SPEECHES: ARGUMENT & METHODS
UNIT OUTLINE

Grades 9-10

Anthony Petrosky and Vivian Mihalakis
Institute for Learning
Learning Research and Development Center
University of Pittsburgh
For the Common Core Standards Project
Copyright 2010 Common Core Standards Project
# Table of Contents

## Unit Outline

Tasks, Teaching Approaches, and Standards

- **“I Have a Dream” (Text 1)** ................................................................. 4

Tasks, Teaching Approaches, and Standards

- **“Remarks to the Convocation of the Church of God in Christ” (Text 2)** .................. 29

Tasks, Teaching Approaches, and Standards

- **“Ending Racial Inequality” (Text 3)** ................................................. 47

Tasks, Teaching Approaches, and Standards (Comparing Texts) .............................. 60

### Appendix A:

- “Remarks To The Convocation of the Church of God in Christ”
  by William J. Clinton .................................................................................. 72

### Appendix B:

- “Ending Racial Inequality” by George W. Bush ............................................. 76

### Appendix C: Vocabulary and Instructional Approaches ...................................... 79
# UNIT OUTLINE

## ARGUMENT & METHODS

How do three different leaders across time imagine solutions to reach racial equality?

What methods do these speakers use to build and support their arguments?

<table>
<thead>
<tr>
<th>Text 1</th>
<th>Text 2</th>
<th>Text 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;I Have a Dream&quot;</td>
<td>&quot;Remarks to the Convocation of the Church of God in Christ&quot;</td>
<td>&quot;Ending Racial Inequality&quot;</td>
</tr>
<tr>
<td>Martin Luther King, Jr.</td>
<td>William J. Clinton</td>
<td>George W. Bush</td>
</tr>
</tbody>
</table>

### 1.1 Prior Knowledge & Build Background:
Who is Martin Luther King, Jr.? What do you know about him? What do you know about his famous speech, "I Have a Dream"?

### 1.2 Comprehension:
What is King’s argument? Who is his audience and what does he want them to do?

### 1.3 Structure:
How does King organize his speech? How does each section advance his argument?

### 1.4 Author’s Methods: Metaphor:
Identify the metaphors that you find most compelling to King’s argument. Explain each metaphor and what you find most compelling about it given King’s argument, purpose, and audience.

### 1.5 Author’s Methods: Allusion:
King makes several allusions in this speech. Research one and explain its role in his argument.

### 1.6 Author’s Methods: Repetition
Study King’s use of repetition. What does he repeat and for what purposes? How does his use of repetition link to and advance his argument?

### Prior Knowledge:
Who is William J. Clinton? What do you know about him?

### 2.1 Comprehension:
Write a summary of Clinton’s speech. Include his argument, the specific claims and counterclaims he makes, and who his audience is.

### 2.2 Relationship Among Ideas:
Identify and explain the claims you find most significant to Clinton’s argument. How does he support each claim? What is the relationship among the claims and between the claims and counterclaims?

### 2.3 Author’s Methods:
What methods does Clinton use to build and support his argument? How does each advance his argument?

### 2.4 Drawing an Inference:
What do you see as the main goal of Clinton’s speech? Write an argument using claims and counterclaims that are grounded in evidence from the speech to support what you see as the main goal of his speech.

### 3.1 Prior Knowledge:
Who is George W. Bush? What do you know about him? What is the NAACP?

### 3.2 Comprehension:
Write a summary of Bush’s speech. Include the specific claims and counterclaims he makes, who his audience is, and what he wants them to do.

### 3.3 Author’s Methods:
Compare two methods that Bush and another speaker use. Explain how each uses these methods and argue for which you find more effective given the speaker’s argument, purpose, and audience.

### 3.4 Language:
Reread paragraph 5. What is Bush saying and doing in this paragraph? Imitate Bush’s writing by writing a paragraph like this one using your own ideas.

### 4.1 Comparing Texts:
Speaking almost 40 years after King, Bush says, “Discrimination is still a reality, even when it takes different forms." Compare the inequities or forms of discrimination that each of the three speakers is speaking about. What evidence and methods does each speaker use to convince his audience of these inequities?

### 4.2 Comparing Texts:
King, Clinton, and Bush all argue for ending racial inequality. Compare their solutions and the claims, reasoning, and methods they use for those solutions.
Text 1:

“I Have a Dream”
Martin Luther King, Jr.
August 28, 1963

Tasks, Teaching Approaches, and Standards
TASK 1.1: Prior Knowledge & Background

Primary and secondary sources about Martin Luther King, Jr., his role in the Civil Rights Movement, and his speech, “I Have a Dream”

- Who is Martin Luther King, Jr.? What do you know about him?
- What do you know about his famous speech, “I Have a Dream”?

College and Career Readiness Standards

Reading:
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Teaching Approaches

Option 1

- **Individual work:** Students list what they know about Martin Luther King, Jr. and his speech, “I Have a Dream.”

- **Pair work:** Students share their lists with a partner.

- **Whole group:** Teacher-facilitated discussion of what students know about King and “I Have a Dream”. Teacher records answers for all students to see.

- **Teacher** provides students with primary and secondary sources to fill in students’ background knowledge of King and “I Have a Dream.” Sources might include a biography of King, information about his role in the Civil Rights Movement, photographs of King giving his famous speech, and photographs of the crowd gathered to hear the speech.

- **Individual work:** Students review the sources and add to their lists of what they know about King and “I Have a Dream.”

- **Whole group:** Teacher asks students to share any new information they gathered from the various sources. Teacher adds new information to previous record.

Option 2

- **Teacher** posts various primary and secondary sources about King and his speech, “I Have a Dream,” online.

- **Individual work:** Students review and respond to the sources by answering the above questions and posting a reply to what other

Reading: Informational
1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Speaking & Listening
1. Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

Writing
6. Use technology, including the Internet, to produce,
Option 3

- **Individual work:** Students research primary and secondary sources (photos, online resources, videos) about Martin Luther King, Jr. and “I Have a Dream”. Each student writes a response to answer above questions.

- **Pairs:** Students share their sources and responses. Pairs create a one-minute posterboard presentation to share what they consider most significant about what they’ve learned with the class.

- **Presentations:** Pairs present to the class.

- **Whole group discussion:** Teacher-led discussion about King and “I Have a Dream.”

---

**Reading: Informational**

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**Writing**

6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

7. Conduct short as well as more sustained research projects to answer a 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.

**Speaking & Listening**

1. Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

   a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

   b. Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed.

   c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

   d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
TASK 1.2: Comprehension

“I Have a Dream,” by Martin Luther King, Jr.

• What is King’s argument?
• Who is his audience and what does he want them to do?

College and Career Readiness Anchor Standards

Reading:
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Teaching Approaches

Option 1

• Whole group: Teacher engages students in a whole group discussion around the following questions: What’s an argument? What are we talking about when we refer to claims and counterclaims? Teacher records and posts the definitions for all to see. Written record of definitions is titled, “Language of Argument.”

• Individual work: Students read, listen to, or watch a video of King delivering, “I Have a Dream,” taking notes in response to the following comprehension question: What is King’s argument?

• Partner work: After reading/listening to/watching the speech, students discuss what King’s argument is with their partner, citing evidence from what they say and taking notes on their conversation.

• Individual work: Next, students respond in writing to the question: Who is King’s audience and what does he want them to do? Students use evidence from the speech that gives them insight into his audience and what he wants them to do.

• Trio work: In groups of three, students share their notes and writing about King’s audience and what he wants them to do.

• Whole group: Teacher engages students in a whole group discussion of King’s argument. Students provide evidence to support what they say. Next, teacher leads students in a discussion of who King’s audience is and what he wants them to do. Students cite evidence to support their responses. Finally, the teacher

Reading: Informational

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Speaking & Listening

1. Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
b. Work with peers to set rules for collegial discussions and decision-making clear goals and deadlines, and individual roles as needed. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
c. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
asks students what claims or counterclaims King makes in this speech.

- **Whole group reflection**: Students engage in a discussion in response to the following question: How did our discussion confirm or revise your thinking about King’s argument and audience?

**Option 2**

- **Whole group**: Teacher engages students in a whole group discussion around the following questions: What’s an argument? What are we talking about when we refer to claims and counterclaims? Teacher records and posts the definitions for all to see. Written record of definitions is titled, “Language of Argument.”

- **Individual work**: Students read, listen to, or watch a video of King delivering, "I Have a Dream," taking notes in response to the following comprehension questions: What is King’s argument? Who is his audience and what does he want them to do? After reading/listening/watching, students compose a quick write to answer the questions.

- **Small group**: Students share their quick writes in pairs or trios.

- **Whole group**: Teacher-led, whole group share of King’s argument, audience and what he wants them to do. Teacher records the information for all students to see. Students add missing information to their own notes. Then, the teacher asks students what claims or counterclaims King makes in this speech.

- **Whole group reflection**: Students engage in a discussion in response to the following question: How did our discussion confirm or revise your thinking about King’s argument, and audience?

**Option 3**

- **Whole group**: Teacher engages students in a whole group discussion around the following questions: What’s an argument? What are we talking about when we refer to claims and counterclaims? Teacher records and posts the definitions for all to see. Written record of definitions is titled, “Language of Argument.”

- **Individual work**: Students read, listen to, or watch a video of King delivering, "I Have a Dream,'" taking notes in response to the following comprehension questions: What is King’s argument? Who is his audience and what does he want them to do? After reading/listening/watching, students compose a quick write to answer the questions.

**Reading: Informational**

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

**Writing**

10. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

**Speaking & Listening**

1. Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
Dream,” taking notes in response to the following comprehension questions: What is King’s argument? Who is his audience and what does he want them to do?

- **Pair work:** Students share their notes in pairs.
- **Teacher** accesses students’ prior knowledge regarding the qualities of a summary and how to write a summary. Teacher provides a mini-lesson to review misconceptions or clarify students’ understanding.
- **Individual work:** Students write a summary of King’s speech. The summary should include King’s argument, audience, and what he wants them to do.
- **Trio work:** Students share their summaries in groups of three. Each student takes turns reading his/her summary aloud. Listeners note two things the writer does that make the summary effective and one thing the writer could do to revise the summary. Listeners should focus on the content, craft, and structure.
- **Whole group:** Teacher selects effective summaries to read aloud and/or display. Students analyze, discuss, and compare the content, craft, and structure of the various summaries.
- **Individual work:** Students revise and hand in their summaries. Teacher reviews the work to determine small and whole group follow-up mini-lessons related to writing summaries.
- **Whole group reflection:** Students engage in a discussion in response to the following question: How did hearing your peers’ summaries confirm or revise your thinking about King’s argument and audience?

**Writing**
4. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose, and audience.
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.

**Speaking & Listening**
1. Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
   a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
   b. Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed.
   c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
   d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

**Language**
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**Option 4**
- **Teacher** creates a wiki. Students read, listen to, or watch King’s speech. Then, they write a summary of the speech that includes King’s argument, who his audience is, and what he wants them to do.

**Reading: Informational**
1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

**Writing**
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.

6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

10. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Language
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
“I Have a Dream,” by Martin Luther King, Jr.
- How does King organize his speech? How does each section advance his argument?

College and Career Readiness Anchor Standards

Reading:
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.

Speaking & Listening:
1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

Teaching Approaches

Option 1

- **Teacher prepares students for model** of studying the structure of King’s speech in two parts. First, to analyze individual paragraphs and sets of paragraphs and second to use the first analysis to determine and name the overall structure of the speech.

- **Teacher** tells students as part of this next task, they will be looking at how King organizes his speech and thinking about how each section of his speech advances his argument. The teacher explains that s/he is going to model a task that students will then be asked to do. Students are asked to take notes on what the teacher is saying and doing to complete the task.

- **Teacher model**: Teacher reads the first four paragraphs of King’s speech aloud. After each paragraph, the teacher thinks aloud about what King is saying and doing in each paragraph, taking notes in a place that all students can see. Then, the teacher steps back from what s/he has written to think aloud about how each paragraph or set of paragraphs advances his argument.

- **Whole group**: Students share what they heard and saw the teacher doing. Teacher takes notes and posts them for students to use when they do this task in small groups.

- **Trio work**: Students get together with two others. Together, students reread King speech, taking notes on what King is saying and doing in each paragraph and discuss how each

Reading: Informational
2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
5. Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.

Speaking & Listening
1. Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
   a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
   b. Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed.
   c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
   d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
paragraph or set of paragraphs advances his argument.

- **Whole group share:** The teacher displays a copy of King’s speech in a place that all students can see. The teacher leads a sharing out of what students said King is saying and doing in each paragraph and a discussion of how each paragraph or set of paragraphs advances his argument.

- **Teacher** leads the group in the second part of the analysis to step back from the speech to discuss and name the structure of his speech. Students may say that the speech is broken into three sections: (1) reminder of the past, (2) description of the current situation, and (3) vision of the future. Other students might say that King’s speech has six parts: (1) reminder of the past, (2) description of the current situation, (3) argument for why current situation needs to be corrected, (4) outline of his goals, (5) how to achieve these goals, and (6) visualizing life in the future if goals are achieved.

- **Whole group reflection:** Teacher asks students to share what more they learned about King’s speech from engaging in the task.

**Option 2**

- **Teacher prepares students for model** of studying the structure of King’s speech in two parts. First, to analyze individual paragraphs and sets of paragraphs and second to use the first analysis to determine and name the overall structure of the speech.

- **Teacher** tells students as part of this next task, they will be looking at how King organizes his speech and thinking about how each section of his speech advances his argument. The teacher explains that s/he is going to model a task that students will then be asked to do. Students are asked to take notes on what the teacher is saying and doing to complete the task.

- **Teacher model:** Teacher reads the first four paragraphs of King’s speech aloud. After each paragraph, the teacher thinks aloud about what King is saying and doing in each paragraph, taking notes in a place that all students can see. Then, the teacher steps back from what s/he has written to think aloud about how each paragraph or set of paragraphs advances his

---

**Reading: Informational**

2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

5. Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.

**Speaking & Listening:**

1. Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

   a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

   b. Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed.

   c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively
argument.

- **Whole group:** Students share what they heard and saw the teacher doing. Teacher takes notes and posts them for students to use when they do this task in small groups.

- **Pair work:** Students get together with a partner. Together, students reread King’s speech, taking notes on what King is saying and doing in each paragraph and discuss how each paragraph or set of paragraphs advances his argument.

- **Pair-to-pair work:** Pairs get together with another pair to form groups of four. First, students share their work and thinking with each other. Then, they work together to determine and name how King organized his speech.

- **Pair-to-pair work:** Students prepare a two-minute presentation with a visual to share their analysis of how King organized his speech and how each section advances his argument.

- **Presentations:** Small groups present their analysis with visual to the class. Listeners take notes about what they would add, challenge, or question about what groups say. After each group presents, teacher asks listeners for what they noted.

- **Whole group:** After all the presentations, teacher leads students in a discussion about what they learned from engaging in the task.

---

**Option 3**

- **Pair or trio work:** Working in groups of two or three, students reread King’s speech to analyze how he organized his speech and how each section advances his argument. Students prepare to share their thinking with the class by creating and posting a visual that shows how King organized his speech and how each section advances his argument.

- **Gallery walk:** Students review each group’s posted visual, taking notes on the similarities and differences among them.

- **Whole group:** Teacher-led, whole group discussion of the similarities and differences in the groups’ visuals. Students discuss the two or three visuals that most clearly and accurately represent the organization of King’s speech including how each section advances his argument. Teacher wraps up the discussion.

---

**Reading: Informational**

2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

5. Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.

**Speaking & Listening**

1. Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

   a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned
by asking students what they learned from engaging in the task.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>exchange of ideas.</td>
</tr>
<tr>
<td>b.</td>
<td>Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed.</td>
</tr>
<tr>
<td>c.</td>
<td>Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</td>
</tr>
<tr>
<td>d.</td>
<td>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</td>
</tr>
<tr>
<td>4.</td>
<td>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</td>
</tr>
</tbody>
</table>
**TASK 1.4: Author’s Methods: Metaphor**

“I Have a Dream,” by Martin Luther King, Jr.

- Identify the metaphors that you find most compelling to King’s argument. Explain each metaphor and what you find most compelling about it given his argument, purpose, and audience.

**College and Career Readiness Anchor Standards**

**Reading:**
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
3. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.
4. Assess how point of view or purpose shapes the content and style of a text.

**Speaking & Listening:**
1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

**Teaching Approaches**

**Option 1**

- **Whole group:** Teacher asks students what it means for something to be compelling. Teacher adds the definitions to “Language of Argument.” Teacher explains that the next three tasks that they will complete as part of their study of King’s speech will ask them to look at various methods that he uses to build and support his argument. Teacher explains to students that methods are the strategies that authors use to develop their arguments in ways that are appropriate for their audience. Methods include such things as anecdotes, figurative language, rhetorical questions, allusions, words and phrases that clarify relationships between and among claims, counterclaims, reasons, and evidence, etc. Teacher adds the definition of methods to the “Language of Argument.” The first in the series of methods tasks is designed for students to look at King’s use of metaphors.

- **Teacher prepares students for model:** Teacher explains that s/he is going to model a task that students will then be asked to do. Students are asked to take notes on what the teacher is saying and doing to complete the task.

- **Teacher model:** Teacher creates a three-column chart like the one below in a place that all students can see.

**Reading: Informational**
1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. 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.
3. Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
4. 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.

**Speaking & Listening**
1. Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
   a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
   b. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
<table>
<thead>
<tr>
<th>Compelling Metaphor</th>
<th>Explanation of what it means</th>
<th>Explanation of what's compelling given King’s argument, purpose and audience</th>
</tr>
</thead>
</table>

Then, the teacher thinks aloud through the process of selecting a metaphor that s/he finds compelling to King’s argument and completing the chart. Students take note on what she’s saying and doing to complete the task.

- **Whole group:** Students share what they heard and saw the teacher doing to select and explain a metaphor that strikes him/her as compelling to King’s argument. Teacher takes notes and displays them for students to use when they do this task individually.

- **Individual work:** Students create three column-charts in their notebook and select and explain three metaphors that strike them as compelling to King’s argument.

- **Whole group:** Teacher leads a discussion of King’s metaphors by asking for one student to share and explain a compelling metaphor that s/he chose. After the student shares, the teacher asks others who chose the same metaphor if they have anything to add to what the first student said. After students add relevant information or thinking, the teacher asks another student to share and explain a compelling metaphor. The class goes through the same process until all metaphors have been shared and discussed.

- **Whole group:** Teacher leads the students in a discussion about the overall impact of the metaphors that King uses. Then, the teacher asks students to share what they learned about metaphor from engaging in this task.

**Option 2**

- **Whole group:** Teacher asks students what it means for something to be compelling. Teacher adds the definitions to “Language of Argument.” Teacher explains that the next three tasks that they will complete as part of their study of King’s speech will ask them to look at various methods that he uses to build and support his argument. Teacher explains to

**Reading: Informational**

1. **Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**

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.**
students that methods are the strategies that authors use to develop their arguments in ways that are appropriate for their audience. Methods include such things as anecdotes, figurative language, rhetorical questions, allusions, words and phrases that clarify relationships between and among claims, counterclaims, reasons, and evidence, etc. Teacher adds the definition of methods to the “Language of Argument.” The first in the series of methods tasks is designed for students to look at King’s use of metaphors.

- **Teacher prepares students for model:** Teacher explains that s/he is going to model a task that students will then be asked to do. Students are asked to take notes on what the teacher is saying and doing to complete the task.

- **Teacher model:** Teacher creates a three-column chart like the one below in a place that all students can see.

<table>
<thead>
<tr>
<th>Compelling Metaphor</th>
<th>Explanation of what it means</th>
<th>Explanation of what’s compelling given King’s argument, purpose and audience</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Then, the teacher thinks aloud through the process of selecting a metaphor that s/he finds compelling to King’s argument and completing the chart. Students take notes on what she’s saying and doing to complete the task.

- **Whole group:** Students share what they heard and saw the teacher doing to select and explain a metaphor that strikes him/her as compelling to King’s argument. Teacher takes notes and displays them for students to use when they do this task individually.

- **Trio work:** Students get together with two others and create three column-charts on chart paper that will be posted for all to see. Then, students select and explain three metaphors that strike them as compelling to King’s argument. Students post their chart when they are finished.

- **Gallery walk:** Students review each trio’s chart, taking notes or recording questions about what they notice on individual charts.

5. **Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.**

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.**

**Speaking & Listening**

1. **Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.**
   a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
   b. Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed.
   c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
   d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

4. **Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.**
and/or across several charts. (As students are doing their gallery walk, the teacher is reviewing charts to see which ones s/he would like to look at more closely with the group during the whole class discussion. These might be selected because they identify metaphors that other groups did not, clearly explain their chosen metaphors, or represent a misunderstanding that is shared by several groups.)

- **Whole group discussion:** Teacher engages students in a discussion about the notes and questions they recorded as they looked at the charts. Then, the teacher asks students to focus on specific charts given the points s/he wants to highlight (see above).

- **Whole group reflection:** Teacher leads the students in a discussion about what they learned about metaphors from engaging in this task.

### Option 3

- **Whole group:** Teacher asks students what it means for something to be compelling. Teacher adds the definitions to “Language of Argument.” Teacher explains that the next three tasks that they will complete as part of their study of King’s speech will ask them to look at various methods that he uses to build and support his argument. Teacher explains to students that methods are the strategies that authors use to develop their arguments in ways that are appropriate for their audience. Methods include such things as anecdotes, figurative language, rhetorical questions, allusions, words and phrases that clarify relationships between and among claims, counterclaims, reasons, and evidence, etc. Teacher adds the definition of methods to the “Language of Argument.” The first in the series of tasks is designed for students to look at King’s use of metaphors.

- **Teacher prepares students for model:** Teacher explains that s/he is going to model a task that students will then be asked to do. Students are asked to take notes on what the teacher is saying and doing to complete the task.

- **Teacher model:** Teacher creates a three-column chart like the one below in a place that all students can see.

### Reading: Informational

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

2. Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.

3. 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.

4. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.

5. 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.

### Speaking & Listening

1. Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

   a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

   b. Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed.

   c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and
Then, the teacher thinks aloud through the process of selecting a metaphor that s/he finds compelling to King’s argument and completing the chart. Students take notes on what she’s saying and doing to complete the task.

- **Whole group**: Students share what they heard and saw the teacher doing to select and explain a metaphor that strikes him/her as compelling to King’s argument. Teacher takes notes and displays them for students to use when they do this task individually.

- **Individual work**: Students create three-column chart. Then, they select and explain three metaphors that strike them as compelling to King’s argument. Students complete the three-column chart with their selected metaphors.

- **Trio work**: Students get together with two others to share the metaphors they selected. As a group, they select the one metaphor (from the nine offered) that they find most compelling to King’s argument. Trios create a T-chart on chart paper to share their metaphor and explanation.

- **Gallery walk**: Students review each trio’s chart, taking notes or recording questions about what they notice on individual charts and/or across several charts. (As students are doing their gallery walk, the teacher is reviewing charts to see which ones s/he would like to look at more closely with the group during the whole class discussion. These might be selected because they identify metaphors that other groups did not, clearly explain their chosen metaphors, or represent a misunderstanding that is shared by several groups.)

- **Whole group discussion**: Teacher engages students in a discussion about the notes and questions they recorded as they looked at the charts. Then, the teacher asks students to focus on specific charts given the points s/he wants to highlight (see above).
• **Whole group reflection**: Teacher leads the students in a discussion about what they learned about metaphors from engaging in this task.
**TASK 1.5: Author's Methods: Allusion**

**“I Have a Dream,” by Martin Luther King, Jr.**

- King makes several allusions in his speech. Research one and explain its role in his argument.

**College and Career Readiness Anchor Standards**

**Reading:**
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and explain how specific word choices shape meaning or tone.

**Writing:**
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

**Speaking & Listening:**
1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

**Teaching Approaches**

**Option 1**

- **Teacher** asks students what they know about allusions. Teacher provides a mini-lesson on allusion to introduce students to the concept, fill in gaps in understanding, or clarify any misunderstandings. Teacher adds the definition of allusion to the “Language of Argument.” Teacher explains that the next method students will study in King’s speech is his use of allusions.

- **Individual work:** Students list the allusions in King’s speech.

- **Pair or trio work:** Students share and combine their lists with one or two other students.

- **Whole group:** Teacher-facilitated call out of the allusions in King’s speech. Teacher creates a master list that all students can see.

- **Teacher model:** Teacher selects one allusion and models gathering research about it. Then the teacher models thinking through the allusion’s role in King’s argument.

- **Whole group:** Students share what they saw and heard the teacher do to research the allusions and explain its role in King’s argument.

- **Individual work:** Each student selects an allusion from the master list. Students research their selected allusion and do a quick write to explain its role in King’s argument.

- **Whole group:** Teacher-led discussion of each

**Reading: Informational**

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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.

**Speaking & Listening**

1. Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
   a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
   b. Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed.
   c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
   d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
allusion and its role in King’s speech. Then, teacher leads students in a discussion about what they learned about allusions from engaging in this task.

Option 2

- **Teacher** asks students what they know about allusions. Teacher provides a mini-lesson on allusion to introduce students to the concept, fill in gaps in understanding, or clarify any misunderstandings. Teacher adds the definition of allusion to the “Language of Argument.” Teacher explains that the next method students will study in King’s speech is his use of allusions.

- **Pair or trio work:** Students work with one or two others to list the allusions in King’s speech.

- **Whole group:** Teacher-facilitated call out of the allusions in King’s speech. Teacher creates a master list that all students can see.

- **Teacher model:** Teacher selects one allusion and models gathering research about it. Then the teacher models thinking through the allusion’s role in King’s argument.

- **Whole group:** Students share what they saw and heard the teacher do to research the allusions and explain its role in King’s argument.

- **Pair or trio work:** Students return to their partner(s) and select an allusion from the master list. Small groups research their selected allusion and explain its role in King’s argument. Pairs/trios create and post a display to share their research and explanation with the class.

- **Individual work:** Students review the displays created by each small group.

- **Whole group:** Teacher-led discussion of what students learned about allusions and how King uses allusions in this speech.

**Reading: Informational**

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

2. **Speaking & Listening**
   1. Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
      a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
      b. Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed.
      c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
      d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Option 3

- **Teacher** asks students what they know about allusions. Teacher provides a mini-lesson on allusion to introduce students to the concept, fill in gaps in understanding, or clarify any misunderstandings. Teacher adds the definition of allusion to the “Language of Argument.” Teacher explains that the next method students will study in King’s speech is his use of allusions.
students will study in King’s speech is his use of allusions.

**Pair or trio work:** Students work with one or two others to list the allusions in King’s speech.

**Whole group:** Teacher-facilitated call out of the allusions in King’s speech. Teacher creates a master list that all students can see.

**Teacher model:** Teacher selects one allusion and models gathering research about it. Then the teacher models thinking through the allusion’s role in King’s argument.

**Whole group:** Students share what they saw and heard the teacher do to research the allusions and explain its role in King’s argument.

**Pair or trio work:** Students return to their earlier partner(s). Teacher assigns each small group one allusion from King’s speech to research. Pairs/trios research their assigned allusion and explain its role in King’s argument.

**Presentations:** Pairs/trios present their allusion to the class by sharing some research on their allusion and explaining the allusion’s role in King’s argument.

**Whole group:** Teacher-led discussion of what students learned about allusions and how King uses allusions in this speech.

**Option 4**

**Teacher** asks students what they know about allusions. Teacher provides a mini-lesson on allusion to introduce students to the concept, fill in gaps in understanding, or clarify any misunderstandings. Teacher adds the definition of allusion to the “Language of Argument.” Teacher explains that the next method students will study in King’s speech is his use of allusions.

**Whole group:** Teacher-facilitated call out of the allusions in King’s speech. Teacher creates a master list of all the allusions that students can see.

**Trio work:** In groups of three, students select one allusion and gathers research on that allusion.

**Whole group:** Teacher-led discussion about meaning and tone.

**Speaking & Listening**

1. Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
   a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
   b. Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed.
   c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
   d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

**Language:**

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
   a. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**Reading: Informational**

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
   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.

**Speaking & Listening**

1. Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
   a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned
each allusion in which trios share their research.

- **Whole group:** Together the class chooses one allusion and works to explain the role of that allusion to King’s argument.

- **Trio work:** Students return to their earlier group. Using the research that was gathered by the class, each trio explains the role of three or four allusions to King’s argument.

- **Whole groups:** Teacher-led discussion of the role of each allusion to King’s argument. Additionally, students discuss what they learned about allusions and how King uses allusions in this speech.

exchange of ideas.

b. Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed.

c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
TASK 1.6: Author's Methods: Repetition

“I Have a Dream,” by Martin Luther King, Jr.

- Study King’s use of repetition. What does he repeat and for what purposes? How does his use of repetition link to and advance his argument?

College and Career Readiness Anchor Standards

Reading:
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
3. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.

Teaching Approaches

Option 1

- **Whole group:** Teacher explains that the final method students will study in King’s speech is his use of repetition to advance his argument.

- **Teacher** provides students with the following prompt:

  Study King’s use of repetition. Then, draft a 1-2 page informational/explanatory essay in which you both explain what King repeats and for what purposes and explain how his use of repetition links to and advances his argument.

- **Pair work:** Once students finish their responses, they share what they’ve written with a partner in preparation for a whole group inquiry-based discussion.

- **Whole group:** Teacher-facilitated, whole group discussion. During the discussion, students ground their ideas and responses in evidence from King’s speech, build off of each other’s responses, ask questions of each other, and press each other for evidence or explanations of the evidence.

- **Individual Work:** Students review their original written response and make revisions based on the discussion. Revisions might include incorporating more evidence to support their original interpretation regarding King’s use of repetition or completely changing their interpretation. Students hand in their responses.

Reading: Informational

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. 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.
3. Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.

Writing

1. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
3. 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.

Speaking & Listening

1. Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
   a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
Option 2

**Whole group:** Teacher explains that the final method students will study in King’s speech is his use of repetition to advance his argument.

**Pair work:** Students get together with another student and reread King’s speech, underlining the words and phrases that King repeats. Then, they analyze how King uses repetition by discussing the questions below. Students take notes on their conversation so that they are prepared to share their ideas during the whole group discussion.

- What do you notice about the words and phrases that King repeats?
- How do those words and phrases relate or link to King’s argument and purpose?

**Whole group:** Teacher-facilitated, whole group discussion. During the discussion, students ground their ideas and responses in evidence from King’s speech, build off of each other’s responses, ask questions of each other, and press each other for evidence or explanations of the evidence.

**Individual work:** Student drafts an informational/explanatory essay in which they explain their analysis of King’s use of repetition. Students hand in their essays.

**Whole group reflection:** Teacher asks students to reflect on the three methods tasks they engaged in (i.e., metaphor, allusions, and repetition). Teacher-led discussion on the following questions:

- What have you learned about the methods authors use to build and support their argument from studying King’s methods?
- How might you use this information as you read and write arguments?
- What lingering questions do you have about methods?

---

**Reading: Informational**

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
3. 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.
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.

**Writing:**

1. Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
2. Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed.
3. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
4. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
support their argument from studying King’s methods?

- How might you use this information as you read and write arguments?
- What lingering questions do you have about methods?

**Option 3**

- **Whole group:** Teacher explains that the final method students will study in King’s speech is his use of repetition to advance his argument.

- **Individual work:** Each student selects or is assigned four paragraphs of King’s speech to study (e.g., 1-4, 5-8, 9-12, 13-16). Students reread their paragraphs and underline the words and phrases that King repeats.

- **Trio work:** Students get together with two others who selected or were assigned the same paragraphs they were. They share the words and phrases they underlined. Together, they analyze how King uses repetition by discussing the questions below. Students take notes on their conversation so that they are prepared to share their ideas during the whole group discussion.
  - What do you notice about the words and phrases that King repeats?
  - How do those words and phrases relate or link to King’s argument and purpose?

- **Trio presentations:** Each trio reads their assigned paragraphs and then shares the words and phrases that they identified and what they noticed/discussed about the words/phrases that King repeats and how those word/phrases link to King’s argument and purpose. Paragraphs are shared in the order in which they appear in King’s speech. For paragraphs that have multiple trios working on them, the teacher selects one trio to read and share and other trios add additional information from their analysis. As trios share, students should be taking notes or recording questions for the group, and the teacher is making decisions about which analyses s/he would like to look at more closely with the group during the whole class discussion. These might be selected because the analysis is to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

**Reading: Informational**

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

2. **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.**

3. Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.

**Speaking & Listening**

1. Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
   - a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
   - b. Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed.
   - c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

2. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

3. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
insightful, represents misunderstandings, etc. In other words, the work does not need to be perfect. Such examples can be used as teaching points for the whole group.

- **Whole group discussion**: Teacher engages students in discussing the following question:
  - How does King use repetition to advance his argument?

- **Whole group reflection**: Teacher asks students to reflect on the three methods tasks they engaged in (i.e., metaphor, allusions, and repetition). Teacher-led discussion on the following questions:
  - What have you learned about the methods authors use to build and support their argument from studying King’s methods?
  - How might you use this information as you read and write arguments?
  - What lingering questions do you have about methods?
Text 2:

“Remarks to the Convocation of the Church of God in Christ”
William J. Clinton
November 13, 1993

Tasks, Teaching Approaches, and Standards
### TASK 2.1: Comprehension

"Remarks to the Convocation of the Church of God in Christ," by William Jefferson Clinton

- Write a summary of Clinton’s speech. Include his argument, the specific claims and counterclaims he makes, who his audience is, and what he wants them to do.

### College and Career Readiness Anchor Standards

**Reading:**
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**Writing:**
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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.
10. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

### Teaching Approaches

#### Option 1

*Before students read this speech, the teacher should be sure they know that William J. Clinton was the 42nd President of the United States. He is a Democrat and was president from 1993-2001.*

- **Pair or trio work:** In groups of two or three, students read Clinton’s speech "Remarks to the Convocation of the Church of God in Christ." As they read, students take notes to answer the following questions: What is Clinton’s argument? What claims and counterclaims does he make? Who is his audience and what does he want them to do? Students' notes include evidence from the speech to support their thinking and ideas.

- **Teacher model:** Teacher models writing a summary of King’s speech by working from notes taken on his argument and audience. The teacher demonstrates using these notes to write a summary of King’s speech. As the teacher models, students take notes on what the teacher is thinking about, doing, and saying.

- **Whole group:** Teacher asks students to share what they noticed him/her thinking about, doing, and saying to write a summary of King’s speech. Teacher takes notes and posts for students to use when they write their own summary.

**Reading: Informational**
2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

**Writing**
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.
10. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

**Speaking & Listening**
1. Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
2. Integrate multiple sources of information presented in diverse media or formats evaluating the credibility and accuracy of each source.

**Language**
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
• **Individual or pair work:** Students write a summary of Clinton’s speech.

• **Trio work:** Students share their summaries in groups of three. Each student takes turns reading his/her summary aloud. Listeners note two things the writer does that make the summary effective and one thing the writer could do to revise the summary. Listeners focus on the content, craft, and structure.

• **Whole group:** Teacher selects effective summaries to read aloud and/or display. Students analyze, discuss, and compare the content, craft and structure of the various summaries.

• **Individual or pair work:** Students revise and hand in their summaries. Teacher reviews the work to determine small and whole group follow-up mini-lessons related to summary.

---

**Option 2**

*Before students read this speech, the teacher should be sure they know that William J. Clinton was the 42nd President of the United States. He is a Democrat and was president from 1993-2001.*

• **Pair or trio work:** In groups of two or three, students read Clinton’s speech “Remarks to the Convocation of the Church of God in Christ.” As they read, students take notes to answer the following questions: What is Clinton’s argument? What claims and counterclaims does he make? Who is his audience and what does he want them to do? Students’ notes include evidence from the speech to support their thinking and ideas.

• **Whole group:** Teacher-led discussion of Clinton’s argument, claims and counterclaims, who his audience is, and what he wants them to do. Teacher creates a master list that all students can see.

• **Teacher model:** Teacher shows students a model of a summary that was written on King’s speech. Students analyze the content, craft and structure of the model summary.

• **Individual work:** Students write a summary of Clinton’s speech.

• **Small groups:** Students share their summaries in groups of three. Each student takes turns reading his/her summary aloud.

---

**Reading: Informational**

2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

**Writing**

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.

10. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

**Speaking & Listening**

1. Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

2. Integrate multiple sources of information presented in diverse media or formats evaluating the credibility and accuracy of each source.

**Language**

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Listeners note two things the writer does that make the summary effective and one thing the writer could do to revise the summary. Listeners should focus on the content, craft, and structure.

- **Whole group:** Teacher selects effective summaries to read aloud and/or display. Students analyze, discuss, and compare the content, craft and structure of the various summaries.

- **Individual work:** Students revise and hand in their summaries. Teacher reviews the work to determine small and whole group follow-up mini-lessons related to summary.

**Option 3**

*Before students read this speech, the teacher should be sure they know that William J. Clinton was the 42nd President of the United States. He is a Democrat and was president from 1993-2001.*

- **Individual work:** Students read Clinton’s speech “Remarks to the Convocation of the Church of God in Christ.” As they read, students take notes to answer the following questions: What is Clinton’s argument? What claims and counterclaims does he make? Who is his audience and what does he want them to do? Students’ notes include evidence from the speech to support their thinking and ideas.

- **Individual work:** Students write a summary of Clinton’s speech. Their summaries include his argument, claims and counterclaims, who his audience is and what he wants them to do.

- **Small groups:** Students share their summaries in groups of three. Each student takes turns reading his/her summary aloud. Listeners note two things the writer does that make the summary effective and one thing the writer could do to revise the summary. Listeners should focus on the content, craft, and structure.

- **Whole group:** Teacher selects effective summaries to read aloud and/or display. Students analyze, discuss, and compare the content, craft and structure of the various summaries.

- **Individual work:** Students revise and hand in their summaries. Teacher reviews the work to determine small and whole group follow-up mini-lessons related to summary.

**Reading: Informational**

2. **Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.**

**Writing**

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.**

10. **Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.**

**Speaking & Listening**

1. **Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.**

2. **Integrate multiple sources of information presented in diverse media or formats evaluating the credibility and accuracy of each source.**

**Language**

1. **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

2. **Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
**Option 4**

“Before students read this speech, the teacher should be sure they know that William J. Clinton was the 42nd President of the United States. He is a Democrat and was president from 1993-2001.

- **Individual work:** Students read Clinton’s speech “Remarks to the Convocation of the Church of God in Christ.” As they read, students take notes to answer the following questions: What is Clinton’s argument? What claims and counterclaims does he make? Who is his audience and what does he want them to do? Students’ notes include evidence from the speech to support their thinking and ideas.

- **Teacher** creates a wiki, and students write a summary of Clinton’s speech that includes his argument, claims and counterclaims, who his audience is and what he wants them to do.

**Reading: Informational**

2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

**Writing**

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.

6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

10. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

**Language**

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
TASK 2.2: Relationship Between Ideas

“Remarks to the Convocation of the Church of God in Christ,” William Jefferson Clinton

- Identify and explain the claims that you find most significant to Clinton’s argument. How does he support each claim?
- What is the relationship among the claims and between the claims and counterclaims?

**College and Career Readiness Anchor Standards**

**Reading:**
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

**Teaching Approaches**

**Option 1**

- **Pair work:** Students get together with a partner and review Clinton’s speech and their summaries from task 2.1 to identify the two claims that they find most significant to Clinton’s argument. Then, they complete the three-column chart below:

<table>
<thead>
<tr>
<th>Significant Claim</th>
<th>Explanation of claim’s significance to Clinton’s argument</th>
<th>Reasons and evidence used to support each claim</th>
</tr>
</thead>
</table>

- **Whole group:** Teacher-led discussion of the claims students found most significant to Clinton’s argument by asking for one pair to share and explain a claim that they chose. After the pair shares, the teacher asks others who chose the same claim if they have anything to add to what was said. After students add relevant information or thinking, the teacher asks students:
  - Do you think Clinton’s reasoning to support the claim is valid? Why or why not?
  - Do you think the evidence he used is relevant and sufficient? If not, what additional or different evidence might he have used?

**Reading: Informational**

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
5. Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

**Speaking & Listening**

1. Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
   - a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
   - b. Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed.
   - c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
   - d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence.
Then teacher asks another pair to share and explain a significant claim that they chose. The class goes through the same process above until all claims have been shared and discussed.

- **Pair work:** Once all significant claims are shared, the teacher asks students to return to their partner to discuss the question below. Students should take notes on their discussion so that they are prepared to share their ideas during the whole group discussion.
  - What do you see as the relationship among the claims and between the claims and counterclaims?

- **Whole group:** Teacher-facilitated, whole group discussion of the relationship among the claims and between the claims and counterclaims. During the discussion, students ground their ideas and responses in evidence from the speech, build off of each other’s responses, ask questions of each other, and press each other for evidence or explanations of the evidence.

- **Whole group reflection:** Teacher asks students to engage in a discussion in response to the following question:
  - What more did you learn about Clinton’s speech by identifying, explaining, and analyzing claims you found significant?

### Option 2

- **Pair work:** Students get together with a partner and review Clinton’s speech and their summaries from task 2.1 to identify the one claim that they find most significant to Clinton’s argument. Then, they complete the three-column chart below:

<table>
<thead>
<tr>
<th>Significant Claim</th>
<th>Explanation of claim’s significance to Clinton’s argument</th>
<th>Reasons and evidence used to support each claim</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Reading: Informational**

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
5. Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

**Speaking & Listening**

1. Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
   a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or
• **Pair-to-pair work:** Pairs get together with another pair of students who chose a different claim than they did. Pairs share their claims and reasoning with each other. As a foursome, students decide which one claim to share with the class. The claims they choose should be the one they deem (a) most significant to Clinton’s argument and (b) best supported with valid reasoning and relevant and sufficient evidence.

• **Whole group:** Teacher-led discussion of the claims students found most significant to Clinton’s argument by asking for one group of four to share and explain a claim that they chose. After the foursome shares, the teacher asks the whole class if they would like to add, challenge, or ask questions about what was said. Then teacher asks another foursome to share and explain a significant claim that they chose. The class goes through the same process above until all chosen claims have been shared and discussed.

• **Pair work:** Once all significant claims are shared, the teacher asks students to return to their original partner to discuss the question below. Students should take notes on their discussion so that they are prepared to share their ideas during the whole group discussion.
  
  - What do you see as the relationship among the claims and between the claims and counterclaims?

• **Whole group:** Teacher-facilitated, whole group discussion of the relationship among the claims and between the claims and counterclaims. During the discussion, students ground their ideas and responses in evidence from the speech, build off of each other’s responses, ask questions of each other, and press each other for evidence or explanations of the evidence.

• **Whole group reflection:** Teacher asks students to engage in a discussion in response to the following question:
  
  - What more did you learn about Clinton’s speech by identifying, explaining, and analyzing claims you found significant?

issue to stimulate a thoughtful, well-reasoned exchange of ideas.

b. Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed.

c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
Option 3

- **Teacher** provides students with the following prompt:
  
  o Study the claims that Clinton makes in his speech. Then, draft a 1-2 page response in which you: (A) Identify, explain, and analyze the claim you find most significant to Clinton’s argument. This claim should be one that’s both significant and well supported with valid reasoning and relevant and sufficient evidence. (B) Explain what you see as the relationship among the claims and between the claims and counterclaims?

- **Pair work**: Once students finish their responses, they share what they’ve written with a partner in preparation for a whole group inquiry-based discussion.

- **Whole group**: Teacher-facilitated, whole group discussion. During the discussion, students ground their ideas and responses in evidence from Clinton’s speech, build off of each other’s responses, ask questions of each other, and press each other for evidence or explanations of the evidence.

- **Individual Work**: Students review their original written response and make revisions based on the discussion. Students hand in their responses. Teacher reviews the work to determine small and whole group follow-up mini-lessons.

- **Whole group reflection**: Teacher asks students to engage in a discussion in response to the following question:
  
  o What more did you learn about Clinton’s speech by engaging in this task?

**Reading: Informational**

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

5. Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.

8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

**Writing**

2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

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.

10. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

**Speaking & Listening**

1. Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
   
   a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
   
   b. Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed.
   
   c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
   
   d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
"Remarks to the Convocation of the Church of God in Christ," by William Jefferson Clinton

- What methods does Clinton use to build and support his argument? How does each method advance his argument?

**College and Career Readiness Anchor Standards**

**Reading:**
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.

**Speaking & Listening:**
1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.
4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

---

**Teaching Approaches**

**Option 1**

- **Whole group:** Teacher explains to students that they will now study the methods Clinton uses to build and support his argument. Teacher asks several students to refresh the class’ memory about methods by explaining and providing examples of methods.

- **Teacher prepares students for model:** Teacher explains that s/he is going to model a task that students will then be asked to do. Students are asked to take notes on what the teacher is saying and doing to complete the task.

- **Teacher model:** Teacher creates a three-column chart like the one below in a place where all students can see it.

<table>
<thead>
<tr>
<th>Method &amp; Example(s)</th>
<th>How Does the Author Use This Method?</th>
<th>Explanation of Method’s Effectiveness Given Argument, Purpose and Audience</th>
</tr>
</thead>
</table>

**Reading: Informational**

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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.
5. Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.

**Speaking & Listening**

1. Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
   a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
   b. Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed.
   c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and
Teacher selects a method from Clinton’s speech – one that students are unlikely to select and that can be used as a teaching point – and models thinking through analyzing that method by completing the chart.

- **Whole group**: Students share what they heard and saw the teacher doing. Teacher takes notes and posts them for students to use when they do this task individually. Notes are titled, “Identifying and Analyzing Methods.”

- **Individual work**: Students select three methods to analyze and complete the three-column chart.

- **Teacher** circulates around the room looking for individuals whose analysis would benefit the class to see. Teacher asks those students if they would be willing to share their work and thinking with the whole group. (The work that is shared does not need to be perfect. For example, a student might have identified a valid method but lacks an explanation of how it works in the text or how effective it is given the argument, purpose, and audience. Such examples can be used as teaching points for the whole group. See bullet below.)

- **Whole group**: Previously identified students share three-column charts with the whole group. Students explain their work and share what they did and thought about to identify and analyze methods. After each pair shares, teacher asks the whole group:
  
  o Does the explanation provided clearly describe how this method works in the text? If not, what other information might be included?

  o Is the method’s effectiveness clearly explained? If not, what more can be said to its effectiveness?

The class works together to revise the three-column charts. Teacher also uses this time to introduce other methods that students might not have identified on their own and push students’ understanding and analysis of how methods work.

- **Individual work**: After several students have presented their charts to the whole group, students review their own three-column charts individually to make sure the methods they identified are clearly explained. Students hand in their work. Teacher reviews the work to determine small and whole group follow-up

3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
mini-lessons related to identifying and analyzing methods.

- **Whole group:** Teacher-led discussion on the following question:
  - What more did you learn about methods from engaging in this task?

**Option 2**

- **Whole group:** Teacher explains to students that they will now study the methods Clinton uses to build and support his argument. Teacher asks several students to refresh the class’ memory about methods by explaining and providing examples of methods.

- **Teacher prepares students for model:**
  Teacher explains that s/he is going to model a task that students will then be asked to do. Students are asked to take notes on what the teacher is saying and doing to complete the task.

- **Teacher model:**
  Teacher creates a three-column chart like the one below in a place where all students can see it.

<table>
<thead>
<tr>
<th>Method &amp; Example(s)</th>
<th>How Does the Author Use This Method?</th>
<th>Explanation of Method’s Effectiveness Given Argument, Purpose and Audience</th>
</tr>
</thead>
</table>

Teacher selects a method from Clinton’s speech – one that students are unlikely to select and that can be used as a teaching point – and models thinking through analyzing that method by completing the chart.

- **Whole group:** Students share what they heard and saw the teacher doing. Teacher takes notes and posts them for students to use when they do this task individually. Notes are titled, “Identifying and Analyzing Methods.”

- **Trio work:** In groups of three, students select three methods to analyze. They create and complete the three-column chart on paper that can be shared with the class. Trios post their charts.

**Reading: Informational**

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

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.

5. Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.

**Speaking & Listening**

1. Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
   a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
   b. Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed.
   c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
   d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
• **Gallery walk:** Students review each trio’s chart, taking notes or recording questions about what they notice about the analysis of the methods on individual charts and/or across several charts. (As students are doing their gallery walk, the teacher is reviewing charts to see which ones s/he would like to look at more closely with the group during the whole class discussion. These might be selected because they identify methods that other groups did not, clearly explain how specific methods work, or clearly explain the method’s effectiveness. The work that is shared does not need to be perfect. For example, students might have identified a valid method but lack an explanation of how it works in the text or how effective it is given the argument, purpose, and audience. Such examples can be used as teaching points for the whole group.)

• **Whole group discussion:** Teacher engages students in a discussion about the notes and questions students recorded as they looked at the charts. Then, the teacher asks students to focus on specific charts given the points s/he wants to highlight (see above).

• **Whole group reflection:** Teacher-led discussion on the following question:
  - What more did you learn about methods from engaging in this task?

**Option 3**

• **Whole group:** Teacher explains to students that they will now study the methods Clinton uses to build and support his argument. Teacher asks several students to refresh the class’ memory about methods by explaining and providing examples of methods.

• **Teacher prepares students for model:** Teacher explains that s/he is going to model a task that students will then be asked to do. Students are asked to take notes on what the teacher is saying and doing to complete the task.

• **Teacher model:** Teacher creates a three-column chart like the one below in a place where all students can see it.

---

**Reading: Informational**

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

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.

5. Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.

**Speaking & Listening**

1. Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
<table>
<thead>
<tr>
<th>Method &amp; Example(s)</th>
<th>How Does the Author Use This Method?</th>
<th>Explanation of Method’s Effectiveness Given Argument, Purpose and Audience</th>
</tr>
</thead>
</table>

Teacher selects a method from Clinton’s speech – one that students are unlikely to select and that can be used as a teaching point – and models thinking through analyzing that method by completing the chart.

- **Whole group:** Students share what they heard and saw the teacher doing. Teacher takes notes and posts them for students to use when they do this task individually. Notes are titled, “Identifying and Analyzing Methods.”

- **Trio work:** The teacher assigns each trio three paragraphs from Clinton’s speech to analyze for the methods that he uses. Students reread the paragraphs and complete the three-column for each method they identify.

- **Trio presentations:** Each trio reads their assigned paragraphs and shares the methods they identified and their analysis of those methods. Paragraphs are shared in order in which they appear in Clinton’s speech. As trios share, students should be taking notes or recording questions for the group. (As students share, the teacher is making decisions about which analyses s/he would like to look at more closely with the group during the whole class discussion. These might be selected because they identify methods that other groups did not, clearly explain how specific methods work, or clearly explain the method’s effectiveness. The work that is shared does not need to be perfect. For example, students might have identified a valid method but lack an explanation of how it works in the text or how effective it is given the argument, purpose, and audience. Such examples can be used as teaching points for the whole group.)

- **Whole group discussion:** Teacher engages students in a discussion about the notes and questions students recorded. Then, the teacher asks students to focus on specific analyses given the points s/he wants to highlight (see

4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

b. Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed.

c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
above).

- **Whole group reflection**: Teacher-led discussion on the following question:
  - What more did you learn about methods from engaging in this task?
**TASK 2.4: Drawing an Inference**

“Remarks to the Convocation of the Church of God in Christ,” William Jefferson Clinton

- What do you see as the main goal of Clinton's speech? Write an argument using claims and counterclaims that are grounded in evidence from the speech to support what you see as the main goal of his speech.

**College and Career Readiness Anchor Standards**

**Reading:**
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
6. Assess how point of view or purpose shapes the content and style of a text.

**Teaching Approaches**

**Option 1**

- **Individual work:** Students review Clinton’s speech and their work from prior tasks on this speech to write an argument in response to the question: What do you see as the main goal of Clinton’s speech? Students are to use claims and counterclaims that are grounded in evidence from the speech.

- **Small group:** Students share their arguments with one or two others. Listeners focus on similarities and differences in the responses and the evidence used to support responses.

- **Whole group:** Teacher-facilitated, whole group discussion. During the discussion, students ground their interpretations in evidence from Clinton’s speech, build off of each other’s responses, ask questions of each other, and press each other for evidence or explanations of the evidence.

- **Individual work:** Students review their original argument and make revisions based on the discussion. Revisions might include incorporating more evidence to support their original interpretation or completely changing their interpretation. Students hand in their responses. Teacher reviews the work to determine small and whole group follow-up mini-lessons.

**Reading: Informational**

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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.

**Writing**

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
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.

**Speaking and Listening**

1. Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
   a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
   c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
   d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
Option 2

- **Individual work:** Students review Clinton's speech and their work from prior tasks on this speech to take notes to answer the question: What do you see as the main goal of Clinton's speech?

- **Teacher model:** Teacher provides a draft of an argument on the main goal of King's speech. Together, the class reviews the draft, analyzing the structure and identifying the claims, counterclaims, evidence, explanations, and conclusions.

- **Individual work:** Each student writes a draft of an argument about what they think the main goal of Clinton's speech is.

- **Trio work:** Students share their drafts in groups of three by reading it aloud. Listeners give feedback to each other by stating one thing the writer did particularly well and one thing the writer could revise to strengthen his/her argument. Feedback should focus on the ideas, craft and structure of the argument.

- **Individual work:** Students revise and hand in their drafts. Teacher reviews the work to determine small and whole group follow-up mini-lessons.

Option 3

- **Individual work:** Students review Clinton's speech and their work from prior tasks on this speech to take notes to answer the question: What do you see as the main goal of Clinton's speech?

- **Small group:** Students get together with two others who have the same interpretation they do. They discuss their interpretation and prepare a two-minute presentation of their interpretation to the class. Students create a poster or some visual to support their presentation.

- **Presentations:** Small groups present their interpretations. Listeners focus on whether

---

**Language**

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

---

**Reading: Informational**

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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.

**Writing**

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
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.

**Speaking and Listening**

1. Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

---

**Language**

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

---

**Reading: Informational**

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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.

---

**Speaking and Listening**

1. Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

**a.** Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence.
groups have adequate and accurate evidence to support their interpretation.

- **Whole group:** Teacher-led, whole group discussion to review the various interpretations that were presented and the quality of the evidence used to support the interpretations. Students also share what they learned from hearing a range of perspectives on Clinton’s goal.

  - Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed.
  - Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
  - Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

4.** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

**Language**

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**Option 4**

- **Teacher** posts the following question on an online discussion board for students: What do you see as the main goal of Clinton’s speech?

- **Individual work:** Students post their argument and respond to other students’ postings. All postings should have evidence from the text to support interpretations.

- **Teacher** reviews the postings and shares with students the range of supported interpretations that were discussed/posted.

**Reading: Informational**

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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.

**Writing**

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

**Language**

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Text 3: “Ending Racial Inequality”
George W. Bush
NAACP Annual Convention
July 10, 2000

Tasks, Teaching Approaches, and Standards
### TASK 3.1: Comprehension

**“Ending Racial Inequality,” by George W. Bush**

- Write a summary of Bush’s speech. Include his argument, the specific claims and counterclaims he makes, who his audience is, and what he wants them to do.

**College and Career Readiness Anchor Standards**

**Reading:**
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**Writing:**
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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.
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of tasks, purposes, and audiences.

### Teaching Approaches

**Option 1**

*Before students read this speech, the teacher should be sure that they know that George W. Bush was the 43rd President of the United States. He is a Republican and was president from 2001-2009. This speech was given while he was running for president.*

- **Pair or trio work:** In groups of two or three, students read Bush’s speech, “Ending Racial Inequality.” As they read, students take notes to answer the following questions: What is Bush’s argument? What claims and counterclaims does he make? Who is his audience and what does he want them to do? Students’ notes include evidence from the speech to support their thinking and ideas.

- **Whole group:** Teacher-led discussion of Bush’s argument, claims and counterclaims, who his audience is, and what he wants them to do. Teacher creates a master list that all students can see.

- **Individual work:** Students write a summary of Bush’s speech.

- **Small groups:** Students share their summaries in groups of two or three. Each student takes turns reading his/her summary aloud. Listeners note two things the writer does that make the summary effective and one thing the writer could do to revise the summary.

**Reading: Informational**

2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

**Writing**
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.
10. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

**Speaking & Listening**

1. Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

**Language**

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Listeners should focus on the content, craft, and structure.

- **Individual work**: Students revise and hand in their summaries. Teacher reviews the work to determine small and whole group follow-up mini-lessons related to summary.

**Option 2**

*Before students read this speech, the teacher should be sure that they know that George W. Bush was the 43rd President of the United States. He is a Republican and was president from 2001-2009. This speech was given while he was running for president.*

- **Individual work**: Students read Bush’s speech, “Ending Racial Inequality.” As they read, students take notes to answer the following questions: What is Bush’s argument? What claims and counterclaims does he make? Who is his audience and what does he want them to do? Students’ notes include evidence from the speech to support their thinking and ideas.

- **Whole group**: Teacher-led discussion of Bush’s argument, claims and counterclaims, who his audience is, and what he wants them to do. Teacher creates a master list that all students can see.

- **Individual work**: Students write a summary of Bush’s speech.

- **Small groups**: Students share their summaries in groups of three. Each student takes turns reading his/her summary aloud. Listeners note two things the writer does that make the summary effective and one thing the writer could do to revise the summary. Listeners should focus on the content, craft, and structure.

  **Individual work**: Students revise their summaries using the feedback from their peers as a guide. Students hand in their summaries. Teacher reviews the work to determine small and whole group follow-up mini-lessons related to summary.

**Option 3**

*Before students read this speech, the teacher should be sure that they know that George W. Bush was the 43rd President of the United States.*

**Reading: Informational**

2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

**Writing**

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.

10. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

**Speaking & Listening**

1. Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

**Language**

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
He is a Republican and was president from 2001-2009. This speech was given while he was running for president.

**Individual work:** Students read Bush’s speech, “Ending Racial Inequality.” As they read, students take notes to answer the following questions: What is Bush’s argument? What claims and counterclaims does he make? Who is his audience and what does he want them to do? Students’ notes include evidence from the speech to support their thinking and ideas.

**Individual work:** Students write a summary of Bush’s speech.

**Small groups:** Students share their summaries in groups of three. Each student takes turns reading his/her summary aloud. Listeners note two things the writer does that make the summary effective and one thing the writer could do to revise the summary. Listeners should focus on the content, craft, and structure.

**Individual work:** Students revise their summaries using the feedback from their peers as a guide. Students hand in their summaries. Teacher reviews the work to determine small and whole group follow-up mini-lessons related to summary.

**Option 4**

*Before students read this speech, the teacher should be sure that they know that George W. Bush was the 43rd President of the United States. He is a Republican and was president from 2001-2009. This speech was given while he was running for president.*

**Individual work:** Students read Bush’s speech, “Ending Racial Inequality.” As they read, students take notes to answer the following questions: What is Bush’s argument? What claims and counterclaims does he make? Who is his audience and what does he want them to do? Students’ notes include evidence from the speech to support their thinking and ideas.

**Teacher** creates a wiki, and students write a summary of Bush’s speech.

---

**Writing**

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.

10. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

**Speaking & Listening**

1. Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

**Language**

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**Reading: Informational**

2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

**Writing**

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.

6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

10. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.
**TASK 3.2: Structure**

“Promoting Racial Equality,” by George W. Bush
- How does Bush organize his speech? How does each section advance his argument?

**College and Career Readiness Anchor Standards**

**Reading:**
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.

**Writing:**
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**Speaking & Listening:**
1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

**Language:**
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

---

**Teaching Approaches**

**Option 1**

- **Teacher** asks several students to talk about the process they went through to analyze the structure of King’s speech.

- **Individual work:** Students reread “Promoting Racial Equality” to take notes on their analysis of what Bush is saying and doing in each paragraph and section to advance his argument and then state what they see as the overall organization or structure of Bush’s speech.

- **Pair work:** Students share their notes on how each section of Bush’s speech advances his argument and Bush organizes his speech overall. Teacher circulates around the room to listen in on students’ discussions and provide support in the form of small or whole group mini-lessons as needed.

- **Individual work:** Students write an informational/explanatory essay in which they explain how Bush organizes his speech and how each section advances his argument. [If needed, teacher provides a model of a completed essay on King or Clinton’s organization.]

---

**Reading: Informational**
2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
5. Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.

**Writing**
2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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.

**Speaking & Listening**
1. Initiate and participate effectively in a range of collaborative discussions with diverse partners on
• **Pair work:** Students read their essay to a partner. Listeners note two things the writer does that make the essay effective and one thing the writer could do to revise the essay. Listeners should focus on the content, craft, and structure.

• **Whole group:** Teacher selects effective essays to read aloud and/or display. Students analyze, discuss, and compare the content, craft, and structure of the various essays.

• **Individual work:** Students revise and hand in their essays. Teacher reviews the work to determine small and whole group follow-up mini-lessons.

---

**Option 2**

• **Teacher** asks several students to talk about the process they went through to analyze the structure of King’s speech.

• **Pair work:** Students get together with another student to reread “Promoting Racial Equality” to take notes on their analysis of what Bush is saying and doing in each paragraph and section to advance his argument and then state what they see as the overall organization or structure of Bush’s speech.

• **Whole group:** Teacher-led discussion in which students share their notes on how each section of Bush’s speech advances his argument and how Bush organizes his speech overall.

• **Individual work:** Students write an informational/explanatory essay in which they explain how Bush organizes his speech and how each section advances his argument. [If needed, teacher provides a model of a completed essay on King or Clinton’s organization.]

• **Pair work:** Students read their essay to a partner. Listeners note two things the writer does that make the essay effective and one thing the writer could do to revise the essay. Listeners should focus on the content, craft, and structure.

• **Whole group:** Teacher selects effective essays to read aloud and/or display. Students analyze, discuss, and compare the content, craft, and structure of the various essays.

• **Individual work:** Students revise and hand in their essays. Teacher reviews the work to determine small and whole group follow-up mini-lessons.

---

**Reading: Informational**

2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

5. Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text

**Writing**

2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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.

**Speaking & Listening**

1. Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

**Language:**

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
TASK 3.3: Author’s Methods

“Promoting Racial Equality,” by George W. Bush
- Compare two methods that Bush and another speaker use. Explain how each uses these methods and argue for which you find more effective given the speaker's argument, purpose, and audience.

College and Career Readiness Anchor Standards
Reading:
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
6. Assess how point of view or purpose shapes the content and style of a text.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Teaching Approaches

Option 1
- **Pair or trio work:** Students get together with one or two others.
  - First, they identify several of the methods that Bush uses to build and support his argument. They discuss how Bush uses each method and consider the method’s effectiveness given Bush’s argument, audience, and purpose.
  - Next, students compare Bush’s methods to either King or Clinton by identifying two methods that Bush and this other speaker use. Then they compare how each uses the two methods.
  - Finally, students argue for which speaker uses the two identified methods more effectively given the speaker’s argument, purpose and audience.
- **Pair or trio work:** Students create a two minute presentation to share their comparison of two methods and their argument about which speaker used the methods more effectively given his argument, purpose and audience.
- **Presentations:** Pair/trios present to the class. Listeners focus on whether groups have accurately and adequately compared the methods and convincingly argued for which

Reading: Informational
1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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.
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.
9. Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.

Speaking & Listening
1. Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
   a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
   b. Work with peers to set rules for collegial discussions and decision-making clear goals and deadlines, and individual roles as needed.
   c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
speaker used the methods more effectively given his argument, purpose and audience. After each pair/trio shares, listeners are asked to share any observations, questions, or challenges in response to what pairs/trios presented.

- **Whole group reflection:** After all presentations, the teacher asks students to share responses to the following questions:
  
  - What more did you learn about methods from comparing and listening to others compare the methods across two authors?
  - How will the work you did today help you as you read and write arguments in the future?

**Option 2**

- **Pair or trio work:** Students get together with one or two others.
  - First, they identify several of the methods that Bush uses to build and support his argument. They discuss how Bush uses each method and consider the method’s effectiveness given Bush’s argument, audience, and purpose.
  - Next, students compare Bush’s methods to either King or Clinton by identifying two methods that Bush and this other speaker use. Then they compare how each uses the two methods.
  - Finally, students argue for which speaker uses the two identified methods more effectively given the speaker’s argument, purpose and audience.

- **Individual work:** Students are presented with the following prompt:
  - Compare two methods that Bush and another speaker (i.e., King or Clinton) use. Write an essay in which you explain how each uses the two methods and then argue for which use of the methods you find more effective given the speaker’s argument, purpose, and audience.

- **Pair work:** Students partner with a student whom they did not work with for the initial

**Reading: Informational**

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

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.

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.

9. Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.

**Writing**

2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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.

**Speaking & Listening**

1. Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

   a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or
activity. Students take turns reading their drafts to each other. Listeners note two things the writer does that make the essay effective and one thing the writer could do to revise the essay. Listeners should focus on the content, craft, and structure.

- **Whole group:** Teacher selects effective essays to read aloud and/or display. Students analyze, discuss, and compare the content, craft, and structure of the various essays.

- **Individual work:** Students revise and hand in their essays. Teacher reviews the work to determine small and whole group follow-up mini-lessons.

- **Whole group reflection:** The teacher asks students to share responses to the following questions:
  1. What more did you learn about methods from comparing and reading others’ comparisons of the methods across two authors?
  2. How will the work you did today help you as you read and write arguments in the future?

**Option 3**

- **Individual work:** Students are presented with the following prompt:
  1. Compare two methods that Bush and another speaker (i.e., King or Clinton) use. Write an essay in which you explain how each uses the two methods and then argue for which use of the methods you find more effective given the speaker’s argument, purpose, and audience.

- **Pair work:** Students partner with another students and take turns reading their drafts to each other. Listeners note two things the writer does that make the essay effective and one thing the writer could do to revise the essay. Listeners should focus on the content, craft, and structure.

- **Whole group:** Teacher selects effective essays to read aloud and/or display. Students analyze, discuss, and compare the content, craft, and structure of the various essays.

- **Individual work:** Students revise and hand in their essays. Teacher reviews the work to determine small and whole group follow-up mini-lessons.

**Reading: Informational**

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
4. 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.
5. Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.

**Writing**

4. 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.
mini-lessons.

- **Whole group reflection:** The teacher asks students to share responses to the following questions:
  
  o What more did you learn about methods from comparing and reading others’ comparisons of the methods across two authors?
  
  o How will the work you did today help you as you read and write arguments in the future?
**TASK 3.4: Language**

“Ending Racial Inequality,” by George W. Bush

- Reread paragraph 5. What is Bush saying and doing in this paragraph? Imitate Bush’s writing by writing a paragraph like this one using your own ideas.

**College and Career Readiness Anchor Standards**

**Reading:**
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
3. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.

**Writing:**
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of tasks, purposes, and audiences.

**Speaking and Listening**
1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

**Language:**
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

---

**Teaching Approaches**

**Option 1**

- **Whole group:** Teacher projects paragraph 5 for all students to see. The teacher or a student reads this paragraph aloud. Then, the class does a sentence-by-sentence analysis of what Bush is saying in this paragraph. Students talk about how this paragraph bridges the ideas in paragraph 4 about the progress that has been made and the ideas in paragraph 6 regarding the problems that still exist. Then, the class examines each sentence for how it’s written (e.g., sentence construction, comma use, etc.).

- **Teacher models** writing a paragraph like this one by imitating Bush’s sentences about an issue s/he cares about where there’s been some noticeable progress but much remains to be done.

- **Individual work:** Students write their own paragraphs, imitating Bush’s sentences, with their own issues.

- **Trio work:** Students share their paragraphs in groups of three. Each group chooses one paragraph to share with the class.

- **Whole group:** Trios share their paragraphs.

---

**Reading: Informational**

1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

2. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

3. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

4. Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

**Speaking and Listening**

1. Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

**Language**

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Option 2

- **Whole group**: Teacher projects paragraph 5 for all students to see. Teacher or a student reads this paragraph aloud. After reading, the class does a sentence-by-sentence analysis of what Bush is saying in this paragraph. Students talk about how this paragraph bridges the ideas in paragraph 4 about the progress that has been made and the ideas in paragraph 6 regarding the problems that still exist. Then, the class examines each sentence for how it’s written (e.g., sentence construction, comma use, etc.).

- **Teacher models** writing a paragraph like this one by imitating Bush’s sentences about an issue s/he cares about where there’s been some noticeable progress but much remains to be done.

- **Small groups**: Students work with one or two others to write their own paragraph, imitating Bush’s sentences, with their own issue.

- **Whole group**: Small groups share their paragraphs.

**Reading: Informational**
1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
3. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

**Writing**
10. Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

**Speaking & Listening**
1. Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
   a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
   b. Work with peers to set rules for collegial discussions and decision-making clear goals and deadlines, and individual roles as needed.
   c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; clarify, verify, or challenge ideas and conclusions.
   d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

**Language**
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Option 3:

- **Individual work**: Students reread paragraph 5 and take notes on what Bush is saying and doing in each sentence.

- **Whole group**: Teacher-led discussion of the
sentences in paragraph 5.

- **Individual work:** Students write their own paragraphs by imitating Bush’s sentences with their own issues.

- **Small group:** Students share their paragraph in groups of three. Each group chooses one paragraph to share with the class.

- **Whole group:** Small groups share their paragraphs.

they are used in a text, including figurative, connotative, and technical meanings.

5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

**Writing**

10. Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

**Speaking & Listening**

1. Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

**Language**

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Comparing Texts

“I Have a Dream”
“Convocation of the Church of God in Christ”
“Ending Racial Inequality”

Tasks, Teaching Approaches, and Standards
TASK 4.1: Comparing Texts – King, Clinton, and Bush

“I Have a Dream,” by Martin Luther King, Jr., “Remarks to the Convocation of the Church of God in Christ,” by William J. Clinton, and “Ending Racial Inequality,” by George W. Bush

- Speaking almost 40 years after King, Bush says, “Discrimination is still a reality, even when it takes different forms.” Compare the inequities or forms of discrimination that each of the speakers is speaking about. What evidence does each speaker use to convince his audience of these inequities? How does each speaker use methods to convince his audience?

College and Career Readiness Anchor Standards

Reading:
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Speaking & Listening:
1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

Teaching Approaches

Option 1

- **Pair work:** Students work in pairs. Each pair chooses one of the three speeches to work with. For their chosen speech, students list inequities or forms of discrimination their speaker is speaking about. For each inequity, students take notes on the evidence and methods the speaker uses to convince his audience these inequities exist.

- **Small group:** Each pair of students gets together with another pair that chose the same speech. Students share and compile their notes.

- **Whole group:** Teacher-led, whole group discussion of each speech beginning with King and ending with Bush. Pairs of students share their notes on inequities, evidence, and methods for their chosen speech while the teacher records the information so that all students can see it. Once notes have been recorded for each speech, teacher asks students to look across the notes on three speeches to compare the inequities the speakers are speaking about. Then the teacher asks students to compare how the speakers use evidence and methods to convince their audiences that these inequities exist.

**Reading: Informational**
1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
5. Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
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.
9. Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.

**Speaking & Listening**
1. Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
   a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
   b. Work with peers to set rules for collegial discussions and decision-making clear goals and deadlines, and individual roles as needed.
   c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively
Option 2

- **Whole group:** The class reviews King’s speech to list the inequities or forms of discrimination he is speaking about. Teacher records these for all to see. For each inequity, students share the evidence and methods King uses to convince his audience these inequities exist. Again, teacher records this information for all to see.

- **Pair work:** Students work in pairs. Each pair chooses to work with either Clinton’s or Bush’s speech. Students list the inequities Clinton or Bush is speaking about. For each inequity, students take notes on the evidence and methods the speaker uses to convince his audience these inequities exist.

- **Small group:** Each pair of students gets together with another pair that chose the same speech. Students share their notes. Small groups create a two-minute presentation with a visual to share their notes with the whole class.

- **Presentations:** Each small group presents to the class. Listeners take notes on the similarities and differences among the inequities the three speakers are speaking about as well as how the speakers use evidence and methods to convince their audiences that these inequities exist.

- **Whole group:** Teacher-led discussion on the similarities and differences among the inequities the three speakers are speaking about as well as how the speakers use evidence and methods to convince their audiences that these inequities exist.

**Reading: Informational**

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
3. Analyze in detail how 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.
4. Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.

**Speaking & Listening**

1. Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
   a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
   b. Work with peers to set rules for collegial discussions and decision-making clear goals and deadlines, and individual roles as needed.
   c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
   d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
2. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
Option 3

- **Whole group:** The class reviews King’s speech to list the inequities or forms of discrimination he is speaking about. Teacher records these for all to see. For each inequity, students share the evidence and methods King uses to convince his audience these inequities exist. Again, teacher records this information for all to see.

- **Individual work:** Each student chooses to work with either Clinton’s or Bush’s speech. Students list the inequities Clinton or Bush is speaking about. For each inequity, students take notes on the evidence and methods the speaker uses to convince his audience this inequity exists.

- **Small group:** Students get together with someone who chose a different speech than they did. Students share their notes. Then they review the posted notes on King’s speech. Together students take notes on the similarities and differences among the inequities the three speakers are speaking about as well as how the speakers use evidence and methods to convince their audiences that these inequities exist.

- **Whole group:** Teacher-led discussion of the similarities and differences among the inequities the three speakers are speaking about. Students also discuss how the speakers use evidence and methods to convince their audiences that these inequities exist.

- **Individual work:** Students write a draft of an informational/explanatory text comparing the inequities the speakers are speaking about as well as how the speakers use evidence and methods to convince their audiences that these inequities exist.

**Reading: Informational**
1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
4. 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.
5. Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.

**Writing**
1. Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
   a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
   b. Work with peers to set rules for collegial discussions and decision-making clear goals and deadlines, and individual roles as needed.
   c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
   d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
**TASK 4.2: Comparing Texts**


- All three speakers argue for ending racial inequality. Compare their solutions and the reasoning, evidence, and methods they use for those solutions.

**College and Career Readiness Anchor Standards**

**Reading:**
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
6. Assess how point of view or purpose shapes the content and style of a text.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**Teaching Approaches**

**Option 1: Writing Assignment – Comparing Two Speeches**

- **Pair work:** Students work in pairs. Each pair chooses two of the three speeches to work with. For their chosen speeches, students list the solutions each speaker gives for ending racial inequality. For each solution, students take notes on the reasoning, evidence, and methods the speaker uses for proposing those solutions.
- **Small group:** Each pair of students gets together with another pair that chose the same speeches. Students share and compile their notes.
- **Whole group:** Teacher-led, whole group discussion of each speech beginning with King and ending with Bush. Pairs of students share their notes on the solutions, reasoning, evidence, and methods in their chosen speech while the teacher records the information so that all students can see it.
- **Small group:** Once notes have been recorded for each speech, teacher asks students to look across the notes on the two speeches they chose to study and compare the solutions the speakers provide for ending racial inequality and the reasoning, evidence, and methods they use for proposing those solutions. Small groups discuss and take notes on their

**Reading: Informational**
1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
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.
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.
9. Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.

**Writing**
2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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.
• Whole group: Teacher mini-lesson on the various ways to structure a comparison/contrast essay. Teacher and students discuss what structure makes the most sense given the notes they've gathered on the three speeches.

• Whole group: The teacher distributes a model of comparison/contrast essay that compares two topics or texts students have read previously. Together, students analyze the model for what it says and how it’s written. The class generates a chart of what makes the essay effective.

• Individual work: Students draft their essays using evidence and ideas gathered during small and whole group work. They use the class-generated chart to guide their drafting. Students are encouraged to bounce ideas off each other as they are drafting.

• Partner work: Students trade essays with a partner and provide feedback for revision. Students provide feedback related to one or two items from the class-generated chart.

• Teacher distributes and discusses grading criteria with students.

• Individual work: Students revise their essay using peer feedback, class-generated chart, and grading criteria as guides.

• Partner work: Students partner with someone for peer editing.

• Students edit and hand in their essays.

Option 2: Writing Assignment – Comparing Two Speeches

• Whole group: The class reviews King’s speech to list the solutions he provides for ending racial inequality. Teacher records these for all to see. For each solution, students share the reasoning, evidence, and methods King uses for proposing those solutions. Again, teacher record this information.

• Pair work: Students work in pairs to take notes on Clinton’s or Bush’s solutions for ending racial inequality. For each solution, students take notes on the reasoning, evidence, and methods the speakers use for proposing those solutions.

• Pair work: Once notes have been recorded for

Speaking & Listening

1. Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

   a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

   b. Work with peers to set rules for collegial discussions and decision-making clear goals and deadlines, and individual roles as needed.

   c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

   d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Language

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Reading: Informational

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

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.

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.
either Clinton’s or Bush’s speech, teacher asks students to look across those notes and the notes the class took on King to compare the solutions the speakers provide for ending racial inequality and the reasoning, evidence, and methods they use for proposing those solutions. Small groups discuss and take notes on their thinking.

Whole group: Teacher mini-lesson on the various ways to structure a comparison/contrast essay. Teacher and students discuss what structure makes the most sense given the notes they’ve gathered on the speeches.

Whole group: The teacher distributes a model of comparison/contrast essay that compares two topics or text students have read previously. Together, students analyze the model for what it says and how it’s written. The class generates a chart of what makes the essay effective.

Individual work: Students draft their essays using evidence and ideas gathered during pair and whole group work. They use the class-generated chart to guide their drafting.

Partner work: Students trade essays with a partner and provide feedback for revision. Students provide feedback related to one or two items from the class-generated chart.

Teacher distributes and discusses grading criteria with students.

Individual work: Students revise their essay using peer feedback, class-generated chart, and grading criteria as guides.

Partner work: Students partner with someone for peer editing.

Students edit and hand in their essays.

Option 3: Writing Assignment – Comparing Three Speeches

Pair work: Students work in pairs. Each pair chooses one of the three speeches to work with. For their chosen speech, students list the solutions the speaker gives for ending racial inequality. For each solution, students take notes on the reasoning, evidence, and

9. Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.

Writing
2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
9. 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.

Speaking & Listening
1. Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
   a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
   b. Work with peers to set rules for collegial discussions and decision-making clear goals and deadlines, and individual roles as needed.
   c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
   d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Language
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Reading Informational
1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by
methods the speaker uses for proposing those solutions.

- **Small group:** Each pair of students gets together with another pair that chose the same speech. Students share and compile their notes.

- **Whole group:** Teacher-led, whole group discussion of each speech beginning with King and ending with Bush. Pairs of students share their notes on the solutions, reasoning, evidence, and methods of their chosen speech while the teacher records the information so that all students can see it.

- **Small group:** Once notes have been recorded for each speech, teacher asks students to look across the notes on three speeches to compare the solutions the speakers provide for ending racial inequality and the reasoning and evidence they use for proposing those solutions. Small groups discuss and take notes on their thinking.

- **Whole group:** Teacher-led, whole group discussion to compare the solutions the speakers provide for ending racial inequality and the reasoning, evidence, and methods they use for proposing those solutions. Teacher takes notes and records for all students to see.

- **Whole group:** Teacher mini-lesson on the various ways to structure a comparison/contrast essay. Teacher and students discuss what structure makes the most sense given the notes they’ve gathered on the three speeches.

- **Whole group:** The teacher distributes a model of comparison/contrast essay that compares three topics or text students have read previously. Together, students analyze the model for what it says and how it’s written. The class generates a chart of what makes the essay effective.

- **Individual work:** Students draft their essays using evidence and ideas gathered during small and whole group work. They use the class-generated chart to guide their drafting. Students are encouraged to bounce ideas off each other as they are drafting.

- **Partner work:** Students trade essays with a partner and provide feedback for revision. Students provide feedback related to one or specific details; provide an objective summary of the text.

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.

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.

9. Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.

**Writing**

2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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.

**Speaking & Listening**

1. Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
   a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
   b. Work with peers to set rules for collegial discussions and decision-making clear goals and deadlines, and individual roles as needed.
   c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
   d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
two items from the class-generated chart.

- **Teacher** distributes and discusses grading criteria with students.
- **Individual work**: Students revise their essay using peer feedback, class-generated chart, and grading criteria as guides.
- **Partner work**: Students partner with someone for peer editing.
- **Students** edit and hand in their essays.

**Option 4: Writing Assignment – Comparing Three Speeches**

- **Whole group**: The class reviews King’s speech to list the solutions he provides for ending racial inequality. Teacher records these for all to see. For each solution, students share the reasoning and evidence King uses for proposing those solutions. Again, teacher records this information.
- **Pair work**: Students work in pairs to take notes on Clinton and Bush’s solutions for ending racial inequality. For each solution, students take notes on the reasoning, evidence, and methods the speakers use for proposing those solutions.
- **Pair work**: Once notes have been recorded for each speech, teacher asks students to look across the notes on three speeches to compare the solutions the speakers provide for ending racial inequality and the reasoning, evidence, and methods they use for proposing those solutions. Small groups discuss and take notes on their thinking.
- **Whole group**: Teacher mini-lesson on the various ways to structure a comparison/contrast essay. Teacher and students discuss what structure makes the most sense given the notes they’ve gathered on the three speeches.
- **Whole group**: The teacher distributes a model of comparison/contrast essay that compares three topics or texts students have read previously. Together, students analyze the model for what it says and how it’s written. The class generates a chart of what makes the essay effective.
- **Individual work**: Students draft their essays using evidence and ideas gathered during pair and whole group work. They use the class-

**Language**

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and

**Reading: Informational**

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
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.
4. 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.
5. Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.

**Writing**

2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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.

**Speaking & Listening**

1. Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
   a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned
generated chart to guide their drafting.

- **Partner work**: Students trade essays with a partner and provide feedback for revision. Students provide feedback related to one or two items from the class-generated chart.

- **Teacher** distributes and discusses grading criteria with students.

- **Individual work**: Students revise their essay using peer feedback, class-generated chart, and grading criteria as guides.

- **Partner work**: Students partner with someone for peer editing.

- **Students** edit and hand in their essays.

**Option 5: Writing Assignment – Comparing Three Speeches**

- **Individual work**: Students review each speech and list the solutions each speaker gives for ending racial inequality. For each solution, students list the reasoning, evidence, and methods the speaker uses for proposing these solutions. The teacher provides students with an organizer that they can use to record the information on each speech.

- **Individual work**: After students have taken notes on each speech, they look across the solutions, reasoning, evidence, and methods and note similarities and differences among the speakers. Students might use a three-circle Venn diagram.

- **Whole group**: Teacher mini-lesson on the various ways to structure a comparison/contrast essay. Teacher and students discuss what structure makes the most sense given the notes they’ve gathered on the three speeches. Individual students are encouraged to share their ideas about how they might structure their essay.

- **Whole group**: The teacher distributes a model of comparison/contrast essay that compares three topics or texts students have read previously. Together, students analyze the model for what it says and how it’s written.

**Reading: Informational**

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

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.

4. 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.

5. Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.

**Writing**

2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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.
class generates a chart of what makes the essay effective. The teacher also distributes the grading rubric to students.

- **Individual work:** Students draft their essays using the class-generated chart and grading rubric to guide their drafting.

- **Partner work:** Students trade essays with a partner and provide feedback for revision. Students provide feedback related to one or two items from the class-generated chart.

- **Individual work:** Students revise their essay using peer feedback, class-generated chart, and grading criteria as guides.

- **Partner work:** Students partner with someone for peer editing.

- **Students** edit and hand in their essays.

### Option 6: Speaking Assignment – Comparing Three Speeches

- **Small group:** Students work in groups of three. Groups review each speech and list the solutions each speaker gives for ending racial inequality. For each solution, students list the reasoning, evidence, and methods the speaker uses for proposing these solutions. Then, students look across their notes to compare the solutions the three speakers provide for ending racial inequality, and the reasoning, evidence, and methods they provide/use for their solutions.

- **Small group:** Groups prepare a five-minute speech to share their comparison of the three speeches. Students also create a poster or other visual to support their presentation.

- **Presentations:** Small groups present their comparison to the class. The student audience assesses each group’s presentation by considering the strength of their presentation according to criteria that was pre-established by the class.

### Language

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### Reading: Informational

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

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.

4. 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.

5. Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.

### Speaking & Listening

1. Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
   a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
   b. Work with peers to set rules for collegial discussions and decision-making clear goals and deadlines, and individual roles as needed.
   c. Propel conversations by posing and responding
to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Language
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
APPENDIX A

from REMARKS TO THE CONVOCATION OF THE CHURCH OF GOD IN CHRIST
William J. Clinton
November 13, 1993, 11:51 A.M.

1 If Martin Luther King were to reappear by my side today and give us a report card on the last 25 years, what would he say? “You did a good job,” he would say, “voting and electing people who formerly were not electable because of the color of their skin. You have more political power, and that is good.”

2 “You did a good job,” he would say, “letting people who have the ability to do so live wherever they want to live, go wherever they want to go in this great country.”

3 “You did a good job,” he would say, “elevating people of color into the ranks of the United States Armed Forces to the very top or into the very top of our Government.”

4 “You did a very good job,” he would say, “creating a black middle class of people who really are doing well, and the middle class is growing more among African-Americans than among non-African-Americans. You did a good job; you did a good job in opening opportunity.”

5 “But,” he would say, “I did not live and die to see the American family destroyed. I did not live and die to see 13-year-old boys get automatic weapons and gun down 9-year-olds just for the kick of it. I did not live and die to see young people destroy their own lives with drugs and then build fortunes destroying the lives of others. That is not what I came here to do.”

6 “I fought for freedom,” he would say, “but not for the freedom of people to kill each other with reckless abandon, not for the freedom of children to have children and the fathers of the children walk away from them and abandon them as if they don't amount to anything. I fought for people to have the right to work but not to have whole communities and people abandoned. This is not what I lived and died for.”

7 “My fellow Americans,” he would say, “I fought to stop white people from being so filled with hate that they would wreak violence on black people. I did not fight for the right of black people to murder other black people with reckless abandon.”

8 The other day the Mayor of Baltimore, a dear friend of mine, told me a story of visiting the family of a young man who had been killed -- 18 years old -- on Halloween. He always went out with little bitty kids so they could trick-or-treat safely. And across the street from where they were walking on Halloween, a 14-year-old boy gave a 13-year-old boy a gun and dared him to shoot the 18-year-old boy, and he shot him dead. And the Mayor had to visit the family.

9 In Washington, DC, where I live, your Nation's Capital, the symbol of freedom throughout the world, look how that freedom is being exercised. The other night a man came along the street and grabbed a 1-year-old child and put the child in his car. The child may have been the child of the man. And two people were after him, and they chased him in the car, and they just kept shooting with reckless abandon, knowing that baby was in the car. And they
shot the man dead, and a bullet went through his body into the baby's body, and blew the little bootie off the child's foot.

10 The other day on the front page of our paper, the Nation's Capital, are we talking about world peace or world conflict? No, big article on the front page of the Washington Post about an 11-year-old child planning her funeral: "These are the hymns I want sung. This is the dress I want to wear. I know I'm not going to live very long." That is not the freedom, the freedom to die before you're a teenager is not what Martin Luther King lived and died for.

11 More than 37,000 people die from gunshot wounds in this country every year. Gunfire is the leading cause of death in young men. And now that we've all gotten so cool that everybody can get a semiautomatic weapon, a person shot now is 3 times more likely to die than 15 years ago, because they're likely to have three bullets in them. A hundred and sixty thousand children stay home from school every day because they are scared they will be hurt in their schools.

12 The other day I was in California at a town meeting, and a handsome young man stood up and said, "Mr. President, my brother and I, we don't belong to gangs. We don't have guns. We don't do drugs. We want to go to school. We want to be professionals. We want to work hard. We want to do well. We want to have families. And we changed our school because the school we were in was so dangerous. So when we showed up to the new school to register, my brother and I were standing in line and somebody ran into the school and started shooting a gun. My brother was shot down standing right in front of me at the safer school." The freedom to do that kind of thing is not what Martin Luther King lived and died for, not what people gathered in this hallowed church for the night before he was assassinated in April of 1968. If you had told anybody who was here in this church on that night that we would abuse our freedom in that way, they would have found it hard to believe. And I tell you, it is our moral duty to turn it around.

13 And now I think finally we have a chance. Finally, I think, we have a chance. We have a pastor here from New Haven, Connecticut. I was in his church with Reverend Jackson when I was running for President on a snowy day in Connecticut to mourn the death of children who had been killed in that city. And afterward we walked down the street for more than a mile in the snow. Then, the American people were not ready. People would say, "Oh, this is a terrible thing, but what can we do about it?"

14 Now when we read that foreign visitors come to our shores and are killed at random in our fine State of Florida, when we see our children planning their funerals, when the American people are finally coming to grips with the accumulated weight of crime and violence and the breakdown of family and community and the increase in drugs and the decrease in jobs, I think finally we may be ready to do something about it.

15 And there is something for each of us to do. There are changes we can make from the outside in; that's the job of the President and the Congress and the Governors and the mayors and the social service agencies. And then there's some changes we're going to have to make from the inside out, or the others won't matter. That's what that magnificent song was about, isn't it? Sometimes there are no answers from the outside in; sometimes all the answers have to come from the values and the stirrings and the voices that speak to us from within.
So we are beginning. We are trying to pass a bill to make our people safer, to put another 100,000 police officers on the street, to provide boot camps instead of prisons for young people who can still be rescued, to provide more safety in our schools, to restrict the availability of these awful assault weapons, to pass the Brady bill and at least require people to have their criminal background checked before they get a gun, and to say, if you're not old enough to vote and you're not old enough to go to war, you ought not to own a handgun, and you ought not to use one unless you're on a target range.

We want to pass a health care bill that will make drug treatment available for everyone. And we also have to do it. We have to have drug treatment and education available to everyone and especially those who are in prison who are coming out. We have a drug czar now in Lee Brown, who was the police chief of Atlanta, of Houston, of New York, who understands these things. And when the Congress comes back next year, we will be moving forward on that.

We need this crime bill now. We ought to give it to the American people for Christmas. And we need to move forward on all these other fronts. But I say to you, my fellow Americans, we need some other things as well. I do not believe we can repair the basic fabric of society until people who are willing to work have work. Work organizes life. It gives structure and discipline to life. It gives meaning and self-esteem to people who are parents. It gives a role model to children.

The famous African-American sociologist William Julius Wilson has written a stunning book called "The Truly Disadvantaged" in which he chronicles in breathtaking terms how the inner cities of our country have crumbled as work has disappeared. And we must find a way, through public and private sources, to enhance the attractiveness of the American people who live there to get investment there. We cannot, I submit to you, repair the American community and restore the American family until we provide the structure, the values, the discipline, and the reward that work gives.

I read a wonderful speech the other day given at Howard University in a lecture series funded by Bill and Camille Cosby, in which the speaker said, "I grew up in Anacostia years ago. Even then it was all black, and it was a very poor neighborhood. But you know, when I was a child in Anacostia, a 100 percent African-American neighborhood, a very poor neighborhood, we had a crime rate that was lower than the average of the crime rate of our city. Why? Because we had coherent families. We had coherent communities. The people who filled the church on Sunday lived in the same place they went to church. The guy that owned the drug-store lived down the street. The person that owned the grocery store lived in our community. We were whole." And I say to you, we have to make our people whole again.

This church has stood for that. Why do you think you have 5 million members in this country? Because people know you are filled with the spirit of God to do the right thing in this life by them. So I say to you, we have to make a partnership, all the Government agencies, all the business folks; but where there are no families, where there is no order, where there is no hope, where we are reducing the size of our armed services because we have won the cold war, who will be there to give structure, discipline, and love to these children? You must do that. And we must help you. Scripture says, "you are the salt of the Earth and the light of the world, that if your light shines before men they will give glory to the Father in heaven." That is what we must do.
That is what we must do. How would we explain it to Martin Luther King if he showed up today and said, yes, we won the cold war? Yes, the biggest threat that all of us grew up under, communism and nuclear war, communism gone, nuclear war receding. Yes, we developed all these miraculous technologies. Yes, we all have got a VCR in our home; it's interesting. Yes, we get 50 channels on the cable. Yes, without regard to race, if you work hard and play by the rules, you can get into a service academy or a good college, you'll do just great. How would we explain to him all these kids getting killed and killing each other? How would we justify the things that we permit that no other country in the world would permit? How could we explain that we gave people the freedom to succeed, and we created conditions in which millions abuse that freedom to destroy the things that make life worth living and life itself? We cannot.

And so I say to you today, my fellow Americans, you gave me this job, and we're making progress on the things you hired me to do. But unless we deal with the ravages of crime and drugs and violence and unless we recognize that it's due to the breakdown of the family, the community, and the disappearance of jobs, and unless we say some of this cannot be done by Government, because we have to reach deep inside to the values, the spirit, the soul, and the truth of human nature, none of the other things we seek to do will ever take us where we need to go.

So in this pulpit, on this day, let me ask all of you in your heart to say: We will honor the life and the work of Martin Luther King. We will honor the meaning of our church. We will, somehow, by God's grace, we will turn this around. We will give these children a future. We will take away their guns and give them books. We will take away their despair and give them hope. We will rebuild the families and the neighborhoods and the communities. We won't make all the work that has gone on here benefit just a few. We will do it together by the grace of God.

Thank you.
The history of the Republican Party and the NAACP has not been one of regular partnership. But our nation is harmed when we let our differences separate us and divide us. So, while some in my party have avoided the NAACP, and while some in the NAACP have avoided my party, I am proud to be here today.

I am here today because I believe there is much we can do together to advance racial harmony and economic opportunity. But before we get to the future, we must acknowledge our past. In the darkest days of the Civil War, President Lincoln pleaded to our divided nation to remember that "We cannot escape history... [that] we will be remembered in spite of ourselves." One hundred and forty years later, that is still true. For our nation, there is no denying the truth that slavery is a blight on our history. And that racism, despite all our progress, still exists. For my party, there’s no escaping the reality that the Party of Lincoln has not always carried the mantle of Lincoln.

Recognizing and confronting our history is important. Transcending our history is essential. We are not limited by what we have done, or what we have left undone. We are limited only by what we are willing to do. Our nation must make a new commitment to equality and upward mobility for all our citizens. This is a great moment of national prosperity. But many still live in prosperity’s shadow. The same economy that is a miracle for millions is a mystery to millions as well.

From the beginning of this campaign, I have said that prosperity must have a purpose. The purpose of prosperity is to ensure that the American Dream touches every willing heart. We cannot afford to have an America segregated by class, by race or by aspiration. America must close the gap of hope between communities of prosperity and communities of poverty. We have seen what happens when African-American citizens have the opportunity they have earned and the respect they deserve. Men and women once victimized by Jim Crow have risen to leadership in the halls of Congress. Professionals and entrepreneurs have built a successful, growing African-American middle class. It must be our goal to expand this opportunity – to make it as broad and diverse as American itself. And this begins with enforcing our civil rights laws.

Discrimination is still a reality, even when it takes different forms. Instead of Jim Crow, there is racial redlining and profiling. Instead of "separate but equal," there is separate and forgotten. Strong civil rights enforcement will be a cornerstone of my administration.

I will confront another form of bias – the soft bigotry of low expectations in education. Several months ago I visited Central High School in Little Rock, where African-Americans confronted injustice and white Americans confronted their conscience. In 43 years, we’ve come so far in opening the doors of our schools. Yet today we have a challenge of our own: while all can
enter our schools, many are not learning there. There is a tremendous gap of achievement between rich and poor, white and minority. This, too, leaves a divided society. And whatever the cause, the effect is discrimination. My friend Phyllis Hunter, a teacher in Texas, calls reading "the new civil right." Equality in our country will remain a distant dream until every child, of every background, has a chance to learn and strive and rise in the world. No child in America should be segregated by low expectations… imprisoned by illiteracy… abandoned to frustration and the darkness of self-doubt.

7 And there is reason for optimism. A great movement of education reform has begun in this country, built on clear principles: Raise the bar of standards. Give schools the flexibility to meet them. Measure progress. Insist on results. Blow the whistle on failure. Provide parents with options to increase their influence. And don’t leave any child behind.

8 I believe in these principles. I have seen them turn around troubled schools in my state. I’ve seen them bring hope into the lives of children – inspiring confidence and ambition. I’m especially proud that the performance of minority students in my state is improving at one of the fastest rates in the country. African-American fourth-graders in Texas have better math skills than any other state.

9 We can make the same kind of progress at the national level. A central part of my agenda is changing Title One to close the achievement gap. All students will be tested. Low-performing schools will have three years to produce results. If they do not, then these resources will go directly to the parents.

10 Every child can learn. Every child in this country deserves to grow in knowledge and character and ideals. Nothing is more important to our prosperity and goodness than cultivated minds and courageous hearts. As W. E. B. Du Bois said a century ago, “Either the United States will destroy ignorance, or ignorance will destroy the United States.”

11 Education is the essential beginning – but we must go further. To create communities of promise, we must help people build the confidence and faith to achieve their own dreams. We must put government squarely on the side of opportunity. This is a higher and older tradition of my party. Lincoln argued that “every poor man should have a chance.” He defended a “clear path for all.” He financed colleges, welcomed immigrants, promoted railroads and economic development. Through the Homestead Act, he gave countless Americans a piece of land a start in life. I have proposed a New Prosperity Initiative that reflects the spirit of Lincoln’s reforms. A plan to remove obstacles on the road to the Middle Class. Instead of helping people cope with their need, we will help them move beyond it.

12 We must provide a Family Health Credit that covers 90 percent of the cost of a basic health policy for low-income families. We must make it possible for more people to become homeowners, to own a part of the American Dream. So we’ll allow low-income families to use up to a year’s worth of Section 8 rental payments to make a down payment on their own home – then use five years of those payments to help with the mortgage. We’ll start an American Dream Down Payment Fund, matching individual savings for the down payment on a home.

13 Behind all these proposals is a simple belief: I believe in private property. I believe in private property so strongly, I want everyone to have some. Education helps the young. Empowerment lifts the able. But there are those who need much more. Children without role models. Young people captured by gangs or addiction or despair.
Government can spend money, but it cannot put hope in someone’s heart or a sense of purpose in their lives. This is done by caring communities – by churches, synagogues, mosques and charities that serve their neighbors because they love their God. Every day they prove that our worst problems are not hopeless or endless. Every day they perform miracles of renewal. What we need is a new attitude that welcomes the transforming power of faith. In the words of a writer who visited the Mott Haven section of the Bronx: “the beautiful old stone church … is a gentle sanctuary from the terror of the streets outside.”

In city after city, for the suffering and the hurting, the most hopeful passageway is the door to the house of God. We are going to extend the role and reach of charities and churches, synagogues and mosques, mentors and community healers, in our society. As President, I intend to rally these armies of compassion in the neighborhoods of America. I will lift the regulations that hamper private and faith-based programs. I will involve them in after-school programs, maternity group homes, drug treatment, prison ministries. I have laid out specific incentives to encourage an outpouring of giving in America. Here’s an example. More than a million children have one or both parents in prison. These are forgotten children – almost six times more likely to go to prison themselves. And they should not be punished for the sins of their fathers. We should give grants to ministries and mentoring programs that offer support to these children. Let us bring help and hope to these other innocent victims of crime.

I’m not calling for government to step back from its responsibilities, but to share them. We’ll always need government to raise and distribute funds, monitor success and set standards. But we also need what no government can provide: the power of compassion and prayer and love. These are some of my goals for America – to help make opportunity not only a hope and a promise, but a living reality.

The NAACP and the GOP have not always been allies. But recognizing our past and confronting the future with a common vision, I believe we can find common ground. This will not be easy work. But a philosopher once advised: “When given a choice, prefer the hard.” We will prefer the hard because only the hard will achieve the good. That is my commitment. That is our opportunity.
APPENDIX C

Vocabulary

Instructional Approaches

King, Clinton, and Bush all use words in their speeches that are likely to be unknown to students. Teachers should consider which unknown words they want to target for instruction. The majority of words teachers select should be ones in which students already have a conceptual understanding and ones that are found frequently in a variety of contexts and genres. Additionally, because this unit focuses on promoting racial equality, teachers might consider selecting words that focus on concepts like justice and discrimination. Some of the following words might be ones that are useful for study:

- Segregation
- Discrimination
- Appalling
- Oppression
- Despair
- Tribulations
- Prosperity
- Optimism
- Empowerment
- Righteousness
- Justice
- Harmony

In order for students to learn and own the words, teachers make sure students have multiple opportunities to actively think about, use, hear, and see the words in various contexts.

Students generally benefit from encountering new words in the context so that they can see how the words are used. This helps them develop an understanding of the words that goes beyond the dictionary definition. Additionally, students are more likely to remember the words if they encounter them in context. There are times to pre-teach vocabulary, especially if the unknown words will impede overall comprehension of a text, but a danger with pre-teaching that students quickly lose the meanings because the words before them are not contextualized. Whenever words are pre-taught, it is always important to revisit them in their contexts.

Below are some ways that teacher can engage students in vocabulary study:

- Have students use word or concept maps to expand their definitions of words and understand the relationship between words. Word or concept maps may ask students to do such things as provide synonyms and antonyms, come up with examples and non-examples, create visuals, and develop their own definitions for target words.
- Ask students to put words into categories that reflect larger concepts or themes in the three speeches.
- Ask students to mark positive words with a plus and negative words with a minus.
- Encourage students to use target words in speaking and writing during their study of the three speeches.
- Teach students various strategies for discerning the meaning of words such as using roots, prefixes, and suffixes; context clues; and syntactic and semantic clues.
- Use discussion of relevant passages in the three speeches to clarify the meaning of new words, bridge new words and words students already know, help students understand the various meanings of new words, and clarify misunderstandings of new words.