



**Literacy Design
Collaborative**

Government of the People

by Laura Billings and Terry Roberts

An LDC/Paideia Module

This module asks 9th and 10th grade students to read two famous speeches regarding the rights and responsibilities of citizens in a democracy. Students are challenged to closely analyze these speeches in terms of language structure and democratic ideals.

The instructional sequence in this module includes independent and supported reading, conceptual dialogue, and writing a comparative analysis essay. Ultimately, students practice a series of interrelated literacy skills while gaining a deeper understanding of historical rhetoric of two iconic leaders. The key texts in this module are considered bookend speeches and exemplify primary documents whose clear exegesis and compelling examples offer vivid and concrete avenues for close reading.

The classroom assessment builds on the comparative analysis writing practice and challenges students to expand their thinking about rhetoric in contemporary American democracy.

NOTE: This module is designed to teach and assess the Core Content College and Career Readiness Anchor Standards identified in the LDC standards as well as those for “Speaking and Listening” including a formal and rigorous dialogue about concepts and ideas. Common Core “Reading” and “Writing” standards are practiced and assessed around the Paideia Seminar discussion. If you are not trained in leading Paideia (Socratic) Seminars, you can still teach this module by replacing the Seminar in Cluster 3 with another discussion-based strategy.

National Paideia Center

www.paideia.org

GRADES

9 - 10

DISCIPLINE

 **Social Studies**

COURSE


English/History

Section 1: What Task?

Teaching Task

Task Template 4 - Argumentation

What is a "government of the people"? After reading (our excerpt from) "Funeral Oration" and the "Gettysburg Address" , write a fully developed essay in which you compare the speeches and argue which leader Pericles or Lincoln delivers the most rhetorically compelling definition of democracy. Support your position with evidence from the text(s).

Standards

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

CCR.R.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.

CCR.R.2

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCR.R.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.

CCR.R.10

Read and comprehend complex literary and informational texts independently and proficiently.

CCR.W.1

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

CCR.W.4

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

CCR.W.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCR.W.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCR.W.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Texts

 **Gettysburg Address**

 **Student Reader - From the "Funeral Oration" by Pericles**

 **I have a Dream**

LDC Student Work Rubric - Argumentation

	Not Yet	Approaches Expectations	Meets Expectations	Advanced
	1	2	3	4
Focus	Attempts to address prompt, but lacks focus or is off-task.	Addresses prompt appropriately and establishes a position, but focus is uneven. D: Addresses additional demands superficially.	Addresses prompt appropriately and maintains a clear, steady focus. Provides a generally convincing position. D: Addresses additional demands sufficiently	Addresses all aspects of prompt appropriately with a consistently strong focus and convincing position. D: Addresses additional demands with thoroughness and makes a connection to claim.
Controlling Idea	Attempts to establish a claim, but lacks a clear purpose.	Establishes a claim.	Establishes a credible claim.	Establishes and maintains a substantive and credible claim or proposal.
Reading/Research	Attempts to reference reading materials to develop response, but lacks connections or relevance to the purpose of the prompt.	Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness.	Accurately presents details from reading materials relevant to the purpose of the prompt to develop argument or claim.	Accurately and effectively presents important details from reading materials to develop argument or claim.
Development	Attempts to provide details in response to the prompt, but lacks sufficient development or relevance to the purpose of the prompt.	Presents appropriate details to support and develop the focus, controlling idea, or claim, with minor lapses in the reasoning, examples, or explanations.	Presents appropriate and sufficient details to support and develop the focus, controlling idea, or claim.	Presents thorough and detailed information to effectively support and develop the focus, controlling idea, or claim.
Organization	Attempts to organize ideas, but lacks control of structure.	Uses an appropriate organizational structure for development of reasoning and logic, with minor lapses in structure and/or coherence.	Maintains an appropriate organizational structure to address specific requirements of the prompt. Structure reveals the reasoning and logic of the argument.	Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific prompt. Structure enhances development of the reasoning and logic of the argument.
Conventions	Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, and mechanics. Sources are used without citation.	Demonstrates an uneven command of standard English conventions and cohesion. Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently cites sources.	Demonstrates a command of standard English conventions and cohesion, with few errors. Response includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt. Cites sources using appropriate format with only minor errors.	Demonstrates and maintains a well-developed command of standard English conventions and cohesion, with few errors. Response includes language and tone consistently appropriate to the audience, purpose, and specific requirements of the prompt. Consistently cites sources using appropriate format.
Content Understanding	Attempts to include disciplinary content in argument, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.	Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.	Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.	Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.

Background for Students

Democracy has been considered an ideal form of government across centuries and continents. However, we may take for granted that we know what democracy as a form of government means. Often attempts to define democracy have been made in times of crisis, made by a leader fighting for a nation's survival. This module involves examining three such leaders—Pericles, Lincoln, and King—who gave us important portraits of democratic government in the form of famous speeches.

Extension

Because this is an LDC-Paideia module, you will be coaching your students' evolving speaking and listening skills as well as their close reading and writing process skills. Consider the creation of student portfolios that document your students' growing skills in speaking and listening as well as their final essays written in response to the Task prompt. Note the use of the Speaking and Listening Rubric, the Paideia Seminar Speaking and Listening Skills

Self Assessment in the creation of this portfolio. In addition, consider using the Seminar Reflection Guide (along with seminar plans and notes) to document your own growth as a seminar facilitator over the course of this year (and multiple years).

Section 2: What Skills?

Preparing for Seminar and Task

BRIDGING CONVERSATION: Ability to see connections between ideas and concepts.

Reading Process for Paideia Seminar

INSPECTIONAL READING: Ability to identify structural components of the seminar text.

TASK AND RUBRIC ANALYSIS > ESSENTIAL VOCABULARY: Ability to read purposefully and compare information for relevance; to summarize, paraphrase, and evaluate.

ANALYTICAL READING & NOTE-TAKING: Ability to read purposefully and compare information for relevance; to summarize, paraphrase, and evaluate.

PRE-SEMINAR PROCESS: Ability to reflect on personal communication habits and select appropriate speaking and listening goals.

SEMINAR: Ability to think critically and collaboratively in a group about concepts and ideas of a text through a structured Paideia seminar or other discussion-based strategy.

POST SEMINAR PROCESS: Ability to self-assess on speaking and listening skills practiced in the seminar and note relevant communication goals for future discussions.

Transition to Writing

BRIDGING CONVERSATION & NOTE TAKING: Ability to connect seminar discussion to writing task.

TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.

Writing Process

NOTE TAKING: Ability to select important facts and passages for use in one's own writing.

INITIATING THE TASK (CLAIM): Ability to establish a claim and consolidate information relevant to task.

PLANNING: Ability to develop a line of thought and text structure appropriate to an argumentation task.

INITIAL DRAFT & DEVELOPMENT: Ability to construct an initial draft with an emerging line of thought and structure.


REVISION: Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.

EDITING: Ability to proofread and format a piece to make it more effective.



REVISION, EDITING, AND COMPLETION > FINAL DRAFT: Ability to submit final piece that successfully addresses the task..

Section 3: What Instruction?

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
Preparing for Seminar and Task				
1 hr	BRIDGING CONVERSATION: Ability to see connections between ideas and concepts.	DISCUSSION FOCUS What is a "government of the people"?	No scoring	<ul style="list-style-type: none"> Introduce the main ideas: Democracy, Government, Language, Leadership Discuss the essential question: What is a "government of the people"? S-L 9-10.1
Reading Process for Paideia Seminar				
1 hr	INSPECTIONAL READING: Ability to identify structural components of the seminar text.	LABELING TEXT Label parts of the text by numbering the paragraphs.	<ul style="list-style-type: none"> Structural features of the text are visible and clear. 	<ul style="list-style-type: none"> <i>Distribute copies of Pericles "Funeral Oration" excerpt and briefly discuss the words: funeral and oration.</i> <i>Guide students in labeling their copy of the text: lettering (A-C) each paragraph. Also have students number the sentences, beginning with "1" in each paragraph (A=1-6; B=1-7; C=1-5).</i> <i>Present key background points on Pericles (see student reader).</i> RI.9-10.1 & 2 (See Adler & Van Doren, pp. 31-44.)
Not provided	TASK AND RUBRIC ANALYSIS > ESSENTIAL VOCABULARY: Ability to read purposefully and compare information for relevance; to summarize, paraphrase, and evaluate.	VOCABULARY LIST In your notebook, list words and phrases essential to the texts. Add definitions, and (if appropriate) notes on connotation in this context.	<ul style="list-style-type: none"> Lists appropriate phrases. Provides accurate definitions. 	<ul style="list-style-type: none"> Ask some students to share definitions of terms. Provide direct instruction as necessary and guide a close reading to work through key phrases.

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
Not provided	ANALYTICAL READING & NOTE-TAKING: Ability to read purposefully and compare information for relevance; to summarize, paraphrase, and evaluate.	SHORT RESPONSE Generate descriptive notes within a graphic organizer.	Organizer is completely filled with appropriate examples.	<ul style="list-style-type: none"> Ask students to read this speech independently. Allow class time for reading the Pericles Speech and taking notes on the Graphic Organizer (see student reader). Invite students to share selected responses from their notes on "Funeral Oration." Briefly discuss the relationship between language and leadership. Distribute copies of Lincoln's "Gettysburg Address." Have students letter the paragraphs (A-C) and number the sentences in this speech (A=1; B=1-4; C=1-5). Assign groups of 3 and have students read text aloud- one student reading a paragraph each and then rotating so that all students have read each paragraph. All students should hear the speech 3-4 times to imagine how tone and cadence convey different understandings or reactions. Share essential background points about "The Gettysburg Address" RI.9-10.3, 4, 5
Additional Attachments:  Pericles: Leader of Democracy Graphic Organizer				
1 hr	PRE-SEMINAR PROCESS: Ability to reflect on personal communication habits and select appropriate speaking and listening goals.	SELF-ASSESSMENT <i>Based on the list of Speaking and Listening behaviors, note in writing a goal for your personal participation in the upcoming dialogue. See Appendix.</i>	<ul style="list-style-type: none"> Chooses appropriate individual process goal based on past seminar performance. 	<ul style="list-style-type: none"> Teachers should take each of the Process steps of Paideia Seminar including: definition and purpose for having the dialogue, role and responsibility of facilitator and participants, steps to guide personal and group process goals. (See Teaching Thinking Through Dialogue for examples of pre- and post-seminar process "scripts" embedded in sample seminar plans.) Be sure to have students complete Paideia Seminar Speaking and Listening Skills Self Assessment Teacher should identify appropriate speaking and listening goals for the group. The group participation goal is discussed and posted where all can see. SL 9 – 10 See Speaking and Listening Rubric and sample "Seminar Process Assessment" in Appendix.
1 hr	SEMINAR: Ability to think critically and collaboratively in a group about concepts and ideas of a text through a structured Paideia seminar or other discussion-based strategy.	SEMINAR <i>Participate in the Seminar and focus on your goals.</i>	No Scoring	<ul style="list-style-type: none"> Teacher should use the Gettysburg Address Seminar Plan for scope and sequence of prepared Seminar Questions. RI 9 – 10.1; RI 9 – 10.6 & 8; SL 9 – 10

PACING SKILL AND DEFINITION PRODUCT AND PROMPT SCORING GUIDE INSTRUCTIONAL STRATEGIES

	Additional Attachments:			
	 Gettysburg Address Seminar Plan			
<i>Not provided</i>	POST SEMINAR PROCESS: Ability to self-assess on speaking and listening skills practiced in the seminar and note relevant communication goals for future discussions.	SELF ASSESSMENT Reflect back on your participation goal, then finish filling out the Seminar Process Assessment form; write a short reflective work on your seminar performance in detail. See Appendix.	<ul style="list-style-type: none"> Answers task by filling in form completely. Writes in detail about seminar participation. 	<ul style="list-style-type: none"> Have students complete their Paideia Seminar Speaking and Listening Skills Self Assessment. Invite a few students share their goal for speaking and listening and their performance. Lead the entire group to reflect on the entire dialogue process, i.e. the group effort. (In whatever format is preferred, both individual and group reflections should be archived for reference at the beginning of the next Seminar.) <p>See Teaching Thinking Through Dialogue: See pages 44-48.</p>
	Additional Attachments:			
	 Paideia Seminar Speaking and Listening Skills Self Assessment			

Transition to Writing

<i>30 mins</i>	BRIDGING CONVERSATION & NOTE TAKING: Ability to connect seminar discussion to writing task.	REFLECTIVE NOTES Based on our seminar discussion, write a short rough response to this writing prompt.	No Scoring	<ul style="list-style-type: none"> Display module Task prominently in the classroom. Ask students to respond to the prompt by writing down as many ideas as they can recall either saying or hearing from the Seminar discussion. Note that they are adding to their graphic organizer from pre seminar. (Remind students to keep all of these notes for reference throughout the writing process.) Discuss what is being asked of the writer and potential audiences for the essay. Share examples of types of compositions students will produce (either from past students or from professional writers). Ask students to identify key features of examples making a bullet list. Pair students to compare, revise and clarify their individual bullets. Display: TEACHING TASK RUBRIC (ARGUMENTATION) <p>W 9-10.5</p>
<i>Not provided</i>	TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.	BULLETS In your own words, what are the important features of a good response to this prompt?	No scoring	<ul style="list-style-type: none"> Ask students to identify key features of examples making a bullet list. Pair students to compare, revise and clarify their individual bullets. Display: TEACHING TASK RUBRIC (ARGUMENTATION) <p>W 9-10.5</p>

Writing Process

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
Not provided	NOTE TAKING: Ability to select important facts and passages for use in one's own writing.	NOTES Look back at your notes on the Funeral Oration and on the Gettysburg Address. Find at least one passage in each text that either illustrates or supports each of your main ideas. Add those references to your notes.	<ul style="list-style-type: none"> Identifies relevant elements in the text to support argument. Completed assignments contain at least one specific, appropriate textual reference for each main idea recorded. 	<ul style="list-style-type: none"> Have students expand their notes by identifying at least one passage from each text that illustrates or proves each of the main points they listed in the previous write. Have them add these references to their notes in anticipation of using this textual support in their essays.
Not provided	INITIATING THE TASK (CLAIM): Ability to establish a claim and consolidate information relevant to task.	OPENING PARAGRAPH Write an opening paragraph that includes a claim and sequences the key points you plan to make in your composition.	<ul style="list-style-type: none"> Writes a concise summary statement or draft opening. Provides direct answer to main prompt requirements. Establishes a claim. Identifies key points that support development of argument. 	<ul style="list-style-type: none"> Display some examples of opening paragraphs. Ask class to discuss what makes them strong or weak. Review the list that students created earlier to identify needed elements. Have students reread the two speeches and take notes on or highlight the key points that help answer the essay question. <p><i>W.9-10.1, 4 & 9.</i></p>
Not provided	PLANNING: Ability to develop a line of thought and text structure appropriate to an argumentation task.	PLANNING Create an outline based on your notes and reading in which you state your claim, sequence your points, and note your supporting evidence.	Create an outline based on your notes and reading in which you state your claim, sequence your points, and note your supporting evidence.	<ul style="list-style-type: none"> Provide and teach one or more examples of outlines or organizers. Have students work in pairs to generate questions about how the format works, and then take and answer questions. <p><i>W.9-10.1, 4 & 9.</i></p>
Not provided	INITIAL DRAFT & DEVELOPMENT: Ability to construct an initial draft with an emerging line of thought and structure.	INITIAL DRAFT Write an initial draft complete with opening, development, and closing; insert and cite textual evidence. (L2) Explain relevant and plausible implications. (L2) Address the credibility and origin of sources in view of your research topic. (L3) Identify gaps or unanswered questions.	<ul style="list-style-type: none"> Provides complete draft with all parts. Supports the opening in the later sections with evidence and citations. 	<ul style="list-style-type: none"> Encourage students to re-read prompt partway through writing, to check that they are on-track. Have students work in pairs to review each other's work with particular emphasis on providing evidence for their claim. Have students continue with their writing and help them think about the rhetorical strategies used to differentiate actions from words, place from idea. <p><i>W.9-10.1, 4 & 9.</i></p>

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
Not provided	REVISION: Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.	MULTIPLE DRAFTS Refine composition's analysis, logic, and organization of ideas/points. Use textual evidence carefully, with accurate citations. Decide what to include and what not to include	<ul style="list-style-type: none"> Provides complete draft with all parts. Supports the opening in the later sections with evidence and citations. Improves earlier edition. 	<ul style="list-style-type: none"> Sample useful feedback that balances support for strengths and clarity about weaknesses. Assign students to provide each other with feedback on evidence and citations. Revisit: TEACHING TASK RUBRIC (ARGUMENTATION) <p>W.9-10.1, 4 & 9.</p>
Not provided	EDITING: Ability to proofread and format a piece to make it more effective.	CORRECT DRAFT Revise draft to have sound spelling, capitalization, punctuation and grammar. Adjust formatting as needed to provide clear, appealing text.	<ul style="list-style-type: none"> Provides draft free from distracting surface errors. Uses format that supports purpose. 	<ul style="list-style-type: none"> Briefly review selected skills that many students need to improve. Teach a short list of proofreading marks. Assign students to proofread each other's texts a second time. <p>W.9-10.1, 4 & 9.</p>
Not provided	REVISION, EDITING, AND COMPLETION > FINAL DRAFT: Ability to submit final piece that successfully addresses the task..	FINAL WORK Turn in your complete set of drafts, plus the final version of your piece.	<ul style="list-style-type: none"> Demonstrates that composition is on task and ready for evaluation. 	<ul style="list-style-type: none"> Encourage to read and make last changes for clarity and coherence. <p>W.9-10.1, 4 & 9.</p>

Instructional Resources

No resources specified

Section 4: What Results?

Student Work Samples

No resources specified

Teacher Reflection

Seminar Reflection Guide:

Teacher Name:

Date:

Subject:

Grade level:

Text: (title, genre)

Teacher Facilitation goal selected:

Student Participation goal selected:

Part 1

I have led _____ (approximate number) of seminars this year with this class.

Were there any special circumstances that should be considered while reflecting on this seminar?

How did this seminar text¹ address the curriculum?

What did you do to prepare the students for this seminar?

What follow-up activities were planned for the students?

How did you determine student understanding of the ideas and values?

Reflecting on your growth as a facilitator, choose a goal for the next seminar.

Additional Comments

¹ Throughout this document the word “text” is defined as a primary source material such as an essay, short story, poem, sculpture, painting, play, etc.

All Attachments

 **Gettysburg Address : <https://s ldc.org/u/7fguhmc5tzj3igjaj34jiw68s>**

 **Student Reader - From the "Funeral Oration" by Pericles :
<https://s ldc.org/u/9xiyknt3p88eifz9at29jhgzc>**

 **I have a Dream : <https://s ldc.org/u/3h3bdhl6a8f4jq4ixg594zyvc>**