



Informational

Analyze Arguments

Great Speeches

Research



A Nonprofit Education Reform Organization

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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.

Analyze Arguments

Great Speeches

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.

For this unit, you will need:

- Student edition
- Copy of *Great Speeches*
- A few sticky notes for marking passages
- A notebook for taking notes on your reading and for writing answers to the Team Talk questions
- A word power journal (marble composition book)
- Read and Respond form

Question Codes

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

Cycle 1:
Lesson 1

Reading Objective

Analyze and evaluate an argument and its support.

The Big Question

What is the purpose of a speech?

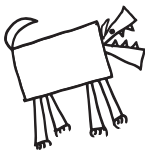
Reading

Great Speeches, “Farewell to Baseball Address” (starting at paragraph 4)

Team Talk Questions

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

Explain why this word best describes the author’s attitude.
- Describe the author’s view of the New York Giants. **[AC, DC, SA]** (Team Talk rubric)
- 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)
- How does the author support his claim that he is “the luckiest man on the face of the earth”? **(Write) [AA]** (Team Talk rubric)



Read and Respond

Read from your selection for at least twenty minutes each day. Note the page numbers that you read on the Read and Respond form. During the cycle, you will answer the questions on the form. Your answers will be the basis of the homework-reading evaluation that you will present at the end of the cycle.

Bring your Read and Respond form to class each day. Your teacher will spot-check forms throughout the cycle.

Farewell to Baseball Address

by Lou Gehrig

Yankee Stadium, New York, July 4, 1939

Fans, 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.

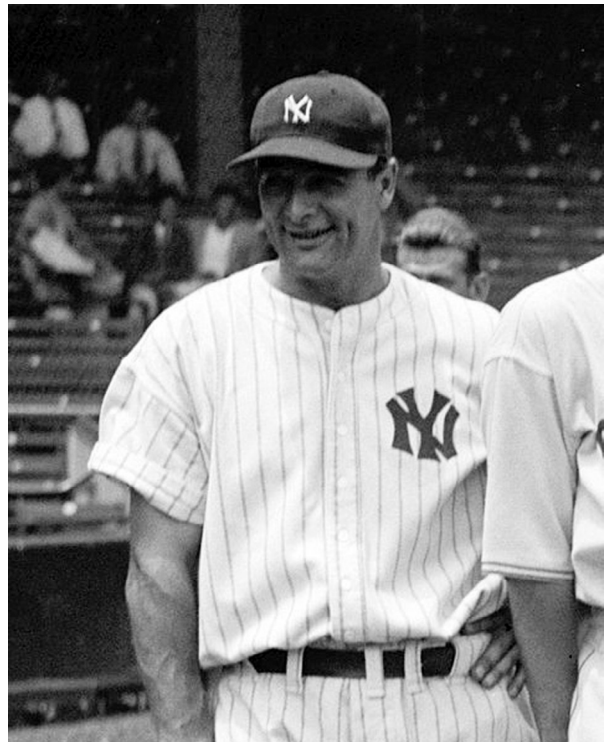
When the New York Giants, a team you would give your right arm to beat, and vice versa, sends you a gift—that's something. When everybody down to the groundskeepers and those boys in white coats remember you with trophies—that's something.

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.



Cycle 1:
Lesson 2

Reading Objective

Analyze and evaluate an argument and its support.

Reading

Great Speeches, “Find What You Love” (part 1), starting at paragraph 5

Team Talk Questions

1. Describe the author’s feelings about dropping out of college. **[DC, RE, SA]**
(Team Talk rubric)
2. How did a calligraphy class taken in college impact the author’s career?
[DC, RE, SA] (Team Talk rubric)
3. Why did the author get fired from a company he started? **[DC, RE, SA]**
(Team Talk rubric)
4. By discussing getting fired from Apple, what do you think the author is trying to prove? **(Write) [AA]** (Team Talk rubric)
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]**



Read and Respond

Continue to read your selection for at least twenty minutes. Note the page numbers that you read on the Read and Respond form. Be sure to bring your Read and Respond form to class each day. Your teacher will spot-check forms throughout the cycle.

Word	Pronunciation	Definition	Sample Sentence
associate (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.
intuition (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.
diverge (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.
renaissance (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.
intellect (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> .
obliged (verb) "Ain't I a Woman?"	o-bliged (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.
tyranny (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.
beseech (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.

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:

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.

Cycle 1:

Lesson 3

Reading Objective

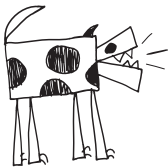
Analyze and evaluate an argument and its support.

Reading

Great Speeches, “Find What You Love” (part 2), starting at “My third story...”

Team Talk Questions

1. What does the author try to prove about remembering that he’ll be dead soon? **(Write) [AA]** (Team Talk rubric)
2. What impact did the phrase “get [your] affairs in order” have on the author? **[DC, RE, SA]** (Team Talk rubric)
3. Explain whether you think the author makes a good case for his point about how people should live. **[AA]** (Team Talk rubric)
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)
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.



Read and Respond

Continue to read your selection for at least twenty minutes. On the Read and Respond form, note the page numbers that you read. Be sure to bring your Read and Respond form to class each day. Your teacher will spot-check forms throughout the cycle.

Find What You Love (part 2)

by Steve Jobs

Stanford University, California, June 12, 2005

During 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

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.

Cycle 1:
Lesson 4

Reading Objective

Analyze and evaluate an argument and its support.

Reading

Great Speeches, "Ain't I a Woman?" (starting at paragraph 2)

Team Talk Questions

1. How did men view women in 1851? **[DC, RE, SA]** (Team Talk rubric)
2. What evidence does the author give to support her point that women are not weak? **(Write) [AA]** (Team Talk rubric)
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)
4. Describe the author's tone in "Ain't I a Woman?" **[DC, SA]** (Team Talk rubric)
5. Choose a word from the vocabulary list, and write a meaningful sentence using the word correctly. **[CV]**



Read and Respond

Continue to read your selection for at least twenty minutes. On the Read and Respond form, note the page numbers that you read. Be sure to bring your Read and Respond form to class each day. Your teacher will spot-check forms throughout the cycle.

Ain't I a Woman?

by Sojourner Truth

Women's Convention, Akron, Ohio, 1851

Well, 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.



Cycle 1:

Lesson 5

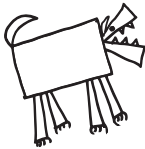
Writing Objective

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

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



Read and Respond

Continue to read your selection for at least twenty minutes. On the Read and Respond form, note the page numbers that you read. Be sure to bring your Read and Respond form to class each day. Your teacher will spot-check forms throughout the cycle.

Cycle 1:

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.

Read and Respond

Continue to read your selection for at least twenty minutes. On the Read and Respond form, note the page numbers that you read. Bring your homework-reading selection and Read and Respond form to the next reading class. You will prepare a presentation about your homework reading.

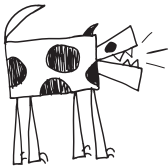
Cycle 1:
Lesson 7

Reading Objective

Analyze and evaluate an argument and its support.

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)



Read and Respond

Make sure you have a Read and Respond form for next cycle. If you are ready for a new selection, choose a text from the classroom library.

Cycle 2:
Lesson 1

Reading Objective

Analyze and evaluate an argument and its support.

The Big Question

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

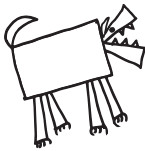
Reading

Great Speeches, “I Have a Dream” (part 1), starting at paragraph 3

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



Read and Respond

Read from your selection for at least twenty minutes each day. Note the page numbers that you read on the Read and Respond form. During the cycle, you will answer the questions on the form. Your answers will be the basis of the homework-reading evaluation that you will present at the end of the cycle.

Bring your Read and Respond form to class each day. Your teacher will spot-check forms throughout the cycle.

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)**

Five 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

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!

Cycle 2:
Lesson 2

Reading Objective

Analyze and evaluate an argument and its support.

Reading

Great Speeches, "I Have a Dream" (excerpt, part 2), starting at paragraph 3

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



Read and Respond

Continue to read your selection for at least twenty minutes. Note the page numbers that you read on the Read and Respond form. Be sure to bring your Read and Respond form to class each day. Your teacher will spot-check forms throughout the cycle.

Word	Pronunciation	Definition	Sample Sentence
decree (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.
dignity (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.
tribulations (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.
avert (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.
extenuate (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.
consecrate (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.
infamy (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.
premeditated (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.

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.

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/mlkhaveadream.htm

Cycle 2:
Lesson 3

Reading Objective

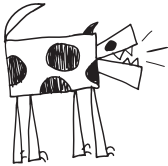
Analyze and evaluate an argument and its support.

Reading

Great Speeches, "Give Me Liberty or Give Me Death," starting at sentence #5

Team Talk Questions

1. Explain whether the author sees other people's points of view about his argument. **[AA]** (Team Talk rubric)
2. What is the author trying to prove in his speech? How does he support this? **(Write) [AA]** (Team Talk rubric)
3. Why do you think the author uses so many rhetorical questions in his speech? **[AP, AA, DC]** (Team Talk rubric)
4. Describe the author's tone in the last paragraph of his speech. **[AP, DC, SA]** (Team Talk rubric)
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]**



Read and Respond

Continue to read your selection for at least twenty minutes. On the Read and Respond form, note the page numbers that you read. Be sure to bring your Read and Respond form to class each day. Your teacher will spot-check forms throughout the cycle.

Give Me Liberty or Give Me Death

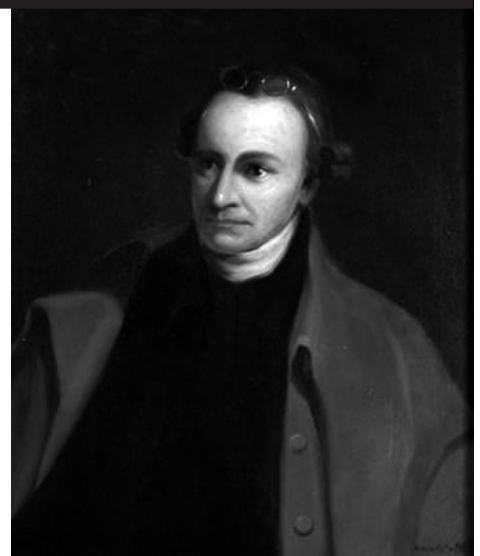
by Patrick Henry

**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



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!

Cycle 2:

Lesson 4

Reading Objective

Analyze and evaluate an argument and its support.

Reading

Great Speeches, “The Gettysburg Address” (“We have come...”)

Team Talk Questions

1. What is the author’s argument, and how does he support it? **(Write) [AA]**
(Team Talk rubric)
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)
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)
4. Choose a rhetorical device used in this speech, and explain the impact it likely had on listeners. **[AA, AC, SA]** (Team Talk rubric)
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.



Read and Respond

Continue to read your selection for at least twenty minutes. On the Read and Respond form, note the page numbers that you read. Be sure to bring your Read and Respond form to class each day. Your teacher will spot-check forms throughout the cycle.

The Gettysburg Address

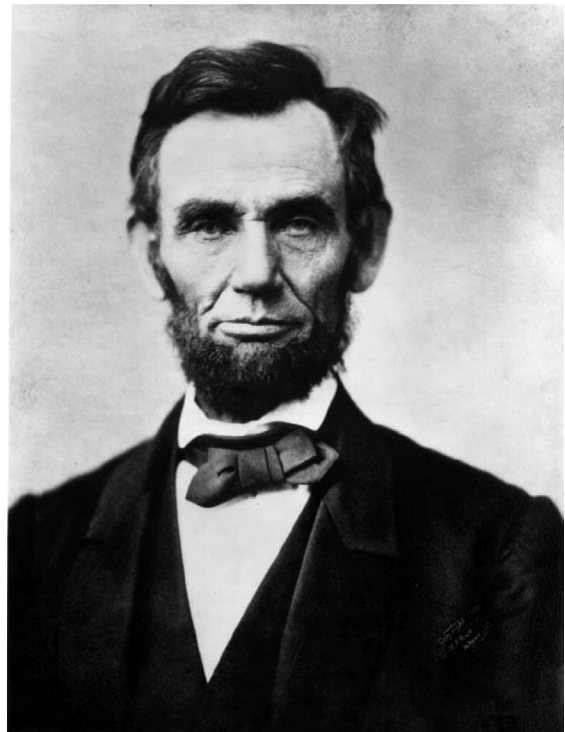
by President Abraham Lincoln

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.



Cycle 2:

Lesson 5

Writing Objective

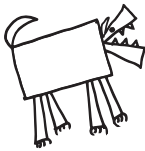
Use words and phrases that help the audience see how the reasons are related to the claim.

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

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



Read and Respond

Continue to read your selection for at least twenty minutes. On the Read and Respond form, note the page numbers that you read. Be sure to bring your Read and Respond form to class each day. Your teacher will spot-check forms throughout the cycle.

Cycle 2:

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.

Read and Respond

Continue to read your selection for at least twenty minutes. On the Read and Respond form, note the page numbers that you read. Bring your homework-reading selection and Read and Respond form to the next reading class. You will prepare a presentation about your homework reading.

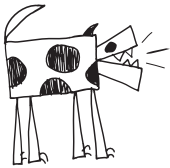
Cycle 2:
Lesson 7

Reading Objective

Analyze and evaluate an argument and its support

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)



Read and Respond

Make sure you have a Read and Respond form for next cycle. If you are ready for a new selection, choose a text from the classroom library.

Step Up to Research

Citing Sources and Avoiding Plagiarism

Follow a few simple steps to avoid plagiarism.

1. Take detailed notes.

- Keep track of your ideas and the ideas of others by labeling them in your notes.
- In your notes, keep track of where you found information: write down the author, the title, the page number, and the publication date of the book, website, or periodical.

2. Give credit to other's work.

- When you use someone else's ideas or information, put them in your own words. Record the source (author and date) in parentheses at the end of the sentence or paragraph.
- Use quotation marks when you use someone else's exact words.

3. Make a bibliography.

- This is an alphabetized list of all the sources used to find information for a report or research paper. It always comes at the end of the report or research paper. The bibliography entries include all the information that someone would need to find the original source.
- Use the correct format for each type of source.

For a book, follow this format:

Author (last name, first name). Date of publication. Title of book or article. Publisher: Location of publisher.

Here is an example of a quote that a student used in a presentation about life in India:

"Mahatma Gandhi taught that it is right to hate what is unjust but wrong to hate people."
(Kalman, 2010)

This is how the student wrote the entry in his bibliography:

Kalman, Bobbie. 2010. *India, The People*. Crabtree Publishing Company: New York.

For an Internet site, follow this format:

Title of site or article on site. Name of organization that has the website. Date that you found the information. URL address.

Here is an example of how the same student used a website for information:

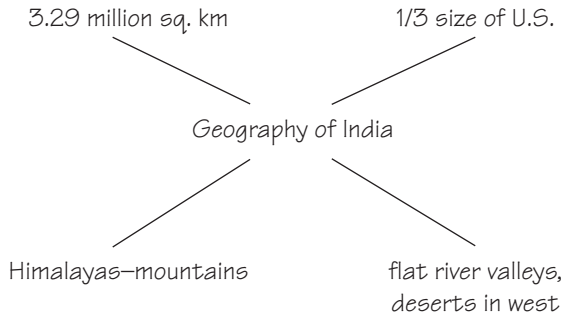
The official name of this country is the Republic of India. It covers 3.29 million square kilometers or about one-third the size of the United States. (U.S. Department of State Fact Sheet, 2012)

This is how he wrote the entry in his bibliography:

Background Note: India. U.S. Department of State. April 17, 2012. www.state.gov

Step Up to Research

Sample Notes



(Source: Background Note: India. U.S. Department of State. April 17, 2012. www.state.gov)

Sample Note Cards

Country – Republic of India
Capital – New Delhi
Geography – 3.29 million sq. km., about 1/3 U.S.
Mountainous (Himalayas), West – flat river valleys and deserts

Source:
 Background Note: India. U.S. Department of State.
 April 17, 2012. www.state.gov

Guide to Great Presentations

When you give a presentation:

1. Become an authority.

- Get excited about your topic and your research. Know your topic well. When you show enthusiasm, your audience will become enthused as well. The best way to show that you care about your topic is to know your topic and engage the audience. Be prepared.

2. Rehearse.

- Practice the entire presentation. Repeat the hard parts until they are smooth.
- Practice how you will engage the audience with your body language.
- Make eye contact with members of the audience as if you were talking with them one to one.
- Use your hands to gesture.
- Before the presentation, practice pronouncing words that you don't usually use in conversation. Use an audio button on an online dictionary if you are unsure of the correct pronunciation.
- If you need to read your presentation, know it well enough that you can look up at the audience every few seconds.

3. Never apologize.

- Focus on your topic, not yourself. If you make a mistake, fix it as you move forward. If it is a little mistake, just keep going. The audience doesn't know your presentation like you do, and they want you to do well.

4. Visualize success.

- Picture yourself speaking slowly in a loud, clear voice. Once you start, take a deep breath when you break between sections to avoid filler words such as *um* and *like*. It is OK to leave a second or two of silence; it allows the audience time to catch up with what you are saying. Many people speak too quickly or too slowly when they are addressing an audience. Aim to keep a natural, conversational pace.

To turn your research into an audience-pleasing presentation:

1. Write an attention-grabbing introduction.

- Use a famous quote.
- Ask a question.
- Have the audience make a mind movie.
- State an interesting fact.
- Tell an interesting story.

2. Connect your ideas.

- In the middle, give evidence to support each point.

3. Leave enough time for a memorable ending.

- Summarize the important ideas and why they are important to the audience.
- State a final surprising or interesting story or fact.
- End with a bonus; tell one more important point.
- Thank the audience.

Step Up to Research

An Internet Research Plan

Step 1: Think about your questions. Are they closed-ended or open-ended? Are you looking for a specific answer, or are you trying to find evidence to connect several ideas?

For example:

- Closed-ended: What year did the Americans enter World War II?
- Open-ended: Why did the Americans enter World War II?

Step 2: Narrow your search. Write your query (question) or the keywords that you will enter in the search box. For a closed-ended question, you can use natural language to find an answer. Just enter “What year did the Americans enter World War II?”

- For an open-ended question, you may also use precise, natural language, but sometimes that will yield too much information or not enough reliable sites.
- You may need to use key terms or phrases. To search with keywords, there are a few tricks that are useful to know. First, make two lists of words that: Must Appear and Must Not Appear.
- Putting words in quotation marks will find sites that use those words together in that exact order, for example, “The Three Musketeers.”
- Putting a minus sign (not a hyphen) in front of a word or several words in quotation marks will exclude those words from the search results. For example, “The Three Musketeers” - “candy bar” will eliminate information about the treat and find information about the historical figures.
- Another way to narrow a search is to connect two ideas. For example, to find out what President Kennedy said in speeches about going to the moon, try: “President Kennedy” + “moon.”

Step 3: Use all the help you can get. Your librarian is an expert on how to find information. You can go to the library and get help from the librarian there, or you can go online to get help. You can use your school, community, or university libraries to get help.

- If you find a URL (the Internet address for a site) that you like but need more information, try the home page of the site, review the site map (there is usually a clickable button on the bottom of the home page), or try trimming the URL back to get to more general information. For example, www.jfklibrary.org/JFK/JFK-in-History will bring you to President Kennedy’s speech about going to the moon. To know more about him, try just www.jfklibrary.org/JFK.
- Use search engines that are designed for students. Search engines are computer programs that use huge clusters of computers to search the web. Each search engine is a little different. There are some, such as Sweet Search, that are designed to be student friendly.
- Search engines cannot find information that must be paid for or information in databases. However, your library will have subscriptions to very useful databases that contain the kind of information that students often need.

Step Up to Research

Step 4: Check your sites for credibility. Think like a detective. Be skeptical.

Always check your answers at more than one site.

- Primary sources, databases, and books online can be accessed through your school or library and are usually more trustworthy than commercial sites (these have URLs that end in .com or .net). Librarians can teach you how to use these databases, for example, the American Revolution Reference Library or American Decades: Primary Sources. The information that you find here has been checked by experts in the field.
- Know how the information got to a site. Wiki sites can be useful, but they are open to anyone to post information. You must check who put it there and if others have verified the information.
- Do not assume that the first several sites that come up are the best or the most accurate. There are many reasons besides quality that a site is on the first page. Always dig deeper.
- If you suspect that a site is not original but is just copied from another site, search with some key phrases or sentences from the site and see if they come up on other sites. Then check the reliability of those sites. (By the way, this is also how your teacher can tell if you stole someone else's words.)
- To decide if a site is reliable, ask these questions:
 - Are the author and publisher of the site well-respected authorities? You can search their names to find out more about their backgrounds.
 - Why did the writer create this site? Be very critical of sites that blend information and advertisements.
 - Is the writer asking you to buy anything or give information about yourself? Don't do it!
 - Does the site have a social or political bias? For example, whitehouse.gov is not neutral on presidents. Is the information current? Check when the information was published or last updated.
- Remember that blogs (short for web logs) are logs, journals, diaries, or editorials that people keep online to spread information or exchange thoughts with others. They are informal and may spark ideas, but information must be verified elsewhere.

Step 5: Keep track of the sites that you visit. Keep a written record of what you use. Use bookmarks to save time.

Step Up to Research

Citing an Interview Source

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

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/featurestories/2007/maine_students/tip_sheets/INTERVIEWING%20TIP%20SHEET.pdf.

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

Pearl Harbor Speech

by President Franklin D. Roosevelt

Address to Congress, December 8, 1941

Yesterday, 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.

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*.

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

Part III. Vocabulary (100 points)

1. What is a synonym for the word *infamy*? What is an antonym for the word *infamy*? [CV]
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]
4. What is a synonym for the word *tribulations*? [CV]
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]
7. What is an antonym for the word *consecrate*? [CV]
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]

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]

2. What rhetorical device is used in this speech, and what is its impact? [AA, AC]

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."

4. How does the author's tone shift throughout his speech? [AC, AP, DC]

5. Compare and contrast "I Have a Dream" with the Pearl Harbor speech. [DC, SA]

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?

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

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

D-Day Invasion, Order of the Day

by General Dwight D. Eisenhower

Headquarters, Allied Expeditionary Forces, June 6, 1944

Soldiers, 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/dwighteisenhowerorderoftheday.htm

End of Cycle 1 Test

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]

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]

8. What is a synonym for the word *associate*? What is an antonym for the word *associate*? [CV]
- A. tyranny
 - B. intellect
 - C. intuition
 - D. renaissance

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]

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*.

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

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

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

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

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

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]

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.

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]

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

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

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.

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.

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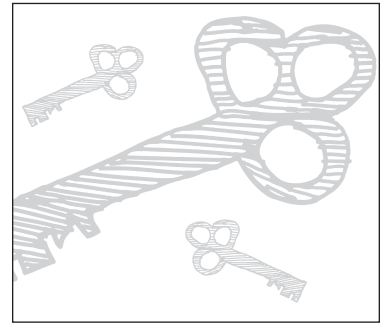
A Nonprofit Education Reform Organization



Great Speeches

Analyze Arguments

Informational



Level 8

Test Edition

The **EDGE** READING
MIDDLE GRADES
SECOND EDITION