautiful, historical, artistically subtle in a way that science can't capture, and I found it fascinating.

None of this had even a hope of any practical application in my life. But ten years later, when we were designing the first Macintosh computer, it all came back to me. And we designed it all into the Mac. It was the first computer with beautiful typography. If I had never dropped in on that single course in college, the Mac would have never had multiple typefaces or proportionally spaced fonts. And since Windows just copied the Mac, it's likely that no personal computer would have them. If I had never dropped out, I would have never dropped in on this calligraphy class, and personal computers might not have the wonderful typography that they do. Of course it was impossible to connect the dots looking forward when I was in college. But it was very, very clear looking backwards ten years later.

Again, you can't connect the dots looking forward; you can only connect them looking backwards. So you have to trust that the dots will somehow connect in your future. You have to trust in something—your gut, destiny, life, karma, whatever. This approach has never let me down, and it has made all the difference in my life.

My second story is about love and loss.

I was lucky—I found what I loved to do early in life. Woz and I started Apple in my parents' garage when I was 20. We worked hard, and in 10 years Apple had grown from just the two of us in a garage into a \$2 billion company with over 4000 employees. We had just released our finest creation—the Macintosh—a year earlier, and I had just turned 30. And then I got fired. How can you get fired from a company you started? Well, as Apple grew we hired someone who I thought was very talented to run the company with me, and for the first year or so things went well. But then our visions of the future began to diverge and eventually we had a falling out. When we did, our Board of Directors sided with him. So at 30 I was out. And very publicly out. What had been the focus of my entire adult life was gone, and it was devastating.

I really didn't know what to do for a few months. I felt that I had let the previous generation of entrepreneurs down—that I had dropped the baton as it was being passed to me. I met with David Packard and Bob Noyce and tried to apologize for screwing up so badly. I was a very public failure, and I even thought about running away from the valley. But something slowly began to dawn on me—I still loved what I did. The turn of events at Apple had not changed that one bit. I had been rejected, but I was still in love. And so I decided to start over.

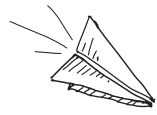
I didn't see it then, but it turned out that getting fired from Apple was the best thing that could have ever happened to me. The heaviness of being successful was replaced by the lightness of being a beginner again, less sure about everything. It freed me to enter one of the most creative periods of my life.

## Lesson 3

**Reading Objective:** Analyze and evaluate an argument and its support.

### Teacher Background

Today students will read part 2 of “Find What You Love.” In this part of his speech, Jobs describes how he started Pixar, now the most successful animation studio in the world. Even though he was fired from Apple, Jobs does not view it as something negative. Not only did it bring him success, it ultimately led him back to Apple. Jobs also reflects on his cancer diagnosis and how people should make the most out of the time they have.



## Active Instruction tp

(25 minutes)

Students use the vocabulary study routine to rate their knowledge of each vocabulary word:

- + I know this word and can use it.
- ✓ This word looks familiar; it has something to do with...
- ? I don't know this word; it's totally new to me.

Teams discuss their vocabulary ratings.



Model exploring a word in the word power journal.

### Partner Vocabulary Study

1. Display the vocabulary words. Have students use the vocabulary study routine as they rerate their knowledge of each vocabulary word as they arrive for class.
2. Spot check the Read and Respond homework.

### Vocabulary

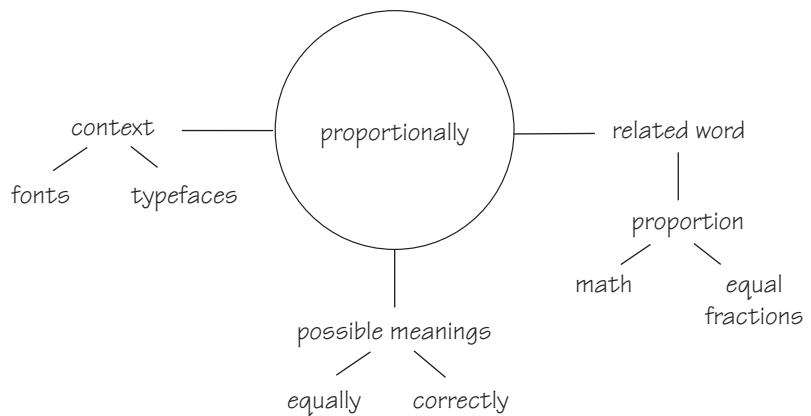
1. Have teams discuss their ratings of the words. Ask teams to make a tent with their hands when they are ready to tell a word the entire team rated with a “+” and a word the entire team rated with a “?”
2. Use **Random Reporter** to have the teams share one word that they know and one word that they need to study further. Use **Random Reporter** to have teams report on a new sentence using a vocabulary word. Award team celebration points.
3. Choose an important word from the text or class discussion, and model how to explore it in a word power journal entry. A sample Think Aloud and word map follow.

Sample Think Aloud

A word that I wasn't sure about as I read "Find What You Love" is *proportionally*. The author talks about how the Macintosh computer has proportionally spaced fonts. I know that a font is the style of letters used on a computer. This seems important because if he hadn't taken the calligraphy course, the computer may not have this feature.

I recognize the word *proportion* in *proportionally*. I think that's a math word. Proportions are equal fractions. Maybe *proportionally* means equally. So *proportionally spaced letters* might be letters that are spaced apart equally. Now that I have an idea, I'll check the dictionary to confirm. (Model looking up *proportionally* in the dictionary.) *Proportionally* means correct in size in relation to something else. This is similar to what I thought. I think I can make a sentence using this word: "In the picture that I drew of my friend, I tried to make sure the features on her face were drawn proportionally."

Sample Word Map



Review Vocabulary Vault.

4. Remind teams that if they find a word from the vocabulary list used in another place, such as in a magazine, textbook, TV ad, etc., they can bring in or copy the sentence in which the word was used and put it in the Vocabulary Vault to earn team points.

**Set the Stage**

Teams review their cycle goal.

1. Ask students to review their team's goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and reading objective.

Post and present the reading objective.

Teams review notes, ask questions, and make connections between speeches.

Review the skill as necessary.

Refer students to “Find What You Love” (part 2) in the text.

**Teacher:** Read aloud and think aloud to model target skill or strategy use.

**Students:** Actively listen.

4. Have teams review their notes, ask questions about the text, and make connections between speeches. Use **Random Reporter** to have teams share their discussions.

**Interactive Read Aloud**

1. **This cycle our reading objective is to analyze and evaluate an argument and its support. Remember that when we do this, we should determine whether there is enough evidence to support an argument and if the evidence is relevant to the argument.**
2. Read paragraph 1 of “Find What You Love” (part 2) aloud. A sample Think Aloud follows.

Sample Think Aloud
Remember that when we last read, we discussed that the author tried to prove that an obstacle is not the end of the world. He was fired from Apple, but he didn't let that stop him. He started two companies. One of his companies, Pixar, is now the most successful animation studio in the world. Apple bought NeXT, so the author returned to Apple, which is where his career started. Not only did the author have success career-wise after getting fired, he also fell in love and had a wonderful family with his wife. It seems like a lot of amazing things did happen to the author, and getting fired was not the end of the world for him, like he said.



3. Use **Think-Pair-Share** to ask:

**What evidence supports the author's claim that an obstacle is not the end of the world?**

*The author started two companies: NeXT and Pixar. Pixar is the most successful animation studio. He also fell in love and married a great woman. He and his wife had a great family.*

4. Model creating a graphic organizer and making notes. A sample graphic organizer follows.

Sample Graphic Organizer
<p><b>“Find What You Love” (part 2)</b></p> <ol style="list-style-type: none"> <li>I. Getting fired from Apple               <ol style="list-style-type: none"> <li>A. Best thing                   <ol style="list-style-type: none"> <li>1. Starting over                       <ol style="list-style-type: none"> <li>a. NeXT</li> <li>b. Pixar</li> <li>c. Fell in love</li> </ol> </li> </ol> </li> </ol> </li> </ol>

**Teacher:** Model making notes on a graphic organizer.

**Partner pairs:** Read aloud/think aloud with the next passage to practice the skill/strategy.

5. Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text. Have students read paragraph 2 of “Find What You Love” (part 2). Use **Think-Pair-Share** to ask:

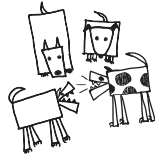
**What is the author’s point in the paragraph you just read?**

*The author’s point is that you have to find something that you love.*

**How does the author support his point?**

*The author explains that the work you do is a big part of your life. Therefore, it is important to love what you do so you will be satisfied. Also, you can only do great work if you love what you do. It is important not to settle.*

Use **Random Reporter** to debrief.



## Teamwork tp

(20 minutes)

### Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, and fluency before having students read and restate: **Sf**  
**“Find What You Love” (part 2), starting at “My third story...” aloud with partners.**
2. Circulate and check for comprehension, evidence of strategy use, and notes on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

### Team Discussion

1. Explain, or review if necessary, how to use role cards and the student routines for strategy use and Team Talk discussion. **Sf**
2. Remind students to use the rubrics on their team folders to prepare each team member to discuss the team’s strategy use, oral and written Team Talk responses, word power, and fluency. Each team member must be able to summarize the text and discuss the team’s graphic organizer/notes during Class Discussion as indicated.
3. Preview the Team Talk questions. If necessary, ask questions to guide students’ reflection as they determine the meaning of the “(Write)” question.

Cue students to use their student routines for partner reading, word power, and fluency.

Cue students to use their student routines for strategy use and Team Talk discussion.

## Team Talk Questions

1. What does the author try to prove about remembering that he'll be dead soon?  
**(Write) [AA]** (Team Talk rubric)

100 = *The author tries to prove that remembering that he'll be dead soon has helped him in life. **Although** most people probably don't like to think about this fact, the author **explains** that in the face of death, people's expectations and fear of failure are no longer important. For the author, remembering that he will die **prevented** him from thinking that he had something to lose. **Also**, it **allowed** him to follow his heart. **Remembering that he'll be dead soon helped the author to focus on what is really important.***

90 = *The author tries to prove that remembering that he'll be dead soon has helped him in life. Most people probably don't like to think about this fact, but the author says that in the face of death, people's expectations are no longer important. Remembering that he will die kept him from thinking that he had something to lose.*

80 = *The author tries to prove that remembering that he'll be dead soon has helped him in life.*

2. What impact did the phrase "get [your] affairs in order" have on the author?  
**[DC, RE, SA]** (Team Talk rubric)

100 = *The phrase "get [your] affairs in order" made the author **aware** of how serious his cancer diagnosis was. **According to** the author, this phrase is doctor's code for prepare to die. He **believes** that this phrase **indicates** that you only have a few months for **conversations** with your children, **instead of several years**. **Also**, he believes that it indicates to say your goodbyes. **Although** this phrase does not sound harsh, its meaning was very clear to the author.*

90 = *The phrase "get [your] affairs in order" showed the author how serious his cancer diagnosis was. The author says that this phrase is doctor's code for prepare to die. He thinks that this phrase means that you only have a few months for talking with your children.*

80 = *The phrase "get [your] affairs in order" showed the author how serious his cancer diagnosis was.*

*continued*

Team Talk Questions *continued*

3. Explain whether you think the author makes a good case for his point about how people should live. **[AA]** (Team Talk rubric)

(Answers may vary.)

100 = *I think the author makes a good case for his point about how people should live because it is a fact that everyone will die, so people should use their time well. The author **states** that death is everyone's destination and that no one has ever escaped death. **Therefore**, he **believes** that people shouldn't be influenced by others and that people should follow their intuition. I agree that people should make the most out of their time on earth. The author supports his point that we should use our time well because we will eventually die.*

90 = *I think the author makes a good case for his point about how people should live because it is a fact that everyone will die, so people should use their time well. The author says that death is everyone's destination. He thinks that people shouldn't be influenced by others. I agree that people should make the most out of their time.*

80 = *I think the author makes a good case for his point because it is a fact that everyone will die, so people should use their time well.*

4. What do you think "Stay Hungry. Stay Foolish" means? Why do you think the author wishes this for the graduates? **[DC, SA]** (Team Talk rubric)

100 = *I think "Stay Hungry. Stay Foolish." means that people should live their lives to the fullest. In the **context** of these phrases, hungry does not **refer to** wanting food but to wanting a lot out of life. Staying foolish means to try everything **despite people's opinions**. I think the author wishes this for the graduates because he wants them to enjoy life. It **appears** that the author **applied** this idea to his own life because he made decisions that were best for him, and getting fired didn't **prevent** him from moving forward. "Stay Hungry. Stay Foolish." is a brief message but has a lot of meaning.*

90 = *I think "Stay Hungry. Stay Foolish." means that people should live their lives to the fullest. In these phrases, hungry does not mean wanting food but wanting a lot out of life. Staying foolish means to try everything. I think the author wishes this for the graduates because he wants them to enjoy life. It seems that the author used this idea because he made decisions that were best for him.*

80 = *I think "Stay Hungry. Stay Foolish." means that people should live their lives to the fullest. I think the author wishes this for the graduates because he wants them to enjoy life.*

*continued*

Team Talk Questions *continued*

5. In which of the following sentences is the word *intuition* used incorrectly? Explain. **[CV]**

- A. Mrs. Hawkins’s intuition led her to stop in Bryce’s room right as he was about to put a quarter in his mouth.
- B. Lucy believed that her intuition was the reason she knew her uncle would be visiting when she arrived home after school.
- C. *Since Hiba had memorized information for her history test, she had to rely on her intuition when selecting the correct answers.*
- D. Douglas’s intuition told him that he had forgotten something, but he wasn’t sure what until he got to soccer practice and didn’t have his cleats.

*Intuition is used incorrectly in C because if Hiba memorized information, she would have facts to help her select the correct answers. She wouldn’t need to rely on a feeling about the correct answers.*

- 4. Have students thoroughly discuss Team Talk questions before they write individual answers to the skill question marked “(Write).” Allow students to revise their written answers after further discussion if necessary.
- 5. Prompt teams to discuss comprehension problems and strategy use (their sticky notes), notes that they added to their graphic organizers, and words that a team member added to the word power journal.
- 6. Circulate and give feedback to teams and students. Use rubrics to give specific feedback. Ask questions to encourage further discussion. Record individual scores on the teacher cycle record form.
- 7. If some teams finish ahead of others, have them practice their fluency.
- 8. Award team celebration points for good team discussions that demonstrate 100-point responses.

Cue students to discuss strategy use, graphic organizers, and word power journals.

Randomly select team representatives who will share:



- strategy use
- oral and written Team Talk responses
- word power discussions
- fluency selection

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.



# Class Discussion

(15 minutes)

## Lightning Round

1. Use **Random Reporter** to have teams share strategy use, oral and written Team Talk responses, word power discussions, and fluency. Ask other teams to agree, disagree, or add on to responses.
2. Use rubrics to evaluate responses and give specific feedback. Award team celebration points for 100-point responses. Record individual scores on the teacher cycle record form.

## Celebrate

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

**How many points did your team earn today?**

**How can your team earn more points?**

Remind students that top-scoring teams will earn bonus points that will be added to their cycle scores.

- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

## From Student Edition

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## Find What You Love (part 2)

by Steve Jobs

**Stanford University, California, June 12, 2005**

**D**uring the next five years, I started a company named NeXT, another company named Pixar, and fell in love with an amazing woman who would become my wife. Pixar went on to create the world's first computer animated feature film, *Toy Story*, and is now the most successful animation studio in the world. In a remarkable turn of events, Apple bought NeXT, I returned to Apple, and the technology we developed at NeXT is at the heart of Apple's current renaissance. And Laurene and I have a wonderful family together.

I'm pretty sure none of this would have happened if I hadn't been fired from Apple. It was awful-tasting medicine, but I guess the patient needed it. Sometimes life hits you in the head with a brick. Don't lose faith. I'm convinced that the only thing that kept me going was that I loved what I did. You've got to find what you love. And that is as true for your work as it is for your lovers. Your work is going to fill a large part of your life, and the only way to be truly satisfied is to do what you believe is great work. And the only way to do great work is to love what you do. If you haven't found it yet, keep looking. Don't settle. As with all matters of the heart, you'll know when you find it. And, like any great relationship, it just gets better and better as the years roll on. So keep looking until you find it. Don't settle.

My third story is about death.

When I was 17, I read a quote that went something like: "If you live each day as if it was your last, someday you'll most certainly be right." It made an impression on me, and since then, for the past 33 years, I have looked in the mirror every morning and asked myself: "If today were the last day of my life, would I want to do what I am about to do today?" And whenever the answer has been "No" for too many days in a row, I know I need to change something.

Remembering that I'll be dead soon is the most important tool I've ever encountered to help me make the big choices in life. Because almost everything—all external expectations, all pride, all fear of embarrassment or failure—these things just fall away in the face of death, leaving only what is truly important. Remembering that you are going to die is the best way I know to avoid the trap of thinking you have something to lose. You are already naked. There is no reason not to follow your heart.

About a year ago I was diagnosed with cancer. I had a scan at 7:30 in the morning, and it clearly showed a tumor on my pancreas. I didn't even know what a pancreas was. The doctors told me this was almost certainly a type of cancer that is incurable, and that I should expect to live no longer than three to six months. My doctor advised me to go home and get my affairs in order, which is doctor's code for prepare to die. It means to try to tell your kids everything you

From Student Edition

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thought you'd have the next 10 years to tell them in just a few months. It means to make sure everything is buttoned up so that it will be as easy as possible for your family. It means to say your goodbyes.

I lived with that diagnosis all day. Later that evening I had a biopsy, where they stuck an endoscope down my throat, through my stomach and into my intestines, put a needle into my pancreas and got a few cells from the tumor. I was sedated, but my wife, who was there, told me that when they viewed the cells under a microscope the doctors started crying because it turned out to be a very rare form of pancreatic cancer that is curable with surgery. I had the surgery and I'm fine now.

This was the closest I've been to facing death, and I hope it's the closest I get for a few more decades. Having lived through it, I can now say this to you with a bit more certainty than when death was a useful but purely intellectual concept:

No one wants to die. Even people who want to go to heaven don't want to die to get there. And yet death is the destination we all share. No one has ever escaped it. And that is as it should be, because Death is very likely the single best invention of Life. It is Life's change agent. It clears out the old to make way for the new. Right now the new is you, but someday not too long from now, you will gradually become the old and be cleared away. Sorry to be so dramatic, but it is quite true.

Your time is limited, so don't waste it living someone else's life. Don't be trapped by dogma—which is living with the results of other people's thinking. Don't let the noise of others' opinions drown out your own inner voice. And most important, have the courage to follow your heart and intuition. They somehow already know what you truly want to become. Everything else is secondary.

When I was young, there was an amazing publication called *The Whole Earth Catalog*, which was one of the bibles of my generation. It was created by a fellow named Stewart Brand not far from here in Menlo Park, and he brought it to life with his poetic touch. This was in the late 1960's, before personal computers and desktop publishing, so it was all made with typewriters, scissors, and polaroid cameras. It was sort of like Google in paperback form, 35 years before Google came along: it was idealistic, and overflowing with neat tools and great notions.

Stewart and his team put out several issues of *The Whole Earth Catalog*, and then when it had run its course, they put out a final issue. It was the mid-1970s, and I was your age. On the back cover of their final issue was a photograph of an early morning country road, the kind you might find yourself hitchhiking on if you were so adventurous. Beneath it were the words: "Stay Hungry. Stay Foolish." It was their farewell message as they signed off. Stay Hungry. Stay Foolish. And I have always wished that for myself. And now, as you graduate to begin anew, I wish that for you.

Stay Hungry. Stay Foolish.

Thank you all very much.

## Lesson 4

**Reading Objective:** Analyze and evaluate an argument and its support.

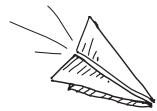
### Teacher Background

At the 1851 Woman’s Convention in Akron, Ohio, Sojourner Truth—a former slave and active abolitionist—gave a speech in support of women’s suffrage. It is important to recall that at the time, women did not have the same rights as men in the United States, for example, the right to vote. In her speech, Sojourner uses her personal experience to argue against the sexist notions of the time.

During Set the Stage, you may wish to share the following facts to provide some background for the speech “Ain’t I a Woman?” that students will read today:

- She was born in New York around 1787. Her real name was Isabella Baumfree.
- She escaped to freedom from slavery in 1826 with her young daughter.
- After her escape, she learned that her son had been illegally sold. She took the issue to court, and her son was returned to her.
- In 1843, she began her work as an activist and abolitionist.

Source: [www.biography.com/people/sojourner-truth-9511284](http://www.biography.com/people/sojourner-truth-9511284)



## Active Instruction

(25 minutes)

Students use the vocabulary study routine to rate their knowledge of each vocabulary word:

- + I know this word and can use it.
- ✓ This word looks familiar; it has something to do with...
- ? I don’t know this word; it’s totally new to me.

Teams discuss their vocabulary ratings.



Review Vocabulary Vault.

### Partner Vocabulary Study

1. Display the vocabulary words. Have students use the vocabulary study routine as they rerate their knowledge of each vocabulary word as they arrive for class.
2. Spot check the Read and Respond homework.

### Vocabulary

1. Have teams discuss their ratings of the words. Ask teams to make a tent with their hands when they are ready to tell a word the entire team rated with a “+” and a word the entire team rated with a “?”.
2. Use **Random Reporter** to have the teams share one word that they know and one word that they need to study further. Use **Random Reporter** to have teams report on a new sentence using a vocabulary word. Award team celebration points.
3. Remind teams that if they find a word from the vocabulary list used in another place, such as in a magazine, textbook, TV ad, etc., they can bring in or copy the sentence in which the word was used and put it in the Vocabulary Vault to earn team points.

Teams review their cycle goal.

Post and present the reading objective.

Teams review notes and ask questions.

Build background about Sojourner Truth.

Refer students to "Ain't I a Woman?" in the text.

**Teacher:** Read aloud.

**Students:** Actively listen.



**Partner pairs:** Think aloud to practice the skill or strategy.

**Partner pairs:** Identify important events or details to add to the graphic organizer.

**Set the Stage**

1. Ask students to review their team’s goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and reading objective.
4. Have teams review their notes and ask questions about the text. Use **Random Reporter** to have teams share their discussions.
5. Tell students that they will read a speech given by Sojourner Truth today, and then share the facts listed in the teacher background.

**Today we will read a speech given by a woman named Sojourner Truth.**

**Interactive Read Aloud**

1. Read paragraph 1 of "Ain't I a Woman?" aloud.
2. Use **Think-Pair-Share** to ask:

**What do you think this speech will be about? Why?**

*(Accept reasonable responses.) I think this speech will be about women’s rights and African Americans’ rights because the author says that these people are all talking about rights.*

**If the author makes a point about rights, what evidence might you look for?**

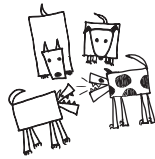
*(Answers may vary.) I will look for evidence that supports why people are talking about rights and the specific rights that people want.*

3. Use **Think-Pair-Share** to ask:

**What should we add to our outlines?**

*We can add that people are talking about rights: African Americans in the South and women in the North. According to the author, this seems to bother white men.*

Sample Graphic Organizer	
<b>"Ain't I a Woman?"</b>	
I.	Conversations about rights
A.	Different groups
1.	African Americans
2.	Women
II.	How people feel
A.	White men bothered



# Teamwork tp

(20 minutes)

Cue students to use their student routines for partner reading, word power, and fluency.

## Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, and fluency before having students read and restate: sr  
**“Ain’t I a Woman?” (starting at paragraph 2) aloud with partners.**
2. Circulate and check for comprehension, evidence of strategy use, and notes on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

## Team Discussion

Cue students to use their student routines for strategy use and Team Talk discussion.

1. Explain, or review if necessary, how to use role cards and the student routines for strategy use and Team Talk discussion. sr
2. Remind students to use the rubrics on their team folders to prepare each team member to discuss the team’s strategy use, oral and written Team Talk responses, word power, and fluency. Each team member must be able to summarize the text and discuss the team’s graphic organizer/notes during Class Discussion as indicated.
3. Preview the Team Talk questions. If necessary, ask questions to guide students’ reflection as they determine the meaning of the “(Write)” question.

### Team Talk Questions

1. How did men view women in 1851? **[DC, RE, SA]** (Team Talk rubric)

*100 = In 1851, men viewed women as being **extremely weak**. The author **provides** examples of what they need help doing. **For instance**, a man says that women need to be helped into carriages and lifted over ditches. If men in 1851 **believed** that women were strong, they probably would not have helped with these tasks. **Although** the author never says that men see women as weak, her examples **indicate** that they do.*

*90 = In 1851, men viewed women as being very weak. The author gives examples of what they need help doing. A man says that women need to be helped into carriages. If men thought that women were strong, they probably would not have helped with these tasks.*

*80 = In 1851, men viewed women as being very weak.*

*continued*

Team Talk Questions *continued*

2. What evidence does the author give to support her point that women are not weak? **(Write) [AA]** (Team Talk rubric)

100 = *The author provides various examples of activities she has done and experiences she has had to support her point. For instance, she has planted and worked hard. She didn't always get food, but this didn't stop her from working. Also, she has had thirteen children and seen most of them sold into slavery. These examples demonstrate the author's strength. Despite people's opinions, the author believes that her life experience shows she is strong.*

90 = *The author gives many examples of work she has done and experiences she has had to support her point. She has planted and worked hard. She has had thirteen children and seen most of them sold into slavery. These examples show the author's strength.*

80 = *The author gives many examples of work she has done and experiences she has had to support her point.*

3. Why do you think the author mentions a cup in her speech? What does it help you understand? **[AP, DC, SA]** (Team Talk rubric)

100 = *I think the author mentions a cup in her speech to make a point about fairness. The author does not believe that there is a relationship between intellect and women's or African Americans' rights. She believes that it would be cruel for someone whose cup holds a quart not to share with her if her cup holds a pint. A quart is more than a pint. The mention of the cup helps me understand that equality should be simple. If you have the opportunity to share what you have, it doesn't seem right not to share. The mention of the cup emphasizes that the author does not think fairness is complicated.*

90 = *I think the author mentions a cup in her speech to make a point about fairness. The author does not think that there is a relationship between intellect and women's rights. She thinks that it would be mean for someone whose cup holds a quart not to share. The mention of the cup helps me understand that equality should be simple. It doesn't seem right not to share.*

80 = *I think the author mentions a cup in her speech to make a point about fairness. The mention of the cup helps me understand that equality should be simple.*

*continued*

Team Talk Questions *continued*

4. Describe the author's tone in "Ain't I a Woman?" **[DC, SA]** (Team Talk rubric)  
(Answers may vary.)

100 = *The author's tone in "Ain't I a Woman?" is confident. In her speech, the author **provides** examples of her strength. She **states** that intellect has nothing to do with rights, and that it is **cruel** for there not to be equality. **Also**, she states that women should be able to get the world "right side up" again. If the author was not confident, she probably would not make such strong statements.*

90 = *The author's tone in "Ain't I a Woman?" is confident. The author gives examples of her strength. She says that intellect has nothing to do with rights, and that it is wrong for there not to be equality.*

80 = *The author's tone in "Ain't I a Woman?" is confident.*

5. Choose a word from the vocabulary list, and write a meaningful sentence using the word correctly. **[CV]**

*Accept a sentence that shows that the student knows the meaning of the word and can use it correctly. For example: Shauna developed her intellect by reading books that were difficult and challenged her to think.*

4. Have students thoroughly discuss Team Talk questions before they write individual answers to the skill question marked "(Write)." Allow students to revise their written answers after further discussion if necessary.
5. Prompt teams to discuss comprehension problems and strategy use (their sticky notes), notes that they added to their graphic organizers, and words that a team member added to the word power journal.
6. Circulate and give feedback to teams and students. Use rubrics to give specific feedback. Ask questions to encourage further discussion. Record individual scores on the teacher cycle record form.
7. If some teams finish ahead of others, have them practice their fluency.
8. Award team celebration points for good team discussions that demonstrate 100-point responses.

Cue students to discuss strategy use, graphic organizers, and word power journals.

Randomly select team representatives who will share:



- strategy use
- oral and written Team Talk responses
- word power discussions
- fluency selection

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.



# Class Discussion

(15 minutes)

## Lightning Round

1. Use **Random Reporter** to have teams share strategy use, oral and written Team Talk responses, word power discussions, and fluency. Ask other teams to agree, disagree, or add on to responses.
2. Use rubrics to evaluate responses and give specific feedback. Award team celebration points for 100-point responses. Record individual scores on the teacher cycle record form.

## Celebrate

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

**How many points did your team earn today?**

**How can your team earn more points?**

Remind students that top-scoring teams will earn bonus points that will be added to their cycle scores.

- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

## From Student Edition

## Ain't I a Woman?

by Sojourner Truth

### Women's Convention, Akron, Ohio, 1851

**W**ell, children, where there is so much racket there must be something out of kilter. I think that 'twixt the negroes of the South and the women at the North, all talking about rights, the white men will be in a fix pretty soon. But what's all this here talking about?

That man over there says that women need to be helped into carriages, and lifted over ditches, and to have the best place everywhere. Nobody ever helps me into carriages, or over mudpuddles, or gives me any best place! And ain't I a woman? Look at me! Look at my arm! I have ploughed and planted, and gathered into barns, and no man could head me! And ain't I a woman? I could work as much and eat as much as a man—when I could get it—and bear the lash as well! And ain't I a woman? I have borne thirteen children, and seen most all sold off to slavery, and when I cried out with my mother's grief, none but Jesus heard me! And ain't I a woman?

Then they talk about this thing in the head; what's this they call it? [member of audience whispers, "intellect"] That's it, honey. What's that got to do with women's rights or negroes' rights? If my cup won't hold but a pint, and yours holds a quart, wouldn't you be mean not to let me have my little half measure full?

Then that little man in black there, he says women can't have as much rights as men, 'cause Christ wasn't a woman! Where did your Christ come from? Where did your Christ come from? From God and a woman! Man had nothing to do with Him.

If the first woman God ever made was strong enough to turn the world upside down all alone, these women together ought to be able to turn it back, and get it right side up again! And now they is asking to do it, the men better let them.

Obliged to you for hearing me, and now old Sojourner ain't got nothing more to say.

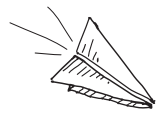


## Lesson 5

**Writing Objective:** Use words and phrases that help the audience see how the reasons are related to the claim.

### Teacher Background

This cycle's writing prompt asks students to make a claim about whether or not the authors of the speeches they have read are confident. They will need to support their points with evidence from the text. There are numerous examples of language that show these speakers were likely extremely confident in what they shared with their audience. Before this lesson, you may want to note some examples in each speech that support the idea that the authors were confident.



## Active Instruction

(10 minutes)

Students use the vocabulary study routine to rate their knowledge of each vocabulary word:

- + I know this word and can use it.
- ✓ This word looks familiar; it has something to do with...
- ? I don't know this word; it's totally new to me.

Teams discuss their vocabulary ratings.



Review Vocabulary Vault.

Teams review their cycle goal.

Post and present the writing objective.

### Partner Vocabulary Study

1. Display the vocabulary words. Have students use the vocabulary study routine as they rerate their knowledge of each vocabulary word as they arrive for class.
2. Spot check the Read and Respond homework.

### Vocabulary

1. Have teams discuss their ratings of the words. Ask teams to make a tent with their hands when they are ready to tell a word the entire team rated with a "+" and a word the entire team rated with a "?."
2. Use **Random Reporter** to have the teams share one word that they know and one word that they need to study further. Award team celebration points.
3. Use **Random Reporter** to have teams share a new sentence that uses one of their vocabulary words. Award team celebration points.
4. Remind teams that if they find a word from the vocabulary list used in another place, such as in a magazine, textbook, TV ad, etc., they can bring in or copy the sentence in which the word was used and put it in the Vocabulary Vault to earn team points.

### Set the Stage

1. Ask students to review their team's goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and writing objective.

Introduce the writing project.

- Remind students about the speeches that they read.

**We have read three very different speeches this cycle—a baseball player’s farewell address, a speech given at Stanford University’s graduation, and a speech given at a women’s convention. The authors all have very different ideas to share, although there are some common threads among their speeches. For this cycle’s writing project, you will examine the way in which the authors present their cases.**

Read the prompt aloud.

- Refer students to the following writing prompt in their student editions. Read the writing prompt aloud.

**Writing Prompt**

Are the authors of the speeches that you’ve read this cycle confident in the cases that they present? Why or why not? In your response, include words and phrases that show how your reasons are related to your claim.



Use **Think-Pair-Share** to ask:

**Read the prompt. What is it asking you to do: support a claim with reasons, explain ideas or information on a topic, or write a literary response? How do you know?**

*The prompt is asking me to support a claim with reasons. I know because it has the words claim and reasons and because I have to state my position about whether the authors are confident in the cases that they present.*

Students identify the purpose for writing.

- Refer students to the following writer’s guide in their student editions. Point out that this guide for writing to support a claim with reasons is the criteria for writing. Point out that using the writer’s guide will help them write a quality response.

Refer students to the appropriate writer’s guide in their student editions.

Writing to Support a Claim with Reasons	
<b>Ideas</b>	<ul style="list-style-type: none"> <li>Clearly state a position (claim) and include good reasons that support that position.</li> </ul>
<b>Organization</b>	<ul style="list-style-type: none"> <li>Begin by stating a position (claim).</li> <li>In the middle, tell supporting reasons.</li> <li>End with a closing statement.</li> </ul>
<b>Style</b>	<ul style="list-style-type: none"> <li>Use words and phrases that help the audience see how the reasons are related to the claim.</li> </ul>
<b>Mechanics</b>	<ul style="list-style-type: none"> <li>Use correct punctuation, capitalization, spelling, and grammar.</li> </ul>

Highlight the writing objective.

Briefly review the guide, noting the four aspects of writing: ideas, organization, style, and mechanics.

Use **Think-Pair-Share** to ask:

**Which guideline relates to our writing objective: use words and phrases that help the audience see how the reasons are related to the claim?**

*The Style guideline relates to the writing objective because it says to use words and phrases that help the audience see how the reasons are related to the claim.*

7. Tell students that this 10-minute writing project is practice to prepare them to write a quality answer for the writing section (part II) of the cycle test. Remind them that this section of the test is worth one third of their test score.

**Model a Skill**

1. **Remember that our objective is to use words and phrases that help our audience see how our reasons are related to our claim. I will show you one paragraph from my response. I'm not sure if I effectively used words and phrases that related my reasons to my claim. Keep our objective in mind as you read my response.**

Read the following paragraph aloud.

I think the author of "Ain't I a Woman?" is confident because she describes experiences that show that she is a strong woman although men view women as weak. She has worked hard. She could not have done all this work if she were weak. She has had children. She deserves the same rights as men. As a result of this statement, I can tell that she is confident. Her gender should not matter. According to the author, men can change the world to how it should be.

2. Use **Think-Pair-Share** to ask:

**What words and phrases did I use that show how reasons are related to my claim?**

*You used the phrase "As a result of this statement."*

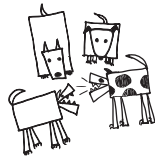
**Are there other places where I could incorporate words and phrases that show how reasons are related to my claim?**

*You could change the beginning of the third sentence to say, "Since she has done so much work, this shows that she is not weak." You could write, "This is a bold statement considering men's views of women" after the last sentence.*

**Those are great suggestions! I think those ideas will work. Adding these words and phrases will help a reader better understand how the reasons that I provide as support are related to my claim.**

Model using words and phrases that relate the reasons to the claim.

Blackline master provided.



## Teamwork tp

(20 minutes)

Students write for 10 minutes.

Monitor discussions as partners and teams give feedback.

Students revise and edit their writing projects.

### Independent Work

Tell students that they have 10 minutes to plan and write drafts of their responses to the writing prompt. Remind them to write on every other line to leave room for revisions. Suggest that they refer to the writing prompt to be sure that they include all the required elements and to the writer's guide to check the quality of their response.

### Team Discussion

1. Refer students to the peer feedback checklist in their student editions, and review how to get/give feedback.
2. Have students share their drafts in teams. Allow 5 minutes for students to revise their writing projects based on feedback and to edit them using the editing checklist in their student editions.
3. Have teams put their writing projects in a pile in the middle of their tables so a writing project can be randomly selected.



## Class Discussion tp

(30 minutes)

Display and evaluate randomly selected writing projects using the writer's guide.

### Lightning Round

Randomly select a writing project from one or two teams' piles without revealing their authors. Display a writing project, and read it aloud.

Refer students to the writer's guide for writing to support a claim with reasons and the writing objective—use words and phrases that help the audience see how the reasons are related to the claim.

Using the writer's guide, discuss and evaluate the selected writing project(s) with the class.

For example, ask:

- **Does the writer state the claim clearly?**
- **Does the writer include reasons that support the claim?**
- **Does the writer end with a closing statement that supports the information?**
- **Does the writer use appropriate academic language and full sentences?**

Award points to teams whose writing projects meet the criteria. Record these points on the team poster.

### Reflection on Writing

Have students reflect on their use of the writing process. Ask:

**How did creating and using a graphic organizer work for you? How did it help you write your draft?**

*Answers will vary.*

**What was the most useful feedback that you received? How did it affect your revisions?**

*Answers will vary.*

**Did you find it easy or difficult to include words and phrases that show how reasons are related to the claim? Do you think the words and phrases were effective?**

*Answers will vary.*

### Celebrate

Celebrate team successes!

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

**How many points did your team earn today?**

**How can your team earn more points?**

The top team chooses a cheer.

Remind students that top-scoring teams will earn bonus points that will be added to their cycle scores.

- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.

Remind students of the Read and Respond homework assignment.

2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

## Writing Prompt

Are the authors of the speeches that you've read this cycle confident in the cases that they present? Why or why not? In your response, include words and phrases that show how your reasons are related to your claim.

Writing to Support a Claim with Reasons	
<b>Ideas</b>	<ul style="list-style-type: none"> <li>Clearly state a position (claim) and include good reasons that support that position.</li> </ul>
<b>Organization</b>	<ul style="list-style-type: none"> <li>Begin by stating a position (claim).</li> <li>In the middle, tell supporting reasons.</li> <li>End with a closing statement.</li> </ul>
<b>Style</b>	<ul style="list-style-type: none"> <li>Use words and phrases that help the audience see how the reasons are related to the claim.</li> </ul>
<b>Mechanics</b>	<ul style="list-style-type: none"> <li>Use correct punctuation, capitalization, spelling, and grammar.</li> </ul>

I think the author of “Ain’t I a Woman?” is confident because she describes experiences that show that she is a strong woman although men view women as weak. She has worked hard. She could not have done all this work if she were weak. She has had children. She deserves the same rights as men. As a result of this statement, I can tell that she is confident. Her gender should not matter. According to the author, men can change the world to how it should be.

## Lesson 6

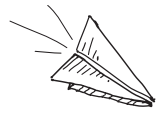
**Reading Objective:** Analyze and evaluate an argument and its support.

**Writing Objective:** Use words and phrases that help the audience see how the reasons are related to the claim.

### Teacher Background

Today’s cycle test challenges students to continue analyzing arguments and identifying the evidence that an author provides.

For today’s assessment, students will read “D-Day Invasion, Order of the Day,” given by General Dwight D. Eisenhower in 1944. In his speech, Eisenhower addresses the soldiers, sailors, and airmen of the Allied Expeditionary Forces and acknowledges the huge mission they are embarking upon. Despite the challenges that he knows the men will face, he believes that the men are well prepared for their mission.



## Active Instruction

(5 minutes)

Students use the vocabulary study routine to rate their knowledge of each vocabulary word:

- + I know this word and can use it.
- ✓ This word looks familiar; it has something to do with...
- ? I don’t know this word; it’s totally new to me.

Teams review their cycle goal.

Post and present the reading and writing objectives.

Review Vocabulary Vault.

### Partner Vocabulary Study

1. Display the vocabulary words. Have students use the vocabulary study routine as they rerate their knowledge of each vocabulary word as they arrive for class.
2. Spot check the Read and Respond homework.

### Set the Stage

1. Ask students to review their team’s goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and reading and writing objectives.
4. Remind teams that if they find a word from the vocabulary list used in another place, such as in a magazine, textbook, TV ad, etc., they can bring in or copy the sentence in which the word was used and put it in the Vocabulary Vault to earn team points.



# Prepare Students for the Test tp

(5 minutes)

tps

## Partner Review

1. Remind students that they have been practicing analyzing and evaluating an argument and its support and using words and phrases that help the audience see how the reasons are related to the claim. Use **Think-Pair-Share** to ask:

### What should you do to analyze an argument?

*You should first identify the author's claim. Determining his or her point of view can help with this. Then you should look for evidence that supports the argument. You can think about whether there is enough evidence to support the claim and whether it is relevant.*

### Why is it important to use words and phrases that help the audience see how the reasons are related to the claim?

*This is important because otherwise the audience might not see how the reasons are related to the claim. They might not realize that certain reasons are relevant.*

Tell students that they will use these skills as they take the cycle test.

2. Have partners review their notes and word power journals for this cycle. Allow 2 or 3 minutes for this activity.

## Test Directions

1. Remind students that the test is independent work. Students should not ask their partners for help as they read, but they may use sticky notes if they would like.
2. Distribute the test so students can preview the questions. Point out that some of the test questions are multiple choice for which they will choose the best answer. Other questions require them to write a short answer or create a graphic organizer. Part II of the cycle test requires them to write a long answer. Remind them that their writing project was practice for writing the long answer for part II of the test.
3. Point out that questions #2 and #4 ask about analyzing and evaluating an argument and its support.
4. Ask students to identify key words or phrases in question #2.

2. Which of the following best states the author's point in this speech? **[AA]**
  - A. The task is completely impossible.
  - B. Everyone is watching the soldiers.
  - C. The task is difficult, but still possible.
  - D. There are a lot of weapons available.

Explain how the author supports his point.

5. Introduce the text that students will read. Tell what it is about, but do not give additional information or details.

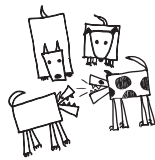
**Today you will read General Dwight D. Eisenhower’s speech about the D-Day invasion.**



## Test tp

(30 minutes)

Tell students that they have 30 minutes for the test and that they may begin. Give students a 5-minute warning before the end of the test.



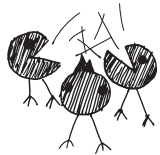
## Teamwork tp

(10 minutes)

### Team Discussion

1. Pass out a colored pen to each student.
2. Explain or review, if necessary, the student routine for team discussions after the test.
3. Have teams discuss their answers to the test questions. As you monitor team discussions, ask additional questions to prompt their thinking about the important ideas in the reading and about the skills and strategies that they have been using.

Teams discuss the answers to the test questions.



## Class Discussion tp

(10 minutes)

### Lightning Round

1. Use **Random Reporter** to have teams share team discussions of the test questions and explain their thinking.

#### **How does the author support his confidence in the men?**

*The author explains that the U.S. air offensive has reduced the Germans’ strength, the United States has plenty of weapons, and there is a huge number of men trained to fight.*

2. Award team celebration points.
3. Collect test answers. Score original answers, and add extra points for improved answers.

Random Reporters share team discussion of a test question.



Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

### **Celebrate**

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

**How many points did your team earn today?**

**How can your team earn more points?**

Remind students that top-scoring teams will earn bonus points that will be added to their cycle scores.

- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

## Cycle 1 Test

## Analyze Arguments

**Directions:** Read “D-Day Invasion, Order of the Day,” and answer the following questions on a separate piece of paper.

Some of the questions are based on today’s reading, and other questions are about the text that you read in previous lessons. You may refer to your notes from this cycle.

**Part I. Comprehension** (100 points)

1. How do you think the soldiers, sailors, and airmen felt when they heard this speech? **[AC, DC, SA]**

*20 points = When the soldiers, sailors, and airmen heard this speech, I think they felt mixed emotions. The author begins by discussing the outcomes of their mission. For example, the men will eliminate Nazi tyranny. This sounds like a tremendous responsibility. Also, the enemy is well trained and equipped. On the other hand, the men probably felt prepared because the author says that they have a lot of weapons and trained men. Despite the author’s confidence, I think the men still felt overwhelmed.*

*15 points = When the soldiers, sailors, and airmen heard this speech, I think they had mixed feelings. The author begins by talking about the results of their mission. The men will eliminate Nazi tyranny. This sounds like a huge responsibility. The enemy is well trained. The men probably felt ready because the author says that they have a lot of weapons.*

*10 points = When the soldiers, sailors, and airmen heard this speech, I think they had mixed feelings.*

2. Which of the following best states the author’s point in this speech? **[AA]**
- The task is completely impossible.
  - Everyone is watching the soldiers.
  - The task is difficult, but still possible.
  - There are a lot of weapons available.

Explain how the author supports his point.

*20 points = The author supports his point by mentioning the obstacles the men will face but stating that the men are still prepared. Since he acknowledges the obstacles, it appears that he wants the men to understand that he is aware of the challenges they face. However, he motivates the men by reminding them that the Germans’ strength has been decreased and the soldiers are well trained for battle. The author provides a lot of evidence that shows the task can be accomplished.*

15 points = *The author supports his point by talking about the drawbacks the men will face but saying that the men are ready. He talks about the drawbacks, so it seems that he wants the men to understand that he knows the challenges they face. He reminds the men that they are well trained for battle.*

10 points = *The author supports his point by talking about the drawbacks the men will face but saying that the men are ready.*

3. Explain whether you think civilians, or people not in the military, would have shared the author's confidence based on his speech. **[DC, RE, SA]**

*(Answers may vary.)*

20 points = *I do not think that civilians would have shared the author's confidence based on his speech because the mission sounded **extremely** difficult, and the enemy was strong. **Although** the author was confident in the men's abilities, the tasks he **describes** sound impossible. **For instance**, he **states** that the men will create freedom for oppressed people. This must have seemed challenging. **Also**, he states that the enemy is prepared to fight and will probably not be easily **defeated**. **Therefore**, I think civilians would have focused on the obstacles and not the fact that the soldiers were prepared.*

15 points = *I do not think that civilians would have shared the author's confidence based on his speech because the mission sounded very hard, and the enemy was strong. The author was confident in the men's abilities, but the tasks he talks about sound impossible. For instance, he states that the men will create freedom. This must have seemed challenging. He says that the enemy will probably not be easily beat.*

10 points = *I do not think that civilians would have shared the author's confidence because the mission sounded very hard, and the enemy was strong.*

4. In "Find What You Love," what do you think the author is trying to prove by discussing getting fired from Apple? **[AA]**

20 points = *By discussing getting fired from Apple, I think the author is trying to prove that an **obstacle** is not the end of the world. Many people **believe** that getting fired is the worst thing that can happen. **However**, the author **realized** that **although** he got fired, he still loved what he did. The argument that he had was **unfortunate**, but he wanted to start over. **Therefore**, getting fired gave him the **opportunity** to start over and be creative. The author shows that an obstacle isn't the end of the world by describing its **impact** on him.*

15 points = *By discussing getting fired from Apple, I think the author is trying to prove that a drawback is not the end of the world. Many people think that getting fired is the worst thing that can happen. The author saw that he still loved what he did. He wanted to start over. Getting fired gave him the chance to start over.*

10 points = *I think the author is trying to prove that a drawback is not the end of the world.*

5. Explain how the authors of “Farewell to Baseball Address” and “Find What You Love” view obstacles. **[AA, DC, SA]**

20 points = *The authors of “Farewell to Baseball Address” and “Find What You Love” don’t believe that obstacles are the end of the world. The author of “Farewell to Baseball Address” **discusses** how he got a bad break but feels like the luckiest man. He feels this way **as a result** of the **wonderful** people and experiences in his life. **Similarly**, the author of “Find What You Love” **describes** how getting fired was not negative. Getting fired led to him starting an **extremely** successful company. **Neither of these authors allows** obstacles to bring them down.*

15 points = *The authors of “Farewell to Baseball Address” and “Find What You Love” don’t believe that obstacles are the end of the world. The author of “Farewell to Baseball Address” talks about how he got a bad break but feels like the luckiest man. He had great people in his life. The author of “Find What You Love” says that getting fired was not negative. He started a very successful company.*

10 points = *They don’t believe that obstacles are the end of the world.*

## Part II. Writing (100 points)

Write at least one paragraph to answer the following question:

Based on the speeches you read this cycle, do you think obstacles prevent people from moving forward in life? Why or why not? Support your claim.

*Based on the speeches I read this cycle, obstacles do not prevent people from moving forward in life contrary to what people may think. In “Ain’t I a Woman?” the author discusses how she is not treated like a woman and that her gender should not limit her rights. She should have the same rights as men. Instead of just accepting the poor treatment, she gave a speech to make people aware of her situation. In “Farewell to Baseball Address,” the author acknowledges that he got a bad break. However, he considers himself the luckiest man on earth. Despite the bad break, he discusses the various people that make him feel so lucky. For example, he has spent many years with wonderful people in baseball. He also really appreciates his parents’ hard work. The author of “D-Day Invasion, Order of the Day” mentions the challenges the soldiers will face but says that he is confident in their abilities and believes that they are prepared. He does not feel that the challenges should bring the men down. The authors of the speeches I read all demonstrate that obstacles do not have to prevent people from moving forward.*

The following guide is used to score part II of the cycle test.

Writing to Support a Claim with Reasons		
<b>Ideas</b>	<ul style="list-style-type: none"> <li>Clearly states a position (claim) and includes good reasons that support that position</li> </ul>	<b>0–25 pts.</b>
<b>Organization</b>	<ul style="list-style-type: none"> <li>Begins by stating a position (claim)</li> <li>In the middle, tells supporting reasons</li> <li>Ends with a closing statement</li> </ul>	<b>0–25 pts.</b>
<b>Style</b>	<ul style="list-style-type: none"> <li>Uses words and phrases that help the audience see how the reasons are related to the claim</li> </ul>	<b>0–25 pts.</b>
<b>Mechanics</b>	<ul style="list-style-type: none"> <li>Uses correct punctuation, capitalization, spelling, and grammar</li> </ul>	<b>0–10 pts.</b>
<b>Writing Objective</b>	<ul style="list-style-type: none"> <li>Use words and phrases that help the audience see how the reasons are related to the claim.</li> </ul>	<b>0–15 pts.</b>

**Part III. Vocabulary** (100 points)

- In the 1700s, American colonists were very upset by the control that resulted from the \_\_\_\_\_ of King George III.

Choose the word that belongs in the blank. **[CV]**

- intellect
- renaissance
- tyranny
- intuition

- What is a synonym for the word *intellect*? What is an antonym for the word *intellect*? **[CV]**

*(Accept reasonable responses.) A synonym for intellect is the word intelligence. An antonym for intellect is stupidity.*

- Write a meaningful sentence using the word *intuition*. **[CV]**

*Accept responses that show that the student knows the meaning of the word and can use it correctly. For example: Sometimes the answer to a problem isn't clear, and you have to rely on your intuition.*

4. In which of the following sentences is the word *beseech* used incorrectly? **[CV]**
- A. *Marika loves to go shopping, so Kristin has to beseech Marika to go to the mall.*
  - B. *Keifer is not a morning person, so his mother has to beseech him to get ready for school each day.*
  - C. *Mrs. Barnes has several chatterboxes in her class, and she has to beseech them to stop talking.*
  - D. *Harry's parents would beseech him to eat vegetables as a child because he only liked sweets.*

5. Jamie was \_\_\_\_\_ to her older brother because he always drove her and her friends wherever they wanted to go.

Choose the word that belongs in the blank. **[CV]**

- A. *diverge*
- B. *obliged*
- C. *associate*
- D. *beseech*

6. Write a meaningful sentence using the word *diverge*. **[CV]**

*Accept responses that show that the student knows the meaning of the word and can use it correctly. For example: The two roads diverge at the entrance to the woods.*

7. For a while it seemed like people didn't care about the environment, but lately there has been a \_\_\_\_\_ of people dedicated to going green.

Choose the word that belongs in the blank. **[CV]**

- A. *tyranny*
- B. *intellect*
- C. *intuition*
- D. *renaissance*

8. What is a synonym for the word *associate*? What is an antonym for the word *associate*? **[CV]**

*(Accept reasonable responses.) A synonym for associate is the word socialize. An antonym for associate is ignore.*

9. What is one word that you or your teammates explored in your word power journal this cycle? Give the meaning of this word, and then use it in a meaningful sentence. **[CV]**

*A word that we explored is devastating. It means extremely sad or upsetting. A sentence using devastating is "It was devastating to see how much damage the hurricane caused to people's homes."*

10. As used in “D-Day Invasion, Order of the Day” in the sentence “He will fight savagely,” *savagely* most nearly means— **[CV]**
- A. kindly.
  - B. shakily.
  - C. neatly.
  - D. *brutally*.

Explain how you figured out the meaning of *savagely*.

*Students will explain their thinking. For example, I used the context. The speech talks about the enemy being well trained and having a lot of experience with battles, so savagely must mean brutally.*

Question Codes			
<b>[DC]</b>	Make inferences; interpret data; draw conclusions.	<b>[AA]</b>	Analyze an argument.
<b>[SA]</b>	Support an answer; cite supporting evidence.	<b>[AP]</b>	Identify author’s intent or purpose.
<b>[MI]</b>	Identify the main idea that is stated or implied.	<b>[RE]</b>	Analyze relationships (ideas, story elements, text structures).
<b>[CV]</b>	Clarify vocabulary.	<b>[AC]</b>	Author’s craft; literary devices

## From Test Edition

# D-Day Invasion, Order of the Day

by General Dwight D. Eisenhower

## Headquarters, Allied Expeditionary Forces, June 6, 1944

**S**oldiers, Sailors and Airmen of the Allied Expeditionary Forces:

You are about to embark upon the Great Crusade, toward which we have striven these many months. The eyes of the world are upon you. The hopes and prayers of liberty-loving people everywhere march with you. In company with our brave Allies and brothers-in-arms on other Fronts you will bring about the destruction of the German war machine, the elimination of Nazi tyranny over oppressed peoples of Europe, and security for ourselves in a free world.

Your task will not be an easy one. Your enemy is well trained, well equipped and battle-hardened. He will fight savagely.

But this is the year 1944. Much has happened since the Nazi triumphs of 1940–41. The United Nations have inflicted upon the Germans great defeats, in open battle, man-to-man. Our air offensive has seriously reduced their strength in the air and their capacity to wage war on the ground. Our Home Fronts have given us an overwhelming superiority in weapons and munitions of war, and placed at our disposal great reserves of trained fighting men. The tide has turned. The free men of the world are marching together to victory.



I have full confidence in your courage, devotion to duty, and skill in battle. We will accept nothing less than full victory.

Good Luck! And let us all beseech the blessing of Almighty God upon this great and noble undertaking.

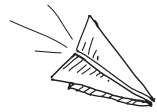
Audio can be found at the following website:  
[www.americanrhetoric.com/speeches/dwighteisenhowerorderofdday.htm](http://www.americanrhetoric.com/speeches/dwighteisenhowerorderofdday.htm)

## Lesson 7

**Reading Objective:** Analyze and evaluate an argument and its support.

### Teacher Background

During Class Discussion, students orally present evaluations of their homework reading selections. During Teamwork, students use their Read and Respond notes and answers to the homework questions to make final preparations for these presentations. Team members share their responses and give one another feedback. During the oral presentations, students use their revised responses to the questions to describe the kind of texts they read, the strategies that helped them understand the text, and whether they will recommend their reading selections to others.



## Active Instruction tp

(20 minutes)

### Two-Minute Edit

1. Display and have students complete the Two-Minute Edit as they arrive for class.
2. Use **Random Reporter** to check corrections. Award team celebration points.

### Vocabulary

Ask teams if they have a Vocabulary Vault word that they would like to share. Award team celebration points.

### Set the Stage

1. Ask students to review their team's goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Have students get out their reading selections and Read and Respond forms. Remind them that today, with the help of their teams, they will each prepare a presentation about their individual reading selections.

Challenge students to think about the strategies and skills that they used to read their self-selected texts, share their answers to the Read and Respond questions, discuss their thinking, and prepare evaluations of their selections.

4. Remind students to add to the notes on their Read and Respond forms as they discuss their selections and prepare oral presentations about their selections. Students will use their answers to the questions on the Read and Respond form as the basis for their presentations.

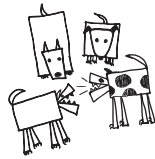
Two-Minute Edit



Vocabulary Vault

Teams review their cycle goal.

Connect the cycle objective to students' homework reading selections.



# Teamwork tp

(25 minutes)

## Team Discussion

1. Tell students that they will use the Read and Respond questions as a guide as they discuss their homework reading and prepare evaluations of their reading selections to share with their teams.
2. As students prepare their answers, check in with those students for whom you do not have individual scores for graphic organizer/notes, written Team Talk responses, word power journal, and/or a fluency score. Have them show you examples from the cycle. Point out areas of success, and give feedback to improve student performance.
3. As you visit teams, take this opportunity to check students' homework for completion (Read and Respond forms). Enter the information on your teacher cycle record form.

Students prepare, share, and revise presentations about their reading selections.

Give students feedback on classwork.

### Teacher's Note:

Have students who are ready for a new selection take turns choosing reading material from the classroom library. Make sure that every student has a Read and Respond form for next cycle.

### Read and Respond Questions

<b>1.</b>	Is your selection informational or literature? Summarize your reading. (summary rubric)
<b>2.</b>	Why did you choose this reading? What is your purpose for reading? (Team Talk rubric)
<b>3.</b>	Choose a word, phrase, or passage that you did not understand at first. How did you figure it out? (strategy-use rubric)
<b>4.</b>	Write down a question that you had or a prediction that you made as you read. Were you able to answer or confirm it? Explain. (strategy-use rubric)
<b>5.</b>	Would you recommend this selection to others to read? State your opinion, and support it with reasons. (Team Talk rubric)
<b>6.</b>	Choose a short section of the text that you think is important or especially interesting. Tell your teammates why you chose it. Read it aloud smoothly and with expression. (fluency rubric)



# Class Discussion

(15 minutes)

Team responses and feedback



Teams report on their review of the texts and Read and Respond discussions.

Celebrate team successes!  
Final tally for this cycle

Record team celebration points on the teacher cycle record form.

Collect Read and Respond forms for this cycle.

## Lightning Round

Use **Random Reporter** to have students present their evaluations of their homework reading selections (responses to the Read and Respond questions). Use rubrics to evaluate responses, give specific feedback, and award points.

## Celebrate

1. Tally up this cycle's points on the poster.
2. Tell students that their scored tests will be returned at the beginning of the next lesson. Poster points and the teams' test scores will determine which teams earn the status of super team, great team, or good team for the cycle.
3. Be sure to record each team's total celebration points from the poster into the teacher cycle record form. Remind students that team celebration points and team test averages are used to determine team scores.
4. Collect students' Read and Respond forms, and pass out new forms.
5. Tally up the number of Read and Respond signatures on students' forms, and record the number on the teacher cycle record form after class.

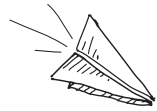
# Lesson 8

**Objectives:** Celebrate successes, and set new goals. Hold a Class Council meeting.

## Teacher Background

In the first part of this lesson, students review their test results and their final scores for the cycle and compare them with their goals. They celebrate success and set new objectives for further improvement.

In the second part of the lesson, students participate in Class Council.

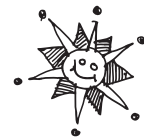


## Active Instruction

(2 minutes)

### Two-Minute Edit

1. Display and have students complete the Two-Minute Edit as they arrive for class.
2. Use **Random Reporter** to check corrections. Award team celebration points.



## Celebrate/Set Goals

(20 minutes)

1. Distribute students' scored cycle tests. Allow a few moments for students to review them.
2. Distribute team score sheets to teams and celebration certificates to students. Remind students that the cycle's top-scoring teams are determined by their points on the poster and their test scores.
3. Recognize and celebrate the super, great, and good teams. Remind the teams of the impact of bonus points that are added to team members' cycle scores.
4. Have each team discuss and set a goal for the next cycle and record it on their team score sheet. Use the questions below to analyze and discuss the students' scores.

**What was your team's highest score?**

**What score do you want to improve?**

**What can the team do to improve that score?**

Use **Random Reporter** to ask:

**What is your team's goal for the next cycle? Why did you choose that goal?**

*Accept supported answers.*

Two-Minute Edit



Distribute scored cycle tests.

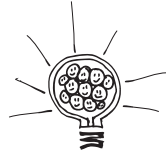
Distribute team score sheets and celebration certificates.

Class celebration! Celebrate team successes with a class cheer.

Each team sets a team goal for the next cycle.



5. Use the poster to award team celebration points for responses that include the team's reasons for choosing the goal, thus beginning the accumulation of points for the next cycle.
6. Have students record their cycle test scores and their areas of greatest strength and improvement on their progress charts.



## Class Council

(30 minutes)



1. Share class compliments.
2. Review the class goal that was set at the last Class Council. Using the agreed-upon measure of progress, was the goal met? Why or why not?
3. Discuss a class concern, or use the scenario and discussion hints provided.
4. Have teams discuss and then use **Random Reporter** to share responses.
5. After debriefing how they resolved the problem, help students set a goal and a measure of progress that they can use at the next Class Council.



## Brain Game

(5 minutes)

1. Choose a brain game from the card set, and then play the game.
2. Use the following questions to debrief and remind students of self-regulatory strategies:

**What did this game require your brain to do?**

**How will use of this skill improve your success in other classes?**

## Cycle 2:

Analyze  
Arguments

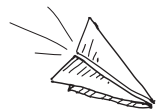
## Lesson 1

**Reading Objective:** Analyze and evaluate an argument and its support.

**Teacher Background**

On August 28, 1963, more than 200,000 people gathered at the Lincoln Memorial in Washington, D.C. They came to hear the famous civil rights leader Reverend Martin Luther King Jr. speak about the fight for racial equality. King spoke of the grievances and injuries that had led so many thousands to march and protest throughout the South. Today students will read the first part of King's famous "I Have a Dream" speech. In this part, King details why the Emancipation Proclamation has not helped African Americans and the desegregation that African Americans long for. King communicates his ideas using various rhetorical devices that include figurative language and repetition.

This cycle's Big Question asks students what makes a speech powerful or well known. The Big Question will allow you to see if students are already familiar with some of the historical speeches they will read this cycle. It will also connect to the speeches read last cycle because those speeches were powerful and well known.

**Active Instruction** tp

(22 minutes)

**Big Question**

Post and present this cycle's Big Question. Have students write a response to the question as they arrive for class.

**The Big Question:** What do you think makes a speech powerful? What makes a speech well known?

**Set the Stage** tp

1. Refer students to today's Big Question. Use **Think-Pair-Share** to ask:

**What do you think makes a speech powerful? What makes a speech well known?**

*(Answers may vary.) I think the language used in a speech makes it powerful. If the author doesn't use words that make the audience feel anything, the speech probably won't be powerful. Also, the topic of a speech can be powerful in itself. Sojourner Truth's speech was powerful because she discusses that her race shouldn't matter and she should be treated like any other woman. For a speech to be well known, I think it has to be about something that people can relate to throughout time. Even if the topic relates to a historical event, if it is really powerful I think it could be applied to current times.*

Students write responses to the Big Question.

Discuss the Big Question.



**Which of the speeches that you read last cycle did you find most powerful? Explain.**

*(Answers may vary.) I found “Farewell to Baseball Address” to be the most powerful because the author talks about how even though he got a bad break, he is really thankful for all the good things in his life. Some people would just concentrate on the bad break. This speech really made me think about all the good things in my life. Next time something bad happens and I get upset, I will try to remind myself of all these good things.*

Teams review their cycle goal.

Post and present the reading objective.

Teams review notes, ask questions, and make connections between speeches.



Build background about rhetorical devices.

2. Ask students to review their cycle goal. Remind students how to earn team celebration points. Remind them that team celebration points help them to become super teams. Tell them that they can earn team celebration points during the Lightning Round.
3. Introduce the text, author, and reading objective.
4. Have teams review their notes, ask questions about the speeches, and make connections between speeches. Use **Random Reporter** to have teams share their discussions.
5. Remind students that last cycle they identified evidence that supported the arguments in the speeches they read. Explain that this cycle they will take a look at rhetorical devices that authors use.

**Last cycle you identified evidence that supported the arguments in the speeches you read. This cycle you will continue to identify evidence for arguments. You will also look for rhetorical devices that are used and examine how they affect an argument. Rhetorical devices are the use of language to convince or persuade. Rhetorical devices include figurative language. Let’s take a look at some common rhetorical devices.**

Blackline master provided.

**Rhetorical Devices**

1. **Hyperbole:** This is another word for exaggeration.  
Example: I’m so hungry I could eat a horse.
2. **Repetition:** using the same words or phrases over and over to make a point.  
Example: Life is scary. Life is great. Life is challenging. Life is a roller coaster.
3. **Imagery:** This includes figurative language such as simile and metaphor.  
**Simile:** Her eyes were as large as saucers.  
**Metaphor:** The homework assignment was a bear.
4. **Rhetorical questions:** These are questions that are not meant to be answered. They are asked to make a point.  
Example: Will this struggle ever end?

Build background about "I Have a Dream."

Refer students to paragraphs 1 and 2 in the text.

**Teacher:** Read aloud.  
**Students:** Actively listen.  
**Partner pairs:** Think aloud to practice the skill/strategy.

**Partner pairs:** Identify important events or details to add to the graphic organizer.

**As you read this cycle, keep these devices in mind. Ask yourself whether they are effective and support the argument.**

- Tell students that today they will read the first part of an excerpt of Martin Luther King Jr.'s "I Have a Dream" speech.

**Today we will read the first part of an excerpt from Martin Luther King Jr.'s "I Have a Dream" speech. This is a speech that many of you probably have heard of. Some of you may have learned about Martin Luther King Jr. and his contributions. Dr. King gave his speech at the Lincoln Memorial in 1963.**

**Interactive Read Aloud**

- Read paragraphs 1 and 2 of "I Have a Dream" (part 1) aloud.
- Use **Think-Pair-Share** to ask:

**Why do you think the author wrote this speech?**

*I think the author wrote this speech to show that African Americans are not being treated fairly despite the Emancipation Proclamation.*

**Does the author use any rhetorical devices? If so, which?**

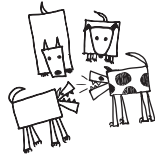
*Yes, the author uses a metaphor. He says that the Emancipation Proclamation is a beacon of light. This was not actually a beacon of light, but it created hope for African Americans in the same way a beacon guides people. He also says that the Emancipation Proclamation came as a joyous daybreak. It was not actually daybreak, but it made their situation brighter, just like when the sun comes up at daybreak.*

- Use **Think-Pair-Share** to ask:

**What should we add to our outline based on what we've read of the speech?**

*(Accept reasonable responses.) We should add that the Emancipation Proclamation was a beacon of hope for African Americans because it ended slavery. However, African Americans are not free. There is segregation and discrimination, and African Americans are in exile in their own country.*

Sample Graphic Organizer	
<b>"I Have a Dream" (excerpt, part 1)</b>	
I. Emancipation Proclamation	
A. beacon of hope	
B. ended slavery	
II. African Americans are not free	
A. segregation and discrimination	
B. exile in own county	



# Teamwork tp

(20 minutes)

Cue students to use their student routines for partner reading, word power, and fluency.

## Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, and fluency before having students read and restate: **Sf**  
**“I Have a Dream” (part 1), starting at paragraph 3, aloud with partners.**
2. Circulate and check for comprehension, evidence of strategy use, and notes on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

## Team Discussion

1. Explain, or review if necessary, how to use role cards and the student routines for strategy use and Team Talk discussion. **Sf**
2. Remind students to use the rubrics on their team folders to prepare each team member to discuss the team’s strategy use, oral and written Team Talk responses, word power, and fluency. Each team member must be able to summarize the text and discuss the team’s graphic organizer/notes during Class Discussion as indicated.
3. Preview the Team Talk questions. If necessary, ask questions to guide students’ reflection as they determine the meaning of the “(Write)” question.

Cue students to use their student routines for strategy use and Team Talk discussion.

## Team Talk Questions

1. Choose a rhetorical device used in this speech, and explain how it supports the author's argument. **[AA, AC, SA]** (Team Talk rubric)

(Answers may vary.)

100 = The author uses a metaphor to compare the poor treatment of African Americans with a bad check. The author **states** that the African Americans have received a bad check marked "insufficient funds." The check **represents** the Emancipation Proclamation that promised freedom. **However**, African Americans experienced segregation. This metaphor supports the author's argument because not getting money that was promised is a **concept** that most listeners can probably relate to. **Therefore**, this comparison helps listeners see that segregation is unfair. The use of a rhetorical device helps listeners to better understand the author's argument.

90 = The author uses a metaphor to compare the poor treatment of African Americans with a bad check. The author says that the African Americans got a bad check. The check stands for the Emancipation Proclamation that promised freedom. African Americans experienced segregation. This metaphor supports the author's argument because not getting money that was promised is something that most listeners can probably relate to. It helps listeners see that segregation is unfair.

80 = The author uses a metaphor to compare the poor treatment of African Americans with a bad check. It supports the author's argument because it is something that most listeners can probably relate to.

2. Describe the impact of the imagery the author includes. **[AC, DC, SA]** (Team Talk rubric)

100 = The imagery that the author includes really makes his words come alive. **For instance**, he uses a metaphor to **discuss** racial justice. He compares it to a sunlit path. I **visualize** a sunlit path as something bright and cheerful. This helps me understand the author's views about justice. **Also**, he **refers to** equality as a solid rock. This sounds **extremely** powerful. The author's imagery helps **emphasize** his points.

90 = The imagery that the author includes really makes his words come alive. He uses a metaphor to talk about racial justice. He compares it to a sunlit path. I picture a sunlit path as something happy. This helps me understand the author's views.

80 = The imagery that the author includes really makes his words come alive.

continued

Team Talk Questions *continued*

3. How does the author support his argument that African Americans are “crippled by...segregation and the chains of discrimination”? **(Write) [AA]** (Team Talk rubric)

100 = *The author supports his argument about African Americans experiencing segregation and discrimination **despite** the Emancipation Proclamation by **providing examples of inequality**. For example, he **states** that they are victims of police brutality. They cannot stay in motels or hotels of the cities and are **limited** by signs that say, “For Whites Only.” **Also**, they cannot vote. These examples show that discrimination still **exists** years after a decision that should have **improved** conditions. **The author’s examples demonstrate how African Americans struggle in their daily lives.***

90 = *The author supports his argument about African Americans experiencing segregation and discrimination after the Emancipation Proclamation by giving examples of how they aren’t treated fairly. He says that they are victims of police brutality. They cannot stay in motels or hotels of the cities. These examples show that discrimination still exists.*

80 = *The author supports his argument about by giving examples of how African Americans aren’t treated fairly.*

4. Which of the following words best describes the author’s attitude about getting justice? **[DC, SA]** (Team Talk rubric)

- A. uncertain
- B. *determined*
- C. adventurous
- D. obedient

Why does this word describe the author’s attitude well?

100 = *The word **determined** describes the author’s attitude about getting justice because he uses **language** that shows he will not give up. For example, he says, “we must make the pledge.” The word **must** shows that something has to be done. He says, “We cannot turn back.” This shows that he **believes** African Americans need to **continue** their fight. **Also**, he **repeats** the phrase “We can never be satisfied” to show that they will not **settle** until they have equal rights. **The language the author uses reflects his attitude.***

90 = *The word **determined** describes the author’s attitude about getting justice because he uses words that show he will not give up. He says, “we must make the pledge.” The word **must** shows that something has to be done. He says, “We cannot turn back.” He thinks African Americans need to keep going.*

80 = *Determined describes the author’s attitude because he uses words that show he will not give up.*

4. Have students thoroughly discuss Team Talk questions before they write individual answers to the skill question marked “(Write).” Allow students to revise their written answers after further discussion if necessary.

Cue students to discuss strategy use, graphic organizers, and word power journals.

**Randomly select team representatives who will share:**

- strategy use
- oral and written Team Talk responses
- word power discussions
- fluency selection



Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

5. Prompt teams to discuss comprehension problems and strategy use (their sticky notes), notes that they added to their graphic organizers, and words that a team member added to the word power journal.
6. Circulate and give feedback to teams and students. Use rubrics to give specific feedback. Ask questions to encourage further discussion. Record individual scores on the teacher cycle record form.
7. If some teams finish ahead of others, have them practice their fluency.
8. Award team celebration points for good team discussions that demonstrate 100-point responses.



## Class Discussion tp

(18 minutes)

### Lightning Round

1. Use **Random Reporter** to have teams share strategy use, oral and written Team Talk responses, word power discussions, and fluency. Ask other teams to agree, disagree, or add on to responses.
2. Use rubrics to evaluate responses and give specific feedback. Award team celebration points for 100-point responses. Record individual scores on the teacher cycle record form.

### Celebrate

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

**How many points did your team earn today?**

**How can your team earn more points?**

Remind students that top-scoring teams will earn bonus points that will be added to their cycle scores.

- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

## Rhetorical Devices

1. **Hyperbole:** This is another word for exaggeration.

Example: I'm so hungry I could eat a horse.

2. **Repetition:** using the same words or phrases over and over to make a point.

Example: Life is scary. Life is great. Life is challenging. Life is a roller coaster.

3. **Imagery:** This includes figurative language such as simile and metaphor.

**Simile:** Her eyes were as large as saucers.

**Metaphor:** The homework assignment was a bear.

4. **Rhetorical questions:** These are questions that are not meant to be answered. They are asked to make a point.

Example: Will this struggle ever end?

## From Student Edition

# I Have a Dream (excerpt, part 1)

by Rev. Martin Luther King, Jr.

**Lincoln Memorial, Washington D.C., August 28, 1963  
(March on Washington for Jobs and Freedom)**

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

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

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

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

We have also come to this hallowed spot to remind America of the fierce urgency of now. This is no time to engage in the luxury of cooling off or to take the tranquilizing drug of gradualism. Now is the time to make real the promises of democracy. Now is the time to rise from the dark and desolate valley of segregation to the sunlit path of racial justice. Now is the time to lift our nation from the quick sands of racial injustice to the solid rock of brotherhood. Now is the time to make justice a reality for all of God's children.

As we walk, we must make the pledge that we shall always march ahead. We cannot turn back. There are those who are asking the devotees of civil rights, "When will you be satisfied?" We can never be satisfied as long as the Negro is the victim of the unspeakable horrors of police

From Student Edition

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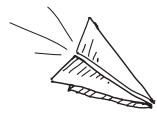
brutality. We can never be satisfied as long as our bodies, heavy with the fatigue of travel, cannot gain lodging in the motels of the highways and the hotels of the cities. We cannot be satisfied as long as the Negro's basic mobility is from a smaller ghetto to a larger one. We can never be satisfied as long as our children are stripped of their selfhood and robbed of their dignity by signs stating "For Whites Only." We cannot be satisfied as long as a Negro in Mississippi cannot vote and a Negro in New York believes he has nothing for which to vote. No, no, we are not satisfied, and we will not be satisfied until justice rolls down like waters and righteousness like a mighty stream!

# Lesson 2

**Reading Objective:** Analyze and evaluate an argument and its support.

## Teacher Background

Today students will read the second half of the excerpt from Martin Luther King Jr.'s famous "I Have a Dream" speech. In the second part of his speech, Dr. King uses all the techniques he has learned as a preacher. For example, he uses repetition in the phrases "I have a dream" and "Let freedom ring." He also uses biblical references and inspiring visions to increase his audience's involvement and commitment. By appealing to the "American dream," he reminds his audience of the values and heritage shared by all Americans.



## Active Instruction tp

(25 minutes)

Students use the vocabulary study routine to rate their knowledge of each vocabulary word:

- + I know this word and can use it.
- ✓ This word looks familiar; it has something to do with...
- ? I don't know this word; it's totally new to me.

Teams discuss their vocabulary ratings.



Introduce vocabulary.

## Partner Vocabulary Study

1. Display the vocabulary words. Have students use the vocabulary study routine as they copy the words in their word power journals and rate their knowledge of each as they arrive for class.
2. Spot check the Read and Respond homework.

## Vocabulary

1. Have teams discuss their ratings of the words. Ask teams to make a tent with their hands when they are ready to tell a word the entire team rated with a "+" and a word the entire team rated with a "?."
2. Use **Random Reporter** to have the teams share one word that they know and one word that they need to study further. Award team celebration points.
3. Introduce the vocabulary for this cycle. Read each word aloud, and model chunking as needed. Then read the meaning of each word.

Word	Pronunciation	Definition	Sample Sentence
<b>decree</b> (noun) "I Have a Dream" (part 1)	de-cree (dih-KREE)	an official decision made by a leader or government	As a result of the principal's <i>decree</i> , only nutritious foods and beverages were sold in the school's vending machines.

*continued*

Word	Pronunciation	Definition	Sample Sentence
<b>dignity</b> (noun) "I Have a Dream" (part 1)	dig-ni-ty (DIG-ni-tee)	respect that people have for you or you have for yourself	Bentley felt that he lost his <i>dignity</i> after he broke his arm because he needed help with tasks that were usually simple.
<b>tribulations</b> (noun) "I Have a Dream" (part 2)	trib-u-la-tions (trib-yuh-LEY-shuhnz)	problems; difficult situations	Celeste was inspired by the book about a woman who had a positive attitude despite the <i>tribulations</i> in her life.
<b>avert</b> (verb) "Give Me Liberty or Give Me Death"	a-vert (uh-VURT)	to prevent something bad from happening	Jasmine was able to <i>avert</i> an accident by slamming on her brakes when a pedestrian crossed the street before it was safe.
<b>extenuate</b> (verb) "Give Me Liberty or Give Me Death"	ex-ten-u-ate (ik-STEN-yoo-ate)	to lessen the seriousness of something; make light of	"Don't <i>extenuate</i> the situation by saying that the window needed to be fixed anyway," Mrs. Myers told Travis after his baseball broke the kitchen window.
<b>consecrate</b> (verb) "The Gettysburg Address"	con-se-crate (KON-si-kreyt)	to make or declare sacred	After Bobby's dog died, his mother decided to <i>consecrate</i> the place in the backyard where the dog was buried.
<b>infamy</b> (noun) Pearl Harbor speech	in-fa-my (IN-fuh-mee)	terrible reputation	Although the robber turned his life around, he could not escape the <i>infamy</i> his crimes had earned him.
<b>premeditated</b> (adjective) Pearl Harbor speech	pre-med-i-tat-ed (pri-MED-i-tey-tid)	done on purpose; planned in advance	Rochelle and Janie wore the same outfit to school, and their friends wondered if it was <i>premeditated</i> or just a coincidence.

Review Vocabulary Vault.

Teams review their cycle goal.

Post and present the reading objective. Teams review notes and ask questions.

Refer students to “I Have a Dream” (excerpt, part 2) in the text.

**Teacher:** Read aloud.

**Students:** Actively listen.

**Partner pairs:** Think aloud to practice the skill/strategy.



**Partner pairs:** Identify important events or details to add to the graphic organizer.

4. Use **Random Reporter** to have teams share a new sentence that uses one of their vocabulary words. Award team celebration points.
5. Remind teams that if they find a word from the vocabulary list used in another place, such as in a magazine, textbook, TV ad, etc., they can bring in or copy the sentence in which the word was used and put it in the Vocabulary Vault to earn team points.

**Set the Stage**

1. Ask students to review their team’s goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and reading objective.
4. Have teams review their notes and ask questions about the text. Use **Random Reporter** to have teams share their discussions.

**Interactive Read Aloud**

1. Read paragraphs 1 and 2 of “I Have a Dream” (excerpt, part 2) aloud.
2. Use **Think-Pair-Share** to ask:

**What do you think the author’s point is in the paragraph I just read?**

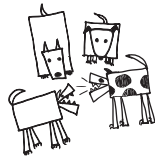
*I think the author’s point is that although African Americans have experienced horrible situations such as jail and poor treatment by police, they can’t let that stop their fight. Rather, they need to continue on and know that their suffering will make them stronger. He urges them to go back to their homes knowing that they will get past the obstacles they face.*

3. Use **Think-Pair-Share** to ask:

**What can we add to our outline?**

*We can add the author’s point that African Americans can’t stop their fight despite what they have experienced. He feels that they will be stronger because of what they have experienced and can get past their obstacles.*

Sample Graphic Organizer
<p><b>“I Have a Dream” (excerpt, part 2)</b></p> <ol style="list-style-type: none"> <li>I. Continue fighting                             <ol style="list-style-type: none"> <li>A. Tough situations                                     <ol style="list-style-type: none"> <li>1. Jail</li> <li>2. Police brutality</li> </ol> </li> </ol> </li> <li>II. Go home                             <ol style="list-style-type: none"> <li>A. Situation can change</li> </ol> </li> </ol>



# Teamwork tp

(20 minutes)

Cue students to use their student routines for partner reading, word power, and fluency.

## Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, and fluency before having students read and restate: sr  
**“I Have a Dream” (excerpt, part 2), starting at paragraph 3, aloud with partners.**
2. Circulate and check for comprehension, evidence of strategy use, and notes on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

## Team Discussion

1. Explain, or review if necessary, how to use role cards and the student routines for strategy use and Team Talk discussion. sr
2. Remind students to use the rubrics on their team folders to prepare each team member to discuss the team’s strategy use, oral and written Team Talk responses, word power, and fluency. Each team member must be able to summarize the text and discuss the team’s graphic organizer/notes during Class Discussion as indicated.
3. Preview the Team Talk questions. If necessary, ask questions to guide students’ reflection as they determine the meaning of the “(Write)” question.

Cue students to use their student routines for strategy use and Team Talk discussion.

### Team Talk Questions

1. What can you tell about the situation in Mississippi? How did you figure this out?  
**[AC, DC, SA]** (Team Talk rubric)

*100 = I can tell that the situation in Mississippi is **especially bad** compared to other states. The author’s **language** helped me **determine** this. The author hopes that even Mississippi will have justice. The word **even** **emphasizes** that the situation there probably is the worst. He wants Mississippi to be an oasis of freedom after the heat of injustice. An oasis usually has water, so this metaphor shows me that freedom will be a **relief**. **Although** the author doesn’t directly state that Mississippi’s situation is the worst, his figurative language helped me identify this.*

*90 = I can tell that the situation in Mississippi is very bad compared to other states. The author’s words helped me figure this out. The author hopes that even Mississippi will have justice. The word **even** shows that the situation there probably is the worst. He wants Mississippi to be an oasis of freedom. Freedom will be a relief.*

*80 = The situation in Mississippi is very bad compared to other states. The author’s words helped me figure this out.*

*continued*

Team Talk Questions *continued*

2. How does the author further support his argument that African Americans are “crippled by...segregation and the chains of discrimination”? **(Write) [AA]** (Team Talk rubric)

100 = The author further supports his argument about African Americans experiencing discrimination by **stating** what he wants to see **occur** in the future. The author starts **multiple** sentences with the **phrase** “I have a dream.” He **describes** everyone being treated as equals and children no longer being judged by their skin color. **Since** these are dreams, this shows that these situations have yet to happen. **What the author dreams of shows that a lot needs to be done to eliminate discrimination.**

90 = The author further supports his argument about African Americans experiencing discrimination by saying what he wants to see happen in the future. The author starts many sentences with “I have a dream.” He talks about everyone being treated as equals. This situation has yet to happen.

80 = The author further supports his argument about African Americans experiencing discrimination by saying what he wants to see happen in the future.

3. The author uses a lot of repetition in his speech. Choose one example of repetition, and explain its impact. **[AA, AC, SA]** (Team Talk rubric)  
(Answers may vary.)

100 = The author repeats the phrase “Let freedom ring,” which **emphasizes** that freedom should **exist** everywhere. The author **mentions** mountains in **various** places such as Colorado. He **states** that freedom should ring from every mountainside. **According to the author**, once freedom rings everywhere, then the African Americans will truly be free. If he just used this phrase once, the **impact** wouldn’t have been as great. **Repeating this phrase shows that freedom is important and has a powerful impact.**

90 = The author repeats the phrase “Let freedom ring,” which shows that there should be freedom everywhere. The author names mountains in different places. He says that freedom should ring from every mountainside. He says that once freedom rings everywhere, then the African Americans will truly be free.

80 = He repeats the phrase “Let freedom ring,” which shows that there should be freedom everywhere.

*continued*

Team Talk Questions *continued*

4. In paragraph 12, the author mentions transforming the “jangling discords.” What do you think he means? **[AP, DC, SA]** (Team Talk rubric)

100 = By “jangling discords,” I think the author is referring to inequality, which is an extremely difficult situation. The author states that by having faith they can work for equality, which he refers to as a “beautiful symphony.” I know that a symphony makes music that sounds great. If he wants to change the “jangling discords,” they must be bad. Once the situation is changed, everyone will fight together. “Jangling discords” is used to refer to what the United States is experiencing.

90 = By “jangling discords,” I think the author is talking about being treated unfairly, which is a very hard situation. The author says that they can work for equality, which he calls a “beautiful symphony.” A symphony makes music. If he wants to change the “jangling discords,” they must be bad.

80 = By “jangling discords,” I think the author is talking about being treated unfairly, which is a very hard situation.

5. What word from the vocabulary list belongs in the blank? How do you know? **[CV]**

Whenever Brionne got in trouble at school, she always tried to \_\_\_\_\_ the matter by saying that what she did wasn’t so bad.

Extenuate. *The phrase “wasn’t so bad” is a clue. When you extenuate something you make light of it so it doesn’t seem as serious as it actually is.*

4. Have students thoroughly discuss Team Talk questions before they write individual answers to the skill question marked “(Write).” Allow students to revise their written answers after further discussion if necessary.
5. Prompt teams to discuss comprehension problems and strategy use (their sticky notes), notes that they added to their graphic organizers, and words that a team member added to the word power journal.
6. Circulate and give feedback to teams and students. Use rubrics to give specific feedback. Ask questions to encourage further discussion. Record individual scores on the teacher cycle record form.
7. If some teams finish ahead of others, have them practice their fluency.
8. Award team celebration points for good team discussions that demonstrate 100-point responses.

Cue students to discuss strategy use, graphic organizers, and word power journals.

Randomly select team representatives who will share:



- strategy use
- oral and written Team Talk responses
- word power discussions
- fluency selection

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.



## Class Discussion tp

(15 minutes)

### Lightning Round

1. Use **Random Reporter** to have teams share strategy use, oral and written Team Talk responses, word power discussions, and fluency. Ask other teams to agree, disagree, or add on to responses.
2. Use rubrics to evaluate responses and give specific feedback. Award team celebration points for 100-point responses. Record individual scores on the teacher cycle record form.

### Celebrate

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

**How many points did your team earn today?**

**How can your team earn more points?**

Remind students that top-scoring teams will earn bonus points that will be added to their cycle scores.

- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

Analyze Arguments

Word	Pronunciation	Definition	Sample Sentence
<b>decree</b> (noun) "I Have a Dream" (part 1)	de-cree (dih-KREE)	an official decision made by a leader or government	As a result of the principal's <i>decree</i> , only nutritious foods and beverages were sold in the school's vending machines.
<b>dignity</b> (noun) "I Have a Dream" (part 1)	dig-ni-ty (DIG-ni-tee)	respect that people have for you or you have for yourself	Bentley felt that he lost his <i>dignity</i> after he broke his arm because he needed help with tasks that were usually simple.
<b>tribulations</b> (noun) "I Have a Dream" (part 2)	trib-u-la-tions (trib-yuh-LEY-shuhnz)	problems; difficult situations	Celeste was inspired by the book about a woman who had a positive attitude despite the <i>tribulations</i> in her life.
<b>avert</b> (verb) "Give Me Liberty or Give Me Death"	a-vert (uh-VURT)	to prevent something bad from happening	Jasmine was able to <i>avert</i> an accident by slamming on her brakes when a pedestrian crossed the street before it was safe.
<b>extenuate</b> (verb) "Give Me Liberty or Give Me Death"	ex-ten-u-ate (ik-STEN-yoo-ate)	to lessen the seriousness of something; make light of	"Don't <i>extenuate</i> the situation by saying that the window needed to be fixed anyway," Mrs. Myers told Travis after his baseball broke the kitchen window.
<b>consecrate</b> (verb) "The Gettysburg Address"	con-se-crate (KON-si-kreyt)	to make or declare sacred	After Bobby's dog died, his mother decided to <i>consecrate</i> the place in the backyard where the dog was buried.
<b>infamy</b> (noun) Pearl Harbor speech	in-fa-my (IN-fuh-mee)	terrible reputation	Although the robber turned his life around, he could not escape the <i>infamy</i> his crimes had earned him.
<b>premeditated</b> (adjective) Pearl Harbor speech	pre-med-i-tat-ed (pri-MED-i-tey-tid)	done on purpose; planned in advance	Rochelle and Janie wore the same outfit to school, and their friends wondered if it was <i>premeditated</i> or just a coincidence.

## From Student Edition

## I Have a Dream (excerpt, part 2)

by Rev. Martin Luther King, Jr.

**Lincoln Memorial, Washington D.C., August 28, 1963  
(March on Washington for Jobs and Freedom)**

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

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

I say to you today, my friends, so even though we face the difficulties of today and tomorrow, I still have a dream. It is a dream deeply rooted in the American dream.

I have a dream that one day this nation will rise up and live out the true meaning of its creed: “We hold these truths to be self-evident: that all men are created equal.”

I have a dream that one day on the red hills of Georgia the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood.

I have a dream that one day even the state of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice.

I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.

I have a dream today.

I have a dream that one day, down in Alabama, with its vicious racists, with its governor having his lips dripping with the words of interposition and nullification; one day right there in Alabama, little black boys and black girls will be able to join hands with little white boys and white girls as sisters and brothers.

I have a dream today.

I have a dream that one day every valley shall be exalted, every hill and mountain shall be made low, the rough places will be made plain, and the crooked places will be made straight, and the glory of the Lord shall be revealed, and all flesh shall see it together.

From Student Edition

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This is our hope. This is the faith that I go back to the South with. With this faith we will be able to hew out of the mountain of despair a stone of hope. With this faith we will be able to transform the jangling discords of our nation into a beautiful symphony of brotherhood. With this faith we will be able to work together, to pray together, to struggle together, to go to jail together, to stand up for freedom together, knowing that we will be free one day.

This will be the day when all of God's children will be able to sing with a new meaning, "My country, 'tis of thee, sweet land of liberty, of thee I sing. Land where my fathers died, land of the pilgrim's pride, from every mountainside, let freedom ring."

And if America is to be a great nation this must become true.

So let freedom ring from the prodigious hilltops of New Hampshire.

Let freedom ring from the mighty mountains of New York.

Let freedom ring from the heightening Alleghenies of Pennsylvania!

Let freedom ring from the snowcapped Rockies of Colorado!

Let freedom ring from the curvaceous slopes of California!

But not only that:

Let freedom ring from Stone Mountain of Georgia!

Let freedom ring from Lookout Mountain of Tennessee!

Let freedom ring from every hill and molehill of Mississippi. From every mountainside, let freedom ring.

And when this happens, when we allow freedom to ring, when we let it ring from every village and every hamlet, from every state and every city, we will be able to speed up that day when all of God's children, black men and white men, Jews and Gentiles, Protestants and Catholics, will be able to join hands and sing in the words of the old Negro spiritual:

"Free at last!

Free at last!

Thank God Almighty, we are free at last!"

Audio of speech can be found at the following website:  
[www.americanrhetoric.com/speeches/mlkihavedream.htm](http://www.americanrhetoric.com/speeches/mlkihavedream.htm)

## Lesson 3

**Reading Objective:** Analyze and evaluate an argument and its support.

### Teacher Background

Today students will read “Give Me Liberty or Give Me Death,” the speech given by Patrick Henry in 1775 at the Second Virginia Convention. In this speech, Henry explains why he believes the American colonists should go to war. He does not feel that there is any hope for peace.

During Set the Stage, you can share the following facts to give students some background about Patrick Henry.

- He had eight brothers and sisters.
- He was a musical child who played the fiddle and the flute.
- He was a lawyer.
- He opposed the British government.

Source: [www.biography.com/people/patrick-henry-9335512](http://www.biography.com/people/patrick-henry-9335512)

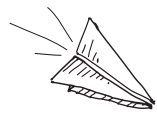
### Teacher’s Note:

Use the Interactive Read Aloud if your students need additional support. Otherwise, build background, and then go directly to teamwork. Adjust partner reading page numbers accordingly.

Students use the vocabulary study routine to rate their knowledge of each vocabulary word:

- + I know this word and can use it.
- ✓ This word looks familiar; it has something to do with...
- ? I don’t know this word; it’s totally new to me.

Teams discuss their vocabulary ratings.



## Active Instruction tp

(15–25 minutes)

### Partner Vocabulary Study

1. Display the vocabulary words. Have students use the vocabulary study routine as they rerate their knowledge of each vocabulary word as they arrive for class.
2. Spot check the Read and Respond homework.

### Vocabulary

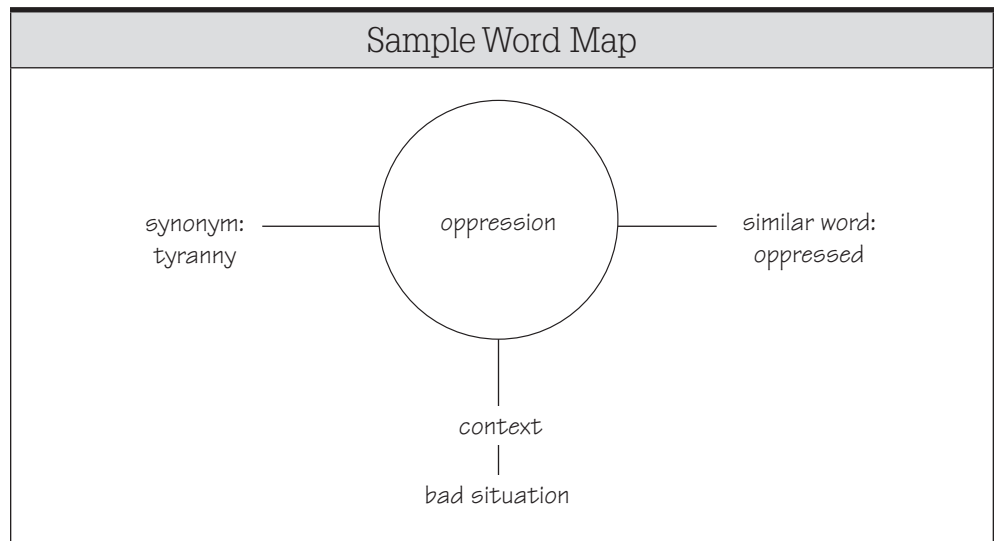
1. Have teams discuss their ratings of the words. Ask teams to make a tent with their hands when they are ready to tell a word the entire team rated with a “+” and a word the entire team rated with a “?”
2. Use **Random Reporter** to have the teams share one word that they know and one word that they need to study further. Use **Random Reporter** to have teams report on a new sentence using a vocabulary word. Award team celebration points.

Model exploring a word in the word power journal.

3. Choose an important word from the text or class discussion, and model how to explore it in a word power journal entry. A sample Think Aloud and word map follow.

**Sample Think Aloud**

A word that I wasn't sure about in Martin Luther King Jr.'s "I Have a Dream" speech is *oppression*. He talks about the heat of oppression, but I don't really know what this means. I have heard some similar words though. The words *oppress* and *oppressed* are similar. I also see the familiar word part *press*, but I don't think that will help me. Hmm. Let me look at the context. That might help. He talks about injustice in Mississippi and how he wants to see freedom there. Injustice is really awful. It's a terrible situation to experience. Maybe *oppression* means a situation that is bad. Let me confirm. (Model looking up *oppression* in the dictionary.) The definition is similar to what I thought. *Oppression* means power being used in an unfair manner. This word reminds me of our vocabulary word *tyranny* from last cycle. Remember that the definition is a government with complete control over people. *Tyranny* is a synonym for *oppression*.



Review Vocabulary Vault.

4. Remind teams that if they find a word from the vocabulary list used in another place, such as in a magazine, textbook, TV ad, etc., they can bring in or copy the sentence in which the word was used and put it in the Vocabulary Vault to earn team points.

**Set the Stage**

Teams review their cycle goal.

1. Ask students to review their team's goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and reading objective.

Post and present the reading objective.

Teams review notes and ask questions.

Build background about Patrick Henry.

Refer students to “Give Me Liberty or Give Me Death” in the text.



4. Have teams review their notes and ask questions. Use **Random Reporter** to have teams share their discussions.
5. Refer students to the image of Patrick Henry in their student editions. At this time, share the facts provided in the teacher background to give students a context for the speech they will read today.

**Interactive Read Aloud**

1. Read sentences #1–4 of “Give Me Liberty or Give Me Death” aloud.
2. Use **Think-Pair-Share** to ask:

**What do you think this speech will be about?**

*(Accept reasonable responses.) I think it will be about patriotism.*

**Just from these first few sentences, how do you think people might feel about this speech?**

*I think people might feel surprised. The author says that he has an opposite opinion. He will speak freely.*

**As you read, what will you look for?**

*I will look for what the author is trying to prove by expressing his opposite opinion. I will also look for evidence that he provides to see how it relates to his opinion and whether he supports his claim well.*

3. Use **Think-Pair-Share** to ask:

**What should we add to our outline about patriotism?**

*The author thinks highly of it, but sees it differently than other men. He has an opposite opinion but will speak freely about his thoughts.*

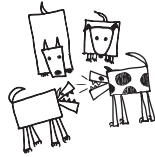
**Teacher:** Read aloud.

**Students:** Actively listen.

**Partner pairs:** Think aloud to practice the skill/strategy.

**Partner pairs:** Identify important events or details to add to the graphic organizer.

Sample Graphic Organizer
<p><b>“Give Me Liberty or Give Me Death”</b></p> <p>I. Patriotism</p> <p style="padding-left: 20px;">A. Thinks highly of it</p> <p style="padding-left: 40px;">1. Different men—same subject—different ideas</p> <p style="padding-left: 40px;">2. Opposite opinion</p> <p style="padding-left: 40px;">3. Speak freely</p>



# Teamwork tp

(20–30 minutes)

Cue students to use their student routines for partner reading, word power, and fluency.

## Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, and fluency before having students read and restate: sr  
**“Give Me Liberty or Give Me Death,” (starting at sentence #5), aloud with partners.**  
**(if skipping Interactive Read Aloud, “Give Me Liberty or Give Me Death”)**
2. Circulate and check for comprehension, evidence of strategy use, and notes on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

## Team Discussion

1. Explain, or review if necessary, how to use role cards and the student routines for strategy use and Team Talk discussion. sr
2. Remind students to use the rubrics on their team folders to prepare each team member to discuss the team’s strategy use, oral and written Team Talk responses, word power, and fluency. Each team member must be able to summarize the text and discuss the team’s graphic organizer/notes during Class Discussion as indicated.
3. Preview the Team Talk questions. If necessary, ask questions to guide students’ reflection as they determine the meaning of the “(Write)” question.

Cue students to use their student routines for strategy use and Team Talk discussion.

## Team Talk Questions

1. Explain whether the author sees other people's points of view about his argument. **[AA]** (Team Talk rubric)

100 = *The author sees other people's points of view about his argument because he makes various statements that show he understands people might not share his ideas. For example, he states that it is natural to "indulge in the illusions of hope." I know that illusions refer to something that is not real. He states that people close their eyes to avoid seeing "a painful truth." These statements are important because the author shows that he understands people wish for the best, and it may be difficult to recognize the truth. However, he sees the whole truth. The author's statements reflect the fact that he sees opposing points of view.*

90 = *The author sees other people's points of view about his argument because he makes many statements that show he understands people might not share his ideas. He says that it is natural to "indulge in the illusions of hope." He says that people close their eyes to avoid seeing "a painful truth." The author shows that he understands it may be hard to see the truth.*

80 = *The author sees other people's points of view about his argument because he makes many statements that show he understands people might not share his ideas.*

2. What is the author trying to prove in his speech? How does he support this? **(Write) [AA]** (Team Talk rubric)

100 = *The author is trying to prove that it is time to go to war and that peace is not likely to occur. He states that the British have sent navies and armies. They appear ready to fight. He states that the Americans have tried to avoid war. For example, they have petitioned and begged. The British did not pay attention to the petitions. However, if they want freedom, the author believes that it is time to fight. The author shows that although the Americans wished for peace and tried various methods of obtaining their freedom, they now have no choice but war.*

90 = *The author is trying to prove that it is time to go to war and that peace is not likely to happen. He says that the British have sent navies and armies. He says that the Americans have tried to avoid war. They have petitioned. The British did not pay attention. If they want freedom, the author thinks that it is time to fight.*

80 = *The author is trying to prove that it is time to go to war and that peace is not likely to happen.*

*continued*

Team Talk Questions *continued*

3. Why do you think the author uses so many rhetorical questions in his speech? **[AP, AA, DC]** (Team Talk rubric)

100 = *I think the author uses so many rhetorical questions in his speech because it makes the listeners really think about what he says. For example, he states that people tell the Americans that they are weak. Then he asks when they will be stronger and if it will be in the near future or when they do not have weapons. These questions help the listeners to consider when they will be strong and what it will take for this to occur. Rhetorical questions are an effective device for involving the listeners in the speech.*

90 = *I think the author uses so many rhetorical questions in his speech because it makes the listeners really think about what he says. He says that people tell the Americans that they are weak. Then he asks when they will be stronger and if it will be in the near future. These questions help the listeners to think about when they will be strong.*

80 = *I think he uses them because it makes the listeners really think about what he says.*

4. Describe the author's tone in the last paragraph of his speech. **[AP, DC, SA]** (Team Talk rubric)

100 = *In the last paragraph of his speech, the author's tone is anxious. He states that there is no point in making light of the situation. According to the author, war is obviously very close to occurring. Therefore, although people hope for peace, this is not likely. Also, he asks, "Why stand we here idle?" This shows that he does not understand why people are not preparing to fight the British. The author's questions show that he is ready to fight and feels anxious because others are not reacting to the British.*

90 = *In the last paragraph of his speech, the author's tone is anxious. He says that there is no point in making light of the situation. War is clearly very close to happening. Peace is not likely. He asks, "Why stand we here idle?"*

80 = *In the last paragraph of his speech, the author's tone is anxious.*

5. What is a synonym for the word *premeditated*? What is an antonym for the word *premeditated*? (Reminder: an antonym is a word meaning the opposite.) **[CV]** (Accept reasonable responses.) *The word premeditated means planned in advance, so a synonym is the word intentional. An antonym for premeditated is accidental.*

4. Have students thoroughly discuss Team Talk questions before they write individual answers to the skill question marked "(Write)." Allow students to revise their written answers after further discussion if necessary.
5. Prompt teams to discuss comprehension problems and strategy use (their sticky notes), notes that they added to their graphic organizers, and words that a team member added to the word power journal.

Cue students to discuss strategy use, graphic organizers, and word power journals.

6. Circulate and give feedback to teams and students. Use rubrics to give specific feedback. Ask questions to encourage further discussion. Record individual scores on the teacher cycle record form.
7. If some teams finish ahead of others, have them practice their fluency.
8. Award team celebration points for good team discussions that demonstrate 100-point responses.



## Class Discussion tp

(20 minutes)

Randomly select team representatives who will share:

- strategy use
- oral and written Team Talk responses
- word power discussions
- fluency selection



Show the video.



Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

### Lightning Round

1. Use **Random Reporter** to have teams share strategy use, oral and written Team Talk responses, word power discussions, and fluency. Ask other teams to agree, disagree, or add on to responses.
2. Use rubrics to evaluate responses and give specific feedback. Award team celebration points for 100-point responses. Record individual scores on the teacher cycle record form.
3. Show the video “Team Talk Response.”

### Celebrate

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

**How many points did your team earn today?**

**How can your team earn more points?**

Remind students that top-scoring teams will earn bonus points that will be added to their cycle scores.

- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

## From Student Edition

## Give Me Liberty or Give Me Death

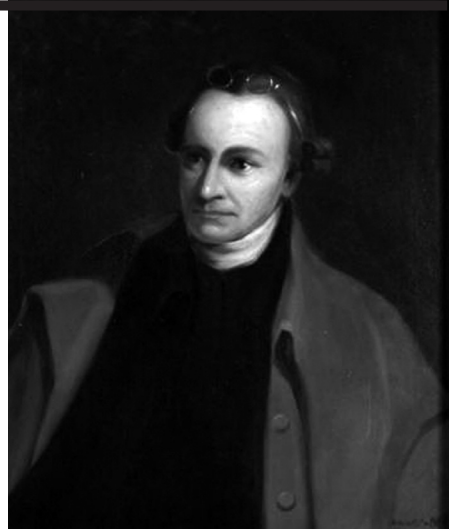
by Patrick Henry

**Richmond, Virginia, March 23, 1775  
(Second Virginia Convention)**

No man thinks more highly than I do of the patriotism, as well as abilities, of the very worthy gentlemen who have just addressed the House. But different men often see the same subject in different lights; and, therefore, I hope it will not be thought disrespectful to those gentlemen if, entertaining as I do opinions of a character very opposite to theirs, I shall speak forth my sentiments freely and without reserve. This is no time for ceremony. The questing before the House is one of awful moment to this country. For my own part, I consider it as nothing less than a question of freedom or slavery; and in proportion to the magnitude of the subject ought to be the freedom of the debate. It is only in this way that we can hope to arrive at truth, and fulfill the great responsibility which we hold to God and our country. Should I keep back my opinions at such a time, through fear of giving offense, I should consider myself as guilty of treason towards my country, and of an act of disloyalty toward the Majesty of Heaven, which I revere above all earthly kings.

Mr. President, it is natural to man to indulge in the illusions of hope. We are apt to shut our eyes against a painful truth, and listen to the song of that siren till she transforms us into beasts. Is this the part of wise men, engaged in a great and arduous struggle for liberty? Are we disposed to be of the number of those who, having eyes, see not, and, having ears, hear not, the things which so nearly concern their temporal salvation? For my part, whatever anguish of spirit it may cost, I am willing to know the whole truth; to know the worst, and to provide for it.

I have but one lamp by which my feet are guided, and that is the lamp of experience. I know of no way of judging of the future but by the past. And judging by the past, I wish to know what there has been in the conduct of the British ministry for the last ten years to justify those hopes with which gentlemen have been pleased to solace themselves and the House. Is it that insidious smile with which our petition has been lately received? Trust it not, sir; it will prove a snare to your feet. Suffer not yourselves to be betrayed with a kiss. Ask yourselves how this gracious reception of our petition comports with those warlike preparations which cover our waters and darken our land. Are fleets and armies necessary to a work of love and reconciliation? Have we shown ourselves so unwilling to be reconciled that force must be called in to win back our love? Let us not deceive ourselves, sir. These are the implements of war and subjugation; the last arguments to which kings resort. I ask gentlemen, sir, what means this martial array, if its purpose be not to force us to submission? Can gentlemen assign



## From Student Edition

any other possible motive for it? Has Great Britain any enemy, in this quarter of the world, to call for all this accumulation of navies and armies? No, sir, she has none. They are meant for us: they can be meant for no other. They are sent over to bind and rivet upon us those chains which the British ministry have been so long forging. And what have we to oppose to them?

Shall we try argument? Sir, we have been trying that for the last ten years. Have we anything new to offer upon the subject? Nothing. We have held the subject up in every light of which it is capable; but it has been all in vain. Shall we resort to entreaty and humble supplication? What terms shall we find which have not been already exhausted? Let us not, I beseech you, sir, deceive ourselves. Sir, we have done everything that could be done to avert the storm which is now coming on. We have petitioned; we have remonstrated; we have supplicated; we have prostrated ourselves before the throne, and have implored its interposition to arrest the tyrannical hands of the ministry and Parliament. Our petitions have been slighted; our remonstrances have produced additional violence and insult; our supplications have been disregarded; and we have been spurned, with contempt, from the foot of the throne! In vain, after these things, may we indulge the fond hope of peace and reconciliation. There is no longer any room for hope. If we wish to be free—if we mean to preserve inviolate those inestimable privileges for which we have been so long contending—if we mean not basely to abandon the noble struggle in which we have been so long engaged, and which we have pledged ourselves never to abandon until the glorious object of our contest shall be obtained—we must fight! I repeat it, sir, we must fight! An appeal to arms and to the God of hosts is all that is left us!

They tell us, sir, that we are weak; unable to cope with so formidable an adversary. But when shall we be stronger? Will it be the next week, or the next year? Will it be when we are totally disarmed, and when a British guard shall be stationed in every house? Shall we gather strength by irresolution and inaction? Shall we acquire the means of effectual resistance by lying supinely on our backs and hugging the delusive phantom of hope, until our enemies shall have bound us hand and foot? Sir, we are not weak if we make a proper use of those means which the God of nature hath placed in our power. The millions of people, armed in the holy cause of liberty, and in such a country as that which we possess, are invincible by any force which our enemy can send against us. Besides, sir, we shall not fight our battles alone. There is a just God who presides over the destinies of nations, and who will raise up friends to fight our battles for us. The battle, sir, is not to the strong alone; it is to the vigilant, the active, the brave. Besides, sir, we have no election. If we were base enough to desire it, it is now too late to retire from the contest. There is no retreat but in submission and slavery! Our chains are forged! Their clanking may be heard on the plains of Boston! The war is inevitable—and let it come! I repeat it, sir, let it come.

It is in vain, sir, to extenuate the matter. Gentlemen may cry, Peace, Peace—but there is no peace. The war is actually begun! The next gale that sweeps from the north will bring to our ears the clash of resounding arms! Our brethren are already in the field! Why stand we here idle? What is it that gentlemen wish? What would they have? Is life so dear, or peace so sweet, as to be purchased at the price of chains and slavery? Forbid it, Almighty God! I know not what course others may take; but as for me, give me liberty or give me death!

## Lesson 4

**Reading Objective:** Analyze and evaluate an argument and its support.

### Teacher Background

While the Civil War was still underway, Abraham Lincoln traveled to the site of the Battle of Gettysburg, a major turning point in the war. There, a cemetery was being dedicated to the soldiers who had died in that battle. Legend has it that Lincoln wrote this speech on the back of an envelope while traveling by train from Washington, D.C. It is regarded today as one of the greatest speeches in our history.

#### Teacher's Note:

Use the Interactive Read Aloud if your students need additional support. Otherwise, build background, and then go directly to teamwork. Adjust partner reading page numbers accordingly.

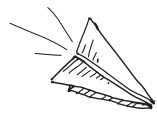
Students use the vocabulary study routine to rate their knowledge of each vocabulary word:

- + I know this word and can use it.
- ✓ This word looks familiar; it has something to do with...
- ? I don't know this word; it's totally new to me.

Teams discuss their vocabulary ratings.



Review Vocabulary Vault.



## Active Instruction tp

(15–25 minutes)

### Partner Vocabulary Study

1. Display the vocabulary words. Have students use the vocabulary study routine as they rerate their knowledge of each vocabulary word as they arrive for class.
2. Spot check the Read and Respond homework.

### Vocabulary

1. Have teams discuss their ratings of the words. Ask teams to make a tent with their hands when they are ready to tell a word the entire team rated with a “+” and a word the entire team rated with a “?”.
2. Use **Random Reporter** to have the teams share one word that they know and one word that they need to study further. Use **Random Reporter** to have teams report on a new sentence using a vocabulary word. Award team celebration points.
3. Remind teams that if they find a word from the vocabulary list used in another place, such as in a magazine, textbook, TV ad, etc., they can bring in or copy the sentence in which the word was used and put it in the Vocabulary Vault to earn team points.

Teams review their cycle goal.

Post and present the reading objective.

Teams review notes, ask questions, and make connections between speeches.



Build background about Abraham Lincoln.

Refer students to “The Gettysburg Address” in the text.

### Set the Stage

1. Ask students to review their team’s goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and reading objective.
4. Have teams review their notes, ask questions about the text, and make connections between speeches. Use **Random Reporter** to have teams share their discussions.
5. Refer students to the image of Abraham Lincoln in their student editions. Use **Think-Pair-Share** to ask:

#### What do you know about Abraham Lincoln?

*(Answers may vary.) He was a president of the United States in the 1800s. He was president during the American Civil War. He was assassinated. His nickname was “Honest Abe.” He did not agree with slavery.*

**Those facts are true. Today we will read “The Gettysburg Address.” This speech was given by Abraham Lincoln in 1863 at the dedication of the Soldiers’ National Cemetery in Gettysburg, Pennsylvania, a few months after the Union soldiers defeated the Confederate soldiers in the Battle of Gettysburg. The Union soldiers fought against slavery, and the Confederate soldiers fought in favor of slavery.**

### Interactive Read Aloud

1. Read the first three sentences of “The Gettysburg Address” aloud.
2. Use **Think-Pair-Share** to ask:

#### What do you think the author’s argument might be? Why?

*(Answers may vary.) I think the author’s argument will be about the idea that all men are created equal. He says that the Civil War will test whether this idea holds up.*

#### What connection can you make between what you’ve read of this speech so far and “I Have a Dream”?

*Both speeches begin with the speaker mentioning something that happened a long time ago and mention equality and rights.*

**Yes, both speeches do begin in a very similar way. “The Gettysburg Address” was an inspiration for Martin Luther King Jr.’s “I Have a Dream” speech.**

3. Use **Think-Pair-Share** to ask:

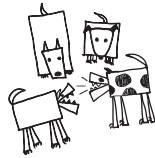
#### What should we add to our outline?

*We can add that the founding fathers created a new nation. They believed in liberty and that all men were equal. However, a civil war occurred, which put their ideas to the test. The author isn’t sure how these ideas will hold up.*

## Sample Graphic Organizer

**“The Gettysburg Address”**

- I. Founding fathers—new nation
  - A. Beliefs
    - 1. Liberty
    - 2. All men equal
- II. Civil war
  - A. Tests nation
    - 1. Do beliefs work?

**Teamwork** tp

(20–30 minutes)

Cue students to use their student routines for partner reading, word power, and fluency.

**Partner Prep**

1. Explain, or review if necessary, the student routines for partner reading, word power, and fluency before having students read and restate: sr  
**“The Gettysburg Address” (“We have come...”) aloud with partners.**  
**(if skipping Interactive Read Aloud, “The Gettysburg Address”)**
2. Circulate and check for comprehension, evidence of strategy use, and notes on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

**Team Discussion**

1. Explain, or review if necessary, how to use role cards and the student routines for strategy use and Team Talk discussion. sr
2. Remind students to use the rubrics on their team folders to prepare each team member to discuss the team’s strategy use, oral and written Team Talk responses, word power, and fluency. Each team member must be able to summarize the text and discuss the team’s graphic organizer/notes during Class Discussion as indicated.
3. Preview the Team Talk questions. If necessary, ask questions to guide students’ reflection as they determine the meaning of the “(Write)” question.

Cue students to use their student routines for strategy use and Team Talk discussion.

## Team Talk Questions

1. What is the author's argument, and how does he support it? **(Write) [AA]**  
(Team Talk rubric)

100 = *The author's argument is that people should save their nation. He supports his argument by **providing** reasons that people have this **tremendous** responsibility. The author **states** that many brave men died fighting in a war. If the living continue the work that was begun, the men won't have died in **vain**, or for nothing. **Therefore**, he **believes** that it is up to the living to dedicate themselves to the unfinished work of the men who died. **According to the author**, people must finish what the soldiers set out to do.*

90 = *The author's argument is that people should save their nation. He supports his argument by giving reasons that people have this huge responsibility. The author says that many brave men died. If the living continue the work that was begun, the men won't have died for nothing.*

80 = *People should save their nation. He gives reasons that people have this huge responsibility.*

2. How do you think people felt when they heard "The Gettysburg Address"? Why do you think they felt this way? **[DC, AC, SA]** (Team Talk rubric)

100 = *I think people felt **motivated** when they heard "The Gettysburg Address" because of the strong **language** that the author uses. **For example**, he says that the unfinished work was "nobly advanced." I know that noble relates to something done for a good cause. This shows that the men worked **extremely** hard, so people shouldn't give up. **Also**, by having a government by the people, he says people "shall not perish." This is a very powerful statement. **The language used in the speech likely motivated people to work for the author's cause.***

90 = *I think people felt ready to work when they heard "The Gettysburg Address" because of the strong words that the author uses. He says that the unfinished work was "nobly advanced." Noble relates to something done for a good cause. This shows that the men worked very hard.*

80 = *I think people felt ready to work when they heard "The Gettysburg Address" because of the strong words that the author uses.*

*continued*

Team Talk Questions *continued*

3. After reading the entire Gettysburg Address, what other similarities do you see between this speech and “I Have a Dream”? **[DC, SA]** (Team Talk rubric)

100 = *The speakers in both “The Gettysburg Address” and “I Have a Dream” are **extremely devoted** to their cause. In “I Have a Dream,” the author **describes** how African Americans must continue fighting **despite** their **difficult** experiences. He **believes** that they should not give up. In “The Gettysburg Address,” the author **encourages** people to dedicate themselves to the work that soldiers did not get a chance to complete. Both these authors want people to share their devotion to **equality**.*

90 = *The speakers in both “The Gettysburg Address” and “I Have a Dream” are very serious about their cause. In “I Have a Dream,” the author talks about how African Americans must continue fighting even though it is hard. In “The Gettysburg Address,” the author tells people to dedicate themselves to the soldiers’ work.*

80 = *The speakers in both are very serious about their cause.*

4. Choose a rhetorical device used in this speech, and explain the impact it likely had on listeners. **[AA, AC, SA]** (Team Talk rubric)

(Answers may vary.)

100 = *The author used repetition of “we cannot” in his speech, and it probably showed listeners the importance of the battlefield. After **describing** the men who gave their lives, the author says, “we cannot dedicate, we cannot consecrate, we cannot hallow this ground.” He means that the men who **struggled** on that battlefield during the war have made it sacred. Regardless of what people say or do, it is already sacred. Repeating “we cannot” **emphasizes** that no one can make it more sacred than it already is.*

90 = *The author used repetition of “we cannot” in his speech, and it probably showed listeners the importance of the battlefield. The author says “we cannot dedicate, we cannot consecrate, we cannot hallow this ground.” The men who fought have made it sacred.*

80 = *He used repetition of “we cannot” in his speech, and it probably showed listeners the importance of the battlefield.*

5. In which of the following sentences is the word *tribulations* used incorrectly? Explain. **[CV]**

- A. Even though the tribulations Jamal experienced made his life difficult, he believed they made him a stronger person.
- B. Ariella experienced many tribulations in her life such as good grades, a wonderful family, and a beautiful home.
- C. Nicholas’s store is so successful now that it is hard to believe there were a lot of tribulations when it first opened.
- D. When times got tough, Hannah reminded herself that other people had tribulations in their lives and she wasn’t alone.

*Tribulations is used incorrectly in choice B because this word means problems. Good grades, a wonderful family, and a beautiful home are not problems, they are good things to have.*

Cue students to discuss strategy use, graphic organizers, and word power journals.

**Randomly select team representatives who will share:**

- strategy use
- oral and written Team Talk responses
- word power discussions
- fluency selection



Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

4. Have students thoroughly discuss Team Talk questions before they write individual answers to the skill question marked “(Write).” Allow students to revise their written answers after further discussion if necessary.
5. Prompt teams to discuss comprehension problems and strategy use (their sticky notes), notes that they added to their graphic organizers, and words that a team member added to the word power journal.
6. Circulate and give feedback to teams and students. Use rubrics to give specific feedback. Ask questions to encourage further discussion. Record individual scores on the teacher cycle record form.
7. If some teams finish ahead of others, have them practice their fluency.
8. Award team celebration points for good team discussions that demonstrate 100-point responses.



## Class Discussion tp

(20 minutes)

### Lightning Round

1. Use **Random Reporter** to have teams share strategy use, oral and written Team Talk responses, word power discussions, and fluency. Ask other teams to agree, disagree, or add on to responses.
2. Use rubrics to evaluate responses and give specific feedback. Award team celebration points for 100-point responses. Record individual scores on the teacher cycle record form.

### Celebrate

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

**How many points did your team earn today?**

**How can your team earn more points?**

Remind students that top-scoring teams will earn bonus points that will be added to their cycle scores.

- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

From Student Edition

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# The Gettysburg Address

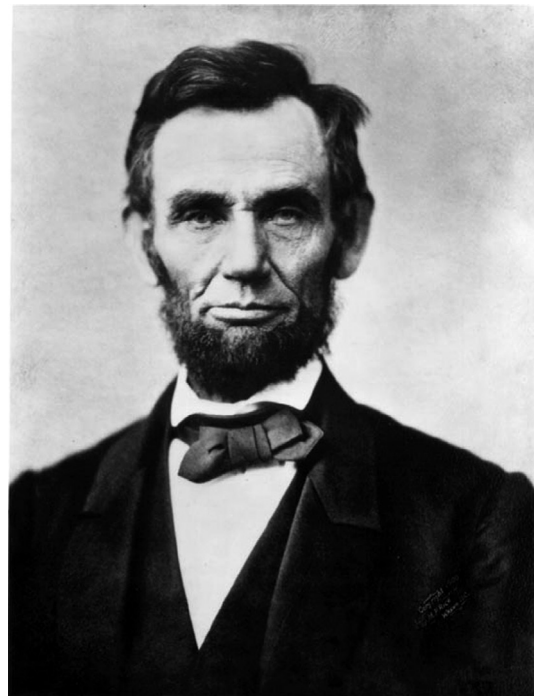
by President Abraham Lincoln

**Gettysburg, Pennsylvania, November 19, 1863**

Fourscore and seven years ago our fathers brought forth on this continent a new nation, conceived in liberty and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation or any nation so conceived and so dedicated can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field as a final resting-place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

But in a larger sense, we cannot dedicate, we cannot consecrate, we cannot hallow this ground. The brave men, living and dead who struggled here have consecrated it far above our poor power to add or detract. The world will little note nor long remember what we say here, but it can never forget what they did here. It is for us the living rather to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us—that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion—that we here highly resolve that these dead shall not have died in vain, that this nation under God shall have a new birth of freedom, and that government of the people, by the people, for the people shall not perish from the earth.

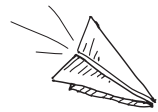


## Lesson 5

**Writing Objective:** Use words and phrases that help the audience see how the reasons are related to the claim.

### Teacher Background

For today's writing prompt, students will revisit the Big Question they answered at the beginning of this cycle about what makes a speech powerful. Students may have additional ideas after the speeches they have read so far this cycle.



## Active Instruction

(10 minutes)

Students use the vocabulary study routine to rate their knowledge of each vocabulary word:

- + I know this word and can use it.
- ✓ This word looks familiar; it has something to do with...
- ? I don't know this word; it's totally new to me.

Teams discuss their vocabulary ratings.



Review Vocabulary Vault.

Teams review their cycle goal.

Post and present the writing objective.

### Partner Vocabulary Study

1. Display the vocabulary words. Have students use the vocabulary study routine as they rerate their knowledge of each vocabulary word as they arrive for class.
2. Spot check the Read and Respond homework.

### Vocabulary

1. Have teams discuss their ratings of the words. Ask teams to make a tent with their hands when they are ready to tell a word the entire team rated with a "+" and a word the entire team rated with a "?."
2. Use **Random Reporter** to have the teams share one word that they know and one word that they need to study further. Use **Random Reporter** to have teams report on a new sentence using a vocabulary word. Award team celebration points.
3. Remind teams that if they find a word from the vocabulary list used in another place, such as in a magazine, textbook, TV ad, etc., they can bring in or copy the sentence in which the word was used and put it in the Vocabulary Vault to earn team points.

### Set the Stage

1. Ask students to review their team's goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and writing objective.

Introduce the writing project.

Read the prompt aloud.



Students identify the purpose for writing.

Refer students to the appropriate writer's guide in their student editions.

Highlight the writing objective.

4. **Today we will revisit the Big Question for this cycle. You will have the opportunity to answer it again now that you have read even more speeches. Your answer may still be the same, and you can support it with evidence from the speeches that you read, or your answer may have changed after reading.**
5. Refer students to the following writing prompt in their student editions. Read the writing prompt aloud.

Writing Prompt
Based on the speeches you read this cycle, answer this cycle's Big Question again: What makes a speech powerful? Remember to include words and phrases that connect your reasons to your claim.

Use **Think-Pair-Share** to ask:

**Read the prompt. What is it asking you to do: support a claim with reasons, explain ideas or information on a topic, or write a literary response? How do you know?**

*The prompt is asking me to support a claim with reasons. I know because it has the words claim and reasons in it, and I have to support my idea about what makes a speech powerful.*

6. Refer students to the following writer's guide in their student editions. Point out that this guide for writing to support a claim with reasons is the criteria for writing. Point out that using the writer's guide will help them write a quality response.

Writing to Support a Claim with Reasons	
<b>Ideas</b>	<ul style="list-style-type: none"> <li>Clearly state a position (claim) and include good reasons that support that position.</li> </ul>
<b>Organization</b>	<ul style="list-style-type: none"> <li>Begin by stating a position (claim).</li> <li>In the middle, tell supporting reasons.</li> <li>End with a closing statement.</li> </ul>
<b>Style</b>	<ul style="list-style-type: none"> <li>Use words and phrases that help the audience see how the reasons are related to the claim.</li> </ul>
<b>Mechanics</b>	<ul style="list-style-type: none"> <li>Use correct punctuation, capitalization, spelling, and grammar.</li> </ul>

Briefly review the guide, noting the four aspects of writing: ideas, organization, style, and mechanics.

Use **Think-Pair-Share** to ask:

**Which guideline relates to our writing objective: use words and phrases that help the audience see how the reasons are related to the claim?**

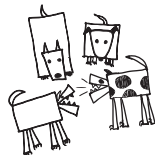
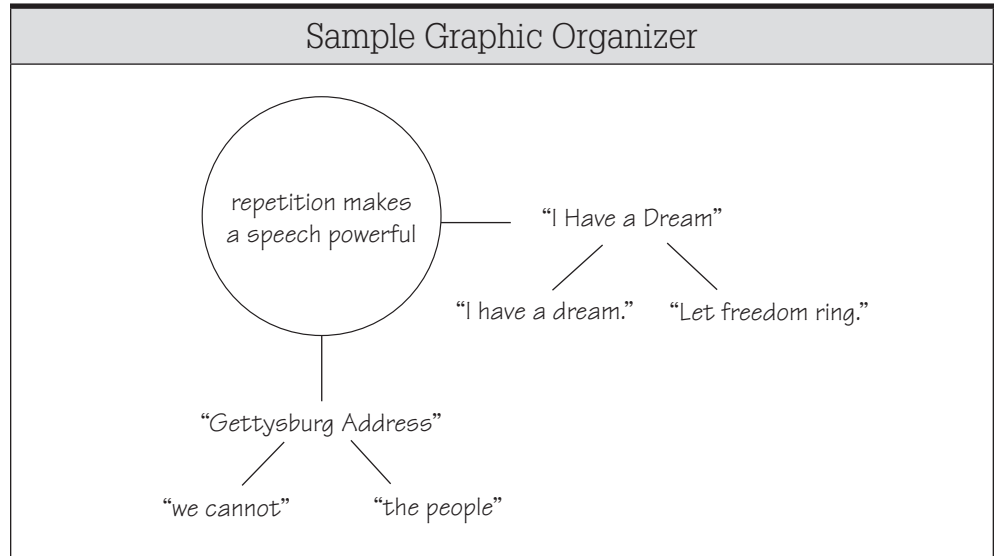
*The Style guideline because it says to use words and phrases that help the audience see how the reasons are related to the claim.*

- Tell students that this 10-minute writing project is practice to prepare them to write a quality answer for the writing section (part II) of the cycle test. Remind them that this section of the test is worth one third of their test score.

**Model a Skill**

Remind students that the first step in the writing process is planning, or prewriting. Model using the writing prompt and writer’s guide to create a prewriting graphic organizer. Point out that planning helps them organize their ideas and makes drafting easier.

Model planning using a graphic organizer.



**Teamwork** tp

(20 minutes)

**Independent Work**

Tell students that they have 10 minutes to plan and write drafts of their responses to the writing prompt. Remind them to write on every other line to leave room for revisions. Suggest that they refer to the writing prompt to be sure that they include all the required elements and to the writer’s guide to check the quality of their response.

Students write for 10 minutes.

**Team Discussion**

- Refer students to the peer feedback checklist in their student editions, and review how to get/give feedback.
- Have students share their drafts in teams. Allow 5 minutes for students to revise their writing projects based on feedback and to edit them using the editing checklist in their student editions.
- Have teams put their writing projects in a pile in the middle of their tables so a writing project can be randomly selected.

Monitor discussions as partners and teams give feedback.

Students revise and edit their writing projects.



# Class Discussion tp

(30 minutes)

Display and evaluate randomly selected writing projects using the writer's guide.

## Lightning Round

Randomly select a writing project from one or two teams' piles without revealing their authors. Display a writing project, and read it aloud.

Refer students to the writer's guide for writing to support a claim with reasons and the writing objective—use words and phrases that help the audience see how the reasons are related to the claim.

Using the writer's guide, discuss and evaluate the selected writing project(s) with the class.

For example, ask:

- **Does the writer state the claim clearly?**
- **Does the writer include reasons that support the claim?**
- **Does the writer end with a closing statement that supports the information?**
- **Does the writer use appropriate academic language and full sentences?**

Award points to teams whose writing projects meet the criteria. Record these points on the team poster.

## Reflection on Writing

Have students reflect on their use of the writing process. Ask:

**How did creating and using a graphic organizer work for you? How did it help you write your draft?**

*Answers will vary.*

**What was the most useful feedback that you received? How did it affect your revisions?**

*Answers will vary.*

**Do you think the words and phrases that you chose will help a reader see how the reasons related to your claim? Explain.**

*Answers will vary.*

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

### **Celebrate**

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

**How many points did your team earn today?**

**How can your team earn more points?**

Remind students that top-scoring teams will earn bonus points that will be added to their cycle scores.

- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

## Writing Prompt

Based on the speeches you read this cycle, answer this cycle's Big Question again: What makes a speech powerful? Remember to include words and phrases that connect your reasons to your claim.

Writing to Support a Claim with Reasons	
<b>Ideas</b>	<ul style="list-style-type: none"><li>• Clearly state a position (claim) and include good reasons that support that position.</li></ul>
<b>Organization</b>	<ul style="list-style-type: none"><li>• Begin by stating a position (claim).</li><li>• In the middle, tell supporting reasons.</li><li>• End with a closing statement.</li></ul>
<b>Style</b>	<ul style="list-style-type: none"><li>• Use words and phrases that help the audience see how the reasons are related to the claim.</li></ul>
<b>Mechanics</b>	<ul style="list-style-type: none"><li>• Use correct punctuation, capitalization, spelling, and grammar.</li></ul>

## Lesson 6

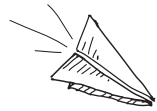
**Reading Objective:** Analyze and evaluate an argument and its support.

**Writing Objective:** Use words and phrases that help the audience see how the reasons are related to the claim.

### Teacher Background

Today's cycle test challenges students to continue analyzing arguments and determining whether the evidence provided is sufficient and relevant.

Today students will read the Pearl Harbor Speech, given by President Franklin D. Roosevelt in 1941. In his speech, Roosevelt details why he believes the Japanese planned the peace negotiations with the United States as a trick to keep the United States from thinking a sneak attack was being planned.



## Active Instruction

(5 minutes)

Students use the vocabulary study routine to rate their knowledge of each vocabulary word:

- + I know this word and can use it.
- ✓ This word looks familiar; it has something to do with...
- ? I don't know this word; it's totally new to me.

Teams review their cycle goal.

Post and present the reading and writing objectives.

Review Vocabulary Vault.

### Partner Vocabulary Study

1. Display the vocabulary words. Have students use the vocabulary study routine as they re-rate their knowledge of each vocabulary word as they arrive for class.
2. Spot check the Read and Respond homework.

### Set the Stage

1. Ask students to review their team's goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and reading and writing objectives.
4. Remind teams that if they find a word from the vocabulary list used in another place, such as in a magazine, textbook, TV ad, etc., they can bring in or copy the sentence in which the word was used and put it in the Vocabulary Vault to earn team points.



# Prepare Students for the Test tp

(5 minutes)

tps

## Partner Review

1. Remind students that they have been practicing analyzing and evaluating an argument and its support and using words and phrases that help the audience see how the reasons are related to the claim. Use **Think-Pair-Share** to ask:

**If you have trouble identifying an author's argument, what can you do?**

*If you have trouble identifying an author's argument, you can ask yourself what the author is trying to prove or why the speech was written.*

Tell students that they will use these skills as they take the cycle test.

2. Have partners review their notes and word power journals for this cycle. Allow 2 or 3 minutes for this activity.

## Test Directions

1. Remind students that the test is independent work. Students should not ask their partners for help as they read, but they may use sticky notes if they would like.
2. Distribute the test so students can preview the questions. Point out that some of the test questions are multiple choice for which they will choose the best answer. Other questions require them to write a short answer or create a graphic organizer. Part II of the cycle test requires them to write a long answer. Remind them that their writing project was practice for writing the long answer for part II of the test.
3. Point out that questions #1 and #3 ask about analyzing and evaluating an argument and its support.
4. Ask students to identify key words or phrases in question #1.

1. What is the author's argument about the attacks in Hawaii? **[AA]**

5. Introduce the text that students will read. Tell what it is about, but do not give additional information or details.

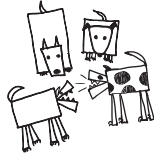
**Today you will read President Roosevelt's speech about Pearl Harbor.**



## Test tp

(30 minutes)

Tell students that they have 30 minutes for the test and that they may begin. Give students a 5-minute warning before the end of the test.



## Teamwork tp

(10 minutes)

### Team Discussion

Teams discuss the answers to the test questions.

1. Pass out a colored pen to each student.
2. Explain or review, if necessary, the student routine for team discussions after the test.
3. Have teams discuss their answers to the test questions. As you monitor team discussions, ask additional questions to prompt their thinking about the important ideas in the reading and about the skills and strategies that they have been using.



## Class Discussion tp

(10 minutes)

### Lightning Round

Random Reporters share team discussion of a test question.



1. Use **Random Reporter** to have teams share team discussions of the test questions and explain their thinking.

#### **Does President Roosevelt effectively support his argument in the Pearl Harbor speech?**

*President Roosevelt does effectively support his main argument that the attack was planned in advance because he uses a lot of facts. However, he argues that the American citizens have already formed their opinions, but he does not support that statement with any evidence. Therefore, we can't know for sure how the citizens feel.*

2. Award team celebration points.
3. Collect test answers. Score original answers, and add extra points for improved answers.

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

### **Celebrate**

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

**How many points did your team earn today?**

**How can your team earn more points?**

Remind students that top-scoring teams will earn bonus points that will be added to their cycle scores.

- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

## Cycle 2 Test

## Analyze Arguments

**Directions:** Read the Pearl Harbor speech, and answer the following questions on a separate piece of paper.

Some of the questions are based on today's reading, and other questions are about the text that you read in previous lessons. You may refer to your notes from this cycle.

**Part I. Comprehension** (100 points)

1. What is the author's argument about the attacks in Hawaii? **[AA]**

*20 points = The author's argument about the attacks in Hawaii is that the Japanese had planned the attacks in **advance**. The author **explains** that the United States was at peace with Japan and was working toward peace in the Pacific. The Japanese reply to an American message did not **indicate** any threat of attack. **Also**, the author **states** that the distance between Hawaii and Japan **demonstrates** that the attack was planned long before it **occurred**. **Therefore**, the peace talks covered up the plan. The author uses **various** facts to support his argument.*

*15 points = The author's argument about the attacks in Hawaii is that the Japanese had planned the attacks ahead of time. The author says that the United States was at peace with Japan. The author says that the distance between Hawaii and Japan shows that the attack was planned long before it happened.*

*10 points = The author's argument is that the Japanese had planned the attacks ahead of time.*

2. What rhetorical device is used in this speech, and what is its impact? **[AA, AC]**

*20 points = The rhetorical device used in this speech is repetition. In the middle of the speech, the author begins **several** sentences with "Last night Japanese forces attacked." **As a result** of this repetition, it is **obvious** that a lot of damage has been done. If the author had started only one sentence with the repeated phrase and then listed the places attacked, the impact may not have been as great. **Through** repetition, the author **emphasizes** that it was not just Americans affected by attacks.*

*15 points = The rhetorical device used in this speech is repetition. The author begins many sentences with "Last night Japanese forces attacked." It is clear that a lot of damage has been done. If the author had started only one sentence with the repeated phrase, the impact may not have been as great.*

*10 points = The rhetorical device used in this speech is repetition. It is clear that a lot of damage has been done.*

3. Explain whether the author effectively supports the following statement. If not, how could he have supported it? **[AA]**

“The people of the United States have already formed their opinions and well understand the implication to the very life and safety of our nation.”

20 points = *The author did not effectively support this statement. Although he provides numerous facts in his speech, he does not provide any facts to show how the people of the United States feel. His statement appears to be a best guess. He could have supported this statement by using an opinion poll or survey if it had been available at the time. Polls and surveys ask people questions and then show the results based on people’s answers. Despite not effectively supporting a statement, it is possible there could have been evidence supporting it.*

15 points = *The author did not effectively support this statement. He gives many facts in his speech, but he does not give any facts to show how the people of the United States feel. He could have supported this statement by using an opinion poll or survey if it had been available at the time. Polls and surveys ask people questions and then show the results.*

10 points = *The author did not effectively support this statement. He could have supported this statement by using an opinion poll or survey.*

4. How does the author’s tone shift throughout his speech? **[AC, AP, DC]**

20 points = *The author’s tone shifts throughout his speech because at the beginning he states various facts, but toward the end he reassures people. At the beginning of the speech, the author describes what occurred the previous day, the negotiations, and the lives that were lost. Toward the end, the author reassures people by stating that their country will be defended. Also, he states that the American people will win. At the beginning, the author states facts but then focuses on reassuring people in light of the difficult situation.*

15 points = *The author’s tone shifts throughout his speech because at the beginning he says a lot of facts, but near the end he makes people feel better. At the beginning of the speech, the author talks about what happened the previous day, the negotiations, and the lives that were lost. Toward the end, the author makes people feel better by saying that their country will be defended.*

10 points = *The author’s tone shifts throughout his speech because at the beginning he says a lot of facts, but near the end he makes people feel better.*

5. Compare and contrast “I Have a Dream” with the Pearl Harbor speech. **[DC, SA]**

20 points = *Both “I Have a Dream” and the Pearl Harbor speech discuss difficult circumstances people face, but the author of “I Have a Dream” has a more peaceful approach. In the Pearl Harbor speech, the author explains the attacks launched by the Japanese and the impact on Americans. He encourages people to defend themselves but mentions the armed forces. On the other hand,*

*the author of "I Have a Dream" encourages people to return home knowing that their situation will be changed. Also, his dream is to see everyone live in harmony. Both speeches address difficulties, but the speakers react differently.*

*15 points = Both "I Have a Dream" and the Pearl Harbor speech talk about hard situations people face, but the author of "I Have a Dream" has a more peaceful approach. In the Pearl Harbor speech, the author explains the attacks launched by the Japanese. He tells people to defend themselves. The author of "I Have a Dream" has a dream of seeing everyone live in harmony.*

*10 points = Both "I Have a Dream" and the Pearl Harbor speech talk about hard situations people face, but the author of "I Have a Dream" has a more peaceful approach.*

**Part II. Writing (100 points)**

Write at least one paragraph to answer the following question:

Select one of the speeches you read this cycle. What was the speech’s point, and how did the author support his point?

*(Answers may vary.) The point of "The Gettysburg Address" is that the living must continue the work started by the soldiers who died fighting in battle. The author supports his point by stating that they fought for a noble cause but died before they had the opportunity to complete their work. Although people could consecrate the battlefield where they died, the author does not believe that anything people say or do will make the battlefield more sacred than it really is. Rather, they can honor the men who died by dedicating themselves to the same task. As a result, the men will not have died in vain, or for nothing. Their struggle will have been worth something if the freedom they fought for is accomplished. The author supports his point by describing what the men fought for and all their hard work as a way to encourage people to not give up and continue what they began.*

The following guide is used to score part II of the cycle test.

Writing to Support a Claim with Reasons		
<b>Ideas</b>	<ul style="list-style-type: none"> <li>Clearly states a position (claim) and includes good reasons that support that position</li> </ul>	<b>0–25 pts.</b>
<b>Organization</b>	<ul style="list-style-type: none"> <li>Begins by stating a position (claim)</li> <li>In the middle, tells supporting reasons</li> <li>Ends with a closing statement</li> </ul>	<b>0–25 pts.</b>
<b>Style</b>	<ul style="list-style-type: none"> <li>Uses words and phrases that help the audience see how the reasons are related to the claim</li> </ul>	<b>0–25 pts.</b>
<b>Mechanics</b>	<ul style="list-style-type: none"> <li>Uses correct punctuation, capitalization, spelling, and grammar</li> </ul>	<b>0–10 pts.</b>
<b>Writing Objective</b>	<ul style="list-style-type: none"> <li>Use words and phrases that help the audience see how the reasons are related to the claim.</li> </ul>	<b>0–15 pts.</b>

**Part III. Vocabulary** (100 points)

1. What is a synonym for the word *infamy*? What is an antonym for the word *infamy*? **[CV]**

*(Accept reasonable responses.) A synonym for infamy is the word shame. An antonym for infamy is respect.*

2. In which of the following sentences is the word *avert* used incorrectly? **[CV]**
- A. Sajeed's boss decided to increase his workers' pay because he wanted to avert a strike.
  - B. Brandi wears shin pads and a mouth guard to avert injuries when she plays field hockey.
  - C. Ms. Lavery wanted to avert getting to work late, so she didn't set her alarm clock.
  - D. To avert getting in trouble, you should pay attention in class and follow the teacher's directions.

3. Explain whether some people *extenuate* their *tribulations*. **[CV]**

*(Accept reasonable responses.) Some people do extenuate their tribulations because even if they experience something difficult, they might say, "It's alright" or "It could be worse." This shows that even though something difficult is happening, they try to make it seem less serious.*

4. What is a synonym for the word *tribulations*? **[CV]**

*(Accept reasonable responses.) A synonym for the word tribulations is obstacles.*

5. Shara was disappointed that she didn't receive a ribbon in the science fair, but still had her \_\_\_\_\_ because she knew she had worked hard.

Choose the word that belongs in the blank. **[CV]**

- A. tribulations
  - B. *dignity*
  - C. decree
  - D. infamy
6. Write a meaningful sentence using the word *premeditated*. **[CV]**

*Accept responses that show that the student knows the meaning of the word and can use it correctly. For example: "I think this party was premeditated because you have so many guests that they couldn't have all possibly shown up at the last minute," Mrs. Perez told Roberto.*

7. What is an antonym for the word *consecrate*? **[CV]**

*(Accept reasonable responses.) An antonym for the word consecrate is destroy.*

8. The president issued a \_\_\_\_\_ that made the day a national holiday.

Choose the word that belongs in the blank. **[CV]**

- A. consecrate
- B. infamy
- C. premeditated
- D. decree

9. What is one word that you or your teammates explored in your word power journal this cycle? Give the meaning of this word, and then use it in a meaningful sentence. **[CV]**

*A word that we explored is desolate. It means lonely. A sentence using desolate is "Since the house was in the woods and miles away from town, it seemed like a desolate place to live."*

10. As used in "Give Me Liberty or Give Me Death" in the sentence "Are fleets and armies necessary to a work of love and reconciliation?" *reconciliation* most nearly means— **[CV]**

- A. instruments.
- B. agreement.
- C. silliness.
- D. disagreement.

Explain how you figured out the meaning of *reconciliation*.

*Students will explain their thinking. For example, I used the context. The speech talks about wanting freedom and asks if armies are needed for there to be love, so reconciliation must mean agreement, which is something that fighting is not needed for.*

Question Codes			
<b>[DC]</b>	Make inferences; interpret data; draw conclusions.	<b>[AA]</b>	Analyze an argument.
<b>[SA]</b>	Support an answer; cite supporting evidence.	<b>[AP]</b>	Identify author's intent or purpose.
<b>[MI]</b>	Identify the main idea that is stated or implied.	<b>[RE]</b>	Analyze relationships (ideas, story elements, text structures).
<b>[CV]</b>	Clarify vocabulary.	<b>[AC]</b>	Author's craft; literary devices

From Test Edition

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## Pearl Harbor Speech

by President Franklin D. Roosevelt

### Address to Congress, December 8, 1941

**Y**esterday, December 7, 1941—a date which will live in infamy—the United States of America was suddenly and deliberately attacked by naval and air forces of the Empire of Japan.

The United States was at peace with that nation, and, at the solicitation of Japan, was still in conversation with its government and its emperor looking toward the maintenance of peace in the Pacific. Indeed, one hour after Japanese air squadrons had commenced bombing in Oahu, the Japanese ambassador to the United States and his colleague delivered to the secretary of state a formal reply to a recent American message. While this reply stated that it seemed useless to continue the existing diplomatic negotiations, it contained no threat or hint of war or armed attack.

It will be recorded that the distance of Hawaii from Japan makes it obvious that the attack was deliberately planned many days or even weeks ago. During the intervening time the Japanese government has deliberately sought to deceive the United States by false statements and expressions of hope for continued peace.

The attack yesterday on the Hawaiian Islands has caused severe damage to American naval and military forces. Very many American lives have been lost. In addition, American ships have been reported torpedoed on the high seas between San Francisco and Honolulu.

Yesterday the Japanese government also launched an attack against Malaya.

Last night Japanese forces attacked Hong Kong.

Last night Japanese forces attacked Guam.

Last night Japanese forces attacked the Philippine Islands.

Last night Japanese forces attacked Wake Island.

This morning the Japanese attacked Midway Island.

Japan has, therefore, undertaken a surprise offensive extending throughout the Pacific area. The facts of yesterday speak for themselves. The people of the United States have already formed their opinions and well understand the implication to the very life and safety of our nation.

As commander in chief of the Army and Navy I have directed that all measures be taken for our defense. Always will we remember the character of the onslaught against us.

**From Test Edition**

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No matter how long it may take us to overcome this premeditated invasion, the American people in their righteous might will win through to absolute victory.

I believe that I interpret the will of the Congress and of the people when I assert that we will not only defend ourselves to the uttermost, but will make it very certain that this form of treachery shall never again endanger us.

Hostilities exist. There is no blinking at the fact that our people, our territory, and our interests are in grave danger.

With confidence in our armed forces, with the unbounding determination of our people, we will gain the inevitable triumph—so help us God.

I ask that the Congress declare that since the unprovoked and dastardly attack by Japan on Sunday, December 7th, 1941, a state of war has existed between the United States and the Japanese empire.

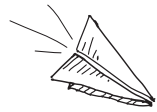
For video of speech:  
[www.americanrhetoric.com/speeches/fdrpearlharbor.htm](http://www.americanrhetoric.com/speeches/fdrpearlharbor.htm)

## Lesson 7

**Reading Objective:** Analyze and evaluate an argument and its support.

### Teacher Background

During Class Discussion, students orally present evaluations of their homework reading selections. During Teamwork, students use their Read and Respond notes and answers to the homework questions to make final preparations for these presentations. Team members share their responses and give one another feedback. During the oral presentations, students use their revised responses to the questions to describe the kind of texts they read, the strategies that helped them understand the text, and whether they will recommend their reading selections to others.



## Active Instruction tp

(20 minutes)

### Two-Minute Edit

1. Display and have students complete the Two-Minute Edit as they arrive for class.
2. Use **Random Reporter** to check corrections. Award team celebration points.

### Vocabulary

Ask teams if they have a Vocabulary Vault word that they would like to share. Award team celebration points.

### Set the Stage

1. Ask students to review their team's goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Have students get out their reading selections and Read and Respond forms. Remind them that today, with the help of their teams, they will each prepare a presentation about their individual reading selections.

Challenge students to think about the strategies and skills that they used to read their self-selected texts, share their answers to the Read and Respond questions, discuss their thinking, and prepare evaluations of their selections.

4. Remind students to add to the notes on their Read and Respond forms as they discuss their selections and prepare oral presentations about their selections. Students will use their answers to the questions on the Read and Respond form as the basis for their presentations.

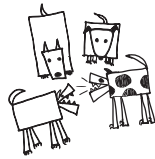
Two-Minute Edit



Vocabulary Vault

Teams review their cycle goal.

Connect the cycle objective to students' homework reading selections.



# Teamwork tp

(25 minutes)

## Team Discussion

1. Tell students that they will use the Read and Respond questions as a guide as they discuss their homework reading and prepare evaluations of their reading selections to share with their teams.
2. As students prepare their answers, check in with those students for whom you do not have individual scores for graphic organizer/notes, written Team Talk responses, word power journal, and/or a fluency score. Have them show you examples from the cycle. Point out areas of success, and give feedback to improve student performance.
3. As you visit teams, take this opportunity to check students' homework for completion (Read and Respond forms). Enter the information on your teacher cycle record form.

Students prepare, share, and revise presentations about their reading selections.

Give students feedback on classwork.

### Teacher's Note:

Have students who are ready for a new selection take turns choosing reading material from the classroom library. Make sure that every student has a Read and Respond form for next cycle.

## Read and Respond Questions

1.	Is your selection informational or literature? Summarize your reading. (summary rubric)
2.	Why did you choose this reading? What is your purpose for reading? (Team Talk rubric)
3.	Choose a word, phrase, or passage that you did not understand at first. How did you figure it out? (strategy-use rubric)
4.	Write down a question that you had or a prediction that you made as you read. Were you able to answer or confirm it? Explain. (strategy-use rubric)
5.	Would you recommend this selection to others to read? State your opinion, and support it with reasons. (Team Talk rubric)
6.	Choose a short section of the text that you think is important or especially interesting. Tell your teammates why you chose it. Read it aloud smoothly and with expression. (fluency rubric)



# Class Discussion tp

(15 minutes)

Team responses  
and feedback



Teams report on their review  
of the texts and Read and  
Respond discussions.

Celebrate team successes!  
Final tally for this cycle

Record team celebration  
points on the teacher cycle  
record form.

Collect Read and Respond  
forms for this cycle.

## Lightning Round

Use **Random Reporter** to have students present their evaluations of their homework reading selections (responses to the Read and Respond questions). Use rubrics to evaluate responses, give specific feedback, and award points.

## Celebrate

1. Tally up this cycle's points on the poster.
2. Tell students that their scored tests will be returned at the beginning of the next lesson. Poster points and the teams' test scores will determine which teams earn the status of super team, great team, or good team for the cycle.
3. Be sure to record each team's total celebration points from the poster into the teacher cycle record form. Remind students that team celebration points and team test averages are used to determine team scores.
4. Collect students' Read and Respond forms, and pass out new forms.
5. Tally up the number of Read and Respond signatures on students' forms, and record the number on the teacher cycle record form after class.

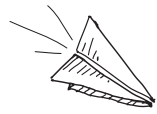
## Lesson 8

**Objectives:** Celebrate successes, and set new goals. Hold a Class Council meeting.

### Teacher Background

In the first part of this lesson, students review their test results and their final scores for the cycle and compare them with their goals. They celebrate success and set new objectives for further improvement.

In the second part of the lesson, students participate in Class Council.



## Active Instruction

(2 minutes)

### Two-Minute Edit

1. Display and have students complete the Two-Minute Edit as they arrive for class.
2. Use **Random Reporter** to check corrections. Award team celebration points.



## Celebrate/Set Goals

(20 minutes)

1. Distribute students' scored cycle tests. Allow a few moments for students to review them.
2. Distribute team score sheets to teams and celebration certificates to students. Remind students that the cycle's top-scoring teams are determined by their points on the poster and their test scores.
3. Recognize and celebrate the super, great, and good teams. Remind the teams of the impact of bonus points that are added to team members' cycle scores.
4. Have each team discuss and set a goal for the next cycle and record it on their team score sheet. Use the questions below to analyze and discuss the students' scores.

**What was your team's highest score?**

**What score do you want to improve?**

**What can the team do to improve that score?**

Use **Random Reporter** to ask:

**What is your team's goal for the next cycle? Why did you choose that goal?**

*Accept supported answers.*

Two-Minute Edit



Distribute scored cycle tests.

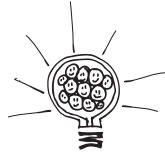
Distribute team score sheets and celebration certificates.

Class celebration!  
Celebrate team successes with a class cheer.

Each team sets a team goal for the next cycle.



5. Use the poster to award team celebration points for responses that include the team's reasons for choosing the goal, thus beginning the accumulation of points for the next cycle.
6. Have students record their cycle test scores and their areas of greatest strength and improvement on their progress charts.



## Class Council

(30 minutes)



1. Share class compliments.
2. Review the class goal that was set at the last Class Council. Using the agreed-upon measure of progress, was the goal met? Why or why not?
3. Discuss a class concern, or use the scenario and discussion hints provided.
4. Have teams discuss and then use **Random Reporter** to share responses.
5. After debriefing how they resolved the problem, help students set a goal and a measure of progress that they can use at the next Class Council.



## Brain Game

(5 minutes)

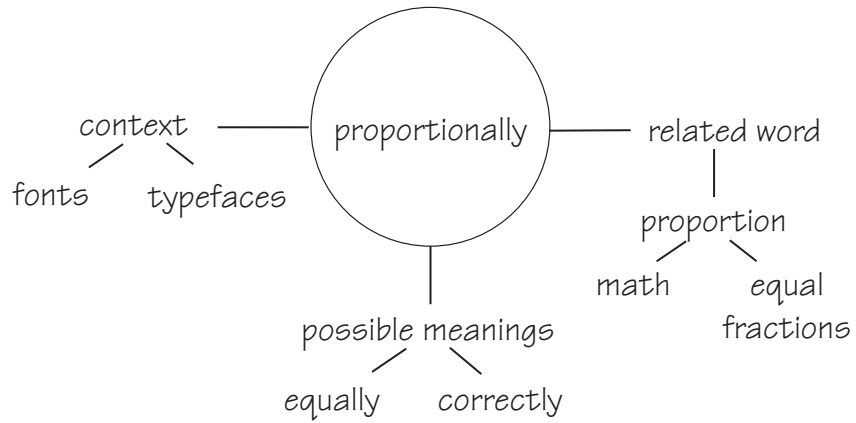
1. Choose a brain game from the card set, and then play the game.
2. Use the following questions to debrief and remind students of self-regulatory strategies:

**What did this game require your brain to do?**

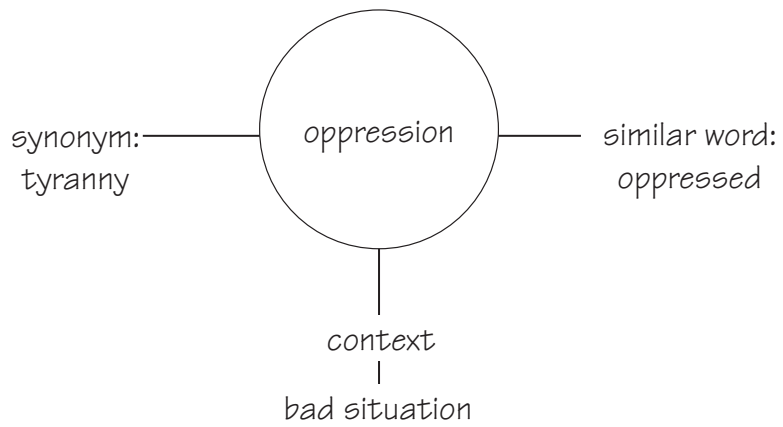
**How will use of this skill improve your success in other classes?**

Word Power Journal Sample Entries

**Sample Word Map  
Cycle 1**



**Sample Word Map  
Cycle 2**





# Step Up to Research

1. Team score sheets for this unit should be distributed during lesson 1. Students will use this modified version of the team score sheet to review their goals, track their progress through the six-step research process, and tally team celebration points throughout each lesson.
2. All teams will have the same team goal for this unit—to earn as many team celebration points as possible.
3. The teacher cycle record form has also been modified for the research unit.
  - Track student completion of the research steps, using check marks to indicate done or not done.
  - Note the writing purpose that each student selects to evaluate the individual research presentations.
  - Record the writing/presentation score for each student based on the scoring guide for writing that each student chose. This is the only score from the research unit that will roll up into the averages on the classroom assessment summary for the grading period.
  - Record tallies for completion of Read and Respond homework.
4. This is a short, focused research opportunity. While a two- to three-page written product and a three- to five-minute presentation are recommended at this level, please consider your available time and research materials and your students' Internet access and needs to choose a product that is appropriate for your class.

## Unit Overview

This research unit follows the level 8 unit Analyze Arguments: *Great Speeches*.

The focus for this unit is: techniques to inspire people. This focus motivates students to generate questions and stimulates new thinking about the text that they read in the previous unit.

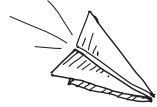
This unit's mini-lesson is on interview skills—how to do an interview to gather research information and how to cite an interview source.

# Lesson 1

## Teacher Background

This unit's focus is techniques to inspire people.

Doing research can involve interviewing people. In this lesson, students learn how to interview and cite these sources.



## Active Instruction tp

### Generate Questions (15 minutes)

1. Post the research purpose and focus. Have students write their focus-related questions as they enter the classroom.

**Research Purpose:** In this unit, you will ask questions, find and organize information, and present your findings to others.

**Research Focus:** Techniques to inspire people

2. Have teams use the Questioning Formulation Technique (QFT: Rothstein, 2012) to write as many questions about the research focus as they can in ten minutes.
  - Ask as many questions as you can.
  - Do not stop to answer, discuss, or judge the questions.
  - Write down every question just as you hear it.
  - If a teammate makes a statement, turn it into a question.
3. Use **Random Reporter** to select a student from each team to share a question or two.



### Prioritize and Improve Your Questions (10 minutes)

1. Present the research product:

**Research Product:** You will write two to three pages that answer your research question and include at least one text feature that helps to inform the audience. You will prepare and deliver a three- to five-minute presentation of your written information.

2. Present the materials that students will use to research their questions.
3. Have each student use the team list to choose up to three questions that he or she finds important or interesting.



4. Have students share their questions with their teams and discuss how realistic it is to research each question, given the time and materials available. Teammates help one another narrow down questions to make them more researchable. Each student chooses one question to research.
5. Have students choose the scoring guide that they will use based on the research project (Writing to Support a Claim with Reasons or Writing to Inform or Explain).
6. Use **Random Reporter**, and award team celebration points to teams whose representatives can share the research question and scoring guide that they chose and explain why.
7. Have students review their research purpose, team goal, and team cooperation goal for this cycle. Tell teams to discuss how they are going to earn more team celebration points during this unit, and have them write that goal in the allotted space.
8. Explain to students that they will earn super, great, or good team status based only on the team celebration points that they earn in this unit.
9. Tell students that the only score they will earn this cycle is a writing score that will be based on the scoring guide that they select for evaluation of their research presentation.
10. Tell students to initial each step of the writing process as it is completed during the unit.

#### **Interactive Skill Instruction** (25 minutes)

1. Present the mini-lesson on interview skills.

Tell students that people are another source of information. Today we will discuss how to interview a person to gather information.



2. Use **Think-Pair-Share** to ask:

#### **What do you think makes a good interview?**

*Answers will vary. (Record student suggestions on the board.) For example, students may say that asking good questions, being prepared, or practicing active listening makes a good interview. Also choosing someone knowledgeable about the topic that you want to discuss makes a good interview.*

3. Refer students to the Interview Tips in their student edition. Review additional tips that were not discussed.

Blackline master provided.

Step Up to Research

**Citing an Interview Source**

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**In the text:** At the end of the sentence or paragraph that gives the information learned in the interview, put the name, date, and the phrase "personal communication" in parentheses, for example:  
(Tanya Johnson, November 9, 2012, Personal communication).

**In the bibliography,** include the person's name—last name first—, date, and the phrase "personal communication," for example:  
Johnson, Tanya, November 9, 2012, Personal communication

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**Interview Tips**

**Get Ready**

- Share and discuss your research question with the person whom you would like to interview.
- Schedule the interview at a convenient time and in a quiet place.
- Decide if you will take notes, have your partner take notes, or use a recording device while you conduct the interview.
- Gather your materials, and practice using them with your partner.
- Practice explaining your research in a confident voice.
- Practice sitting with your arms and legs uncrossed and using your active-listening skills. This will show your interviewee that you are very interested in what he or she has to say.
- Prepare questions about your chosen topic. Remember, closed-ended questions will get you short, specific answers. Open-ended questions will allow the person to give you more information about the topic—maybe even answers to questions that you didn't think to ask.

**Conduct the Interview**

- Start by thanking the person for meeting with you. Share a little about yourself and your interest in this topic. Relax, smile, and make this a comfortable conversation and not an interrogation.
- Give the person plenty of time to think and answer. Sometimes the best answer comes after a period of silence.
- Practice active listening. Sit still, nod when necessary, and keep eye contact.
- Use short questions, such as "Can you tell me more about that?" to get more detail or clarification.
- Near the end of the interview, ask the person if there is anything else that he or she would like to add.

Step Up to Research

- If you are taking notes, don't write so much that you can't interact with the interviewee. You can add to your notes later.
- If you use a recording device, make sure it is running before you start, and then check it periodically during the interview to make sure that it's still running.

**After the Interview**

- Label your notes, tapes, or digital files with the interviewee's name, your research question, and the date and time of the interview.
- Review your notes as soon as possible, and add any important details and impressions.
- Send a thank-you note to your interviewee that says how much you value his or her time and thoughts.

For more information about interviewing, check out "How to Conduct a Strong Interview" at [www.whatkidscando.org/features/stories/2007/maine\\_students/tip\\_sheets/INTERVIEWING%20TIP%20SHEET.pdf](http://www.whatkidscando.org/features/stories/2007/maine_students/tip_sheets/INTERVIEWING%20TIP%20SHEET.pdf).

Citing interview sources

Partners practice doing a research interview.



4. Explain to students that if they use a person as a source of information for their research, they should cite the person both in the text and in the bibliography in the following manner. Display the blackline master, and review the information with students.
5. Have students practice doing a research interview. Point out that they may not be able to apply all the tips during this practice, but that they will get practice in using correct body language, active listening, asking questions, and recording answers.
 

Explain that they will work in partner pairs with each student taking turns being the interviewer. Each partner pair will undergo two interview sessions. Assign one partner to be the interviewer and the other to be the interviewee. Choose a topic known to all of your students, or select from the following list:

  - the school
  - school sports teams
  - school clubs
  - your city or town

Allow students about two minutes to write their interview questions.
6. Have partners take turns being the interviewer and interviewee, with the interviewer using as many of the interview tips as possible. Allow a maximum of five minutes for each interview.
7. Use **Random Reporter** to share team practice answers, and then award team celebration points.
8. Present the target(s) for scoring from the scoring guides: ideas, organization, style, and mechanics.

Encourage partners to share relevant information.

Remind students of the Read and Respond homework assignment.

**Start Digging** (10 minutes)

1. Have students use the research materials to search for information, and have them use a graphic organizer or notecards to make notes and record source information. Refer students to the sample notecard and web in their student edition.
2. Ask students to write the research question in the center of the web or on the first notecard.
3. Circulate, check students' progress, and record each completed step on the teacher cycle record form. Spot check the Read and Respond homework.
4. Commend students for their progress through the research process during the lesson as recorded in the Research Process section of their team score sheets.
5. Add up the team celebration points earned by each team during the lesson, and record them on the Team Celebration Points poster.

## Step Up to Research

### Citing an Interview Source

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- Gather your materials, and practice using them with your partner.
- Practice explaining your research in a confident voice.
- Practice sitting with your arms and legs uncrossed and using your active-listening skills. This will show your interviewee that you are very interested in what he or she has to say.
- Prepare questions about your chosen topic. Remember, closed-ended questions will get you short, specific answers. Open-ended questions will allow the person to give you more information about the topic—maybe even answers to questions that you didn’t think to ask.

#### Conduct the Interview

- Start by thanking the person for meeting with you. Share a little about yourself and your interest in this topic. Relax, smile, and make this a comfortable conversation and not an interrogation.
- Give the person plenty of time to think and answer. Sometimes the best answer comes after a period of silence.
- Practice active listening. Sit still, nod when necessary, and keep eye contact.
- Use short questions, such as “Can you tell me more about that?” to get more detail or clarification.
- Near the end of the interview, ask the person if there is anything else that he or she would like to add.

## Step Up to Research

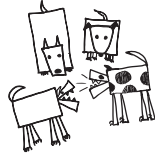
- If you are taking notes, don't write so much that you can't interact with the interviewee. You can add to your notes later.
- If you use a recording device, make sure it is running before you start, and then check it periodically during the interview to make sure that it's still running.

### After the Interview

- Label your notes, tapes, or digital files with the interviewee's name, your research question, and the date and time of the interview.
- Review your notes as soon as possible, and add any important details and impressions.
- Send a thank-you note to your interviewee that says how much you value his or her time and thoughts.

For more information about interviewing, check out “How to Conduct a Strong Interview” at [www.whatkidscando.org/featurestories/2007/maine\\_students/tip\\_sheets/INTERVIEWING%20TIP%20SHEET.pdf](http://www.whatkidscando.org/featurestories/2007/maine_students/tip_sheets/INTERVIEWING%20TIP%20SHEET.pdf).

## Lesson 2



# Teamwork

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## Keep Digging: Search and Process (50 minutes)

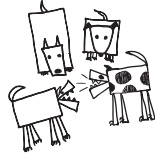
1. Have students review their research purpose, team goal, and team cooperation goal as recorded on their team score sheets. Remind teams that they will earn super, great, or good team status based on how many team celebration points they earn.
2. Have students continue to use the research materials to search for information, and have them use their graphic organizer or notecards to record relevant information.
3. Circulate, check students' progress, and record each completed step on the teacher cycle record form.
4. Spot check the Read and Respond homework.
5. Ask partners to share what they have found with each other and prepare to share an important piece of information and its source with the class prior to class discussion.

## Class Discussion (10 minutes)



1. Use **Random Reporter** to have students share an important piece of information, the source, and why they think the information is important with the class. Award team celebration points.
2. Award extra team celebration points to volunteers who answer the following question: "Did your research change your question or your thinking about what you thought you would find?"
3. Commend students for their progress through the research process during the lesson as recorded in the Research Process section of their team score sheets.
4. Add up the team celebration points earned by each team during the lesson, and record them on the Team Celebration Points poster.

## Lesson 3



# Teamwork

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During this class period, students review their research and write answers to their questions.

### **Put It All Together: Draw Conclusions, Write, and Practice** (30 minutes)

1. Have students review their research purpose, team goal, and team cooperation goal as recorded on their team score sheets. Remind teams that they will earn super, great, or good team status based on how many team celebration points they earn.
2. Have each student make a plan for his or her written product and review it with a teammate.
3. Ask each student to draft his or her written product. Have students record the type of writing (writing to support a claim with reasons or writing to inform or explain) at the top of the page.

### **Team Feedback** (20 minutes)

1. Have each team member share his or her presentation with another member of the team.
2. Ask team members to use the evaluation form to give feedback.
3. Tell students to make improvements and prepare for their presentations.
4. Circulate, check students' progress, and record each completed step on the teacher cycle record form.
5. Spot check the Read and Respond homework.

### **Class Discussion** (10 minutes)

1. Award team celebration points to Random Reporters who can report a strength that teammates shared with them about their presentations.
2. Award extra team celebration points to volunteers who share what they have learned about the research, writing, and presentation process.
3. Commend students for their progress through the research process during the lesson as recorded in the Research Process section of their team score sheets.
4. Add up the team celebration points earned by each team during the lesson, and record them on the Team Celebration Points poster.

Remind students of the Read and Respond homework assignment.

# Lesson 4



## Present and Evaluate

In this lesson, students will present their research to groups other than their own teams, and students will use the evaluation form to provide a written evaluation of each presentation that they hear. There will be four rounds of presentations, during which each student will have three minutes to present.

Choose group assignments in advance, or use the following process:

- Count the number of teams.
- Have students count off from 1 to the number of teams. There will be four or five students with each number.
- Have the students who counted off as 1s go to table 1, 2s go to table 2, and so on.

Allow a volunteer to give the first presentation, or designate an individual within each group. Presentations then proceed to the right until everyone has presented. As each presentation concludes, the evaluators complete the evaluation sheets and give them to the presenter.

### Present (30 minutes)

1. Have students review their research purpose, team goal, and team cooperation goal as recorded on their team score sheets. Remind teams that they will earn super, great, or good team status based on how many team celebration points they earn.
2. Review the criteria for evaluating a presentation, and demonstrate how to complete the evaluation. Remind students that you will collect the evaluation forms.
3. Designate group assignments, and pass out evaluation forms.
4. Have students move to their designated groups. Begin the presentations.
5. Make sure that each student presents and receives evaluations after the presentation.

### Team Discussion (20 minutes)

1. When all presentations are finished, have students return to their teams to review the feedback that they received.
2. Ask team members to share their strengths and suggestions in each category.

Research Evaluation	
Presenter: _____ Evaluator: _____ Date: _____	
<b>Writing Purpose</b> (Circle one) To inform or explain To support a claim with reasons	
<b>Writing Quality</b> (Note one area of strength, and give evidence to support your choice.)	
Idea	
Organization	
Style	
Mechanics	
Make a suggestion for improvement and a reason for your suggestion.	
<b>Research Skills</b> (Note one or two strengths)	
Assesses a focused question	
Uses multiple sources	
Quotes and paraphrases correctly	
Clear readability scores	
<b>Presentation Skills</b> (Note one or two strengths)	
Good eye contact	
Good volume	
Clear pronunciation	
Enthusiastic presentation	

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Remind students of the Read and Respond homework assignment.

### **Class Discussion** (10 minutes)

1. Review each target, and ask for a show of hands indicating areas of strength and areas that need improvement.
2. Use **Random Reporter** to hold a discussion during which students reflect on the research process and the products that they produced and draw conclusions about successes and areas in need of improvement. Award team celebration points.
3. Collect the written materials, including the plans, drafts, and evaluations. Plan to score and return the research products by the end of the next unit. Award up to 100 points for evidence that the chosen targets were met.
4. Review the total number of team celebration points earned by each team. Use the poster overlay to determine team status (super, great, or good) for this unit.
5. Enter the writing, Read and Respond, and team celebration points scores into the Member Center.
6. Generate the teacher cycle record results report to review team and class averages for the unit.

# Research Evaluation

Presenter \_\_\_\_\_ Evaluator \_\_\_\_\_ Date \_\_\_\_\_

**Writing Purpose** (circle one): To inform or explain To support a claim with reasons

**Writing Quality:** Note one area of strength, and give evidence to support your choice.

Ideas	
Organization	
Style	
Mechanics	

Make a suggestion for improvement and a reason for your suggestion.

**Research Skills** (Note one or two strengths.)

Answers a focused question	
Uses multiple sources	
Quotes and paraphrases sources	
Cites trustworthy sources	

**Presentation Skills** (Note one or two strengths.)

Good eye contact	
Good volume	
Clear pronunciation	
Enthusiastic presentation	

# Research Evaluation

Presenter \_\_\_\_\_ Evaluator \_\_\_\_\_ Date \_\_\_\_\_

**Writing Purpose** (circle one): To inform or explain To support a claim with reasons

**Writing Quality:** Note one area of strength, and give evidence to support your choice.

Ideas	
Organization	
Style	
Mechanics	

Make a suggestion for improvement and a reason for your suggestion.

**Research Skills** (Note one or two strengths.)

Answers a focused question	
Uses multiple sources	
Quotes and paraphrases sources	
Cites trustworthy sources	

**Presentation Skills** (Note one or two strengths.)

Good eye contact	
Good volume	
Clear pronunciation	
Enthusiastic presentation	

# Common Core State Standards

The following Common Core State Standards are addressed in this unit.

Full program alignments can be found on the Reading Edge online resources.

Contact your SFA coach for more information.

## Level 8 Analyze Arguments

### English Language Arts Standards: Reading: Informational Text

#### Craft and Structure

RI.8.6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

#### Integration of Knowledge and Ideas

RI.8.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

### English Language Arts Standards: Writing

#### Text Types and Purposes

W.8.1c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

#### Research to Build and Present Knowledge

W.8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

W.8.8. 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.

W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

### English Language Arts Standards: Speaking and Listening

#### Presentation of Knowledge and Ideas

SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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