



**Literacy Design
Collaborative**

Structure of Argumentation: Persuasion during The Civil Rights Movement

★ TASK ★ LADDER

by Kelly Galbraith and Natalie Martin

The power of persuasion can convince many people to believe in a cause and to take action to support that cause. Those that are able to convince others to follow them, know how to write a well-crafted speech.

Because of this, it is important for students to be able to analyze how speeches are crafted and evaluate their effectiveness. In this module, students will deconstruct persuasive speeches to understand each author's major points and analyze their use of rhetoric. Students will then write a structurally sound essay arguing which speech is more compelling.


GRADES

7

DISCIPLINE

 **ELA**

COURSE

 **7th Grade
Communication
Arts**

PACING

 **N/A**

Section 1: What Task?

Teaching Task

Task Template A4 - Argumentation

Based on text organization, diction, and rhetorical devices, which speech is more compelling? After reading the excerpts from Martin Luther King's "I Have A Dream" speech and John F. Kennedy's "Civil Rights Address", write an essay in which you argue your position. Support your position with evidence from the text/s. Be sure to acknowledge competing views.

Standards

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

RI.7.1

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

RI.7.2

Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

RI.7.4

Focus

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

RI.7.9

Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

RI.7.10

By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

W.7.1

Focus

Write arguments to support claims with clear reasons and relevant evidence.

W.7.4

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

W.7.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience

have been addressed.

W.7.9

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

W.7.10

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 discipline-specific tasks, purposes, and audiences.

RI.7.5

Focus

Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

Pennsylvania Draft Common Core Standards

CC.1.2.7.B.

Cite several pieces of textual evidence to support analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.

CC.1.2.7.D.

Focus

Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

CC.1.2.7.E.

Focus

Analyze the structure of the text through evaluation of the author's use of graphics, charts, and the major sections of the text.

CC.1.2.7.F.

Focus

Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative, and technical meanings.

CC.1.2.7.H.

Evaluate an author's argument, reasoning, and specific claims for the soundness of the argument and the relevance of the evidence.

CC.1.2.7.I.

Analyze how two or more authors present and interpret facts on the same topic.

CC.1.2.7.J.

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CC.1.3.7.E.

Analyze how the structure or form of a text contributes to its meaning.

CC.1.4.7.G.

Write arguments to support claims.

CC.1.4.7.I.

Acknowledge alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.

CC.1.4.7.H.

Introduce and state an opinion on a topic.

CC.1.4.7.J.

Focus

Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s) and reasons by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented.

CC.1.4.7.K.1.

Use precise language and domain-specific vocabulary to inform about or explain the topic.

CC.1.4.7.K.3.

Develop and maintain a consistent voice.

CC.1.4.7.K.2.

Use sentences of varying lengths and complexities.

CC.1.4.7.K.4.

Establish and maintain a formal style.

CC.1.4.7.L.

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.5.7.B.

Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

Texts

🔗 **Banning Handguns**

📄 **Susan B. Anthony's "Women's Right to Vote"**

📄 **Sojourner Truth_Aint I A Woman.docx**

🔗 **MLK's "Letter from a Birmingham Jail"**

🔗 **MLK's "I Have a Dream Speech" (excerpt)**

🔗 **JFK's "Civil Rights Address" (excerpt)**

🔗 **Grade 7 Sample, Dear Teachers**

🔗 **"A Conflict in Black and White"**

🔗 **"Civil Rights Progress: 1954-1968"**

Student Work Rubric - Argumentation Task - Grades 6-8

	Emerging	Approaches Expectations	Meets Expectations	Advanced
	1	2	3	4
Controlling Idea	Makes an unclear or unfocused claim.	Makes a general claim that addresses the prompt , with an uneven focus .	Establishes and maintains a clear claim that addresses all aspects of the prompt.	Establishes and maintains a clear, specific, and credible claim that addresses all aspects of the prompt.
Selection & Citation of Evidence	Includes minimal details from sources. Sources are used without citation.	Includes details, examples, and/or quotations from sources that are relevant to the claim . Inconsistently cites sources.	Includes details, examples, and/or quotations from sources that are relevant to the claim and supporting ideas. Consistently cites sources with minor formatting errors.	Includes well-chosen details, examples, and/or quotations from sources that support the claim and supporting ideas. Consistently cites sources using appropriate format.
Development / Explanation of Sources	Explanation of ideas and source material is irrelevant, incomplete, or inaccurate.	Explanation of ideas and source material is minimal or contains minor errors .	Accurately explains ideas and source material and how they support the argument.	Thoroughly and accurately explains ideas and source material, using reasoning to support and develop the argument.
Organization	Lacks an evident structure. Makes unclear connections among claim, reasons, and evidence.	Groups ideas and uses some transitions to connect ideas, with some lapses in coherence or organization .	Groups and sequences ideas to develop the controlling idea. Uses transitions to clarify the relationships among claim(s), reasons, and evidence.	Groups and sequences ideas logically to develop the controlling idea and create cohesion. Uses varied transitions to clarify the relationships among claim(s), reasons, and evidence.
Conventions	Major errors in standard English conventions interfere with the clarity of the writing. Language or tone is inappropriate.	Errors in standard English conventions sometimes interfere with the clarity of the writing. Uses language and tone that are sometimes inappropriate for the audience and purpose.	Consistently applies standard English conventions; minor errors, while noticeable, do not interfere with the clarity of the writing. Uses language and tone appropriate to the audience and purpose.	Consistently applies standard English conventions, with few errors. Demonstrates varied syntax and precise word choice. Consistently uses language and tone appropriate to the audience and purpose.
Content Understanding (Generic)	Attempts to include disciplinary content in explanation or 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

The Civil Rights movement was one of the most important times in our nation's history. There were great men and women who helped the oppressed attain the rights that they were supposed to have at birth. Two people who were essential in the fight for civil rights were Martin Luther King Jr., as a prominent civil rights leader, and President John F. Kennedy, as a strong leader during a tumultuous time. On June 11, 1963, President Kennedy spoke to the nation during his "Civil Rights Address," essentially asking the people and Congress to support equal rights by changing what was in their hearts and minds, along with changing the laws. On August 28, 1963, Martin Luther King, delivered his "I Have a Dream" speech to a mostly black crowd of more than 200,000 Americans during the March on Washington, and it gave them the strength to continue fighting for equal rights. You will analyze excerpts from Martin Luther King's "I Have a Dream" speech and John F. Kennedy's "Civil Rights Address" and write an essay that argues whether one speech was more effective than the other, or that both were equally effective in convincing the citizens of the United States to fight for the rights of all people.

Extension

Not provided

Section 2: What Skills?

Preparing for the Task

TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.

TASK AND RUBRIC ANALYSIS: Ability to understand and explain the prompt, expectations of the final product and the LDC rubric.

Reading Process

BUILDING HISTORICAL BACKGROUND KNOWLEDGE: Ability to understand the civil rights movement in order to enhance understanding of the speeches.

ANALYZING CONNOTATION AND DENOTATION: Ability to differentiate between connotation and denotation and recognize the importance of word choice.

CLOSE READING: Ability to close read texts for organizational structure, diction (word choice) and rhetorical devices.

SUMMARIZING AUTHORS' CRAFT AND STRUCTURE: Ability to summarize close reading notes that include analysis of text organization, diction and rhetorical devices.

Transition to Writing

PREPARING FOR WRITING: Ability to defend a position during discussion and identify possible counterclaims.

Writing Process

PLANNING THE WRITING: Ability to develop an outline for an argumentative essay.

DEVELOPING THE INTRODUCTORY PARAGRAPH: Ability to establish an introduction which includes an effective hook and claim that are relevant to the task.

DEVELOPING THE BODY PARAGRAPHS AND CONCLUSION: Ability to develop an initial draft that supports reasoning with evidence from the texts.


SELF AND PEER REVISION: Ability to refine text, including line of thought, language usage and tone as appropriate to audience and purpose, leading to creation of semi-final draft.








SELF AND PEER EDITING: Ability to proofread and edit for mechanics and create a bibliography.

FINAL DRAFT: Ability to submit a final draft that meets expectations of the teaching task.

Section 3: What Instruction?






PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
Preparing for the Task				
35 mins	TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.	SHORT RESPONSE WITH BULLETS After watching the video about Martin Luther King's "Letter from a Birmingham Jail," explain what made his letter effective?	No Scoring	<ol style="list-style-type: none"> Before showing the video to the students, review rhetorical devices- ethos, logos, pathos (which were taught previously along with text organization types)- in order to prep the students a little for what they are about to see. Note: Watch video with sound off as to not distract students. Also, emphasize importance of focusing on how the words, not the pictures, make it effective (compelling/persuasive). After that, let them view it once in silence and then let them view it a second time as you read it to them. This seems to help them understand it better. Have students free write individually in the space provided in the reader's notebook, and discuss their prompts with a partner, taking note of similarities among responses. After sharing with a partner, share out as a whole class to create a list of what made his letter effective. Review list and point out to class the points that they made that fit under structure (text organization, word choice and rhetorical devices). If they missed any of these, give brief example of how his letter fits into a category that they missed. Attached under "Teacher Resources" are examples that can be used when reviewing with the students. Briefly introduce what the prompt will be. Make sure the students know that there will be times that this task is difficult, but as a class they will work to understand vocabulary and the power of structure, word choice and rhetorical devices. From the beginning to the end, there will be close reading, graphic organizers and modeling and partner work in order for them to meet their goal of writing an argumentative essay with evidence to prove their claim so that people believe in them and their writing. <p><i>*Some students may need more time to finish this task if they tend to struggle with reading and writing.*</i></p>
Standards: RI.7.1 : Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.7.7 : Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). RI.7.4 : Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.				
Additional Attachments:				

	 Short Response from MLKs Letter from a Birmingham Jail_Teacher Resource.docx			
55 mins	TASK AND RUBRIC ANALYSIS: Ability to understand and explain the prompt, expectations of the final product and the LDC rubric.	IMPORTANT FACTORS OF A GOOD RESPONSE TO THE PROMPT WITH INTRODUCTION TO PROMPT AND RUBRIC In your own words, what are the important factors of a good response to the prompt? In other words, what do you need to do to write a good response to the prompt?	No Scoring	<ol style="list-style-type: none"> 1. Share example of text that students will produce- "Grade 7 Sample, Dear Teachers." Use the second copy of the resource to share with students. 2. Use the notes on the first copy of the resource to mark/point out what makes it a good example of an argumentative essay- introduction that includes claim, points in each paragraph that are supported with evidence, reference to sources, transitions, counterclaim with evidence to break it down. 3. Also use notes on first copy to mark second copy that you are showing to students with what needs to be improved to make it better- get rid of first person that is used, which makes argument weaker, because if first person is used, it opens up the argument to an attack on the writer and not the facts and it is missing a strong call to action in the conclusion. 4. Using information from teacher example, students read "Banning Handguns- Pro" which is located in Reader's Notebook and work in pairs to identify what makes the essay strong and what needs to be changed or added to improve it. 5. Students volunteer to share out and teacher has volunteer then highlights make notes on it on a copy of "Banning Guns-Pro" which can be shown on an overhead or Elmo. Teacher adds anything to it that students missed. *If students can't handle highlighting/making notes on own or they don't want to, teacher will do it. 6. Teacher then introduces the prompt to the students and explains that the essay will need to include which is more compelling (more persuasive) based on text organization, word choice and rhetorical devices. 7. Teachers tells students to turn and talk with a partner about what potential stances they could take when writing their essay, i.e. based on structure, diction (word choice) and rhetorical devices, one speech is more compelling than the other or both are equally compelling. 8. Teacher will then introduce the LDC rubric to students so they know how they will be graded, reviewing only the highest grade for each category so they know what is required. Teacher will "translate" rubric into student friendly language so they know what each category is assessing. 9. Students will have a copy of rubric so they can take notes about what is included in each category in student friendly language. For example, in the "Reading/Research" category, "Accurately and effectively presents important details from reading materials to develop argument or claim" means that the students present details from the speeches and also refer to the speeches or the authors of the speeches when paraphrasing and quoting details. Note: Rubric will either need to be handed out separately since it is not in reader's notebook because it could not be

				<p>copied into it or teacher will have to print it out and add it to reader's notebook after the "Banning Guns" passage before making copies for students. Also, the Student Work Samples that are attached for all mini-lessons are notes that were taken by students that I wrote down on a paper when I reviewed it with them or they are the notes of work that I modeled for them.</p> <p><i>**If students have limited knowledge into what needs to be included in an argumentative essay, they may need more time to complete this task or more structure in deciding what makes makes the essay weaker or stronger like focusing on a portion/chunk of the essay and asking leading questions like, "What about this part helps to make the essay strong? Refer to the notes that were taken on the example that I modeled for you."</i></p>
<p>Standards:</p> <p>W.7.2.B : Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>W.7.2.A : Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p>				
<p>Additional Attachments:</p> <p> Banning Handguns_Two Model Essays with Notes_Students.pdf</p> <p> Notes on Rubric when Reviewed with Students in Student Friendly Language.pdf</p> <p> Model Argumentative Essay Notes_Strengths and Weaknesses 2.pdf</p> <p> Model Argumentative Essay Notes_Strengths and Weaknesses.pdf</p> <p> LDC Argumentation Rubric for Grades 6-12</p> <p> LDC Argumentation Rubric for Grades 6-12</p> <p> Banning Guns- Pro</p>				
Reading Process				
55 mins	<p>BUILDING HISTORICAL BACKGROUND KNOWLEDGE: Ability to understand the civil rights movement in order to enhance understanding of the speeches.</p>	<p>THE CIVIL RIGHTS MOVEMENT AND ITS IMPORTANCE</p> <p>After reading "A Conflict in Black and White," create a summary of what the Civil Rights Movement was and what happened during it.</p>	<ul style="list-style-type: none"> • Create summary with main idea and supporting details • Paragraph should contain at least seven sentences • Summary addresses what the movement was about and events that happened during it 	<ol style="list-style-type: none"> 1. Teacher hands out copies of "A Conflict in Black and White" for students to read and refers to prompt for what students need to do after reading. 2. While students are reading (as individuals or in partners), they will highlight and makes notes about what the Civil Rights Movement was and what happened during it. *It would be helpful to have this and step three written on the board or on an overhead, so students know what to do during and after reading, especially for struggling readers. 3. Students will work as partners to write a summary of the Civil Rights Movement. The main idea should explain what the movement was about, and the details should include events that happened during it. Summary can be done on lined paper or on the back of the article. <i>Struggling readers/writers could create a list of the events and what the movement was instead of creating a paragraph if writing a paragraph is overwhelming for them.</i>

				<p>4. Students share out summaries as a class and as they share, teacher makes notes on overhead of points.</p> <p>5. Teacher then has brief discussion of the importance of the Civil Rights Movement with the students to make sure that they understand why it happened (making notes of it on overhead). While this is happening, students will be making notes at bottom of their summary so that they can refer to them later if they start to get confused about what the movement was about and why it was important.</p> <p>6. If it is helpful, after the above work is done, the teacher can review the timeline, "Civil Rights Progress: 1954-1968," with the students to help further their understanding of what happened during the time period.</p> <p><i>*If students are struggling with the text, they may need more time and/or to work in small groups and have more guidance from the teacher so that they understand the passage.*</i></p>
	<p>Standards:</p> <p>RI.7.2 : Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p> <p>RI.7.1 : Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>			
	<p>Additional Attachments:</p> <p>🔗 "Civil Rights Progress: 1954-1968"</p> <p>🔗 "A Conflict in Black and White"</p> <p>🔗 "Civil Rights Progress: 1954-1968"</p> <p>🔗 "A Conflict in Black and White"</p>			
1 hr and 15 mins	<p>BUILDING HISTORICAL BACKGROUND KNOWLEDGE: Ability to understand the civil rights movement in order to enhance understanding of the speeches.</p>	<p>NOTES AND DISCUSSION ABOUT IMPORTANCE OF SPEECHES</p> <p>During and after reading the excerpts from President John F. Kennedy's "Civil Rights Address" and Martin Luther King's "I Have a Dream Speech," create notes about why they were giving their speeches and why their speeches were important during the Civil Rights Movement.</p>	<ul style="list-style-type: none"> Students completed an initial reading of both passages Notes were taken during and after reading about the purpose of the speeches and why speeches were important during the time period. 	<p>1. Teacher tells students to open their Reader's Notebooks to the first set of excerpts of each speech and also have out the article and notes that they took on the Civil Rights Movement.</p> <p>2. Teacher then tells students to read the first excerpt and during and after reading, they are to take notes on what the purpose of the speech is and why it was important during the Civil Rights Movement. They should refer to details from the article and notes about the Civil Rights Movement from the previous mini-task when writing about the importance of the speech. Note: If need be, as a reminder for students, refer back to the "Background for Students" part of the module to review with them what each speech was about.</p> <p>3. After students have finished the work for the first speech, they should read the excerpt from the second speech and take notes on what the purpose of the speech is and why it was important during the Civil Rights Movement. They should, again, refer to details from the article and notes about the Civil Rights</p>

				<p>Movement from the previous mini-task when writing about the importance of the speech.</p> <p>4. After the work is complete for both excerpts, a class discussion will take place about what the purpose of the speeches were and why it was important for both of them to be delivered during the time period. Teacher will make notes on overhead for students so they can adjust their notes about purpose and importance. This will be done so the notes are accurate and can be referred to later if necessary.</p> <p><i>*The reading of the excerpts and the work can be done in partners or if students are really struggling with readings, the reading and the work can be done in small groups.*</i></p>
	<p>Standards:</p> <p>RI.7.6 : Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p> <p>RI.7.2 : Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p> <p>RI.7.1 : Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>Additional Attachments:</p> <p>🔗 "Civil Rights Progress: 1954-1968"</p> <p>🔗 "A Conflict in Black and White"</p> <p>🔗 "Civil Rights Progress: 1954-1968"</p> <p>🔗 "A Conflict in Black and White"</p> <p>📎 JFK Civil Rights Speech Excerpt_LDC.docx</p> <p>📎 I Have a Dream Excerpt_LDC.docx</p> <p>📎 I Have a Dream Excerpt_LDC.docx</p> <p>📎 JFK Civil Rights Speech Excerpt_LDC.docx</p>			
40 mins	<p>ANALYZING CONNOTATION AND DENOTATION: Ability to differentiate between connotation and denotation and recognize the importance of word choice.</p>	<p>VOCABULARY-HIGHLIGHTING AND ANNOTATING SPEECHES FOR CONNOTATION AND DENOTATION</p> <p>After watching me think aloud about how to figure out definitions and connotations using the model texts, use your close reading tags to mark the words and phrases essential to the excerpts of Martin Luther King's and John F. Kennedy's speeches that you don't understand. Add definitions (denotations) in the margins and notes on the connotations of the</p>	<ul style="list-style-type: none"> • Marks/tags appropriate phrases. • Provides accurate definitions and connotations. 	<ol style="list-style-type: none"> 1. Teacher can use the Sojourner Truth speech and Susan B. Anthony speech to model think aloud for students, but using just one might save time. If the teacher uses just one speech, it is recommended that the same speech is used after this for modeling close reading. 2. After defining what connotation and denotation are, teacher begins think aloud and chooses at least two to three words to show what connotation is in the speech so students begin to understand why word choice is important. Teacher then chooses three words and makes notes about their meaning (denotation) after he/she works through how to use context clues to figure out meaning of words. While doing the think aloud, point out to students that if they can't figure out meaning using context clues, find someone who does know meaning of word. If that doesn't work, use a dictionary. 3. Note: In each student's reader's notebook, there are two sets of MLK and JFK speeches that students are using to mark up for vocabulary work

		words. You can work in partners if you choose.		<p>and close reading work (which is after this mini-task). The students should use the first set of speeches to mark/tag vocabulary and for their close reading notes on text organization. The second set should be used for close reading notes on word choice and rhetorical devices. Explain this to the students, so they don't have one set of speeches totally marked up with notes and tags and then can't figure out what they wrote when they go back to it to use the information for their essays.</p> <ol style="list-style-type: none"> Before students begin their own work with connotation and denotation with the Martin Luther King Jr. and John F. Kennedy excerpts, remind them about using context clues to first figure out meaning of words, then use a partner, and lastly, use a dictionary if they can't figure out the meaning. Students will work as individuals to find at least two words for connotation for each speech and mark what the connotation is (positive or negative and why). They will then work on denotation for any word that they don't know the meaning for and make notes on the meaning on the texts. After marking texts, students share definitions and connotations of terms. <i>Possibilities could be: kilter, intellect, obliged, indictment, tranquility, posterity, bill of attainder, republic, aristocracy, oligarchy, Saxons, sovereigns, hardihood.</i> Partners will share out at least 2 terms that they worked on, using Elmo (overhead) to mark/tag on copies of texts that teacher has. After first pair shares out, each additional pair will share what they have. While pairs are sharing, rest of class will make sure that they mark down what they are sharing out. Finally, students will have a chance to ask class for meanings of words that they may still be confused about in order to clarify their confusion. Teacher should be willing to provide direct instruction or guide a close reading if needed to work through a key phrase most students missed.
<p>Standards:</p> <p>RI.7.4 : Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p>				
<p>Additional Attachments:</p> <p>  Excerpt from John F. Kennedy's "Civil Rights Address"  Excerpt from Martin Luther King's "I Have a Dream" Speech  Susan B. Anthony: Women's Right to Vote  Sojourner Truth_Aint I A Woman.docx  Susan B Anthony Notes_Vocabulary.pdf </p>				
55 mins	<p>CLOSE READING: Ability to close read texts for organizational</p>	<p>NOTES- CLOSE READING Use close reading</p>	<ul style="list-style-type: none"> Identifies relevant elements. Includes 	<ol style="list-style-type: none"> Model close reading for each part of the prompt. Teacher can read both Susan B. Anthony's and Sojourner Truth's speeches, but for sake of time,

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structure, diction (word choice) and rhetorical devices.

strategies to identify (highlight/tag) the following information for speech and why each part is important to persuasion:

- Type of text organization
- Word Choice- words and phrases that bring meaning to the text (connotation)
- Ethos, Logos or Pathos

information to support accurate citation or referencing.

should only choose one speech to model close reading.

2. Students, as individuals, complete a first, second and third reading to identify each part of the prompt in each passage (see Close Reading and TDA sheets attached)
3. Remember, there are two copies of each excerpt of each speech in the students' reader's notebook so they can have their vocabulary work and their close reading notes on text organization on the first set of copies and close reading notes about word choice and rhetorical devices on the second set of speeches.
4. Check that early student work is in the assigned format.
5. Note: At the bottom of the Close Reading and TDA sheets, there is a question on which the students must take action. This question is there to help the students lead into developing their essays. They can make brief notes to answer it on the texts that they are analyzing, or they can use a separate sheet of paper for that part and just attach it to the text to be used later when writing the essay.
6. Once they are finished with the close reading, they will share what they found with a partner, and if their partner has something that they don't, they will add it to their notes.
7. Students will share out as a class and teacher will make notes on overhead, so that the class can make changes or additions to their notes for text organization, word choice and rhetorical devices. This will help make sure that students understand what they are doing and have as much information as possible to use for their argumentative essays. **Note: Each close reading will take approximately 55 minutes, not 55 minutes for all of them together.**

If students are reading levels are below grade level, allowing them to work in partners or in small groups is encouraged, along with additional time. If there is extra support in the room, that staff member or the teacher could work with those students, while the other person monitors and helps the other students when needed.

Standards:

RI.7.9 : Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

RI.7.5 : Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

RI.7.1 : Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Additional Attachments:

 **Close Reading with Notes_Student 3.pdf**

 **MLKs speech_student notes_rhetorical device and text organization 2.pdf**

 **MLKs speech_student notes_rhetorical device and text organization.pdf**

	<p> JFKs speech_student notes_rhetorical device and word choice 2.pdf JFKs speech_student notes_rhetorical device and word choice.pdf Susan B Anthony Notes_Vocabulary.pdf Sojourner Truth Model_Rhetorical Device and Text Organization.pdf Excerpt from Martin Luther King's "I Have a Dream" Speech Sojourner Truth_Aint I A Woman.docx Close Reading with Notes_Student 4.pdf Sojourner Truth Notes_Word Choice and Vocabulary.pdf Excerpt from John F. Kennedy's "Civil Rights Address" Susan B. Anthony's "Women's Right to Vote" Close Reading and TDQ (Text Dependent Questions) Sheet for Word Choice Close Reading and TDQ (Text Dependent Questions) Sheet for Text Organization Close Reading and TDQ (Text Dependent Questions) Sheets for Note Taking for Rhetorical Devices </p>			
55 mins	<p>SUMMARIZING AUTHORS' CRAFT AND STRUCTURE: Ability to summarize close reading notes that include analysis of text organization, diction and rhetorical devices.</p>	<p>SHORT REFLECTIVE ENTRY FOR EACH TEXT After teacher modeling, write a summary with a partner for each excerpt about what the author uses to persuade the reader to support the civil rights movement. Make sure to include whether ethos, logos, or pathos is used and what type of text organization and word choice is used.</p>	<ul style="list-style-type: none"> Write summary with a credible response that includes details from text. 	<ol style="list-style-type: none"> Model for students how to use information from notes to create summary. The notes for the summary should come from whatever speech was used in the previous mini-lesson for modeling. Make sure to identify the type of text organization, type of rhetorical device, and examples of word choice (examples repetition, figurative language and/or words that have a connotation of hope, determination, etc.). Summary should also include at least two details for each point. Students will work in partners or to create a summary from their close reading notes that explain and give at least two examples of type of text organization used, type of rhetorical device that was used and word choice. <i>If the students are struggling with creating an actual paragraph, listing the points is acceptable also. This will allow students to focus on the information and help keep them from becoming frustrated.</i> Invite students to share and discuss their answers for each text in small group and how their details persuade/compel the reader of the speeches. Have them make notes on their summaries of how their details persuade/compel. After the discussion, allow them to add to their entries in whole class share out.
<p>Standards:</p> <p>RI.7.5 : Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p> <p>RI.7.4 : Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>RI.7.1 : Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>W.7.2.D : Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>W.7.2.B : Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p>				
<p>Additional Attachments:</p> <p> Summary Paragraph for Susan B Anthony.docx Summary Paragraph for Sojourner Truth.docx </p>				

- Excerpt from John F. Kennedy's "Civil Rights Address"
- Excerpt from Martin Luther King's "I Have a Dream" Speech
- 🔗 Susan B. Anthony's "Women's Right to Vote"
- 🔗 Sojourner Truth's "Ain't I a Woman"

Transition to Writing

1 hr and
10 mins

PREPARING FOR WRITING: Ability to defend a position during discussion and identify possible counterclaims.

DEFENDING A PERSUASIVE TEXT

Have a conversation about why your chosen speech is more persuasive than the other. The conversation needs to include:






- the speaker's use of ethos, logos or pathos
- the type of text organization is used
- which words help persuade the listener/reader to support the civil rights movement.

- Used information from summary as guide for conversation.
- Participated by giving information and/or adding onto others' ideas
- Wrote down new information to adjust ideas.










1. Divide class into 2 groups depending on which speech that they think is more persuasive.
2. Within the divisions, students are broken into smaller groups to converse. For example, if out of a class of 28, 10 kids want to focus on Martin Luther King Jr.'s speech, divide their group into smaller groups of 3/4. If 18 students want to focus on John F. Kennedy's speech, divide their group into smaller groups of 3/4. Note: Try to develop groups with students in each who can help keep the others focused.
3. After small group conversations and writing down new ideas or adjusting ideas, two small groups (focusing on same speech) come together to share information on one piece of paper. If more than two small groups, make sure amount of groups are even and link up two groups to document information.

Note: It would be helpful to assign a facilitator, one student to write down notes on piece of paper, one or two students to document notes on chart paper and two students to share information on chart paper with rest of class. As the teacher, groups will still need to be monitored while have conversations and documenting ideas on lined paper and chart paper to make sure that they have the information that they need to share out.
4. After small group work is completed, one person from each of the larger groups that share same text will document the work on chart paper. Make sure that students know that their writing has to be large so that others can see it from across the room.
5. Each side shares out their points and the other side documents the points on paper so they possibly can use a point or two later to form a counterclaim. If students take the side of the points that are being shared, they should be double checking their own original notes from their summaries and add/adjust anything that is needed. For example, as points from John F. Kennedy's speech are being presented, the students who chose Martin Luther King's speech should be writing down the points so they can use one or two later to form counterclaim in their essays. The other students should be checking their own notes against the chart paper to make sure they didn't miss anything, and change/add information about John F. Kennedy's speech if needed.
6. At end of everything, students choose the text from which they are going to create an argumentative essay.

				<p><i>*Students who are struggling with organization and writing will need more time during this mini-task. During the presentation, it also might be helpful to pause the students who are sharing out after they read a point or two in order to give others more time to write down the information that they need. Also, allow for abbreviating in note taking so students don't get frustrated with writing long sentences/examples.*</i></p>
<p>Standards:</p> <p>RI.7.9 : Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p> <p>RI.7.4 : Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>RI.7.2 : Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p> <p>RI.7.1 : Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>Additional Attachments:</p> <p> MLK Chart Notes 6.jpg</p> <p> MLK Chart Notes 5.jpg</p> <p> MLK Chart Notes 3.jpg</p> <p> MLK Chart Notes 4.jpg</p> <p> MLK Chart Notes 2.jpg</p> <p> MLK Chart Notes 1.jpg</p> <p> JFK Chart Notes 4.jpg</p> <p> JFK Chart Notes 2.jpg</p> <p> JFK Chart Notes 1.jpg</p> <p> JFK Chart Notes 3.jpg</p> <p> Excerpt from John F. Kennedy's "Civil Rights Address"</p> <p> Excerpt from Martin Luther King's "I Have a Dream" Speech</p>				
Writing Process				
50 mins	<p>PLANNING THE WRITING: Ability to develop an outline for an argumentative essay.</p>	<p>OUTLINE/ORGANIZER</p> <p>Using the argumentative essay outline that explains what goes into each section, create an outline based on your notes and reading in which you state your claim, sequence your points, and note your supporting evidence. Only phrases are needed since this is just an outline.</p>	<ul style="list-style-type: none"> Creates an outline or organizer. Supports opening claim. Uses evidence from texts read earlier. 	<ul style="list-style-type: none"> Provide students with writer's notebook that contains an outline that gives information that should be included in the outline and review it with them. Make notes as needed on overhead for students to include on their outline. Make sure that they know that when they further explain details, they need to show how details are persuasive. Note: Giving the students an option to create another paragraph at the end of the body of the essay that just focuses on the counterclaim might make it easier for them to write a more effective counterclaim then trying to include it in the third or fourth paragraphs. If teacher decides to do this, make the note about it in the space between the body and and the conclusion, so students can make the same note on their outline. Students ask questions to clarify understanding. Students use informational outline to create their own outlines so their thoughts are organized before

				<p>writing the rough draft.</p> <p><i>*Especially if students have limited knowledge and experience with writing outlines, they may need more guidance in creating the outline and also more time. At this point, it may be wise to have them complete it for homework if they just need additional time.*</i></p>
<p>Standards:</p> <p>W.7.1 : Write arguments to support claims with clear reasons and relevant evidence.</p>				
<p>Additional Attachments:</p> <p>  Argumentative Essay Outline Notes_Student.pdf  Argumentive Outline Notes_Teacher.pdf  Argumentative Essay Outline Notes_Teacher.pdf  Information About What Is Included in Outline for Argumentative Essay  Information About What Is Included in Outline for Argumentative Essay </p>				
40 mins	<p>DEVELOPING THE INTRODUCTORY PARAGRAPH: Ability to establish an introduction which includes an effective hook and claim that are relevant to the task.</p>	<p>OPENING PARAGRAPH After the mini-lessons and work done with introductions, write an opening paragraph that includes an introductory statement and a claim.</p>	<ul style="list-style-type: none"> Writes a concise summary statement or draft opening. Provides direct answer to main prompt requirements. Establishes a controlling idea. Identifies key points that support development of argument. 	<ul style="list-style-type: none"> Give information on introductions- should grab reader's attention and focus them on topic (claim) Offer examples of opening paragraphs. Give mini-lesson on introductory statements (hook with background information). Use first example of opening paragraphs to mark strengths of introductory statement. Class discusses in partners what makes the introductory statement (hook with background information) in the second example strong. <i>Second example is located in writer's notebook.</i> Students report out and mark strengths in second introductory statement. On lined paper, students create own introductory statement (hook with background information) after reporting out. Teach students how to put together a thesis statement. Use example to show them how to write it based on information from outline. Example may possibly be related to examples of opening paragraphs. Students create thesis statement to add to introductory statement on lined paper. Give mini-lesson on what a claim is/does- use "What a Claim is" in mini-lesson. Use claim from first example of opening paragraphs to mark strengths of it. Class discusses in partners what makes the claims strong in the second example. <i>A copy of "What a Claim is" to use to guide discussion is located in the writer's notebook.</i> Students report out and mark strengths in claims. After reporting out students create own claim to add to introductory and thesis statement on lined paper.
<p>Standards:</p> <p>W.7.1.A : Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p>				

	<p>Additional Attachments:</p> <ul style="list-style-type: none"> Introduction Sheet with Notes_Teacher.pdf First Example of Introduction_Teacher Models Strengths Second Example of Introduction_For Students to Mark Up What a Claim is What a Claim is 			
55 mins	<p>DEVELOPING THE BODY PARAGRAPHS AND CONCLUSION:</p> <p>Ability to develop an initial draft that supports reasoning with evidence from the texts.</p>	<p>ROUGH DRAFT</p> <p>Write an initial draft complete with opening, development, and closing; insert and reference textual evidence. Opening should include hook, background and claim. Paragraphs should include a counterargument, and conclusion should include call to action.</p>	<ul style="list-style-type: none"> Provides complete draft with all parts. Supports the opening in the later sections with evidence and reference to sources. 	<ul style="list-style-type: none"> Once introduction is written, mini-lesson to explain how to develop body of essay (one reason from thesis for each paragraph and weakest to strongest argument) and how to include paragraph with counterclaim will be given. Notes explaining how to develop the body of the essay will be included in mini-lesson, along with models for developing paragraph with counterclaim and examples for referencing sources. Students will also be taught that they need to explain details and how to do that (either by stating each detail and explaining how the detail is persuasive after each one OR by stating all details and then explaining how all of them are persuasive. On the same lined paper where introduction was written, students will write body of essay to include weaker argument through stronger argument, including paragraph with counterclaim, details to support reasons and further explanation about how details are persuasive. Note: Students may have to be taught or guided through how to write a counterclaim paragraph. Therefore, in the writer's notebook after the "Organizing the Body of the Argument" page, there is a page that explains and gives examples of sentences/sentence starters that students could use or at least use for ideas. On the page that follows that, there is room for them to write a counterclaim paragraph by breaking it down into what should be included. That way, they can write it if they want, and then transfer the information into a paragraph in their rough drafts. After mini-lesson on how to write conclusion, students will write conclusion that includes call to action. Notes about what students can include in the conclusion will be used to help them write conclusion. <p><i>*The pacing for this mini-task is 55 minutes. This actually means it will take 55 minutes to write the body of the essay and another 55 to write the conclusion. If students are unfamiliar with how to create a counterclaim, they may also have to take an additional class period (about 55 minutes) to work on creating it with your guidance. In order to save class time, students may also have to take time to complete each piece for homework. For those who are struggling, this additional time is critical, but well worth it. Positive reinforcement, highlighting things that they</i></p>

				<p><i>have done well while they are writing, and then reinforcing what their next step in writing needs to be also is very helpful for novice or struggling writers.*</i></p>
	<p>Standards:</p> <p>W.7.1.E : Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>W.7.1.D : Establish and maintain a formal style.</p> <p>W.7.1.B : Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>W.7.1.A : Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>W.7.1 : Write arguments to support claims with clear reasons and relevant evidence.</p>			
	<p>Additional Attachments:</p> <p>  Student Rough Draft_Scored a 3 on Final Draft.pdf  Student Rough Draft_Scored a 4 on Final Draft.pdf  Student Rough Draft_Scored a 1 on Final Draft.pdf  Student Rough Draft_Scored a 2 on Final Draft.pdf  Structuring the Counterclaim Paragraph and Writing It.docx  Sojourner Truth Model Paragraph for Rhetorical Device.pdf  Notes on What to Include in Conclusion Sheet_Teacher.pdf  Developing the Body of the Argumentative Essay  What to Include in the Conclusion  Developing the Body of the Argumentative Essay  What to Include in the Conclusion </p>			
1 hr	<p>SELF AND PEER REVISION: Ability to refine text, including line of thought, language usage and tone as appropriate to audience and purpose, leading to creation of semi-final draft.</p>	<p>EDITING ROUGH DRAFT AND CREATING SEMI-FINAL DRAFT Refine composition's analysis, logic, and organization of ideas/points and counterclaim. Use textual evidence carefully, with accurate reference to sources. Decide what to include and what not to include. After finishing, create semi-final draft which includes needed corrections and added transitions.</p>	<ul style="list-style-type: none"> Provides complete draft with all parts- introduction with claim, body and conclusion. Supports the opening in the later sections with evidence and references to sources. Improves earlier edition. Creation of semi-final draft after editing is completed. 	<ul style="list-style-type: none"> Review rubric again so students can see how their papers will be graded. Again, due to the inability to copy and paste the rubric into the writer's notebook, it will either have to be printed and handed separately to the students or it will have to be printed and added to writer's notebook before making copies of the notebook for students. Keeping in mind the rubric, have students refer to outline that gives information on what's included in argumentative essays so they can use it as a checklist when editing essays. Refer to editing marks sheet for students to use while editing, and so they have them to understand marks that will be made on their final drafts. Like rubric, editing marks sheet will either have to be printed and separately handed to students, or it will have to be added to writer's notebook before making copies of notebook for students because it could not be copied and pasted into the notebook. Read through and edit own paper first- marking improvements on their own papers or writing what needs to be fixed on separate paper. Then assign students to provide each other with feedback on those issues after editing paper using general information outline. Mark improvements on peer's paper and/or write what needs to be fixed on separate paper.

			<ul style="list-style-type: none"> Before rewriting paper with corrections made to it, teach mini-lesson on proper use of transitional words and phrases. Use Explanation of Transitions... sheet for mini-lesson and copy of it will be provided in writer's notebook for notes and work during mini-lesson. In writer's notebook, students will have sheet with transitional words and phrases on it. Students will add transitions where appropriate. Rewrite paper making corrections to it, including added transitions. <p><i>*The rewriting of the rough draft to make it a semi-final draft will most likely have to be completed for homework after starting it in class.*</i></p>
	<p>Standards:</p> <p>W.7.1.D : Establish and maintain a formal style.</p> <p>W.7.1.C : Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p> <p>W.7.1.A : Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>W.7.1.E : Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>W.7.1.B : Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>W.7.1 : Write arguments to support claims with clear reasons and relevant evidence.</p>		
	<p>Additional Attachments:</p> <ul style="list-style-type: none"> Common Editing Marks Explanation of Transitions with Examples and Activity Transitional Words and Phrases Argumentative Essay Rubric General Information Outline for Argumentative Essays 		
55 mins	<p>SELF AND PEER EDITING: Ability to proofread and edit for mechanics and create a bibliography.</p>	<p>EDITING SEMI-FINAL DRAFT AND CREATING FINAL DRAFT</p> <p>Revise draft to have sound spelling, capitalization, punctuation, and grammar. Adjust formatting as needed to provide clear, appealing text that includes transition words and phrases. After finishing, create final draft that includes changes in mechanics and added transition words and phrases to enhance style.</p>	<ul style="list-style-type: none"> Provides draft free from distracting surface errors. Includes transition words and phrases that add to formal style. Uses format that supports purpose.
	<ul style="list-style-type: none"> Refer to rubric so students know how they will be graded on these areas. Briefly review selected skills that many students need to improve, such as spelling, use of quotation marks and commas for quotes and commas for introductory phrases and clauses. Refer to editing marks sheet for students to use while editing. Have students edit their own papers. After finishing, assign students to proofread each other's texts a second time for focus correction areas and also for proper use of transition words and phrases to enhance style. Mark all corrections on peer's paper. Create final draft from corrections. <p><i>*Creation of final draft will most likely have to be completed for homework, especially if students need a more structured review of mechanics with examples, like how to use quotation marks*</i></p>		
	<p>Standards:</p> <p>W.7.1.D : Establish and maintain a formal style.</p>		

W.7.1.C : Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

Additional Attachments:

 **Common Editing Marks**

 **Rubric for Argumentative Essays**

55 mins

SELF AND PEER

EDITING: Ability to proofread and edit for mechanics and create a bibliography.

BIBLIOGRAPHY

Create a bibliography in MLA format to attach to final draft.

- Works Cited/Bibliography in MLA format
- Sources alphabetically organized.
- Each of the sources is structured correctly with every line but the first indented.
- Sources are single spaced, but there is a space from going from one source to the next.







1. Students will need access to computers.
2. Give students website of Son of Citation Machine and have them go to it.
3. Walk them through how to choose MLA format on the site and to choose online resource on site since the speeches were found online.
4. Provide them with addresses where JFK's and MLK's speeches were found or have them refer to the excerpts of the speeches because the websites are at the bottom of each. They will need to cite both since they used one for the claim and one for the claim.
5. Show students how to create a new tab so they can go to each website and get the information they need to fill in the blanks on Son of Citation Machine.
6. After finding information on each of the websites that they need for Son of Citation Machine, students will take information and fill in blanks on Son of Citation Machine website. They will then need to create the source. This will need to be done for each speech to create a source for each of them.
7. If typing essays, the students will need to copy and paste the created sources into a Word document. If writing essays, they will need to write the sources on a sheet of paper.
8. Teacher will show example of how to create a proper Bibliography page and review it with the students, pointing out larger font for title of page, alphabetical order of sources, how every line of each source is indented but the first and how each source is single spaced but there is a space when going from one source to the next.
9. The students will use that example to make sure that their page is titled properly and organized properly.
10. When it is completed, they will attach it to their final drafts.

If students have limited knowledge of computers, i.e. finding websites, how to change font types, they probably will need extra time on the computers to complete this mini-task.

Standards:













W.7.1.B : Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

Additional Attachments:

	<p> Excerpt from John F. Kennedy's "Civil Rights Address"</p> <p> Excerpt from Martin Luther King's "I Have a Dream" Speech</p> <p> Example Bibliography</p> <p> Son of Citation Machine- MLA Format</p> <p> JFK's "Civil Rights Address"</p> <p> MLK's "I Have a Dream" Speech</p>			
20 mins	<p>FINAL DRAFT: Ability to submit a final draft that meets expectations of the teaching task.</p>	<p>FINAL PIECE</p> <p>Turn in your complete set of drafts, plus the final version of your piece with bibliography and rubric attached.</p>	<ul style="list-style-type: none"> Fits the “Meets Expectations” category in the rubric for the teaching task. 	<ul style="list-style-type: none"> Make sure that all drafts have name, section and date on them in the upper right corner. Make sure that rough draft is on top, then semi-final draft, final draft with bibliography and finally, rubric on bottom. After that, staple the stack together and collect from each student. Sometimes it is quicker to staple the papers yourself and then collect them instead of having the students staple them.
	<p>Standards:</p> <p>W.7.1.E : Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>W.7.1.D : Establish and maintain a formal style.</p> <p>W.7.1.C : Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p> <p>W.7.1.B : Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>W.7.1.A : Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>W.7.1 : Write arguments to support claims with clear reasons and relevant evidence.</p>			
	<p>Additional Attachments:</p> <p> Rubric for Argumentative Essays</p>			

Instructional Resources

Teacher Resource

-  **First Example of Introduction_Model Strengths**
-  **Rubric for Argumentative Essays**
-  **Notes Explaining the Rhetorical Devices: Ethos, Pathos, Logos**
-  **Example Bibliography**
-  **Son of Citation Machine- MLA Format**
-  **Close Reading Sheet- Text Dependent Question- Rhetorical Devices**
-  **Close Reading Sheet- Text Dependent Question- Text Organization**
-  **Close Reading Sheet- Text Dependent Question- Word Choice**
-  **Explanation of Connotation and Denotation**
-  **Text Organization Notes**
-  **"A Conflict in Black and White"**
-  **"Civil Rights Progress: 1954-1968"**

Student Handout

 **Rubric for Argumentative Essays**

 **Common Editing Marks**

 **Writer's Notebook.docx**

 **Reader's Notebook.docx**

 **"A Conflict in Black and White"**

 **"Civil Rights Progress: 1954-1968"**

Section 4: What Results?

Student Work Samples

Not Yet

 [Student Essay_Not Yet_1.pdf](#)

Approaches Expectations

 [Student Essays_Approaches Expectations_2.pdf](#)

Advanced

 [Student Essays_Advanced_4.pdf](#)

Meets Expectations

 [Student Essays_Meets Expectations_3.pdf](#)

Teacher Reflection

Implementing this model took quite a bit of time and a lot of structure on my part so that the students knew what they were doing. I continued to repeat to them that everything that we were doing was important, and that if they let down at all, they were going to miss something that was essential to writing a well-developed essay.

Some things were easier for them to accomplish, and some things were more difficult. For instance, the honors class did well with the close reading, but struggled with explaining why different examples were compelling/persuasive. The rest of the classes took longer to complete the close readings, so I had to increase their time for that mini-task. In the end, though, they had a better grasp on why the examples were compelling and were able to explain it in their writing.

However, both groups grew in their analyzing, evaluating and writing skills, so it was worth it. Many of them didn't even know what a claim or counterclaim was when they started, and by the end of the writing process, even the students who struggled the most with it, seemed to grasp why those things are needed and understood to some degree how to include them in their essays. I truly believe that teaching this module improved their ability to deconstruct passages and develop their writing skills which will only help them grow as readers and writers in the future.

All Attachments

- 🔗 Banning Handguns : <https://s ldc.org/u/7jiat7vmz0p0x5jfuyi7dl5ls>
- 📄 Susan B. Anthony's "Women's Right to Vote" : <https://s ldc.org/u/d97b462jyo6o1tq3bd0ystkqf>
- 📄 Sojourner Truth_Aint I A Woman.docx : <https://s ldc.org/u/9mbw6dxxv83g0uhym1eleyt5e>
- 🔗 MLK's "Letter from a Birmingham Jail" : <https://s ldc.org/u/7xtylx084466qvsr5dsyjkvqs>
- 🔗 MLK's "I Have a Dream Speech" (excerpt) : <https://s ldc.org/u/crvljw6ohq3trib65v01ssnbg>
- 🔗 JFK's "Civil Rights Address" (excerpt) : <https://s ldc.org/u/7lb64yxsn7owlhsxohlz572hp>
- 🔗 Grade 7 Sample, Dear Teachers : <https://s ldc.org/u/6m8cod3rjccokss87hz9kfj20>
- 🔗 "A Conflict in Black and White" : <https://s ldc.org/u/8xofqw9odswfp5picg6hpyvv1>
- 🔗 "Civil Rights Progress: 1954-1968" : <https://s ldc.org/u/5n31lwfuyfn1y7mhhcodtx20p>
- 📄 Student Essay_Not Yet_1.pdf : <https://s ldc.org/u/d2qpjwol9sr8flwqpwcpps vk6>
- 📄 Student Essays_Approaches Expectations_2.pdf : <https://s ldc.org/u/a061tiwdad6z8pq9ezd733yb>
- 📄 Student Essays_Advanced_4.pdf : <https://s ldc.org/u/e0w6o6v9s4y1prpt5ctnd722a>
- 📄 Student Essays_Meets Expectations_3.pdf : <https://s ldc.org/u/gnwlipm4mjyinydazj6hugse>
- 📄 First Example of Introduction_Model Strengths : <https://s ldc.org/u/lgkkqcfyaim0trjtl23uiib>
- 📄 Rubric for Argumentative Essays : <https://s ldc.org/u/6fq9fc5j73mewu54p5nqvcdiw>
- 📄 Notes Explaining the Rhetorical Devices: Ethos, Pathos, Logos : <https://s ldc.org/u/97ncxjm7grkhzl4cvpz432gct>
- 📄 Example Bibliography : <https://s ldc.org/u/6ofkztgwb7ipfhaqnzn4262vi>
- 🔗 Son of Citation Machine- MLA Format : <https://s ldc.org/u/b7r1zft0tv3yvs5xajxn4i3c>
- 📄 Close Reading Sheet- Text Dependent Question- Rhetorical Devices : <https://s ldc.org/u/5125encvpp2umqfv6gucqa9pk>
- 📄 Close Reading Sheet- Text Dependent Question- Text Organization : <https://s ldc.org/u/9b445cwbengnfnshbso5xdj5lm>
- 📄 Close Reading Sheet- Text Dependent Question- Word Choice : <https://s ldc.org/u/5olukylv335ip1lcbay6j12p3>
- 📄 Explanation of Connotation and Denotation : <https://s ldc.org/u/97flpshvpt21t9ddoedxdte6i>
- 📄 Text Organization Notes : <https://s ldc.org/u/7m453hva4l725z1d0qay4m78q>
- 🔗 "A Conflict in Black and White" : <https://s ldc.org/u/8xofqw9odswfp5picg6hpyvv1>
- 🔗 "Civil Rights Progress: 1954-1968" : <https://s ldc.org/u/5n31lwfuyfn1y7mhhcodtx20p>
- 📄 Rubric for Argumentative Essays : <https://s ldc.org/u/df2w0s3apkqded9wwwvu49z9no>
- 📄 Common Editing Marks : <https://s ldc.org/u/1hojzn8qijd99ns5nscp2sta4>
- 📄 Writer's Notebook.docx : <https://s ldc.org/u/c81h4adgtrtmc33fuv537kia2>
- 📄 Reader's Notebook.docx : <https://s ldc.org/u/eaxga3agfa4hxhsr9lebo0wlv>
- 🔗 "A Conflict in Black and White" : <https://s ldc.org/u/8xofqw9odswfp5picg6hpyvv1>
- 🔗 "Civil Rights Progress: 1954-1968" : <https://s ldc.org/u/5n31lwfuyfn1y7mhhcodtx20p>