UNIT 2- POINT OF VIEW AND PERSPECTIVE ON THE AMERICAN DREAM

BEND I: USING HISTORICAL DOCUMENTS TO INSPIRE AN ARGUMENTATIVE SPEECH
BEND II: RESEARCH PROCESS TO DEVELOP AN INFORMED VIEW FOR AN ARGUMENTATIVE SPEECH

11TH GRADE – UNIT OF STUDY

GRANDVIEW SCHOOL DISTRICT #200
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We express our gratitude to all the educator contributors to this effort. Without their support and expertise in the field of English language arts, this resource would not be possible.

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OVERVIEW: UNIT 2- BEND ONE: USING HISTORICAL DOCUMENTS TO INSPIRE AN ARGUMENTATIVE SPEECH ...............................................................3

BALANCED LITERACY COMPONENTS ..........................................................................................................................4

STAGES OF THE WRITING PROCESS ......................................................................................................................5

Essential CLASSROOM ENVIRONMENT Elements To Launch Balanced Literacy .................................................7

DURATION ........................................................................................................................................................................8

STANDARDS ......................................................................................................................................................................8

ELA PRACTICES ADDRESSED: ..................................................................................................................................12

ENGLISH LANGUAGE PROFICIENCY (ELP) STANDARDS ADDRESSED: ..........................................................12

ACADEMIC VOCABULARY - Also Embedded within lessons ..................................................................................12

RESOURCES ....................................................................................................................................................................15

COMMON ASSESSMENT FOR BEND I ....................................................................................................................17

RUBRIC FOR COMMON ASSESSMENT FOR BEND I ..........................................................................................18

OVERVIEW OF SCOPE AND SEQUENCE FOR BEND I ......................................................................................19

OVERVIEW: UNIT 2- Bend TWO: RESEARCH PROCESS TO DEVELOP AN INFORMED VIEW FOR AN ARGUMENTATIVE SPEECH .........................................................................................................................42

APPENDIX ....................................................................................................................................................................62
OVERVIEW: UNIT 2- BEND ONE: USING HISTORICAL DOCUMENTS TO INSPIRE AN ARGUMENTATIVE SPEECH

Essential Questions:

- How do people document and address the American Ideal, or “The American Dream,” to the public across time?
- How do you closely read modern and historical documents to understand different authors’ perspectives?
- How do you use multiple sources to gain an informed view?
- How do you form inquiry questions from primary and secondary sources?
- How do you analyze the author’s use of rhetorical devices?

Overview Descriptor:

In the first bend of this unit, students will closely read multiple perspectives on the “American Dream” in order to collect information to use and integrate that information into an evidence-based perspective. Students will examine primary and secondary source documents to make informed decisions about what information to collect that may inspire their writing about “The American Dream.” While using these sources, students will analyze the development of an author/speaker’s claim and use of rhetorical devices. Additionally, students will compare, analyze and evaluate the claims across sources in order to address how different people view the American Dream. By the end of the unit, in bend two, students will use their evidence-based perspective to write a draft of an argumentative speech. This draft will be revised in a later unit.

Students feel part of the learning community through the establishment of rituals and routines during this unit of study. Accountable talk, including active listening, is expected as an integral part of the learning process. Expectations for the yearlong thread of independent reading, writing, and thinking are outlined and Reader’s Notebooks are established as a vessel for collecting thoughts and keeping track of reading/writing/thinking progress.
BALANCED LITERACY COMPONENTS

Shared Reading: Shared reading is an instructional approach when teachers and students have eyes on one text. While the teacher reads and thinks aloud as a proficient model, students, with the teacher’s support, process the meaning together. Usually shared reading revolves around an enlarged text on the doc camera and students each have a copy. Together, teacher and students navigate the text using any of the following instructional strategies: whole group discussion, partner work, annotating, rereading, clarifying, determining importance, processing meaning, connecting parts of the text, etc.

Guided Reading: A small group of students who are reading at similar instructional levels come together to apply the skills and strategies that they have been working on as a whole class. Students do all of the reading, and teachers should guide students through word-solving and meaning making during this process.

Independent Reading/Writing Structure: The structure of Independent Reading/Writing Workshop is designed to provide all students with grade level content while providing each student with the resources and instruction to practice reading at or near their own independent level.

Whole group Mini-lesson: Meeting Area (5-15 minutes, depending on the lesson):
- **Launch** – connect learning to previous work/provide purpose for the work
- **Mini-Lesson** – an opportunity to explicitly model the skill or strategy through modeling own teacher example and thought process, mentor text, student sample, etc.
- **Active Engagement** – invite students to quickly do or think about how they will try on the work

Guided/Independent Reading/Writing Time (10-45 minutes, depending on the lesson):
- Students build stamina by reading-writing increasingly complex texts and gradually increasing the number of minutes students read/write independently. In reading, students maintain focus while reading in their just-right texts. In writing, students maintain focus while engaging in the writing process while pushing themselves as writers. During independent reading and writing time, the teacher’s role is to confer, assess, and teach strategies in a one-on-one or small group setting in order to support all students with individual progress.
- To support independence and to help students stay engaged and focused during reading/writing time, the teacher will set them up to be successful during the active engagement part of the mini-lesson.

Whole group share at the end of the lesson (usually 5-10 minutes, but if additional teaching/support is needed may last up to 20-25 min.):
- Students return to the meeting area. The teacher calls attention to students who demonstrated the targeted reading/writing strategy AND/OR troubleshoot problems that came up during the process. Celebrate successes; validate efforts. This is also a good time to talk about how the routines enabled or hindered the students’ ability to grow as readers.
STAGES OF THE WRITING PROCESS

<table>
<thead>
<tr>
<th>Immersion</th>
<th>Collecting</th>
<th>Choosing</th>
<th>Developing</th>
<th>Drafting</th>
<th>Revising</th>
<th>Editing</th>
<th>Publishing &amp; Celebrating</th>
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<tbody>
<tr>
<td>Work here goes in writer’s notebook or on Google Docs: <a href="https://docs.google.com/document/u/0/">https://docs.google.com/document/u/0/</a></td>
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<td>Work comes out of writer’s notebook and is written on loose leaf paper or on Google Docs: <a href="https://docs.google.com/document/u/0/">https://docs.google.com/document/u/0/</a></td>
<td>Ideas about what to or how to revise go in writer’s notebook, when students actually revise their piece, it goes on loose leaf paper or on Google Docs: <a href="https://docs.google.com/document/u/0/">https://docs.google.com/document/u/0/</a></td>
<td>Ideas about what to or how to edit go in writer’s notebook, when students actually edit their piece, it goes on loose leaf paper or on Google Docs: <a href="https://docs.google.com/document/u/0/">https://docs.google.com/document/u/0/</a></td>
<td>Finished draft may be written or typed on loose leaf paper or on Google Docs: <a href="https://docs.google.com/document/u/0/">https://docs.google.com/document/u/0/</a></td>
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**Immersion:** Immersion uses literature or a mentor text to provide effective models. As the classroom comes alive with the voices of celebrated authors, students will become familiar with the aspects and styles of a particular genre. It is not always necessary to use an entire text; sometimes, teachers may wish to model with a portion of a text. In the immersion process, students will begin to see themselves and each other as writers of the genre being studied. Immersion may occur throughout the writing process.

**Collecting:** In this early stage of a genre study, the students are “collecting” pieces of writing that may lead to topics/ideas for this genre. In essence, they are filling a well to draw from as inspiration for their writing.

**Choosing:** In a similar fashion to the way students sifted through examples of the genre, they now need to sift through their own collected pieces of writing in order to discover a topic/idea that they want to explore as a writer. This involves rereading all of their writing around this genre with an eye and an ear toward what grabs the writer’s interest the most. The students need to be sure that they have a deep enough commitment to their selected topic to sustain momentum throughout the writing process.

**Developing:** This phase allows students to develop and organize their ideas rather than just rewriting something they have already written. Students will become researchers and develop a plan for how they will write—finding a variety of ways to communicate their ideas about topics. The more students gather how they want to organize and elaborate on their topic, the more they will have to work with when they begin drafting. In addition, students may want to practice what they are learning about the rhythm and flow of the language and the stylistic techniques of their mentor authors as part of their gathering.

Grandview School District
11th Grade English Language Arts Framework—Unit 2
January 19, 2015—11:40 p.m.

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Drafting: At some point, writers have to stop gathering and envision what their writing will become. They will use their developing plan to compose a first draft. It is helpful to draft on loose-leaf paper, double-spaced.

Revising: Revision allows students to re-envision their first draft and polish their writing. Students will work on their drafts by substituting, taking out, adding, and/or rearranging their words, ideas, and structures with their mentor texts alongside them, reading like writers to determine the craft strategies and structures they want to emulate. The revision process will result in a draft that students will edit for conventions. They will do most of this work individually. However, feedback supports writers as they draft and revise their writing; the students will need to talk with partners and peer groups.

Editing: Whenever writers reread their work they may notice syntax, punctuation, and spelling errors that they want to change. Editing, in fact, can open the door to more revision. Once students have a draft that is ready to edit for language use and conventions, the teacher will formally teach some editing skills. The teacher and students need to discuss and co-create an editing checklist based on the students’ prior knowledge. This checklist grows over the course of the school year as the students acquire new skills. Students will proofread and correct individually, with partners, in small groups, and with the teacher.

Publishing: Students take their edited draft and refine it for publishing. Students can choose to present a final draft by recopying in their neatest handwriting, typing, illustrating (if appropriate) or binding their writing. In preparation for sharing with an audience, the teacher and students will need to decide when a piece of writing is “finished”.

After publishing, writers step back and reflect on the process and how it went. In writing workshops, students will want to talk with each other about their process and then write a reflection with guideline questions or on their own. Teachers will also ask students to reflect on their finished pieces. If appropriate, students can use a scoring rubric to help them with their evaluations. They will need to collect evidence to support their claims. For example, they can quote from their writing, attach copies of drafts, writing gathered around their topics or notes taken during partner and response group conversations – anything representing the work they stated they have done.

Celebrating: When celebrating their work, the students see themselves as readers and writers. Likewise, the teacher will acknowledge the students as authors. In a celebration, students can share their work with their classmates, adults, other peers, and any invited members of their community. In bringing closure to any genre study, publishing and celebrating honors everyone’s hard work and makes the writing public.

This information was taken from Genre Studies in the Writing Workshop by B. Wallace and S. Radley Brown in Collaboration with Noyce Foundation, 2008.
ESSENTIAL CLASSROOM ENVIRONMENT ELEMENTS TO LAUNCH BALANCED LITERACY

The Meeting Area: A Place to be a COMMUNITY OF LEARNERS

This space is a metaphor for community, trust, and intimacy about learning together. This space defines when students are learning versus when they are working in partnerships, groups, or independently. It says we are here to engage in work we care about and grow together with focused attention. Remind students that in college courses and in the workplace, colleagues have a place where they can come together to learn, ask questions, problem-solve, present, listen, collaborate, etc.

When the meeting area is used for a mini-lesson, the time spent in that space should be limited to 10-15 minutes to maximize the time students are allotted to try on the work. Similarly, when the meeting area is used for the share portion (end of the lesson) of the workshop, the time spent in that space should be limited to 5-12 minutes.

Developing and Sustaining Partnerships

Create a norm: Everyone works with everyone. Partnerships usually last for the duration of a unit of study or at a minimum through a bend of a unit. Develop and co-create ways partners can work together:

• Share and discuss new ideas or build upon each other’s ideas
• Provide support for personal agency
• Push/challenge each other’s thinking
• Set goals and hold each other accountable to those goals
• Develop new work habits together

For EL students, a partner who speaks the same language is helpful. If the EL student is newer to the language, a temporary triad is more effective than a partnership because the EL student can be immersed in the language and supported by partnerships that are language-based.

Readers’/Writers’ Notebooks and Folders

Writer’s notebooks are NOT journals. Journals are containers for writing and have no true sense of genre or audience, and more often than not, journal entries are not taken through the writing process of revising, editing, and publishing. With that said, writer’s notebooks, then, are dated entries from throughout the writing process, notes, goals, etc. In addition to a notebook, students should also have a physical or digital folder for drafts, mentor texts, rubrics/continua/checklists, and published work—either digitally or hard copies. No matter what, all work should be dated. Usually within a writing unit, the first half of the unit will be spent in the writer’s notebook and during the second half of the unit most of the writing will be done on draft paper or a word-processed document—either with pen and loose-leaf paper or keyboard and word processing document.

Digitizing Notebooks

While a writer’s notebook is typically thought of as a marbled composition book, technology can serve as a writer’s notebook just as well. Just find the right platform that works for you and your students.
Charts
Throughout each unit of study, one of the most critical goals will be to help students become empowered and independently explore and use a repertoire of skills and strategies. To do this, students must have explicit instruction from which students can draw from—oftentimes charting is a way to emphasize this. Charts can be made by hand, projected on a screen, and/or printed out. The teacher may choose to post the chart or provide small replicas of the chart for students to add into their notebooks. Additionally, it is helpful to post exemplars or provide copies of demonstrations next to charts to not only summarize the skill and strategies, but also to cement what the work might look and sound like.

Anchor Charts
The main chart(s) that is at the heart of a unit of study is considered an anchor chart, and is prominently displayed. Anchor charts can give characteristics of a given skill or strategy, ask guiding questions, provide an on-going list of strategies, etc.

Mentor Texts
Readers and writers need powerful, highly engaging examples. Students learn to do work well when they have a clear end-goal in mind. This means that the teacher would introduce students to mentor texts with the hope that eventually students would then be able to find their own powerful mentor text. The same mentor texts can serve many purposes—i.e. to teach leads, endings, elaboration, sentence structure, how to analyze literary or rhetorical devices, and many more things.

This work references Reading Pathways: Grades 3-5 (2015) by L. Calkins, A. Marron, and Colleagues from TCRWP

DURATION
Approximately 4 Weeks (2 weeks on Bend I and 2 weeks on Bend II)

STANDARDS
How this unit builds on previous learning and builds to future learning: Every unit is built using multiple common core standards for a given grade level.

<table>
<thead>
<tr>
<th>9th – 10th Common Core Standards</th>
<th>11th – 12th Grade Common Core</th>
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<tbody>
<tr>
<td><strong>Reading:</strong></td>
<td></td>
</tr>
<tr>
<td>RI 9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</td>
<td>RI 11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</td>
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<tr>
<td>RST 9-10.2 Determine the central ideas or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.</td>
<td>RST 11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</td>
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<tr>
<td>RH 9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events</td>
<td>RH 11-12.2 Determine the central ideas or information of a primary or secondary source;</td>
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</table>
or ideas develop over the course of the text.
RI 9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
RI 9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
RL 9-10.5 Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
RI 9-10.6 Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
RI 9.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
RI 10.10 By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.

Writing:
W 9-10.1
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.
c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and provide an accurate summary that makes clear the relationships among the key details and ideas.
RI 11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
RI 11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
RI 11-12.5 Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
RI 11-12.6 Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
RI 11.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
RI 12.10 By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.
RH 11-12.10 By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.

Writing:
W 11-12.1
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level,
reasons, between reasons and evidence, and between claim(s) and counterclaims.
d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e. Provide a concluding statement or section that follows from and supports the argument presented.

W 9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W 9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
W 9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
W 9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Speaking and Listening:
SL 9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

Language
L 9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

concerns, values, and possible biases.
c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e. Provide a concluding statement or section that follows from and supports the argument presented.

W 11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W 11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
W 11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
W 11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Speaking and Listening:
SL 11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

Language:
L 11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
ELA PRACTICES ADDRESSED:
EP1 Support analyses of a range of grade-level complex texts with evidence.
EP 2 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EP 4 Build and present knowledge through research by integrating, comparing, and synthesizing ideas from texts.
EP 6 Use English structures to communicate context-specific messages.

ENGLISH LANGUAGE PROFICIENCY (ELP) STANDARDS ADDRESSED:
ELP Standard 1: construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing
ELP Standard 2: participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions
ELP Standard 3: speak and write about grade-appropriate complex literary and informational texts and topics
ELP Standard 4: construct grade-appropriate oral and written claims and support them with reasoning and evidence
ELP Standard 7: adapt language choices to purpose, task, and audience when speaking and writing
ELP Standard 8: determine the meaning of words and phrases in oral presentations and literary and informational text
ELP Standard 9: create clear and coherent grade-appropriate speech and text
ELP Standard 10: make accurate use of Standard English to communicate in grade-appropriate speech and writing

The English Language Proficiency Standards with Correspondences to the K-12 Practices and Common Core State Standards were collaboratively developed with CCSSO, West Ed, Stanford University Understanding Language Initiative, and the states in the ELPA21 Consortium under a grant from the U.S. Department of Education. English Language Proficiency Standards (April 2014) CCSSO: http://www.k12.wa.us/MigrantBilingual/ELD.aspx

ACADEMIC VOCABULARY - ALSO EMBEDDED WITHIN LESSONS

ELL Accommodations:
Provide heavy scaffolding within lessons early on in the unit and remove the scaffolds, as appropriate.

Sentence Frames:

Close Reading Frames to Use Details to Notice Patterns

Details

• The most significant (important) detail[s] is/are_____.
• __, __, and __ are details that I’m noticing.

Patterns

• One pattern I see is____. For example, ___.
• ___ ideas fit together because ___.
• One pattern emerging is ___. This is demonstrated in multiple ways by ___.
• There seems to be several patterns. Not only are ___ and ___ emerging, but also ___. This is highlighted when ___. Also, ___.
• The ___ (pattern) that the photographer/journalist uses seems to ___. This adds to the development of ___ by ___. One instance is when ___. Another way this is developed is when ___.
• One deflection pattern that is noticeable is ___. This is demonstrated by ___. On the other hand, the selection of ___ pattern indicates that ___. This is shown on multiple instances when ___. Also, ___.

Comparing Two Sources

• Source A is similar to source B because ___. For example, ___. However, the two sources slightly differ/contradict each other/present opposing perspectives about ___. For instance, ___. Both authors use rhetorical device(s) to develop their claims.
• Author A heavily relies upon rhetorical device(s) to develop his/her idea, while author B tends to heavily rely upon rhetorical device(s) to develop his/her idea. One example of author A’s use of rhetorical device is example from source. On the other hand, author B uses rhetorical device when he/she contends/states/argues/asserts example from source. While both are engaging to the reader, source A is ______ than source B.

Comparing Three Sources

• Source A, source B, and source C are similar because ___. For example, ___. However, the one/two sources slightly differ/contradict each other/present opposing perspectives about ___. For instance, ___. All three authors use rhetorical device(s) to develop their claims.
• Author A heavily relies upon rhetorical device(s) to develop his/her idea, while author B tends to heavily rely upon rhetorical device(s) to develop his/her idea. Yet author C uses rhetorical device(s) to develop his/her idea. One example of author A’s use of rhetorical device is example from source. On the other hand, author B uses rhetorical device when he/she contends/states/argues/asserts example from source. Author C presents an alternative way to develop his/her ideas by using rhetorical device when he/she contends/states/argues/asserts example from source. While all three are engaging to the reader, source A/B/and/or C is ______ than source A/B/and/or C because ________:

Possible Direct Quotation Frames

• (Author’s Name) explains/asserts/describes how “(quote)” (pg. #).
• It is important to note/consider “(quote),” because (insert your thinking) (Author’s Last name, pg. #).

Tier Two and Three Vocabulary:

• American Dream – ideals of freedom, equality, personal happiness, opportunity sought by individuals living in the U.S., some tend to think of it as something available to all Americans.
• Analogy – comparison of two things that are alike in some way. Metaphors and similes are both examples of analogies.
• Analysis – identify parts and explain their relationships.
• Anecdote – a short narrative inserted into an essay that develops an idea or argument
• Audience – people who the speaker addresses.
• **Background** – Information that provides context about the topic, and may include information such as when the debate began, who has been involved, major events, significant court cases and decisions, and legislation passed.

• **Causal Chain** – a sequence links or causes that lead to a final effect

• **Claim** – The overarching argument(s) behind an essay, speech, article or other forms or argument.

• **Compare** - to examine two or more things by looking at their similarities and differences

• **Concession and counter argument (rebuttal)** – acknowledging or recognizing the opposing viewpoint, conceding something that has some merit, and then countering with another argument

• **Direct Quotation** – using the author’s exact same words from the text and using quotation marks to give credit to that author

• **Expert testimony** – quoting the voice of authority

• **Imagery** – Sensory details through using figurative language to evoke a feeling, call to mind an ideas, or describe an object, event, or ideas. Imagery involves any or all five senses.

• **Loaded Words** – using words that are associated with strong emotions

• **Parallel Construction** – expresses similar or related ideas in a similar grammatical structure

• **Paraphrase** – your own rendition of information expressed by an author, presented in a new way

• **Perspective** – a way of thinking about and understanding something

• **Primary Source** - a document or physical object which was written or created during the time under study

• **Repetition** – the regular repetition of the same word or phrase for impact

• **Rhetorical Devices** - ways authors/speakers use of language to create an effect on audience

• **Rhetorical Questions** – questions not meant to be answered but meant to make some kind of a point

• **Search Engine** - a software system that is designed to search for information on the Internet

• **Secondary Source** - interprets and analyzes primary sources. These sources are one or more steps removed from the event.

• **Supporting Evidence** - Facts, statistics, quotations, and examples that support the claim

• **Text Structure** – a way that texts are organized to show how ideas in a text are connected to each other.

• **Tone** - speaker/author’s attitude toward the subject/topic/issue
RESOURCES

**Source Sets for Bend I**

**Pre-reading to build background knowledge:**

**Shared Reading:**
- CNN Video: “Shattered Dreams: Paradise lost: 60% of US citizens believe American dream is unachievable”
  [http://www.youtube.com/watch?v=AZR1Furd6A4](http://www.youtube.com/watch?v=AZR1Furd6A4)
  (Give this link a try in Firefox or Chrome. Internet Explorer tends to be a bit buggy with these filtering changes.)
- Infographics from video above: “Shattered Dreams”

**Guided/Independent Practice:**

**Secondary Sources:**
- “Lack of Research Funding is Hurting the American Dream, Leaders Say” by Allie Bidwell U.S. News and World Report 9/16/14

**Primary Sources:**
- Excerpt from: “American Ideals” by T. Roosevelt (1897)—Excerpt includes paragraphs 12 and 13 from link:
- Additional Sources for Extension:
  - “Aboard a Slave Ship” by R. Walsh
  - Full Text: “American Ideals” by T. Roosevelt (1897)

**Source(s) for Use in Common Assessments:** (These texts are for assessment purposes and **not** for use during lessons.)
- “The American Dream: Personal Optimists, National Pessimists” by Don Baer and Mark Penn from The Atlantic
- “Native American Comic Living the Indigenous Dream” by Elizabeth Blair from NPR’s American Dreams: Then and Now Series
  - Transcript link:
  - To hear the broadcast go to this link (4:25):

**Source Sets for Bend II**

**Mentor Texts:**
- Teenagers are Losing Confidence in the American Dream” by Joe Pinsker The Atlantic, 6/15/15
- “To Be or Not to Be . . . The American Dream” by unknown

**Additional Supports:**
For additional practice/scaffolds, see link from Oakland, Michigan See link on citations:

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PROFESSIONAL RESOURCES


The English Language Proficiency Standards with Correspondences to the K-12 Practices and Common Core State Standards were collaboratively developed with CCSSO, West Ed, Stanford University Understanding Language Initiative, and the states in the ELPA21 Consortium under a grant from the U.S. Department of Education.

English Language Proficiency Standards (April 2014) CCSSO: [http://www.k12.wa.us/MigrantBilingual/ELD.aspx](http://www.k12.wa.us/MigrantBilingual/ELD.aspx)

Falling in Love with Close Reading by C. Lehman and K. Roberts (2014)


“What is a Primary Source?” from: [https://www.princeton.edu/~refdesk/primary2.html](https://www.princeton.edu/~refdesk/primary2.html)
Part 1
Read and annotate the following sources to determine each source’s central claim(s)/idea(s):

“The American Dream: Personal Optimists, National Pessimists” by Don Baer and Mark Penn from The Atlantic [Link]

“Native American Comic Living the Indigenous Dream” by Elizabeth Blair from NPR’s American Dreams: Then and Now Series [Link] To hear the broadcast go to this link (4:25): [Link]

Part 2
Your school is creating online newspaper feature about “The American Dream.” Your job is to submit a feature article about different perspectives on the American Dream using the two sources’ perspectives on the topic. Analyze how each author develops his/her idea(s) using evidence from each source listed above. End the article with a preview of your perspective on the topic of The American Dream.
## RUBRIC FOR COMMON ASSESSMENT FOR BEND I

### Rhetorical Analysis Rubric

<table>
<thead>
<tr>
<th></th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Determined</strong></td>
<td><strong>Author’s Claim or Central Idea</strong></td>
<td><strong>Author’s Claim or Central Idea</strong></td>
<td><strong>Author’s Claim or Central Idea</strong></td>
<td><strong>Author’s Claim or Central Idea</strong></td>
</tr>
<tr>
<td></td>
<td>Author’s claim/central idea is precise, accurate, significantly</td>
<td>Author’s claim/central idea is clear and adequately captures the</td>
<td>Author’s claim/central idea somewhat reflects writer’s point of</td>
<td>Author’s claim/central idea is unclear or topic-based in nature</td>
</tr>
<tr>
<td></td>
<td>based on author’s point of view from each source</td>
<td>author’s point of view from each source</td>
<td>view from each source</td>
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</tr>
<tr>
<td><strong>Rhetorical</strong></td>
<td><strong>Analysis—Author’s</strong></td>
<td><strong>Analysis—Author’s</strong></td>
<td><strong>Analysis—Author’s</strong></td>
<td><strong>Analysis—Author’s</strong></td>
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<tr>
<td></td>
<td><strong>Development of Claim/Central Idea</strong></td>
<td><strong>Development of Claim/Central Idea</strong></td>
<td><strong>Development of Claim/Central Idea</strong></td>
<td><strong>Development of Claim/Central Idea</strong></td>
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<tr>
<td></td>
<td>Includes rhetorical analysis of effective pieces of author’s</td>
<td>Includes one strong rhetorical analysis of author’s development</td>
<td>Attempts rhetorical analysis, may have loose connection author’s</td>
<td>Includes literal citation</td>
</tr>
<tr>
<td></td>
<td>development</td>
<td></td>
<td>claim/central idea</td>
<td></td>
</tr>
<tr>
<td><strong>Evidence</strong></td>
<td>Cites several insightful pieces of evidence to support rhetorical</td>
<td>Cites adequate evidence from a part of the text to support</td>
<td>Minimally cites evidence to support rhetorical analysis</td>
<td>Cites irrelevant evidence</td>
</tr>
<tr>
<td></td>
<td>analysis</td>
<td>to support rhetorical analysis</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Justification</strong></td>
<td>Includes thoughtful, coherent, and thorough justification for</td>
<td>Includes adequate justification for the evidence provided</td>
<td>Attempts justification for the evidence provided, may have loose</td>
<td>Includes justification that may be irrelevant</td>
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<tr>
<td></td>
<td>the evidence provided</td>
<td></td>
<td>connection</td>
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Grandview School District
11th Grade English Language Arts Framework—Unit 2
January 19, 2015—11:40 p.m.

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OVERVIEW OF SCOPE AND SEQUENCE FOR BEND I

<table>
<thead>
<tr>
<th>LESSON/STANDARD</th>
<th>Learning Target/Instructional Approach/Text</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lesson 1:</strong> Introduction to unit: Studying topics around what brings people to the United States—Deciding on an inquiry question to guide the collecting of ideas</td>
<td><strong>Learning Target:</strong> I will gather important ideas and determine inquiry questions for future use. <strong>Shared “Reading”:</strong> CNN Video: “Shattered Dreams: Paradise lost: 60% of US citizens believe American dream is unachievable” <a href="http://www.youtube.com/watch?v=A2R1Furd6A4">http://www.youtube.com/watch?v=A2R1Furd6A4</a> (Give this link a try in Firefox or Chrome. Internet Explorer tends to be a bit buggy with these filtering changes.) Infographics “Shattered Dreams” video Students collect information on graphic organizer (see appendix). At end of lesson, discuss the importance of having an inquiry question that interests them to guide their collecting/gathering of ideas from multiple sources throughout this unit in order to craft an argument. <strong>Independent Practice:</strong> Students will determine/craft an inquiry question to guide their thinking throughout the unit.</td>
</tr>
<tr>
<td><strong>Lesson 2:</strong> Gathering ideas on a topic</td>
<td><strong>Learning Target:</strong> I will gather important ideas and determine inquiry questions for future use. <strong>Shared Reading:</strong> “America’s Immigration Story: Still the Melting Pot” by Everett C. Ladd from The Public Perspective Aug/Sept 1995 <strong>Guided Practice:</strong> Students work to gather important ideas and develop inquiry questions, either independently or with a partner.</td>
</tr>
<tr>
<td><strong>Lesson 3:</strong> Determining how authors develop central ideas or claims</td>
<td><strong>Learning Target:</strong> I will analyze sequence of ideas/events and explain how they develop across multiple sources. <strong>Shared Reading:</strong> “America’s Immigration Story: Still the Melting Pot” by Everett C. Ladd from The Public Perspective Aug/Sept 1995 <strong>Mini-lesson: Comparing Point of Views</strong> Explain how we need to gather ideas around different points of view in order to be able to make an informed decision about where we stand on the issue. A good argument considers multiple perspectives. <strong>Independent Practice:</strong> Exit Ticket: What perspectives are examined around the American Dream?</td>
</tr>
<tr>
<td><strong>Lesson 4:</strong></td>
<td><strong>Learning Target:</strong> I will gather important ideas and determine inquiry questions for future use.</td>
</tr>
</tbody>
</table>
Lesson 5: Determining how authors develop central ideas or claims

**Learning Target:** I will analyze sequence of ideas/events and explain how they develop across multiple sources.

**Shared Reading:**
“The Myth of the Melting Pot”

**Additional Sources for Extension:**

- Secondary Source:

- Primary Sources:

**Mini-Lesson: How to Comparing Point of Views Trying to Use My Own Words**
Explain how we need to gather ideas around different points of view in order to be able to make an informed decision about where we stand on the issue. A good argument considers multiple perspectives. This time students try to use own words instead of heavily relying on the frames provided.

**Exit Ticket:** What perspectives are examined around the American Dream?

Lesson 6: Examining primary sources to gather information

**Learning Target:** I will gather notes to answer my research question using multiple primary sources.

**Mini-Lesson Text:**

**For extension:**
Students can use full text from “American Ideals”

**Mini-Lesson:** Teacher models how to collect information to begin to answer research questions.

**Independent Writing:**
Students collect information on Q/P/R graphic organizer (see appendix). Continue collecting/gathering of ideas from multiple sources throughout this unit in order to craft an argument.
Lesson 1 (Teacher MODEL)
Learning Target:
I will gather important ideas and determine inquiry questions for future use.
Launch (5-10 min.):
• Introduce students to this unit, by explaining that they will engage in figuring out: what brings people to the United States? Together as a class, students will explore and learn how to closely read primary and secondary sources about the American Dream to determine important details and develop patterns to explain relationships among the details—this is called analysis. In the first half of this unit, students engage in personal inquiry through researching their own inquiry question around the American Dream, such as: What brings people to the United States? In the latter half of the unit, using the information found in their research, students would then draft an argumentative speech around the American Dream.
• Ask students to generate a list of what they already know or think they may know about the American Dream. Then engage students in a think-pair-share before having a whole group discussion. Do not provide a definition of the American Dream, rather engage students in a discussion about what they think it means.
• Remind students that they have experience annotating or writing on texts. They will continue that work and add onto what they already know by teaching them strategies/ways that they can closely read and annotate sources for different purposes.
• Introduce the learning target. Quickly discuss the meaning of primary source (explain that a primary source is a document or physical object which was written or created during the time under study—they were present during the experience or time period and offer an inside view of a particular event) Then explain that today the source—the video—will have elements of both primary source flavors and secondary source flavors. Explain a secondary source (explain that a secondary source is a document written after the event or experience has occurred, providing secondhand accounts of different perspectives, analysis, and conclusions of the original accounts). The parts of the news reporter reporting are secondary-ish, while the interviews are primary-ish.

Shared Reading (20 min.):
• Invite students to the meeting area.
• Remind students that good readers preview the source

Materials:
CNN Video: “Shattered Dreams: Paradise lost: 60% of US citizens believe American dream is unachievable”
http://www.youtube.com/watch?v=A2R1Furd6A4
(Give this link a try in Firefox or Chrome. Internet Explorer tends to be a bit buggy with these filtering changes.)

Infographic: “Shattered Dreams” from video can be paused and zoomed in on

Graphic Organizer: Notes on Different Perspectives Across Sources

Chart(s):

<table>
<thead>
<tr>
<th>Primary vs. Secondary Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Taken from:</td>
</tr>
<tr>
<td><a href="https://www.princeton.edu/~rdefdesk/primary2.html">https://www.princeton.edu/~rdefdesk/primary2.html</a></td>
</tr>
</tbody>
</table>

A primary source is a document or physical object that was written or created during the time under study. These sources were present during an experience or time period and offer an inside view of a particular event. Some types of primary sources include:
- ORIGINAL DOCUMENTS [excerpts or translations acceptable]: Diaries, speeches, manuscripts, letters, interviews, news film footage, autobiographies, official records
- CREATIVE WORKS: Poetry, drama, novels, music, art
- RELICS OR ARTIFACTS: Pottery, furniture, clothing, buildings

A secondary source interprets and analyzes primary sources. These sources are one or more steps removed from the event. Secondary sources may have pictures, quotes or graphics of primary sources in them. Some types of secondary sources include:
- PUBLICATIONS: Textbooks, magazine articles, histories, criticisms, commentaries, encyclopedias

Examples of secondary sources include:
- A journal/magazine article which interprets or reviews previous findings
- A history textbook
- A book about the effects of WWI

Co-create chart in Share leave room to add on in later lessons within each part:

Close Reading Strategies for Primary and Secondary Source Texts
[sample responses below]
and select a “lens,” or set a purpose for reading.

- Begin looking around at the features on the webpage where video is stored. Have students watch the video a first time to get the gist and jot down ideas they hear on the following graphic organizer:

<table>
<thead>
<tr>
<th>Notes on Different Perspectives Across Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Visual:</strong> “Shattered Dreams”</td>
</tr>
</tbody>
</table>

Possible Inquiry Questions:

- While “rereading” the source, ask the following as a guiding question for students to use when during think-pair-share: What have we just learned in this part?
- Continue “rereading” the video, pausing it briefly to model your own annotations by thinking aloud about your own annotations/notes/categories of information while reading the piece.
- Have students think-pair-share after each “*chunk*” of information. *Chunking the source/text into smaller parts allows students to attend to the source/text and unknown words at a deeper level and provides all students with access to the source/text with heavy teacher support. Because this source is a video and requires audio and visual processing, chunking is a highly effective strategy for students to learn to be able to process the source with scaffolds and support.
- Reread parts for clarity around vocabulary, as needed. Students will jot down words that are unknown and hinder meaning. Then partners will work together to co-construct definitions for the student-selected vocabulary using students’ own words to define domain-specific vocabulary (i.e. American Dream, free market, national ethos, social class, financial security, poll, outsourced, job security, stability in work force, upper mobility, free market economy, corporate profits, employee compensation, status quo, etc.). Allow students to share some key domain-specific words with the whole group and explain how they need to use these words when discussing the source or the topic. Explain that pronouns and generalized vocabulary such as: it, they, them, he, she, stuff, things, people, etc. need to be replaced with precise language when speaking or writing about the topic.
- Closely “reread” important parts to analyze what the source explains and implies. Teacher may pause at the

Part 1
On the 1st “read,” listen and/or look carefully at what is said, consider taking on a basic LENS of understanding to focus the close reading:

- What is the author saying about this information/topic?
- What is this piece mostly about?
- What are important categories of information/details to consider?
- What kinds of words did the author choose to represent this experience?

Part 2
As you collected ideas in any of part 1, look for patterns and relationships among the details/information around the ideas of selection. On the 2nd or 3rd “read” consider taking on a new LENS to focus the close reading keeping the inquiry question in mind: What brings these people to the U.S.?

- What patterns are emerging?
- Which patterns fit together?
- How do they fit together?
- What point of view is emphasized?

Part 3
Determine the bigger idea that the audience should walk away understanding. This can include, but is not limited to:

- A central idea or theme
  - What does this information represent?
- Symbols/metaphors/motifs: What does this represent?
- An analysis of tone and purpose
infographics provided in the video, to gather information about what he/she is noticing, while also gathering information around possible central ideas of the text. Show students that readers can make choices about how they want to read by taking on new lenses—i.e. “I want to study these infographics a little more and look for patterns to connect what the numbers say to what the reporter states about the American Dream. So I’m noticing that just the basics in life for a family of four cost $58,491, then to have the “dream” you would need an additional $71,866 for the extras. The extras cost more than just basic needs. Connecting this to the reporter’s words, 1 in 8 of families earned this total of $130,357. Yet, polls show that 60% of Americans think the dream is unattainable. Hmm. . . it’s interesting that in 2013, 1 in 8 actually made enough to achieve the dream and in 2014 6 out of 10 people actually think this is attainable. This shows a disconnect between what people think and their reality.”

• Then model how to examine all of the patterns found in the report to form the central idea of the source: Many Americans believe that the American Dream is under threat due to multiple factors such as . . . (have students “reread” the source to cite evidence/reasons provided)

• Show students how to use this informational source to inspire inquiry questions to spark their perspective on the American Dream. These questions will begin an inquiry path into the topic of the American Dream.

**Independent Practice (5-10 min.):** Students construct a few possible inquiry questions that they would like to explore as they learn more about the American Dream.

**Share:** Facilitate a whole class share out. Students come to the meeting area to debrief their process of close reading.

• Co-create chart, “Close Reading Strategies for Primary and Secondary Source Sets,” using student responses. Add necessary ideas to chart. **Leave room to add on more information to this chart in each section in subsequent lessons.**

• Revisit learning target.
## Notes on Different Perspectives Across Sources (Teacher Model)

<table>
<thead>
<tr>
<th>Visual: “Shattered Dreams”</th>
<th>Article: “America’s Immigration Story”</th>
<th>Articles: “Myths of the Melting Pot”</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TEACHER MODEL:</strong> 6 OUT OF 10 Americans believe that the “American Dream is under threat”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“The American Dream is considered the national ethos of the U.S. The idea that everyone has the opportunity to achieve success through hard work, regardless of social class.”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“The American Dream has morphed into a fantasy for most.”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>It would take $130,357 per year for a family of four to live the American dream, which was about what 13% the population made in 2013—YIKES!!!!</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Central Idea(s): Many Americans believe that the American Dream is under threat due to multiple factors such as . . .

Possible Inquiry Questions:
**TEACHER MODEL:**
Why isn’t the cost of living keeping up with the new demands of our society?
What conditions need to be present for the American Dream to become a reality?
How does the perspective of those who do believe the American Dream is still alive differ from those who don’t?
Lesson 2 (Teacher MODEL with more release toward independence)

Learning Target:
I will gather important ideas and determine inquiry questions for future use.

Launch (2-3 min.)
- Invite students to the meeting area.
- Remind students that good readers preview the text and select a “lens,” or set a purpose for reading.

Shared Reading—Day 1 (15-20 min.):
- Begin reading aloud the first chunk (paragraphs 1 and 2). Ask the following as a guiding question for students to use when during think-pair-share: What parts might I want to jot down to think about or explore in the future?
- Have students think-pair-share after each “chunk” of information. *Chunking the source/text into smaller parts allows students to attend to the source/text and unknown words at a deeper level and provides all students with access to the source/text with heavy teacher support.
- Use the following chunk of text to model: Possible teacher annotations are in blue and yellow highlights indicate direct text that annotations are related to.
- **America is built on succeeding waves of immigration . . .** For one thing, current immigration isn’t unusually high by past standards. Indeed, it’s the immigration level of 1950-1970 that’s aberrational. The percentage of resident population that is foreign-born is smaller today than in any preceding decade prior to 1950. Connecting this to paragraph 1 means that people have perceived immigration as a threat to the dream because immigrants are taking jobs of natives, but this is not true because America was formed by immigration. This seems ironic and maybe even wrong.
- Continue reading aloud next chunk, pausing, briefly, to model your own annotations by thinking aloud about your own annotations/notes/categories of information while reading the piece.
- Reread parts for clarity around vocabulary, as needed. Students will jot down words that are unknown and hinder meaning. Then partners will work together to co-construct definitions for the student-selected vocabulary using students’ own words to define domain-specific vocabulary (i.e. immigrant, metaphor, ahistorical, pious hope, empirical reality, philosopher, commentator, marketplace, economic

Materials:
“America’s Immigration Story: Still the Melting Pot” by Everett C. Ladd from The Public Perspective Aug/Sept 1995
Graphic Organizer: Notes on Different Perspectives Across Sources
Chart(s): see lesson 1
opportunity, census data, socio-economic, prudent, etc.)
- Jot down important ideas on graphic organizer or ask students to determine a different way to organize their thinking to jot ideas down across several sources.
- Stop reading about half way through the piece and ask students to now try to navigate the last chunks of the text independently or in partners.

**Guided Practice (15 min.):**
- Students will partner read and work to gather important ideas and develop inquiry questions, either independently or with a partner.

**Share (5-10 min.):**
- Teacher brings students back into the meeting area where they share out some of their key points that they collected for their purpose.
- Review learning target.
<table>
<thead>
<tr>
<th>Visual:</th>
<th>Article:</th>
<th>Articles:</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Shattered Dreams”</td>
<td>“America’s Immigration Story”</td>
<td>“Myths of the Melting Pot”</td>
</tr>
<tr>
<td><strong>TEACHER MODEL:</strong> 6 OUT OF 10 Americans believe that the “American Dream is under threat.”</td>
<td><strong>TEACHER MODEL:</strong> “America is built on succeeding waves of immigration.” Para. 2</td>
<td></td>
</tr>
<tr>
<td>&quot;The American Dream is considered the national ethos of the U.S. The idea that everyone has the opportunity to achieve success through hard work, regardless of social class.”</td>
<td>The number of foreign-born people in the U.S. is smaller now than any other decade before the 50’s.</td>
<td></td>
</tr>
<tr>
<td>&quot;The American Dream has morphed into a fantasy for most.”</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Central Idea(s): Many Americans believe that the American Dream is under threat due to multiple factors such as . . .</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Possible Inquiry Questions:**

TEACHER MODEL:

Why isn’t the cost of living keeping up with the new demands of our society?

What conditions need to be present for the American Dream to become a reality?

How does ethnicity play a role in the melting pot?

What does immigration have to do with the American Dream?
Lesson 3 (Teacher MODEL with more release)

Learning Target:
I will analyze sequence of ideas/events and explain how they develop across multiple sources.

Launch (2-3 min.):
• Invite students to the meeting area.
• Remind students that good readers select a “lens,” or set a purpose for reading. Tell students that today, their lens will be around what the author’s central ideas or claims are and how the author is presenting information.

Shared Reading—Day 2 with same text (15 min.):
• Begin rereading the first chunk. Ask the following as a guiding question for students to use when during think-pair-share: What have we just learned in this part? How do all of the parts connect? How did the author present this information?
• Continue reading aloud, pausing it briefly to elicit students’ thinking while reading the piece.
• Have students think-pair-share after each “chunk” of information.
• Reread parts for clarity, as needed.
• Reread important parts a second time while still gathering information about what they are noticing, but also gathering evidence about choices around structure, craft, purpose, tone, etc. Show students that readers can make choices about how they want to read by taking on new lenses.
• Students will determine central idea(s)/claim(s) this author presents. One possibility: The melting pot does not equal ethnic diversity. The foundation of our country is that substance is individual hope or success. Another possible central idea: Although immigration has been perceived as a problem by many, Everett Ladd believes that the “melting pot” of a “democracy of diverse races” is actually one of America’s successes that should be recognized as such.
• Remind students that good readers select a “lens,” or set a purpose for reading. Tell students that today, their lens will be around what the author’s central ideas or claims are and how the author is presenting information.
• Finally model how the author developed these ideas by reminding them of rhetorical devices authors use:

Rhetorical Devices – ways authors/speakers use of language to create an effect on audience

Materials:
"America’s Immigration Story: Still the Melting Pot" by Everett C. Ladd from The Public Perspective Aug/Sept 1995

Exit Ticket: What perspectives are examined around the American Dream?

Chart(s):
Co-create chart in Share leave room to add on in later lessons within each part:

Close Reading Strategies for Primary and Secondary Source Texts
(sample responses below)

Part 1
On the 1st “read,” listen and/or look carefully at what is said, consider taking on a basic LENS of understanding to focus the close reading:
• What is the author saying about this information/topic?
• What is this piece mostly about?
• What are important categories of information/details to consider?
• What words evoke strong emotions or images?
• What kinds of words did the author choose to represent this experience?

Part 2
As you collected ideas in any of part 1, look for patterns and relationships among the details/information around the ideas of selection. On the 2nd or 3rd “read” consider taking on a new LENS to focus the close reading keeping the inquiry question in mind: What brings these people to the U.S.?
• What patterns are emerging?
• Which patterns fit together?
• How do they fit together?
• What point of view is emphasized?

Part 3
Determine the bigger idea that the audience should walk away understanding. This can include, but is not limited to:
• A central idea or theme
  o What does this information represent?
• Symbols/metaphors/motifs: What does this represent?
• An analysis of tone and purpose
• Anecdote (personal experience)
• Causal chain (cause/effect)
• Concession/rebuttal
• Expert testimony
• Loaded words
• Parallel construction (parallelism/anaphora for HONORS)
• Repetition
• Rhetorical questions
• Analogy
• Imagery
• Contrasts
• Metaphor/Extended metaphor

Scaffold: If students need support with rhetorical devices vocabulary provide them with a sample graphic organizer with pictures for each (see model below). Have students find examples in previously read texts.

• One example might be:
  The author begins to develop this idea through contrasting a misleading perspective of the melting pot vs. the author’s point of view of the melting pot.

Guided Practice (15 min.):
• Students begin to construct the author’s central claims by looking at patterns across this text and then determining how the author developed these ideas.

Scaffold:
Mini-Lesson: Comparing Point of Views (10 min., if needed)

Launch: “So we have read two sources on the same topic. So in this lesson, we will work on comparing point of views in order to answer a question: What brings these people to the U.S. and how do the perspectives compare?

Mini-Lesson:
• Model the language needed to compare point of view:
  • ORAL PRACTICE:
    Source A is similar to source B because ____. For example, ____. However, the two sources slightly differ/contradict each other/present opposing perspectives about ____. For instance, ____. Both authors use rhetorical devices to develop their claims.

    Author A heavily relies upon rhetorical device[s] to develop his/her idea, while author B tends to heavily rely upon rhetorical device[s] to develop his/her idea. One example of author A’s use of rhetorical device is example from source. On the other hand, author B uses rhetorical device when he/she contends/states/argues/asserts example from source. While both are engaging to the reader, source A is than source B.
• Construct, with students’ help, a response that compares the point of view and rhetorical devices quickly—this should be review for most students.

**Independent Practice: (FORMATIVE ASSESSMENT) 10 min.**
- Students will use sources previously read in lessons 1-3 and compose a comparison response on an exit ticket: **What perspectives are examined around the American Dream?**

**Share (2-3 min.):**
- Teacher brings students back into the meeting area where they share out some of central ideas the author used to develop his/her ideas and the way in which the author developed those ideas.
- Review learning target.
Rhetorical Devices Vocabulary Scaffold: Teacher Model and Blank Template:
## Rhetorical Devices

<table>
<thead>
<tr>
<th>Anecdote</th>
<th>Causal Chain</th>
<th>Concession/Rebuttal</th>
</tr>
</thead>
<tbody>
<tr>
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<table>
<thead>
<tr>
<th>Expert Testimony</th>
<th>Loaded Words</th>
<th>Parallelism</th>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Repetition</th>
<th>Rhetorical Questions</th>
<th>Analogy</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Imagery</td>
<td>Contrasts</td>
<td>Metaphor/Extended Metaphor/Symbolism</td>
</tr>
<tr>
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</tbody>
</table>

Grandview School District
11th Grade English Language Arts Framework—Unit 2
January 19, 2015—11:40 p.m.

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Lesson 4 (Teacher MODEL with more release)

Learning Target:
I will gather important ideas and determine inquiry questions for future use.

Launch (2-3 min.):
- Invite students to the meeting area.
- Remind students that good readers preview the text and select a “lens,” or set a purpose for reading.
- Have students make a plan for reading the new article and set a purpose for their annotations.

Mini-Lesson (10 min.):
- Model a quick read of 2-3 paragraphs and remind them to annotate ideas they may want to use in the future: Possible teacher annotations are in blue and yellow highlights indicate direct text that annotations are related to.
  After paragraph #1: the promise that all immigrants can be transformed into Americans, a new alloy forged in a crucible of democracy, freedom and civic responsibility. The melting pot name came from a play. It meant that all immigrants could become Americans mixing their own heritage with US democracy, freedom, and civic responsibility.
  After paragraph #3: Today, the United States is experiencing its second great wave of immigration, a movement of people that has profound implications for a society that by tradition pays homage to its immigrant roots at the same time it confronts complex and deeply ingrained ethnic and racial divisions. – Wow! Immigrants need to maintain their roots while confronting the divisions it may cause.

Independent Reading (15 min.):
- Students read with partners or independently using the same text, engaging in the same work from lesson two, with less scaffolds from teacher.
- Teacher may work with small, guided reading groups, using independent leveled texts, as necessary.

Share (5-8 min.):
- Teacher brings students back into the meeting area where they share out some of their key points that they collected for their purpose.
- Review learning target.

Materials:

Graphic Organizer: Notes on Different Perspectives Across Sources

Co-create chart in Share leave room to add on in later lessons within each part:

<table>
<thead>
<tr>
<th>Close Reading Strategies for Primary and Secondary Source Texts</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Sample responses below)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part 1</th>
<th>On the 1st “read,” listen and/or look carefully at what is said, consider taking on a basic LENS of understanding to focus the close reading:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• What is the author saying about this information/topic?</td>
</tr>
<tr>
<td></td>
<td>• What is this piece mostly about?</td>
</tr>
<tr>
<td></td>
<td>• What are important categories of information/details to consider?</td>
</tr>
<tr>
<td></td>
<td>• What words evoke strong emotions or images?</td>
</tr>
<tr>
<td></td>
<td>• What kinds of words did the author choose to represent this experience?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part 2</th>
<th>As you collected ideas in any of part 1, look for patterns and relationships among the details/information around the ideas of selection. On the 2nd or 3rd “read” consider taking on a new LENS to focus the close reading keeping the inquiry question in mind: What brings these people to the U.S.?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• What patterns are emerging?</td>
</tr>
<tr>
<td></td>
<td>• Which patterns fit together?</td>
</tr>
<tr>
<td></td>
<td>• How do they fit together?</td>
</tr>
<tr>
<td></td>
<td>• What point of view is emphasized?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part 3</th>
<th>Determine the bigger idea that the audience should walk away understanding. This can include, but is not limited to:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• A central idea or theme</td>
</tr>
<tr>
<td></td>
<td>o What does this information represent?</td>
</tr>
<tr>
<td></td>
<td>• Symbols/metaphors/motifs: What does this represent?</td>
</tr>
<tr>
<td></td>
<td>• An analysis of tone and purpose</td>
</tr>
</tbody>
</table>
### Notes on Different Perspectives Across Sources

<table>
<thead>
<tr>
<th>Visual:</th>
<th>Article:</th>
<th>Articles:</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Shattered Dreams”</td>
<td>“America’s Immigration Story”</td>
<td>“Myths of the Melting Pot”</td>
</tr>
</tbody>
</table>

#### TEACHER MODEL:
6 OUT OF 10 Americans believe that the “American Dream is under threat”

“The American Dream is considered the national ethos of the U.S. The idea that everyone has the opportunity to achieve success through hard work, regardless of social class.”

“The American Dream has morphed into a fantasy for most.”

It would take $130,357 per year for a family of four to live the American dream, which was about what 13% the population made in 2013—YIKES!!!!

#### TEACHER MODEL:
“America is built on succeeding waves of immigration.” Para. 2

The number of foreign-born people in the U.S. is smaller now than any other decade before the 50’s.

#### TEACHER MODEL:
The melting pot name came from a play. It meant that all immigrants could become Americans mixing their own heritage with US democracy, freedom, and civic responsibility. Para. 1

“Today, the United States is experiencing its second great wave of immigration, a movement of people that has profound implications for a society that by tradition pays homage to its immigrant roots at the same time it confronts complex and deeply ingrained ethnic and racial divisions.” Para. 3

#### Possible Inquiry Questions:

TEACHER MODEL:
Why isn’t the cost of living keeping up with the new demands of our society?
What conditions need to be present for the American Dream to become a reality?
How does ethnicity play a role in the melting pot?
What ideals define the American Dream?
How do American immigrants hold onto their past and “melt” into the pot of Americanism?
Lesson 5 (Teacher MODEL with more release)

Learning Target:
I will analyze sequence of ideas/events and explain how they develop across multiple sources.

Launch (2-3 min.)
• Invite students to the meeting area.
• Remind students that good readers select a “lens,” or set a purpose for reading. Tell students that today, their lens will be around what the author’s central ideas or claims are and how the author is presenting information.

Mini-Lesson—Day 2 with same text (10 min.):
• Remind students of the great reading work they have done so far by a sk接着 the following questions as a guide: What have we just learned in this part? How do all of the parts connect? How did the author present this information?
• Read aloud a chunk, if needed as a scaffold. Pause briefly and have students construct their own annotations/notes/categories of information while reading the piece. Then have them share their thinking aloud.

Guided Practice (20 min.):
• Students will continue rereading to determine central idea(s)/claim(s) this author presents.
• Finally students will explore how the author developed these ideas by reminding them of rhetorical devices authors use, if needed:

<table>
<thead>
<tr>
<th>Rhetorical Devices</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anecdote (personal experience)</td>
</tr>
<tr>
<td>Causal chain (cause/effect)</td>
</tr>
<tr>
<td>Concession/rebuttal</td>
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</tr>
<tr>
<td>Contrasts</td>
</tr>
<tr>
<td>Metaphor/Extended metaphor</td>
</tr>
</tbody>
</table>

Scaffold:

Mini-Lesson: How to Comparing Point of Views Trying to Use My Own Words (10 min., if needed)

Launch: “So we have read three sources on the same topic. So in this lesson, we will work on comparing point of views in order to answer a question: What brings these people to the

Materials:
Additional Sources for Extension:
Secondary Source:
Primary Sources:
“Aboard a Slave Ship” by R. Walsh http://www.eyewitnesstohistory.com/slaveship.htm

Exit Ticket: What perspectives are examined around the American Dream?

Chart(s):

Co-create chart in Share leave room to add on in later lessons within each part:

Close Reading Strategies for Primary and Secondary Source Texts (sample responses below)

Part 1
On the 1st “read,” listen and/or look carefully at what is said, consider taking on a basic LENS of understanding to focus the close reading:
• What is the author saying about this information/topic?
• What is this piece mostly about?
• What are important categories of information/details to consider?
• What words evoke strong emotions or images?
• What kinds of words did the author choose to represent this experience?

Part 2
As you collected ideas in any of part 1, look for patterns and relationships among the details/information around the ideas of selection. On the 2nd or 3rd “read” consider taking on a new LENS to focus the close reading keeping the inquiry question in mind: What brings these people to the U.S.?
• What patterns are emerging?
• Which patterns fit together?
• How do they fit together?
• What point of view is emphasized?

Part 3
Determine the bigger idea that the audience should walk away understanding. This can include, but is not limited to:
• A central idea or theme
U.S. and how do the perspectives compare? One of the choices you get to make today is to decide which sources you want to compare and how to start to put it in your own words instead of heavily relying on the frames. (It is critical to gradually remove these supports to foster independence; however, if students are still heavily reliant on the frames, perhaps they need more practice.)

**Mini-Lesson:**
- **Model, as needed**, the language needed to compare point of view:
- **ORAL PRACTICE:**

  Source A, source B, and source C are similar because____. For example, ______. However, the one/two sources slightly differ/contradict each other/present opposing perspectives about____. For instance, ____. All three authors use rhetorical devices to develop their claims.

  Author A heavily relies upon rhetorical device(s) to develop his/her idea, while author B tends to heavily rely upon rhetorical device(s) to develop his/her idea. Yet author C uses rhetorical device(s) to develop his/her idea. One example of author A’s use of rhetorical device is example from source. On the other hand, author B uses rhetorical device when he/she contends/states/argues/asserts example from source. Author C presents an alternative way to develop his/her ideas by using rhetorical device when he/she contends/states/argues/asserts example from source. While all three are engaging to the reader, source A/B/and/or C is _____ than source A/B/and/or C because _______.

  - Construct, with students’ help, a response that compares the point of view and rhetorical devices quickly—this should be review for most students (see sample below):

    The American Dream seems simple and straightforward at a quick glance, but it’s really quite complex and it grows and changes over time. Two different sources address the American Dream from different perspectives nearly 100 years apart. For example, as early as 1897, Theodore Roosevelt addressed the American Dream in his piece, the *American Ideals*. Roosevelt believes immigrants need to assimilate to American ways or they risk “harm[ing] both themselves and us” and becoming “mere obstructions to the current of our national life” (Roosevelt, para. 1). His perspective is that you have to be fully Americanized to achieve the ideal. Now fast forward to 1995 and a new perspective arrives on scene—
Everett Ladd’s “America’s Immigration Story: Still the Melting Pot” contradicts Roosevelt’s view by claiming that the American Dream “holds the best hope satisfying the needs each of us bring as an individual” (Ladd, para. 6). Unlike Roosevelt, Ladd believes that the need of each individual is a critical component of “an experiment of American democracy of diverse races” (Ladd, para. 4) called the American Dream.

While Roosevelt and Ladd’s perspectives differ, they both use a similar metaphor to develop their central ideas. Both authors use compare immigration to ocean tides or waves to describe immigration as it relates to the American Dream. Roosevelt paints a picture of the “mighty tide of immigration to our shores” and compares it to a “train of good and evil” (Roosevelt, para. 1). This use of language makes the American Dream seem a forced uncertainty that may cause a benefit or detriment. On the other hand, Ladd use of “succeeding waves” shines light on the strengths and rebirth of our nation because of immigration. While both authors’ use of tides/waves is an engaging rhetorical device, Ladd’s language is less forceful and reassuring to readers.

Independent Practice: (FORMATIVE ASSESSMENT)

- Students will compose a comparison response on an exit ticket: What perspectives are examined around the American Dream?

Share:
- Teacher brings students back into the meeting area where they share out some of central ideas the author used to develop his/her ideas and the way in which the author developed those ideas.
- Review learning target.
Lesson 6 (Partner/Independent work)

Learning Target:
I will gather notes to answer my research question using multiple primary sources.

Launch (2-3 min.):
• Invite students to the meeting area.
• Remind students of all of the potential research questions they have developed. Explain that today they will begin their research process by selecting a few of their most interesting questions to use as a “lens” for their reading of a primary source. As students are mining for information in support of their research questions, explain that they will either quote or paraphrase to cite strong and thorough evidence, then respond to the information they found, using a Q/P/R graphic organizer—Quote and/or Paraphrase, Respond.

Mini-Lesson (10 min.):
• Model how to choose a few questions that they feel passionate about.
• Allow students time select 2-4 research questions to use as they read a primary source. They may think-pair-share as they engage in this process.
• Model how to skim primary source to determine which question would most likely be answered or create a new question that could be answered in this source, by focusing on key words within the research question. Another key skill is looking for information that says the opposite of what you think the answer is to the question.
• Take one of the teacher model questions and use it to find evidence to support their research questions using the Q/P/R graphic organizer.
• Model how to collect evidence on a Q/P/R graphic organizer (See teacher model below).

Independent Writing (20-25 min.):
• Students choose 2-4 pieces of evidence that match their research question to collect and respond to on their Q/P/R chart

Share:
• Teacher brings students back into the meeting area where they share out some of their key evidence that they collected for their research questions
• Debrief the process of using research questions to guide reading. Explain that our next step is to begin the research process, so it is critical to have a few questions to explore before the next lesson.
• Review learning target.

Materials:

For extension:
Students can use full text from “American Ideals”

Graphic Organizer: Q/P/R

Chart(s):

n/a
Gathering and Analyzing Secondary Research (Q/P/R)

In order to prove your claim, you will need to be sure to find evidence that supports multiple perspectives of your topic to be able to clarify your argument. You need a variety of types of sources (websites, databases, magazines, reference books, videos, infographics, etc.).

Topic or Research Question: How Do American immigrants hold onto their past and “melt” into the pot of Americanism?

Source: Author and/or Organization Theodore Roosevelt
Source Title From American Ideals, from Chapter II True Americanism
Reference to source or Website address American Ideals
Date Published 1897 Date website was accessed n/a
Publishing Information (who/where) unknown

*Be sure to include page/paragraph number(s) next to quote/paraphrase below

<table>
<thead>
<tr>
<th>*Quoted OR Paraphrased Information</th>
<th>Personal Reaction to the Information – Why does it matter? What questions or thoughts do you have about it? How does this evidence support your claim? Analyze the quote or paraphrase to connect it back to your reasons/claim.</th>
</tr>
</thead>
<tbody>
<tr>
<td>“From his own standpoint, it is beyond all question the wise thing for the immigrant to become thoroughly Americanized. Moreover, from our standpoint, we have a right to demand it.” – paragraph #2</td>
<td>Roosevelt had strong beliefs about how immigrants should assimilate to achieve the ideal -- he didn’t place a lot of value on holding onto cultural, political, &amp; religious identities. Even more bothersome is the idea that Roosevelt thought that fellow American citizens had a right to demand total Americanization. At least, we aren’t still living in that world -- we’ve made great progress.</td>
</tr>
</tbody>
</table>
**Gathering and Analyzing Secondary Research (Q/P/R)**

*In order to prove your claim, you will need to be sure to find evidence that supports multiple perspectives of your topic to be able to clarify your argument. You need a variety of types of sources (websites, databases, magazines, reference books, videos, infographics, etc.).*

**Topic or Research Question:**

<table>
<thead>
<tr>
<th>Source: Author and/or Organization</th>
<th>Source Title</th>
</tr>
</thead>
</table>

**Information**

<table>
<thead>
<tr>
<th>*Quoted OR Paraphrased Information</th>
<th>Personal Reaction to the Information – Why does it matter? What questions or thoughts do you have about it? How does this evidence support your claim? Analyze the quote or paraphrase to connect it back to your reasons/claim.</th>
</tr>
</thead>
</table>

**References**

Q/P/R Inspired by Teaching Research Writing, Oakland Schools, Michigan

OVERVIEW: UNIT 2- BEND TWO: RESEARCH PROCESS TO DEVELOP AN INFORMED VIEW FOR AN ARGUMENTATIVE SPEECH

Essential Questions:

- How do I make a plan for my research using purpose, audience and tone?
- How do you cite and gather relevant, accurate, credible information to form an evidence-based perspective?
- How do I effectively communicate my argumentative speech?

Overview Descriptor:

In the second bend of this unit, students will engage in a short-research process to create a draft of argumentative speech on the “American Dream” with a specific purpose, audience, and tone in mind. They will use their inquiry research questions from bend one to begin analyzing search results and citing and gathering relevant, accurate, and credible information. After students have collected information, they can sift and sort through their thinking in order to develop an evidence-based claim for their argumentative speech. They will use the writing process to draft the speech and finally orally present their speech to relevant audiences.
### Overview

**Bend Two: Research Process to Develop an Informed View for an Argumentative Speech**

<table>
<thead>
<tr>
<th>LESSON/STANDARD</th>
<th>Learning Target/Instructional Approach/Text</th>
</tr>
</thead>
</table>
| **Lesson 7:** Introduction to research process: Making a plan and immersion | **Learning Target:** I will determine the purpose, audience and tone for my research.  
**Mini-Lesson:**  
Model how to consider and make decisions about purpose, audience, and tone when thinking about topic and research questions by looking at mentor texts. Introduce rubric for task and compare rubric to mentor texts.  
**Mentor Texts:**  
"Teenagers are Losing Confidence in the American Dream" by Joe Pinsker  
The Atlantic, 6/15/15  
"To Be or Not to Be . . . The American Dream" by unknown  
**Independent Practice:**  
Students will determine the purpose, audience, and tone for their research. |
| **Lesson 8:** Analyzing Search Results Using TRACEE Strategy | **Learning Target:** I will use a strategy to evaluate sources.  
**Mini-Lesson:**  
Model how to conduct a final evaluation of a source using the TRACEE strategy (see chart in resource section).  
**Independent Practice:**  
Students will conduct a final evaluation of a few sources to support their research using the TRACEE strategy. |
| **Lesson 9:** Citing and Gathering information | **Learning Target:** I will use tools to gather and cite information.  
**Mini-Lesson:**  
For additional practice/scaffolds, see link: See link on citations:  
Model how to use Q/P/R process with in-text citations.  
**Independent Practice:**  
Students will practice collecting information to support their research question(s) on a Q/P/R chart with proper citations. |
| **Lesson 10:** Developing Claim or Central Idea | **Learning Target:** I will develop a claim.  
**Mini-Lesson:**  
Model how to develop a claim using all of the evidence collected so far.  
Use video to support students’ understanding of claim:  
[https://www.youtube.com/watch?v=rIlasE8oj&feature=youtu.be](https://www.youtube.com/watch?v=rIlasE8oj&feature=youtu.be) |
**Lesson 11:**
**Organizing Ideas and Information**

**Guided Practice:** Practice with a partner how to develop a claim.

**Independent Practice:** Develop a claim.

**Mini-lesson:**
Review, briefly, text structure. Model the process for organization.
1) What do I want to say?
2) Sorting into categories—considering text structure
3) Deciding how to present ideas

**Independent Practice:** Students will develop a plan for how to organize their ideas.

**Lesson 12:**
**Drafting**

**Learning Target:** I will compose a draft of my findings.

**Mini-lesson:** Model for students how to format draft (i.e. double-spaced, adding headings for categories of information, etc.).

**Independent Practice:** Students will compose a draft of their work. STUDENTS WILL ORALLY REHEARSE SPEECH
Lesson 7 (Partner/Independent work)

Learning Target:
I will determine the purpose, audience and tone for my research.

Launch (2-3 min.):
• Invite students to the meeting area.
• Remind students that before writers begin the serious business of writing, they consider their purpose for writing, audience and consider the tone they may use. Explain that today students will have the opportunity to explore those elements while examining mentor texts alongside of the rubric for the final argumentative speech.

Mini-Lesson (15 min.):
• Model how to consider different purposes, audiences, and tones by using scaffolds provided below.
• Show students the argumentative rubric and discuss elements.
• Set up chart in writer’s notebook to explore different ideas, model a few ideas by thinking aloud:

<table>
<thead>
<tr>
<th>Topic</th>
<th>My Purpose:</th>
<th>My Audience:</th>
<th>My tone:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Author’s Purpose: The reason an author writes, such as to entertain, inform, or persuade, but go deeper than that. Support a cause To inform Create awareness Urge people to action Promote change Refute a theory Arouse sympathy Stimulate interest Win agreement Solve a problem</td>
<td>Teens Parents Community members Legislators General public</td>
<td>Concerned Urgent Aggressive Matter-of-fact</td>
<td></td>
</tr>
</tbody>
</table>

Independent Practice (20-25 min.):
• Allow students time examine mentor texts to look at how they utilized purpose, audience, and tone.
• Students create graphic organizer in their writer’s notebook and make purposeful decisions about purpose, audience, and tone.

Share (2-3 min.):
• Share out possible purposes, audiences, and tone that students are selecting as possibilities.
• Review learning target.

Materials:
Writers Notebooks
Mentor Texts:
“Teenagers are Losing Confidence in the American Dream” by Joe Pinsker The Atlantic, 6/15/15
“To Be or Not to Be . . . The American Dream” by unknown
http://americandreammgp.weebly.com/index.html
Argument Rubric
Scaffolds:
Deeper Look at Purposes
Ways Speakers Choose to Structure their Speeches
Analyzing Tone
Chart(s):

<table>
<thead>
<tr>
<th>Topic</th>
<th>My Purpose:</th>
<th>My Audience:</th>
<th>My tone:</th>
</tr>
</thead>
</table>

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Lesson 7 Resources:

**Scaffold for students to use describe the purpose:**

<table>
<thead>
<tr>
<th>Deeper Look at Purposes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Author’s Purpose</strong></td>
</tr>
<tr>
<td><strong>INFORMATIVE</strong></td>
</tr>
<tr>
<td>To inform</td>
</tr>
<tr>
<td>To Describe</td>
</tr>
<tr>
<td>To define</td>
</tr>
<tr>
<td>To review</td>
</tr>
<tr>
<td>To notify</td>
</tr>
<tr>
<td>To instruct</td>
</tr>
<tr>
<td>To advise</td>
</tr>
<tr>
<td>To announce</td>
</tr>
<tr>
<td>To explain</td>
</tr>
<tr>
<td>To demonstrate</td>
</tr>
<tr>
<td>To illustrate</td>
</tr>
</tbody>
</table>

**Scaffold for students to use to think about structure of speech:**

<table>
<thead>
<tr>
<th>Ways Speakers Choose to Structure their Speeches</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Acknowledges audience</td>
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<tr>
<td>• Reminder of the past</td>
</tr>
<tr>
<td>• Describes current situation</td>
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<tr>
<td>• Argues for why current situation needs to be corrected</td>
</tr>
<tr>
<td>• Outlines goals</td>
</tr>
<tr>
<td>• Explains how to achieve goals</td>
</tr>
<tr>
<td>• Includes contrasts</td>
</tr>
<tr>
<td>• Visualizes the future</td>
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<tr>
<td>• Includes different types of appeals:</td>
</tr>
<tr>
<td>o <strong>Ethos</strong></td>
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<tr>
<td>o <strong>Pathos</strong></td>
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<tr>
<td>o <strong>Logos</strong></td>
</tr>
</tbody>
</table>
Scaffold for students to use to consider types of audiences:

Neutral
Hostile
Uninformed
Expert
Business
Teens
Parents
Community members
Legislators
General public

See link for additional information: http://www.starkstate.edu/owl/types-audiences-you-may-encounter
Scaffold for students to consider tone:

### Analyzing TONE

**Tone** is the writer’s attitude or feeling about the subject of his text.

When selecting a tone, you must be careful to **choose the right words to create that tone**. Below is a list of tone words.

<table>
<thead>
<tr>
<th>Angry</th>
<th>Focused</th>
<th>Worried</th>
<th>Playful</th>
<th>Boring</th>
<th>Mean</th>
<th>Urgent</th>
<th>Effective</th>
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<tbody>
<tr>
<td>Abrasive</td>
<td>Authoritative</td>
<td>Apprehensive</td>
<td>Whimsical</td>
<td>Lackluster</td>
<td>Callous</td>
<td>Impassioned</td>
<td>Endearing</td>
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<td>Substantive</td>
<td>Disturbed</td>
<td>Fanciful</td>
<td>Contrived</td>
<td>Blunt</td>
<td>Earnest</td>
<td>Profound</td>
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<td>Anxious</td>
<td>Poetic</td>
<td>Formulaic</td>
<td>Candid</td>
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<td>Clinical</td>
<td>Concerned</td>
<td>Amused</td>
<td>Hollow</td>
<td>Cold</td>
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<tr>
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<td>Impartial</td>
<td>Cautious</td>
<td>Playful</td>
<td>Superficial</td>
<td>Mean</td>
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<td>Thought-provoking</td>
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<td>Insubstantial</td>
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