

TEACHER EDITION: PREFACE

How to use USOE Digital Books for Secondary English Language Arts

USOE Digital Books for secondary English Language Arts are on both the UEN website and the USOE secondary language arts website. These resources are free and available to anyone. The student's edition will include a wide range of complex informational texts by grade bands: six through eight; nine through ten; and eleven through twelve. These texts have been assessed by teacher teams for text complexity by using both *quantitative* lexile level and *qualitative* criteria.

The purpose of the USOE Digital Books is to ensure that teachers and students have access to a wide range of texts. For the 2012-2013 academic year, this edition is focusing on INFORMATIONAL and LITERARY NON-FICTION. USOE Digital Books for secondary English Language Arts are a supplemental DIGITAL resource that will be developed and expanded each year.

USOE Digital Books for secondary English Language Arts:

- ARE NOT intended to take the place of novels or other literary genres that are taught at each grade level based on local district and school resources and criteria.
- ARE NOT curriculum.
- DO NOT currently align to any English course or take the place of a textbook used in schools for **literary** texts.

The Teacher's Edition includes added resources to better support educators as they analyze their current instructional lesson design and adjust teaching to the expectations for more rigorous standards of student performance and cognitive rigor based on the learning needs of the students.

Another goal is to redirect resources used to purchase traditional textbooks so that teachers and students will have access to a wide range of instructional materials in a digital format.

Teachers can use whatever is helpful for them in designing the kind of instruction that will increase each student's capacity to read increasingly complex texts and apply that understanding to writing, specifically argument and expository writing.

The appendices include the following:

Appendix A: The Cognitive Rigor Matrix and samples of constructed response prompts to show the depth of knowledge level and rubrics for students and teachers to assess writing in the Utah Core standards with a focus on argumentation.

Appendix B: A clear explanation of text complexity and rubrics to support teachers in assessing both quantitative and qualitative criteria for text complexity. Other tools will

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focus on “Knowing the Student as a Reader,” better understanding the needs of a wide range of students.

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APPENDIX A: COGNITIVE RIGOR

How do we develop instruction that is increasingly more rigorous and supportive?

The Cognitive Rigor Matrix and samples of constructed response prompts to show the depth of knowledge level and rubrics for students and teachers to assess the three kinds of writing in the Utah Core standards: argument, expository, and narrative.

DOK-1 – Recall & Reproduction - Recall of a fact, term, principle, concept, or perform a routine procedure

DOK-2 - Basic Application of Skills/Concepts - Use of information, conceptual knowledge, select appropriate procedures for a task, two or more steps with decision points along the way, routine problems, organize/display data, interpret/use simple graphs

DOK-3 - Strategic Thinking - Requires reasoning, developing a plan or sequence of steps to approach problem; requires some decision making and justification; abstract, complex, or non-routine; often more than one possible answer

DOK-4 - Extended Thinking - An investigation or application to real world; requires time to research, problem solve, and process multiple conditions of the problem or task; non-routine manipulations, across disciplines/content areas/multiple sources

Comparison Chart

Table 1: A Comparison of Descriptors: Bloom’s Original Taxonomy and the Revised Bloom’s Taxonomy Cognitive Process Dimensions

Bloom’s Taxonomy (1956)	The Revised Bloom Process Dimensions (2005)
Knowledge Define, duplicate, label, list, memorize, name, order, recognize, relate, recall, reproduce, state	Remember Retrieve knowledge from long-term memory, recognize, recall, locate, identify
Comprehension Classify, describe, discuss, explain, express, identify, indicate, locate, recognize, report, restate, review, select, translate	Understand Construct meaning, clarify, paraphrase, represent, translate, illustrate, give examples, classify, categorize, summarize, generalize, infer a logical conclusion (such as from examples given), predict, compare/contrast, match like ideas, explain, construct models (e.g., cause-effect)
Application Apply, choose, demonstrate, dramatize, employ, illustrate, interpret, practice, schedule, sketch, solve, use,	Apply Carry out or use a procedure in a given situation; carry out (apply to a familiar task), or use (apply) to an unfamiliar task
Analysis Analyze, appraise, calculate, categorize, compare, criticize, discriminate, distinguish, examine, experiment, explain	Analyze Break into constituent parts, determine how parts relate, differentiate between relevant-irrelevant, distinguish, focus, select, organize, outline, find coherence, deconstruct (e.g., for bias or point of view)
Synthesis Rearrange, assemble, collect, compose, create, design, develop, formulate, manage, organize, plan, propose, set up,	Evaluate Make judgments based on criteria, check, detect inconsistencies or fallacies, judge, critique
Evaluation Appraise, argue, assess, choose, compare, defend, estimate, explain, judge, predict, rate, core, select, support, value, evaluate	Create Put elements together to form a coherent whole, reorganize elements into new patterns/structures, generate, hypothesize, design, plan, construct, produce for a specific purpose

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Webb's Depth-of-Knowledge (DOK) Levels

Bloom's Revised Taxonomy of Cognitive Process Dimensions	Level 1 Recall & Reproduction (DOK 1)	Level 2 Skills & Concepts (DOK 2)	Level 3 Strategic Thinking/ Reasoning (DOK 3)	Level 4 Extended Thinking (DOK 4)
<p>Remember Retrieve knowledge from long-term memory, recognize, recall, locate, identify.</p>	<p>Recall, recognize, or locate basic facts, ideas, and principles.</p> <p>Recall or identify conversions: between representations, numbers, or units of measure.</p> <p>Identify facts/details in texts.</p>			
<p>Understand Construct meaning, clarify, paraphrase, represent, translate, illustrate, give examples, classify, categorize, summarize, generalize, infer a logical conclusion (such as from examples given), predict, compare/contrast, match like ideas, explain, construct models.</p>	<p>Compose & decompose numbers.</p> <p>Evaluate an expression.</p> <p>Locate points (grid/ number line).</p> <p>Represent math relationships in words pictures, or symbols.</p> <p>Write simple sentences.</p> <p>Select appropriate word for intended meaning.</p> <p>Describe/explain how or why.</p>	<p>Specify and explain relationships.</p> <p>Give non-examples and examples.</p> <p>Make and record observations.</p> <p>Make notes; organize ideas and data.</p> <p>Summarize results, concepts, ideas.</p> <p>Make basic inferences or logical predictions from data or texts.</p> <p>Identify main ideas or accurate generalizations.</p>	<p>Explain, generalize, or connect ideas using supporting evidence.</p> <p>Explain thinking when more than one response is possible.</p> <p>Explain phenomena in terms of concepts.</p> <p>Write full composition to meet specific purpose.</p> <p>Identify themes.</p>	<p>Explain how concepts or ideas specifically relate to other content domains or concepts.</p> <p>Develop generalizations of the results obtained or strategies used and apply them to new problem situations.</p>
<p>Apply Carry out or use a procedure in a given situation; carry out (apply to a familiar task), or use (apply) to an unfamiliar task.</p>	<p>Follow simple/routine procedure (recipe-type directions).</p> <p>Solve a one-step problem.</p> <p>Calculate, measure,</p>	<p>Select a procedure according to task needed and perform it.</p> <p>Solve routine problem applying multiple concepts or decision points.</p> <p>Retrieve information</p>	<p>Use concepts to solve non-routine problems.</p> <p>Design investigation for a specific purpose or research question. Conduct a designed investigation.</p>	<p>Select or devise an approach among many alternatives to solve a novel problem.</p> <p>Conduct a project that specifies a problem, identifies solution paths, solves the problem, and reports</p>

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	<p>apply a rule. Apply an algorithm or formula (area etc.)</p> <p>Represent in words or diagrams a concept or relationship.</p> <p>Apply rules or use resources to edit spelling, grammar, punctuation, conventions.</p>	<p>from a table, graph, or figure and use it solve a problem requiring multiple steps.</p> <p>Use models to represent concepts.</p> <p>Write paragraph using appropriate organization, text structure, and signal words.</p>	<p>Apply concepts to solve non-routine problems.</p> <p>Use reasoning, planning, and evidence.</p> <p>Revise final draft for meaning or progression of ideas.</p>	<p>results.</p> <p>Illustrate how multiple themes (historical, geographic, and social) may be interrelated.</p>
Bloom's Revised Taxonomy of Cognitive Process Dimensions	Level 1 Recall & Reproduction (DOK 1)	Level 2 Skills & Concepts (DOK 2)	Level 3 Strategic Thinking/ Reasoning (DOK 3)	Level 4 Extended Thinking (DOK 4)
<p>Analyze Break into constituent parts, determine how parts relate, differentiate between relevant-irrelevant, distinguish, focus, select, organize, outline, find coherence, deconstruct (e.g., for bias or point of view)</p>	<p>Retrieve information from a table or graph to answer a question</p> <p>Identify or locate specific information contained in maps, charts, tables, graphs, or diagrams.</p>	<p>Categorize, classify materials.</p> <p>Compare/ contrast figures or data.</p> <p>Select appropriate display data.</p> <p>Organize or interpret (simple) data.</p> <p>Extend a pattern.</p> <p>Identify use of literary devices Identify text structure of paragraph.</p> <p>Distinguish: relevant-irrelevant information; fact/opinion</p>	<p>Compare information within or across data sets or texts.</p> <p>Analyze and draw conclusions from more complex data.</p> <p>Generalize a pattern.</p> <p>Organize/interpret data: complex graph.</p> <p>Analyze author's craft, viewpoint, or potential bias.</p>	<p>Analyze multiple sources of evidence or multiple works by the same author, or across genres, or time periods.</p> <p>Analyze complex/abstract themes.</p> <p>Gather, analyze, and organize information.</p> <p>Analyze discourse styles.</p>
<p>Evaluate Make judgments based on criteria, check, detect inconsistencies or fallacies, judge, critique.</p>			<p>Cite evidence and develop a logical argument for concepts.</p> <p>Describe, compare and contrast solution methods.</p> <p>Verify reasonableness of results.</p> <p>Justify conclusions made.</p>	<p>Gather, analyze, evaluate relevancy accuracy.</p> <p>Draw, justify conclusions.</p> <p>Apply understanding in a novel way, provide argument or justification for the application.</p>

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Bloom's Revised Taxonomy of Cognitive Process Dimensions	Level 1 Recall & Reproduction (DOK 1)	Level 2 Skills & Concepts (DOK 2)	Level 3 Strategic Thinking/ Reasoning (DOK 3)	Level 4 Extended Thinking (DOK 4)
Create Reorganize elements into new patterns/structures, generate, hypothesize, design, plan, construct, produce	Brainstorm ideas, concepts, or perspectives related to a topic or concept.	Generate conjectures or hypotheses based on observations or prior knowledge.	Synthesize information within one source or text. Formulate an original problem, given a situation. Develop a complex model for a given situation.	Synthesize information across multiple sources or texts. Design a model to inform and solve a real-world, complex, or abstract situation.

2009 Hess, Carlock, Jones & Walkup: *Hess's Cognitive Rigor Matrix with Curricular Examples: Applying Webb's Depth-of-Knowledge Levels to Bloom's Cognitive Process Dimensions*. Permission to reproduce is given when authorship is fully cited.

1.0 SAMPLE LEARNING TASKS WITH A TEXT SET DEIGNED FOR INCREASED COGNITIVE RIGOR: Grades 9-10

Addresses the following Standards:

- 1.1 READING: Key Ideas and Details: 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.
- 1.2 WRITING: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- 1.3 SPEAKING AND LISTENING: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

2.0 TEXT ONE: Appendix B in the Utah Common Core State Standards: Informational Text Exemplars for Grades 9-10

Ronald Reagan. "Address to Students at Moscow University." *The American Reader: Words that Moved a Nation*, 2nd edition, edited by Diane Ravitch. New York: Harper Collins, 2000. (1988)

The explorers of the modern era are the entrepreneurs, men with vision, with the courage to take risks and faith enough to brave the unknown. These entrepreneurs and their small enterprises are responsible for almost all the economic growth in the United State. They are the prime movers of the technological revolution. In fact, one of the largest personal computer firms in the United States was started by two college students, no older than you, in the garage behind their home. Some people, even in my own country, look at the riot of experiment that is the free market and see only waste. What of all the entrepreneurs that fail? Well, many do, particularly the successful ones; often several times. And if you ask them the secret of their success, they'll tell you it's all that they learned in their struggles along the way; yes, it's what they learned from failing. Like an athlete or a scholar in pursuit of the truth, experience is the greatest teacher.

3.0 Learning Task: Analysis DOK 3

3.1 After doing a close reading of the excerpt from Reagan's 1988 speech, decide what claim Reagan is making.

3.2 Talk with the person next to you and be ready to cite the explicit textual evidence from the speech that supports **your** conclusion. AND why you selected this particular evidence! Listen carefully to your partner's selection of evidence and the rationale for selection.

4.0 TEXT TWO: Steve Jobs 2005 Commencement Address at Stanford University

Watch it on You Tube and follow the script: <http://www.youtube.com/watch?v=UF8uR6Z6KLc>

I am honored to be with you today at your commencement from one of the finest universities in the world. I never graduated from college. Truth be told, this is the closest I've ever gotten to a college graduation. Today I want to tell you three stories from my life. That's it. No big deal. Just three stories.

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The first story is about connecting the dots.

I dropped out of Reed College after the first 6 months, but then stayed around as a drop-in for another 18 months or so before I really quit. So why did I drop out?

It started before I was born. My biological mother was a young, unwed college graduate student, and she decided to put me up for adoption. She felt very strongly that I should be adopted by college graduates, so everything was all set for me to be adopted at birth by a lawyer and his wife. Except that when I popped out they decided at the last minute that they really wanted a girl. So my parents, who were on a waiting list, got a call in the middle of the night asking: "We have an unexpected baby boy; do you want him?" They said: "Of course." My biological mother later found out that my mother had never graduated from college and that my father had never graduated from high school. She refused to sign the final adoption papers. She only relented a few months later when my parents promised that I would someday go to college.

And 17 years later I did go to college. But I naively chose a college that was almost as expensive as Stanford, and all of my working-class parents' savings were being spent on my college tuition. After six months, I couldn't see the value in it. I had no idea what I wanted to do with my life and no idea how college was going to help me figure it out. And here I was spending all of the money my parents had saved their entire life. So I decided to drop out and trust that it would all work out OK. It was pretty scary at the time, but looking back it was one of the best decisions I ever made. The minute I dropped out I could stop taking the required classes that didn't interest me, and begin dropping in on the ones that looked interesting.

It wasn't all romantic. I didn't have a dorm room, so I slept on the floor in friends' rooms, I returned coke bottles for the 5¢ deposits to buy food with, and I would walk the 7 miles across town every Sunday night to get one good meal a week at the Hare Krishna temple. I loved it. And much of what I stumbled into by following my curiosity and intuition turned out to be priceless later on. Let me give you one example:

Reed College at that time offered perhaps the best calligraphy instruction in the country. Throughout the campus every poster, every label on every drawer, was beautifully hand calligraphed. Because I had dropped out and didn't have to take the normal classes, I decided to take a calligraphy class to learn how to do this. I learned

about serif and san serif typefaces, about varying the amount of space between different letter combinations, about what makes great typography great. It was beautiful, historical, artistically subtle in a way that science can't capture, and I found it fascinating.

None of this had even a hope of any practical application in my life. But ten years later, when we were designing the first Macintosh computer, it all came back to me. And we designed it all into the Mac. It was the first computer with beautiful typography. If I had never dropped in on that single course in college, the Mac would have never had multiple typefaces or proportionally spaced fonts. And since Windows just copied the Mac, it's likely that no personal computer would have them. If I had never dropped out, I would have never dropped in on this calligraphy class, and personal computers might not have the wonderful typography that they do. Of course it was impossible to connect the dots looking forward when I was in college. But it was very, very clear looking backwards ten years later.

Again, you can't connect the dots looking forward; you can only connect them looking backwards. So you have to trust that the dots will somehow connect in your future. You have to trust in something — your gut, destiny, life, karma, whatever. This approach has never let me down, and it has made all the difference in my life.

My second story is about love and loss.

I was lucky — I found what I loved to do early in life. Woz and I started Apple in my parents garage when I was 20. We worked hard, and in 10 years Apple had grown from just the two of us in a garage into a \$2 billion company with over 4000 employees. We had just released our finest creation — the Macintosh — a year earlier, and I had just turned 30. And then I got fired. How can you get fired from a company you started? Well, as Apple grew we hired someone who I thought was very talented to run the company with me, and for the first year or so things went well. But then our visions of the future began to diverge and eventually we had a falling out. When we did, our Board of Directors sided with him. So at 30 I was out. And very publicly out. What had been the focus of my entire adult life was gone, and it was devastating.

I really didn't know what to do for a few months. I felt that I had let the previous generation of entrepreneurs down - that I had dropped the baton as it was being passed

to me. I met with David Packard and Bob Noyce and tried to apologize for screwing up so badly. I was a very public failure, and I even thought about running away from the valley. But something slowly began to dawn on me — I still loved what I did. The turn of events at Apple had not changed that one bit. I had been rejected, but I was still in love. And so I decided to start over.

I didn't see it then, but it turned out that getting fired from Apple was the best thing that could have ever happened to me. The heaviness of being successful was replaced by the lightness of being a beginner again, less sure about everything. It freed me to enter one of the most creative periods of my life.

During the next five years, I started a company named NeXT, another company named Pixar, and fell in love with an amazing woman who would become my wife. Pixar went on to create the worlds first computer animated feature film, *Toy Story*, and is now the most successful animation studio in the world. In a remarkable turn of events, Apple bought NeXT, I returned to Apple, and the technology we developed at NeXT is at the heart of Apple's current renaissance. And Laurene and I have a wonderful family together.

I'm pretty sure none of this would have happened if I hadn't been fired from Apple. It was awful tasting medicine, but I guess the patient needed it. Sometimes life hits you in the head with a brick. Don't lose faith. I'm convinced that the only thing that kept me going was that I loved what I did. You've got to find what you love. And that is as true for your work as it is for your lovers. Your work is going to fill a large part of your life, and the only way to be truly satisfied is to do what you believe is great work. And the only way to do great work is to love what you do. If you haven't found it yet, keep looking. Don't settle. As with all matters of the heart, you'll know when you find it. And, like any great relationship, it just gets better and better as the years roll on. So keep looking until you find it. Don't settle.

My third story is about death.

When I was 17, I read a quote that went something like: "If you live each day as if it was your last, someday you'll most certainly be right." It made an impression on me, and since then, for the past 33 years, I have looked in the mirror every morning and asked myself: "If today were the last day of my life, would I want to do what I am about

to do today?" And whenever the answer has been "No" for too many days in a row, I know I need to change something.

Remembering that I'll be dead soon is the most important tool I've ever encountered to help me make the big choices in life. Because almost everything — all external expectations, all pride, all fear of embarrassment or failure - these things just fall away in the face of death, leaving only what is truly important. Remembering that you are going to die is the best way I know to avoid the trap of thinking you have something to lose. You are already naked. There is no reason not to follow your heart.

About a year ago I was diagnosed with cancer. I had a scan at 7:30 in the morning, and it clearly showed a tumor on my pancreas. I didn't even know what a pancreas was. The doctors told me this was almost certainly a type of cancer that is incurable, and that I should expect to live no longer than three to six months. My doctor advised me to go home and get my affairs in order, which is doctor's code for prepare to die. It means to try to tell your kids everything you thought you'd have the next 10 years to tell them in just a few months. It means to make sure everything is buttoned up so that it will be as easy as possible for your family. It means to say your goodbyes.

I lived with that diagnosis all day. Later that evening I had a biopsy, where they stuck an endoscope down my throat, through my stomach and into my intestines, put a needle into my pancreas and got a few cells from the tumor. I was sedated, but my wife, who was there, told me that when they viewed the cells under a microscope the doctors started crying because it turned out to be a very rare form of pancreatic cancer that is curable with surgery. I had the surgery and I'm fine now.

This was the closest I've been to facing death, and I hope it's the closest I get for a few more decades. Having lived through it, I can now say this to you with a bit more certainty than when death was a useful but purely intellectual concept:

No one wants to die. Even people who want to go to heaven don't want to die to get there. And yet death is the destination we all share. No one has ever escaped it. And that is as it should be, because Death is very likely the single best invention of Life. It is Life's change agent. It clears out the old to make way for the new. Right now the new is you, but someday not too long from now, you will gradually become the old and be cleared away. Sorry to be so dramatic, but it is quite true.

Your time is limited, so don't waste it living someone else's life. Don't be trapped by dogma — which is living with the results of other people's thinking. Don't let the noise of others' opinions drown out your own inner voice. And most important, have the courage to follow your heart and intuition. They somehow already know what you truly want to become. Everything else is secondary.

When I was young, there was an amazing publication called *The Whole Earth Catalog*, which was one of the bibles of my generation. It was created by a fellow named Stewart Brand not far from here in Menlo Park, and he brought it to life with his poetic touch. This was in the late 1960's, before personal computers and desktop publishing, so it was all made with typewriters, scissors, and polaroid cameras. It was sort of like Google in paperback form, 35 years before Google came along: it was idealistic, and overflowing with neat tools and great notions.

Stewart and his team put out several issues of *The Whole Earth Catalog*, and then when it had run its course, they put out a final issue. It was the mid-1970s, and I was your age. On the back cover of their final issue was a photograph of an early morning country road, the kind you might find yourself hitchhiking on if you were so adventurous. Beneath it were the words: "Stay Hungry. Stay Foolish." It was their farewell message as they signed off. Stay Hungry. Stay Foolish. And I have always wished that for myself. And now, as you graduate to begin anew, I wish that for you. Stay Hungry. Stay Foolish. Thank you all very much.

5.0 Learning Task: Analysis (DOK 3)

5.1 How is Jobs speech both LIKE and UNLIKE Reagan's claim? Using textual evidence from Jobs, use a Venn Diagram to compare and contrast Reagan's and Jobs' speeches.

5.2 Which of these responses BEST captures the similarities in Reagan and Jobs viewpoints (more than one answer can be used by citing textual evidence).

5.2.1 Experience is the best teacher

5.2.2 Failure is necessary for success

5.2.3 Only go to classes or do projects that interest you

5.2.4 Technology is the most important economic revolution

5.3 WRITING PROMPT: You are speaking to business leaders who wish to donate money for technology to your school so that every student will have an

iPad. Explain your reasons for selecting the BEST response that captures the similarities in Reagan's and Jobs' viewpoints. Use specific evidence from both texts that explain your selection. (Rubric included after Learning Task 6)

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6.0 Learning Task (DOK 4): Application and Extension: Considering the current economic conditions of 2012 what evidence could you use to support Reagan’s claim for economic growth? What evidence could you use to support Jobs’ claim for economic growth? What evidence could you use to develop a counterclaim? Or an alternative view to either Reagan or Jobs or BOTH!

Writing Scoring Guide – Three Point Rubric

	The response provides the essential elements of a complete interpretation of the prompt. It addresses important aspects of the task and provides sufficient relevant evidence to support development. It is focused and organized, addressing the needs of purpose, audience and task. It includes sentences of varied length and structure.
	The response provides some of the elements of an interpretation of the prompt. It addresses some aspects of the task and provides some evidence to support development. It has a focus but lacks strong organization and inconsistently addresses the needs of purpose, audience and task. It includes sentences of somewhat varied length and structure.
	The response provides minimal elements of an interpretation of the prompt. It addresses few aspects of the task and provides little relevant evidence to support development. It lacks focus and organization and generally fails to address the needs of purpose, audience, and task. It includes sentences with little variety and structure.
	The response does not meet any criteria.

APPENDIX B: TEXT COMPLEXITY

How do we determine Text Complexity for our Students?*

The purpose of determining text complexity is to support each student in becoming independent and proficient readers of a wide range of texts, including various literary genres and styles, literary non-fiction like essays, autobiography and biography, and informational text including technical subjects. Both career and college demand stamina to read increasingly complex texts for understanding content and applying that understanding to new situations, whether in the work, academic or everyday life settings.

There are three criteria for determining appropriate text complexity at each grade level band: 1) quantitative, 2) qualitative, and 3) reader and task assignment.

1.0 QUANTITATIVE

Determine the quantitative measures of the text by using the increased rigor of the lexile range for each grade band below and the tools provided at <http://www.lexile.com/http://www.lexile.com/>

1.1 Quantitative measures ARE determined by:

- Word length
- Word frequency
- Word difficulty
- Sentence length
- Text length
- Text cohesion

1.2 Higher lexile ranges to ensure increasing stamina in reading more complex texts:

Text Complexity Bands	Grade	Suggested Lexile Range
	6-8	955-1155
	9-10	1080-1305
	11-12	1215-1355

1.3 Important tools for teachers, students, and parents:

- Texts can be evaluated by using the Lexile Analyzer
- Allows student to receive and estimated lexile score
- Helps students find a book at the appropriate level
- Strategies for parents to support students: <http://www.lexile.com/using-lexile/lexile-at-home/>

*Thanks to Matt Copeland and his team at the Kansas State Department of Education for the work they have done on text complexity and their generosity in sharing it through their website and webinars.

2.0 QUALITATIVE

2.1 Analyze the qualitative measure of the text based on a continuum of SEVEN measures:

- **Levels of Meaning:** Single level of meaning TO Multiple levels of meaning
- **Levels of Purpose:** Explicitly stated purpose TO Implicit purpose
- **Structure:**
 - Conventional or familiar TO Unconventional or unfamiliar
 - Chronological order TO non-chronological
 - Simple graphics TO sophisticated graphics
- **Language Conventinality and Clarity**
 - Literal TO Figurative
 - Clear TO Ambiguous
 - Contemporary, familiar TO Archaic, unfamiliar
 - Conversational TO General academic & domain specific
- **Knowledge Demands: Life Experiences**
 - Single theme(s) TO Multiple, Complex or Sophisticated themes
 - Common, everyday experiences TO Experiences different from own
 - Single perspective TO Multiple perspectives
 - Similar perspectives to one's own TO Perspectives different from or in opposition to one's own
- **Knowledge Demands: Cultural/Literary Knowledge**
- **Knowledge Demands: Content/Discipline Knowledge**
 - Everyday knowledge TO Cultural knowledge or Specialized content-specific knowledge
 - Few references or allusions to other texts TO Many references or allusions to other texts

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TITLE OF TEXT _____ **AUTHOR** _____ **SOURCE:** _____

1.0 QUANTITATIVE MEASURES FROM APPENDIX A

Please Check Lexile Range (you will use Lexile Analyzer at www.lexile.com)

___ 955-1155 = Grade band 6-8

___ 1080-1305 = Grade band 9-10

___ 1215-1355 = Grade band 11-12

2.0 QUALITATIVE MEASURES FROM APPENDIX A: How to use this rubric: Read the passage for inclusion into the FlexBook, since it will be informational text it should not be too difficult to assess. If you have more than 5 Xs in the MORE COMPLEX column you should raise the complexity on the Lexile continuum.

Dimensions of Text Complexity	LESS COMPLEX	MORE COMPLEX
Levels of Meaning	Single level meaning	Multiple levels of Meaning
Levels of Purpose	Explicitly stated purpose	Implicit purpose
Structure	Conventional or familiar	Unconventional or unfamiliar
	Chronological Order	Non-chronological order
Language Conventinality and Clarity	Simple graphics	Sophisticated graphics
	Literal	Figurative
Knowledge Demands: Experience	Clear	Ambiguous
	Contemporary, familiar	Archaic, unfamiliar
	Conversational	General academic, domain-specific
	Single Theme	Multiple, complex themes
Knowledge Demands: Cultural/Literary Knowledge AND Content/Discipline Knowledge	Common, everyday experiences	Experiences different from one's own
	Single perspective	Multiple perspectives
	Similar perspective to one's own	Perspectives different from or in opposition to one's own
Knowledge Demands: Cultural/Literary Knowledge AND Content/Discipline Knowledge	Everyday knowledge	Cultural or specialized, content-specific knowledge
	Few references or allusions to other texts	Many references of allusions to other texts

3.0 READER AND TASK CONSIDERATIONS FOR THE TEACHER: Knowing the Reader – Taken from Appendix A Criteria

Cognitive:

How does this reader pay attention?

- How does the reader remember and understand the key ideas and details in the reading?
- How does the reader use critical, analytical thinking skills?
- How does the reader use inference to understand the meaning of a text by reading between the lines?
- How does the reader use visualization to imagine what is occurring or being described in the text?
- How does the reader question the text?
- Will this text support the reader in developing the above abilities?

Motivation:

What topics, subjects, genres, and ideas interest the reader?

How does the reader determine a purpose for reading?(that is, skimming to get the gist of text, studying content for purpose of retaining information, close reading for analysis, pleasure)

What strategies does the reader use to understand challenging texts?

Will the reader be interested in this particular text?

Prior Knowledge and experience of:

Vocabulary considerations:

Topic

Culture

4.0 READER AND TASK CONSIDERATIONS: THE STUDENT KNOWING SELF AS READER (FOR SELF-ASSESSMENT BY THE STUDENT)

Cognitive:

How do I pay attention?

How do I remember and understand the key ideas and details in the reading?

How do I use critical, analytical thinking skills? Do I know what these skills are?

How do I use inference to understand the meaning of a text by reading between the lines?

How do I use visualization to imagine what is occurring or being described in the text?

How do I question the text?

Will this text support ME in developing the above abilities?

Motivation:

What topics, subjects, genres, and ideas interest me as a reader?

How do I determine a purpose for reading?(that is, skimming to get the gist of text, studying content for purpose of retaining information, close reading for analysis, pleasure)

What strategies do I use to understand challenging texts?

Will I be interested in this particular text?

Prior Knowledge and experience of:

What words might prove challenging? What will I do to understand them?

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Am I familiar with this particular topic in the text?

Am I familiar with the culture that this text represents?

Supporting readers and teachers with Task Assignment OF AN INCREASING AMOUNT OF Literary non-fiction and Informational Texts (Use all the above elements of Text Complexity AND Effort Rubric, and Interest Survey)

Literary non-fiction: A branch of writing that employs the literary techniques usually associated with fiction or poetry to report on actual persons, places, or events.

The [genre](#) of creative nonfiction (also known as *literary nonfiction*) is broad enough to include [travel writing](#), [nature writing](#), [science writing](#) (writing about scientific subject matter, in a non-technical manner for an audience of non-scientists), [biography](#), [autobiography](#), [memoir](#), the [interview](#), and both the [familiar](#) (A short prose composition characterized by the persona quality of writing and distinctive voice of essayist) and [personal essay](#) (a short work of autobiographical nonfiction characterized by a sense of intimacy and a conversational manner).

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EFFORT AND ACHIEVEMENT RUBRIC

Purpose: Students do not have a clear idea or even understand the relationship between effort and achievement. This self-assessment rubric is one method to help them be more conscious of that relationship as well as tracking their improved effort (building academic stamina).

Marzano's recommendations for classroom practice include:

- explicitly teach students that effort can improve achievement
- ask students to chart effort and achievement
- establish a rationale for recognition
- follow guidelines for effective and ineffective praise
- use the pause, prompt, and praise technique

Effort Rubric

4 I worked on the learning task until it was completed. I pushed myself to continue working on the task even when difficulties arose or a solution was not immediately evident. I viewed difficulties that arose as opportunities to strengthen my understanding.

3 I worked on the learning task until it was completed. I pushed myself to continue working on the task even when difficulties arose or a solution was not immediately evident.

2 I put some effort into the learning task, but I stopped working when difficulties arose.

1 I put very little effort into the learning task.

Achievement Rubric

4 I exceeded the standards of the learning task.

3 I met the standards of the task learning lesson.

2 I met a few of the standards of the learning task, but did not meet others.

1 I did not meet the standards of the learning task.

Student Reflective Writing after Self-Assessment

1. How has the quality of my work improved?
2. What new goal will I set for myself related to both my effort and my achievement?

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INTEREST SURVEY: How do I get to know the students' interests?

There are a variety of student interest surveys that are on the web and free to use. Here is a sample:

From readwritethink:

<http://www.readwritethink.org/professional-development/strategy-guides/assessing-student-interests-strengths-30100.html>

From University of Connecticut:

<http://www.gifted.uconn.edu/siegle/CurriculumCompacting/section11.html>

From education.com

<http://www.education.com/reference/article/assessing-interest-attitude-motivation/>

From Rutgers' Career Services:

<http://careerservices.rutgers.edu/PCCPinterests.shtml>

From National Center for Learning Disabilities:

<http://www.nclid.org/college-aamp-work/in-the-workplace/finding-the-right-job/assessing-interests-a-abilities>

**Utah Core Standards: English Language Arts and Literacy in Social
Studies/History and Science
Digital Book**

Section 2: This section involves BOTH Teacher and Student Editions
Learning Tasks for 11-12 Text Complexity Band

Table of Contents for Learning Tasks:

Letters from Queen Elizabeth I
Queen Elizabeth’s Speech at Tillbury
Charles Darwin
Thomas Malthus
Henry David Thoreau
William Shakespeare
Stories from Shakespeare
Ben Jonson
Mark Twain
Malcolm X and Martin Luther King
Sojourner Truth

1.0 College and Career Readiness Anchor Standards: Grades 11-12

- 1.1 **READING:** Key ideas and Details: 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, including determining where the text leaves matters uncertain.
- 1.2 **WRITING:** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- 1.3 **SPEAKING AND LISTENING:** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others; ideas and expressing their own clearly and persuasively.

2.0 TEXT ONE: “The Letters of Queen Elizabeth: To Mary, Queen of Scots.”

Source: Harrison, G. B., ed. *The Letters of Queen Elizabeth I*. New York: Funk & Wagnalls, 1968. 181. as used in *Works of Queen Elizabeth*. Luminarium: Anthology of English Literature. Ed. Anniina Jokinen. 9 Nov. 2008. Web. 13 Mar. 2012.

Lexile:

Word Count:

At the opening of the trial of Mary, Queen of Scots, at Fotheringhay on 12th October, 1586, the Commissioners delivered her this personal letter from Queen

Elizabeth. Translated from the French.

October 1586.

You have in various ways and manners attempted to take my life and to bring my kingdom to destruction by bloodshed. I have never proceeded so harshly against you, but have, on the contrary, protected and maintained you like myself. These treasons will be proved to you and all made manifest. Yet it is my will, that you answer the nobles and peers of the kingdom as if I were myself present. I therefore require, charge, and command that you make answer for I have been well informed of your arrogance.

Act plainly without reserve, and you will sooner be able to obtain favour of me.

ELIZABETH

3.0 Learning Task: Analysis DOK 2

3.1 Underline or highlight the rhetorical devices in the letter.

4.0 Learning Task: Analysis DOK 3

4.1 After doing a close reading of the letter from Queen Elizabeth I, decide what claim Queen Elizabeth I is making.

4.2 Using specific evidence from the letter, analyze Queen Elizabeth I's viewpoint and potential bias towards Mary, Queen of Scots.

5.0 **TEXT TWO:** Queen Elizabeth I Speech at Tilbury

Source: "Speech to the Troops at Tilbury." [The Norton Anthology of English Literature](#). 6th ed. Vol 1. M. H. Abrams, Ed. New York: W. W. Norton & Company, 1993. 999, as used in *Works of Queen Elizabeth*. Luminarium: Anthology of English Literature. Ed. Anniina Jokinen. 9 Nov. 2008. Web. 13 Mar. 2012.

Lexile:

Word Count:

*Speech to the Troops at Tilbury*¹

My loving people,

We have been persuaded by some that are careful of our safety, to take heed how we commit our selves to armed multitudes, for fear of treachery; but I assure you I do not desire to live to distrust my faithful and loving people. Let tyrants fear, I have always so behaved myself that, under God, I have placed my chiefest strength and safeguard in the loyal hearts and good-will of my subjects; and therefore I am come amongst you, as you see, at this time, not for my recreation and disport, but being resolved, in the midst and heat of the battle, to live and die amongst you all; to lay down for my God, and for my kingdom, and my people, my honour and my blood, even in the dust. I know I have the body but of a weak and feeble woman; but I have the heart and stomach of a king, and of a king of England too, and think foul scorn that Parma or Spain, or any prince of Europe, should dare to invade the borders of my realm; to which rather than any dishonour shall grow by me, I myself will take up arms, I myself will be your

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general, judge, and rewarder of every one of your virtues in the field. I know already, for your forwardness you have deserved rewards and crowns; and We do assure you in the word of a prince, they shall be duly paid you. In the mean time, my lieutenant general² shall be in my stead, than whom never prince commanded a more noble or worthy subject; not doubting but by your obedience to my general, by your concord in the camp, and your valour in the field, we shall shortly have a famous victory over those enemies of my God, of my kingdom, and of my people.

Notes:

1. Delivered by Elizabeth to the land forces assembled at Tilbury (Essex) to repel the anticipated invasion of the [Spanish Armada](#), 1588.
2. [Robert Dudley, earl of Leicester](#); he was the queen's favorite, once rumored to be her lover.

6.0 Learning Task: Analysis DOK 2

- 6.1 Underline or highlight the rhetorical devices in the speech.

7.0 Learning Task: Analysis DOK 3 / 4

7.1 With a partner, compare and contrast the rhetorical strategies used to convey the claim in both Queen Elizabeth I's letter to Mary and her speech to the troops at Tilbury using a T-chart.

7.2 After comparing the use of rhetorical strategies with your partner, individually determine which text has the stronger argument based on the rhetorical strategies utilized, and justify your choice in a well developed essay. Support your choice with specific evidence from the text. (Rubric included)

Writing Scoring Guide – Three Point Rubric

	The response provides the essential elements of a complete interpretation of the prompt. It addresses important aspects of the task and provides sufficient relevant evidence to support development. It is focused and organized, addressing the needs of purpose, audience and task. It includes sentences of varied length and structure.
	The response provides some of the elements of an interpretation of the prompt. It addresses some aspects of the task and provides some evidence to support development. It has a focus but lacks strong organization and inconsistently addresses the needs of purpose, audience and task. It includes sentences of somewhat varied length and structure.
	The response provides minimal elements of an interpretation of the prompt. It addresses few aspects of the task and provides little relevant evidence to support

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	development. It lacks focus and organization and generally fails to address the needs of purpose, audience and task. It includes sentences with little variety and structure.
	The response doesn't meet any criteria.

Teacher Notes:

1.0 College and Career Readiness Anchor Standards: Grades 11-12

- 1.1 **READING: Key ideas and Details:** 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, including determining where the text leaves matters uncertain.
- 1.2 **WRITING:** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- 1.3 **SPEAKING AND LISTENING:** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others; ideas and expressing their own clearly and persuasively.

2.0 TEXT ONE: Charles Darwin - On the Origin of Species

Source: Project Gutenberg

Lexile: 1480

Word Count: 170

A struggle for existence inevitably follows from the high rate at which all organic beings tend to increase. Every being, which during its natural lifetime produces several eggs or seeds, must suffer destruction during some period of its life, and during some season or occasional year, otherwise, on the principle of geometrical increase, its numbers would quickly become so inordinately great that no country could support the product. Hence, as more individuals are produced than can possibly survive, there must in every case be a struggle for existence, either one individual with another of the same species, or with the individuals of distinct species, or with the physical conditions of life. It is the doctrine of Malthus applied with manifold force to the whole animal and vegetable kingdoms; for in this case there can be no artificial increase of food, and no

prudential restraint from marriage. Although some species may be now increasing, more or less rapidly, in numbers, all cannot do so, for the world would not hold them.

3.0 Learning Task: Analysis DOK 2/3

3.1 After doing a close reading of the passage, write two or three sentences which summarize what Darwin is saying about limited resources and the struggle for existence.

3.2 Share your summary with the person sitting next to you. Listen attentively as your partner shares his or her summary with you.

3.3 Work with your partner and combine the ideas from your two summaries into a new, more specific summary. Your final revised summary should contain information that is not in your original summary.

4.0 TEXT TWO: Thomas Malthus - An Essay on the Principle of Population

Source: Project Gutenberg

Lexile: 1430

Word Count: 765

Of the manners and habits that prevail among nations of shepherds, the next state of mankind, we are even more ignorant than of the savage state. But that these nations could not escape the general lot of misery arising from the want of subsistence, Europe, and all the fairest countries in the world, bear ample testimony. Want was the goad that drove the Scythian shepherds from their native haunts, like so many famished wolves in search of prey. Set in motion by this all powerful cause, clouds of Barbarians seemed to collect from all points of the northern hemisphere. Gathering fresh darkness and terror as they rolled on, the congregated bodies at length obscured the sun of Italy and sunk the whole world in universal night. These tremendous effects, so long and so deeply felt throughout the fairest portions of the earth, may be traced to the simple cause of the superior power of population to the means of subsistence.

It is well known that a country in pasture cannot support so many inhabitants as a country in tillage, but what renders nations of shepherds so formidable is the power which they possess of moving all together and the necessity they frequently feel of exerting this power in search of fresh pasture for their herds. A tribe that was rich in cattle had an immediate plenty of food. Even the parent stock might be devoured in a case of absolute necessity. The women lived in greater ease than among nations of hunters. The men bold in their united strength and confiding in their power of procuring pasture for their cattle by change of place, felt, probably, but few fears about providing for a family. These combined causes soon produced their natural and invariable effect, an extended population. A more frequent and rapid change of place became then necessary. A wider and more extensive territory was successively occupied. A broader desolation extended all around them. Want pinched the less fortunate members of the society, and, at length, the impossibility of supporting such a number together became too evident to be resisted. Young scions were then pushed out from the parent-stock and instructed to explore fresh regions and to gain happier seats for themselves by their swords. 'The world was all before them where to choose.' Restless from present distress, flushed with the hope of fairer prospects, and animated with the spirit of hardy enterprise, these daring adventurers were likely to become formidable adversaries to all who opposed them. The peaceful inhabitants of the countries on which they rushed could not long withstand the energy of men acting under such powerful motives of exertion. And when they fell in with any tribes like their

own, the contest was a struggle for existence, and they fought with a desperate courage, inspired by the rejection that death was the punishment of defeat and life the prize of victory.

In these savage contests many tribes must have been utterly exterminated. Some, probably, perished by hardship and famine. Others, whose leading star had given them a happier direction, became great and powerful tribes, and, in their turns, sent off fresh adventurers in search of still more fertile seats. The prodigious waste of human life occasioned by this perpetual struggle for room and food was more than supplied by the mighty power of population, acting, in some degree, unshackled from the consent habit of emigration. The tribes that migrated towards the South, though they won these more fruitful regions by continual battles, rapidly increased in number and power, from the increased means of subsistence. Till at length the whole territory, from the confines of China to the shores of the Baltic, was peopled by a various race of Barbarians, brave, robust, and enterprising, inured to hardship, and delighting in war. Some tribes maintained their independence. Others ranged themselves under the standard of some barbaric chieftain who led them to victory after victory, and what was of more importance, to regions abounding in corn, wine, and oil, the long wished for consummation, and great reward of their labours. An Alaric, an Attila, or a Zingis Khan, and the chiefs around them, might fight for glory, for the fame of extensive conquests, but the true cause that set in motion the great tide of northern emigration, and that continued to propel it till it rolled at different periods against China, Persia, Italy, and even Egypt, was a scarcity of food, a population extended beyond the means of supporting it.

5.0 Learning Task: Analysis DOK 2/3

5.1 Your teacher will put you in jigsaw groups and you will read one paragraph of the passage. Read the paragraph carefully and then discuss with your group the most important information found in the paragraph. Take notes and be prepared to explain the passage when you move to your new groups. In your second group, you will be the expert on your assigned passage, so be sure that you understand the paragraph, and that you are prepared to share your findings.

5.2 Move to the second jigsaw group assigned by your teacher and, beginning with the student who was assigned the first paragraph, share your findings. Listen attentively, take notes and make sure that all students understand all the paragraphs in the passage.

5.3 After your group discussion of the Malthus passage, return to your own seat and decide what claim he is making. Do this on your own. Revisit the passage if necessary.

5.4 Using sticky notes, record specific textual evidence from the passage which supports your claim. Be prepared to share the reason you selected each piece of evidence (this is your rationale).

5.5 Return to your second group and share your claim, your evidence, and your rationale for choosing each piece of evidence. Listen attentively to each group member's claim, evidence, and rationale.

6.0 TEXT THREE: Henry David Thoreau – “The Battle of the Ants” from *Walden*

Source: Project Gutenberg

Lexile: 1360

Word Count: 1017

Notes about the text: In *The Origin of the Species*, Darwin said that two "animals, in a time of dearth, may be truly said to struggle with each other which shall get food and live." In the following essay from

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Walden, Thoreau describes a struggle for existence between red and black ants; the essay is also an analogy for human war.

I was witness to events of a less peaceful character. One day when I went out to my wood-pile, or rather my pile of stumps, I observed two large ants, the one red, the other much larger, nearly half an inch long, and black, fiercely contending with one another. Having once got hold they never let go, but struggled and wrestled and rolled on the chips incessantly. Looking farther, I was surprised to find that the chips were covered with such combatants, that it was not a *_duellum_*, but a *_bellum_*, a war between two races of ants, the red always pitted against the black, and frequently two red ones to one black. The legions of these Myrmidons covered all the hills and vales in my wood-yard, and the ground was already strewn with the dead and dying, both red and black. It was the only battle which I have ever witnessed, the only battle-field I ever trod while the battle was raging; internecine war; the red republicans on the one hand, and the black imperialists on the other. On every side they were engaged in deadly combat, yet without any noise that I could hear, and human soldiers never fought so resolutely. I watched a couple that were fast locked in each other's embraces, in a little sunny valley amid the chips, now at noonday prepared to fight till the sun went down, or life went out. The smaller red champion had fastened himself like a vice to his adversary's front, and through all the tumbings on that field never for an instant ceased to gnaw at one of his feelers near the root, having already caused the other to go by the board; while the stronger black one dashed him from side to side, and, as I saw on looking nearer, had already divested him of several of his members. They fought with more pertinacity than bulldogs. Neither manifested the least disposition to retreat. It was evident that their battle-cry was "Conquer or die." In the meanwhile there came along a single red ant on the hillside of this valley, evidently full of excitement, who either had despatched his foe, or had not yet taken part in the battle; probably the latter, for he had lost none of his limbs; whose mother had charged him to return with his shield or upon it. Or perchance he was some Achilles, who had nourished his wrath apart, and had now come to avenge or rescue his Patroclus. He saw this unequal combat from afar--for the blacks were nearly twice the size of the red--he drew near with rapid pace till he stood on his guard within half an inch of the combatants; then, watching his opportunity, he sprang upon the black warrior, and commenced his operations near the root of his right fore leg, leaving the foe to select among his own members; and so there were three united for life, as if a new kind of attraction had been invented which put all other locks and cements to shame. I should not have wondered by this time to find that they had their respective musical bands stationed on some eminent chip, and playing their national airs the while, to excite the slow and cheer the dying combatants. I was myself excited somewhat even as if they had been men. The more you think of it, the less the difference. And certainly there is not the fight recorded in Concord history, at least, if in the history of America, that will bear a moment's comparison with this, whether for the numbers engaged in it, or for the patriotism and heroism displayed. For numbers and for carnage it was an Austerlitz or Dresden. Concord Fight! Two killed on the patriots' side, and Luther Blanchard wounded! Why here every ant was a Buttrick--"Fire! for God's sake fire!"--and thousands shared the fate of Davis and Hosmer. There was not one hireling there. I have no doubt that it was a principle they fought for, as much as our ancestors, and not to avoid a three-penny tax on their tea; and the results of this battle will be as important and memorable to those whom it concerns as those of the battle of Bunker Hill, at least.

I took up the chip on which the three I have particularly described were struggling, carried it into my house, and placed it under a tumbler on my window-sill, in order to see the issue. Holding a microscope to the first-mentioned red ant, I saw that, though he was assiduously gnawing at the near fore leg of his enemy, having severed his remaining feeler, his own breast was all torn away, exposing what vitals he had there to the jaws of the black warrior, whose breastplate was apparently too thick for him to pierce; and the dark carbuncles of the

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sufferer's eyes shone with ferocity such as war only could excite. They struggled half an hour longer under the tumbler, and when I looked again the black soldier had severed the heads of his foes from their bodies, and the still living heads were hanging on either side of him like ghastly trophies at his saddle-bow, still apparently as firmly fastened as ever, and he was endeavoring with feeble struggles, being without feelers and with only the remnant of a leg, and I know not how many other wounds, to divest himself of them; which at length, after half an hour more, he accomplished. I raised the glass, and he went off over the window-sill in that crippled state. Whether he finally survived that combat, and spent the remainder of his days in some Hotel des Invalides, I do not know; but I thought that his industry would not be worth much thereafter. I never learned which party was victorious, nor the cause of the war; but I felt for the rest of that day as if I had had my feelings excited and harrowed by witnessing the struggle, the ferocity and carnage, of a human battle before my door.

7.0 Learning Task: Analysis DOK 2/3

After reading the essay, answer the following question:

If you apply the doctrine of Malthus to Thoreau's "Battle of the Ants," the **most likely** cause for the war is

- 7.1 a desire for glory
- 7.2 a fight for limited resources
- 7.3 a need to conquer others
- 7.4 a natural tendency towards violence

7.5 Write a justification for your answer (explain why you selected your answer, using specific textual evidence).

7.6 Turn to the person sitting next to you and share your answer and justification. Listen attentively to your partner's answer and justification. After sharing, decide together which answer is the **best** answer.

7.7 Learning Task: Analysis DOK 3

7.7.1 After reading the essay carefully, determine Thoreau's claim. Record the claim on the claim/evidence graphic organizer.

7.7.2 Record specific textual evidence which supports your claim on a claim/evidence graphic organizer. Be prepared to share why you selected each piece of supporting evidence (this is your rationale).

7.7.3 Working in groups of four, share your claim, supporting evidence and rationale. Immediately after each group member shares his or her work, each of the other group members should respond with a clarifying question, a connection, or a comment. Listen closely to all group members and record additional information on your chart.

8.0 Learning Task: WRITING PROMPT: Analysis DOK 3/4

Referring to the passage and your claim/evidence graphic organizer, write a carefully organized paragraph about Thoreau's claim in "The Battle of the Ants." Introduce your precise claim and establish the significance of that claim. Include relevant textual evidence to support your claim, and provide a concluding statement that follows from and supports your argument.

Writing Scoring Guide – Three Point Rubric

	The response provides the essential elements of a complete interpretation of the
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	prompt. It addresses important aspects of the task and provides sufficient relevant evidence to support development. It is focused and organized, addressing the needs of purpose, audience and task. It includes sentences of varied length and structure.
	The response provides some of the elements of an interpretation of the prompt. It addresses some aspects of the task and provides some evidence to support development. It has a focus but lacks strong organization and inconsistently addresses the needs of purpose, audience and task. It includes sentences of somewhat varied length and structure.
	The response provides minimal elements of an interpretation of the prompt. It addresses few aspects of the task and provides little relevant evidence to support development. It lacks focus and organization and generally fails to address the needs of purpose, audience and task. It includes sentences with little length and structure.
	The response doesn't meet any criteria.

9.0 Learning Task - Application and Extension: DOK 4

Gather relevant information from multiple sources and develop an argument for how competition for a specific limited resource has led or is leading to a human conflict. Provide evidence that competition is a contributing factor in the conflict.

1.0 College and Career Readiness Anchor Standards: Grades 11-12

- 1.4 **READING: Key ideas and Details:** 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, including determining where the text leaves matters uncertain.
- 1.5 **WRITING:** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- 1.6 **SPEAKING AND LISTENING:** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

William Shakespeare

The following three texts are examples of what people have written about Shakespeare and his work.

2.0 Text One: From: Shakespeare's Birthplace Trust

Source:

Lexile: 1070

Word Count: 161

“There are many reasons why Shakespeare continues to be thought of as one of the greatest of all writers. His plays portray recognizable people in situations that all of us experience at one time or another in

our lives---love, marriage, death, mourning, guilt, the need to make difficult choices, separation, reunion and reconciliation among them. They do so with great humanity, tolerance, and wisdom. Because they are written to be acted they are constantly fresh and can be adapted to the place and time they are performed. Their language is wonderfully expressive and powerful, and although it may sometimes seem hard to understand in reading, actors can bring it to vivid life for us. The plays provide actors with some of the most challenging and rewarding roles ever written. They are both entertaining and moving. They help us to understand what it is to be human, and to cope with the problems of being so.”

---From Shakespeare’s Birthplace Trust

3.0 Learning Task 1: Analysis DOK 2 / 3

3.1 In a short response, from Shakespeare’s characters give TWO examples of when the plays portrays ...”recognizable people in situations that all of us experience at one time or another in our lives.”

3.2 Cite the play and the character or characters. Describe the situation and explain how “all of us” have experienced that situation.

4.0 Text Two: From Introduction STORIES FROM SHAKESPEARE

Source: STORIES FROM SHAKESPEARE by Marchette Chute

Lexile: 1110

Word Count: 421

“William Shakespeare was the most remarkable storyteller that the world has ever known. Homer told of adventure and men at war, Sophocles and Tolstoy told tragedies and of people in trouble. Terence and Mark Twain told cosmic stories, Dickens told melodramatic ones, Plutarch told histories and Han Christian Andersen told fairy tales. But Shakespeare told every kind of story---comedy, tragedy, history, melodrama, adventure, loves stories and fairy tales---and each of them so well that they have become immortal. In all the world of storytelling he has become the greatest name.”

5.0 Learning Task 2: Analysis DOK 2 / 3

5.1 In a short response, state two examples of the kinds of stories that Shakespeare used in his plays.

5.2 Cite the play and briefly retell the story and describe how it fits in with that genre of story.

6.0 Text Three: “To the memory of My Beloved Master William Shakespeare, and What He Hath Left Us”

Source: Jonson, Ben. The Works of Ben Jonson, vol. 3.
London: Chatto & Windus, 1910. 287-9.

Lexile: 1010

Word Count: 712

We probably have the plays of Shakespeare thanks to Johann Gutenberg who invented movable type, and to Ben Jonson who was a contemporary of Shakespeare's and who made sure that the plays were printed and who wrote about Shakespeare: "He was not for an age, but for all time!"

Do a close reading of the poem.

**TO THE MEMORY OF MY BELOVED
MASTER WILLIAM SHAKESPEARE,
AND WHAT HE HATH LEFT US**
by Ben Jonson



To draw no envy, SHAKSPEARE, on thy name,
Am I thus ample to thy book and fame ;
While I confess thy writings to be such,
As neither Man nor Muse can praise too much.
'Tis true, and all men's suffrage. But these ways
Were not the paths I meant unto thy praise ;
For seeliest ignorance on these may light,
Which, when it sounds at best, but echoes right ;
Or blind affection, which doth ne'er advance
The truth, but gropes, and urgeth all by chance ;
Or crafty malice might pretend this praise,
And think to ruin where it seemed to raise.
These are, as some infamous bawd or whore
Should praise a matron ; what could hurt her more ?
But thou art proof against them, and, indeed,
Above the ill fortune of them, or the need.
I therefore will begin: Soul of the age!
The applause ! delight ! the wonder of our stage!
My SHAKSPEARE rise ! I will not lodge thee by
Chaucer, or Spenser, or bid Beaumont lie
A little further, to make thee a room :
Thou art a monument without a tomb,
And art alive still while thy book doth live
And we have wits to read, and praise to give.
That I not mix thee so my brain excuses,
I mean with great, but disproportioned Muses :
For if I thought my judgment were of years,
I should commit thee surely with thy peers,
And tell how far thou didst our Lyly outshine,
Or sporting Kyd, or Marlowe's mighty line.
And though thou hadst small Latin and less Greek,
From thence to honour thee, I would not seek



William Shakespeare

For names : but call forth thund'ring Aeschylus,
Euripides, and Sophocles to us,
Pacuvius, Accius, him of Cordova dead,
To life again, to hear thy buskin tread
And shake a stage : or when thy socks were on,
Leave thee alone for the comparison
Of all that insolent Greece or haughty Rome
Sent forth, or since did from their ashes come.
Triumph, my Britain, thou hast one to show
To whom all Scenes of Europe homage owe.
He was not of an age, but for all time !
And all the Muses still were in their prime,
When, like Apollo, he came forth to warm
Our ears, or like a Mercury to charm !
Nature herself was proud of his designs,
And joyed to wear the dressing of his lines !
Which were so richly spun, and woven so fit,
As, since, she will vouchsafe no other wit.
The merry Greek, tart Aristophanes,
Neat Terence, witty Plautus, now not please ;
But antiquated and deserted lie,
As they were not of Nature's family.
Yet must I not give Nature all ; thy art,
My gentle Shakspeare, must enjoy a part.
For though the poet's matter nature be,
His art doth give the fashion : and, that he
Who casts to write a living line, must sweat,
(Such as thine are) and strike the second heat
Upon the Muses' anvil ; turn the same,
And himself with it, that he thinks to frame ;
Or for the laurel he may gain a scorn ;
For a good poet's made, as well as born.
And such wert thou ! Look how the father's face
Lives in his issue, even so the race
Of Shakspeare's mind and manners brightly shines
In his well torned and true filed lines;
In each of which he seems to shake a lance,
As brandisht at the eyes of ignorance.
Sweet Swan of Avon ! what a sight it were
To see thee in our waters yet appear,
And make those flights upon the banks of Thames,
That so did take Eliza, and our James !
But stay, I see thee in the hemisphere
Advanced, and made a constellation there !
Shine forth, thou Star of Poets, and with rage
Or influence, chide or cheer the drooping stage,

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Which, since thy flight from hence, hath mourned like night,
And despairs day, but for thy volume's light.

7.0 Learning Task 3: Analysis DOK: 3

7.1 Ben Jonson states in this poem that Shakespeare was: “He was not of an age, but for all time!” Using the poem, list 5 other praises that Jonson gives Shakespeare.

1. “He was not of an age, but for all time!”
- 2.
- 3.
- 4.
- 5.
- 6.

8.0 Writing Prompt:

8.1 Using the three texts and your own experience with Shakespeare---studying his plays and sonnets, choose one of the following options to write a well-constructed multi-paragraph essay.

Option 1.

Some educators and parents believe that it is no longer necessary to study Shakespeare. They believe that the study of Shakespeare should only be taught at the college level. In an argumentative essay state a claim and support with the texts you have read and from your studies of Shakespeare decide: Should students in grades 9-12 study Shakespeare?

Option 2

In a well-constructed essay, give examples and reasons to support your claim about: “WHAT IS SO GREAT ABOUT SHAKESPEARE?”

Look at the following rubric as you complete your writing.

Writing Scoring Guide – Three Point Rubric

	<p>The response provides the essential elements of a complete interpretation of the prompt. It addresses important aspects of the task and provides sufficient relevant evidence to support development. It is focused and organized, addressing the needs of purpose, audience and task. It includes sentences of varied length and structure.</p>
	<p>The response provides some of the elements of an interpretation of the prompt. It addresses some aspects of the task and provides some evidence to support development. It has a focus but lacks strong organization and inconsistently addresses the needs of purpose, audience and task. It includes sentences of somewhat varied length and structure.</p>
	<p>The response provides minimal elements of an interpretation of the prompt.</p>

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	It addresses few aspects of the task and provides little relevant evidence to support development. It lacks focus and organization and generally fails to address the needs of purpose, audience, and task. It includes sentences with little variety and structure.
	The response does not meet any criteria.

1.0 College and Career Readiness Anchor Standards: Grades 11-12

- 1.7 **READING: Key ideas and Details:** 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, including determining where the text leaves matters uncertain.
- 1.8 **WRITING:** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- 1.9 **SPEAKING AND LISTENING:** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others; ideas and expressing their own clearly and persuasively.

Unit: Huckleberry Finn

Lesson Title: Introduction to Mark Twain and his use of satire

Objectives:

Students will do a close reading of an essay by Mark Twain and make logical inferences regarding the central theme and key supporting ideas.

Students will cite specific textual evidence from Mark Twain's essay to support conclusions drawn from the text and to show their understanding of his use of satire.

Students will assess how point of view or purpose shapes the content and style of a text.

Students will analyze content presented in various formats, such as radio, discussion, and text in order to develop conclusions on various topics.

Common Core Standards

RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RI.11-12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

RI.11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

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RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Materials:

Quotations from Mark Twain to post around the room

Brief Biography of Mark Twain from: <http://www.cmgww.com/historic/twain/about/bio.htm>

National Public Radio, “The Autobiography of Mark Twain: Satire to Spare.” From: <http://www.npr.org/2010/11/15/131268307/-the-autobiography-of-mark-twain-satire-to-spare>

Clips from the Mark Twain Prize Award Show from: <http://www.pbs.org/mark-twain-prize/>

Twain, Mark “The Damned Human Race”

Essay/Discussion Assignment Handout (provided below)

Warm-Up/Step 1: Post the following quotes around the room, without revealing that they are by Mark Twain, each on its own separate poster or sheet of paper. After students circulate and read each quotation, they should then stand next to the one that resonates most with them, perhaps because it feels true or because they disagree with it.

Quotations:

“Always obey your parents when they are present.”

“The lack of money is the root of all evil.”

“Man is the only animal that blushes. Or needs to.”

“Honor is a harder master than law.”

“Always do right. This will gratify some people and astonish the rest.”

“Character is the architect of achievements.”

“A full belly is little worth where the mind is starved.”

“The man with a new idea is a crank until the idea succeeds.”

“A man cannot be comfortable without his own approval.”

“Travel is fatal to prejudice.”

“There is no sadder thing than a young pessimist, except an old optimist.”

“Clothes do not merely make the man ... clothes are the man.”

As small groups gather around their chosen quotations, ask them to discuss what the quotation means to them and why they chose it. Then, ask a representative from each group to share highlights of his or her group discussion.

Reconvene the class and show students the entire list of quotations. Ask: Does anyone know to whom these quotations can be attributed? Based on these quotations, what guesses can you make about who Mark Twain was? When do you think he lived? What guesses can you make about what his life was like? What can you tell about his personality? What do you think he wrote about, and what do you think his books might be like to read? If they have already read works by Twain, ask them how the quotations contribute to their understanding of the writer and his work.

Step 2: Read with students a brief Biography of Twain and discuss how his life could have inspired the quotes from the warm up.

Step 3: Listen to an auditory preamble with an NPR sound byte on Twain’s most recently released autobiography “The Autobiography of Mark Twain: Satire to Spare.” It gives students a taste of who Twain is, from the man himself, and introduces students to his sense of social commentary.

After the interview, have students define Satire in partners and discuss examples of satire they are familiar with to share with the class.

Step 4: To continue the discussion on satire and to hook them show various clips from the Kennedy Center Mark Twain Prize for Humor, in order to offer a continuing glimpse into Twain’s brilliance and insight.

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Step 5: Pass out Twain’s “Damned Human Race” and the discussion/essay assignment as an introduction to a major theme in Huckleberry Finn. Preview the assignment as a class and then have students read the essay silently as they interact with the text with their purpose in mind.

Allow students to discuss in groups of three their initial interpretations of the essay.

Task 1: Summary and Analysis Response Assignment: Write a summary response on Twain’s essay, The Damned Human Race.

In the first part of your paper, the summary, you should objectively (without bias) identify the claim of the essay by discerning only the most significant points Twain makes. Do not include analysis, interpretation, evaluation, or opinion. Simply report the “guts” of his essay. Use academic, third person voice in this section.

In the second part of your paper, the response, analyze Twain’s essay. How do you interpret it? What do you think about it? With which points do you agree or disagree? Why? Evaluate Twain’s essay. Is it effective or ineffective in making his point? Why? Use evidence to support your analysis.

Task 2: Discussion Question: How does Twain use satire in this essay? Be specific and refer to the text along with your explanation.

In the first section identify Twain’s claim and summarize the essay by discerning the most significant points Twain makes. Summarize his assertions objectively and use academic voice.

In the second section analyze Twain’s essay and his use of satire to reveal human follies. How do you interpret it? What do you think about it? With which points do you agree or disagree? Evaluate how his use of satire adds to the meaning of his theme. Use evidence to support your analysis

1.0 College and Career Readiness Anchor Standards: Grades 11-12

- 1.1 **READING:** Key ideas and Details: 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, including determining where the text leaves matters uncertain.
- 1.2 **WRITING:** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- 1.3 **SPEAKING AND LISTENING:** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

2.0 Text One: Boston public television producer Henry Morgenthau III's "The Negro and the American Promise," featuring interviews by Dr. Kenneth Clark with Martin Luther King and Malcolm X in the spring of

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1963. The program aired in a climate of racial conflict, just months after Alabama governor George Wallace's defiant support of "segregation forever," and before the March on Washington.

Source: Interview with Martin Luther King

Lexile: 1180

Range: 11 Medium

Dr. Kenneth Clark: Malcolm X, one of the most articulate exponents of the Black Muslim philosophy, has said of your movement and your philosophy that it plays into the hands of the white oppressors. That they are happy to hear you talk about love for the oppressor because this disarms the Negro and fits in to the stereotype of the Negro as a meek, turning-the-other-cheek sort of creature. Would you care to comment on Mr. X's beliefs?

Dr. Martin Luther King, Jr.: Well, I don't think of love as, in this context, as emotional bosh. I don't think of it as a weak force. But I think of love as something strong, and that organizes itself into powerful direct action. This is what I try to teach in the struggle in the South. That we are not engaged in a struggle that means we sit down and do nothing.

There's a great deal of difference between non-resistance to evil and non-violent resistance. Non-resistance leaves you in a state of stagnant passivity and dead-end complacency. Wherein non-violent resistance means you do resist in a very strong and determined manner. And I think some of the criticisms of non-violence, or some of the critics, fail to realize that we are talking about something very strong, and they confuse non-resistance with non-violent resistance.

Clark: He goes beyond that, in some of the things I've heard him say, to say that this is deliberately -- your philosophy of love of the oppressor, which he identifies completely with the non-violent movement -- he says, this philosophy and this movement are actually encouraged by whites because it makes them comfortable, makes them believe that Negroes are meek, supine creatures.

King: Well, I don't think that's true. If anyone has ever lived with a non-violent movement in the South, from Montgomery on through the Freedom Rides and through the sit-in movement and the recent Birmingham movement, and seen the reactions of many of the extremists and reactionaries in the white community, he wouldn't say that this movement makes, this philosophy makes them comfortable. I think it arouses a sense of shame within them often, in many instances, I think it does something to touch the conscience and establish a sense of guilt. Now so often people respond to guilt by engaging more in the guilt-evoking act in an attempt to drown the sense of guilt. But this approach certainly doesn't make the white man feel comfortable. I think it does the other thing. It disturbs this conscience and it disturbs this sense of contentment he's had.

Clark: James Baldwin raises still another point of the whole non-violent position and approach. He does not reject it in the way that Malcolm X does, but he raises the question of whether it will be possible to contain the Negro people within this framework of non-violence if we continue to have more of the kinds of demonstrations that we had in Birmingham.

King: Well I think these brutal methods used by the Birmingham police force and other police forces will naturally arouse the ire of Negroes, and I think there is the danger that some will be so aroused that they will retaliate with violence.

I think though that we can be sure that the vast majority of Negroes who engage in the demonstrations and who understand the non-violent philosophy will be able to face dogs, and all of the other brutal methods

that are used, without retaliating with violence, because they understand that one of the first principles of non-violence is a willingness to be the recipient of violence while never inflicting violence upon another. And none of the demonstrators in Birmingham engaged in aggressive or retaliatory violence. It was always someone on the sideline, who had never been in the demonstrations and probably not in the mass meetings, and had never been in a non-violent workshop. So I think it will depend on the extent to which we can extend the teaching of the philosophy of non-violence to the larger community, rather than those who are engaged in the demonstrations.

Clark: Well, how can you maintain this type of discipline, control, and dignity?

King: We do a great deal in terms of teaching both the theoretical aspects of non-violence as well as the practical application. We even have courses where we go through the experience of being roughed up. And this kind of socio-drama has proved to be very helpful in preparing those who are engaged in demonstrations. The other thing is --

Clark: What about the federal government? Have you made any direct appeal?

King: I think Mr. Kennedy has done some significant things in civil rights. But I do not feel that he has yet given the leadership that the enormity of the problem demands.

Clark: By Mr. Kennedy now, do you mean the president, or the attorney general?

King: Yes, I am speaking now of the president, mainly, and I would include the attorney general. I think both of these men are men of genuine good will, but I think they must understand more about the depths and dimensions of the problem, and I think there is a necessity now to see the urgency of the moment. There isn't a lot of time. Time is running out. And the Negro is making it palpably clear that he wants all of his rights, that he wants them here, and that he wants them now.

3.0 Text Two: Interview with Malcolm X

Lexile: 1290

Range: 10 Medium

Clark: It has been suggested also that this movement preaches a gospel of violence, that --

Malcolm X: No, the black people in this country have been the victims of violence at the hands of the white man for 400 years. And following the ignorant Negro preachers, we have thought that it was godlike to turn the other cheek to the brute that was brutalizing us. And today, the Honorable Elijah Muhammad is showing black people in this country that just as the white man and every other person on this earth has god-given rights, natural rights, civil rights, any kind of rights that you can think of, when it comes to defending himself, black people should have -- we should have the right to defend ourselves also. And, because the Honorable Elijah Muhammad makes black people brave enough, men enough, to defend ourselves no matter what the odds are, the white man runs around here with the philo-- with the doctrine that we are -- Mr. Muhammad is advocating violence when he's actually telling Negroes to defend themselves against violent people.

Clark: I see. Well, Reverend Martin Luther King preaches a doctrine of non-violent insistence upon the rights of the American Negro. What is your attitude toward this philosophy?

Malcolm X: The white man pays Reverend Martin Luther King, subsidizes Reverend Martin Luther King, so that Reverend Martin Luther King can continue to teach the Negroes to be defenseless. That's what you mean by non-violent: be defenseless. Be defenseless in the face of one of the most cruel beasts that has ever

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taken a people into captivity. That's this American white man. And they have proved it throughout the country by the police dogs and the police clubs.

A hundred years ago they used to put on a white sheet and use a bloodhound against Negroes. Today they've taken off the white sheet and put on police uniforms, they've traded in the bloodhounds for police dogs, and they're still doing the same thing. And just as Uncle Tom, back during slavery, used to keep the Negroes from resisting the bloodhound, or resisting the Ku Klux Klan, by teaching them to love their enemy, or pray for those who use them spitefully, today Martin Luther King is just a 20th century or modern Uncle Tom, or a religious Uncle Tom, who is doing the same thing today, to keep Negroes defenseless in the face of an attack, that Uncle Tom did on the plantation to keep those Negroes defenseless in the face of the attacks of the Klan in that day.

Clark: But the goal of Dr. King is full equality --

Malcolm X: No.

Clark: ... and full rights of citizenship for Negroes.

Malcolm X: The goal of Dr. Martin Luther King is to give Negroes a chance to sit in a segregated restaurant beside the same white man who had brutalized them for 400 years. The goal of Dr. Martin Luther King is to get Negroes to forgive the people who have brutalized them for 400 years by lulling them to sleep, and making them forgetting what those whites have done to them. But the masses of black people in America today don't go for what Martin Luther King is putting down. As you said in one of your articles, it's psychologically insecure, or something of that sort -- I forget how you put it. But you didn't endorse what Martin Luther King was doing yourself.

Clark: I do not reject his goals, of full integration and full equality rights for American citizens. Do you reject these goals?

Malcolm X: If you don't think that he's walking on the right road, I'm quite sure that you don't agree that he'll get to the right place. And if you would classify his method as "psychologically unrealistic" -- I think that if a man's method is psychologically unrealistic, which means that the road or the means or the method that he's using, I think that, as a psychologist, you'd be very doubtful that he would reach the right goals.

Clark: There is one correction, Mr. Malcolm, that I'd like to make here. In that same piece that you're quoting from, I said that he -- his methods are effective. His philosophy, of love, of the oppressor, I thought was psychologically burdensome.....

.....

Clark: So in effect, Minister Malcolm, your movement does not share the integration goals of the NAACP, CORE [Congress of Racial Equality], Martin Luther King's movement, and the student non-violent movement?

Malcolm X: You don't integrate with a sinking ship. You don't do anything to further your stay on board a ship that you see is on its way down to the bottom of the ocean. Moses tried to separate his people from Pharaoh, and when he tried, the magicians tried to fool the people into staying with Pharaoh. And we look upon these other organizations that are trying to get Negroes to integrate with this doomed white man as nothing but modern-day magicians, and the Honorable Elijah Muhammad as the modern-day Moses who's trying to separate us from the modern-day Pharaoh.

.....

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3.0 Learning Task: Analysis DOK 3 / 4

Option 1

How did Martin Luther King, Jr. support his claim that nonviolent protest methods would help the civil rights movement? Justify your choice.

How does Malcolm X address his claim that integration and non-violence will not work? Justify your choices.

What evidence does Malcolm X give to establish the claim that black Americans deserve a separate nation and that violence is necessary for the movement?

Why does Malcolm X disagree with both the goal and the method of Martin Luther King, Jr.'s nonviolent protest movement?

Option 2

1. Develop a paragraph assessing the strengths and weaknesses of Malcolm X's vision of a separate nation for black Americans;

2. Develop a paragraph assessing the strengths and weaknesses of Martin Luther King, Jr.'s vision of the peaceful integration of black and white Americans into one society.

3. Determine which one offers the better solution to the needs and problems confronted by the black community?

4. Justification of the choice: Why is this vision better? Give three or four reasons supporting this claim.

Writing Scoring Guide – Three Point Rubric

	<p>The response provides the essential elements of a complete interpretation of the prompt. It addresses important aspects of the task and provides sufficient relevant evidence to support development. It is focused and organized, addressing the needs of purpose, audience and task. It includes sentences of varied length and structure.</p>
	<p>The response provides some of the elements of an interpretation of the prompt. It addresses some aspects of the task and provides some evidence to support development. It has a focus but lacks strong organization and inconsistently addresses the needs of purpose, audience and task. It includes sentences of somewhat varied length and structure.</p>
	<p>The response provides minimal elements of an interpretation of the prompt. It addresses few aspects of the task and provides little relevant evidence to support development. It lacks focus and organization and generally fails to address the needs of purpose, audience, and task. It includes sentences with little variety and structure.</p>
	<p>The response does not meet any criteria.</p>

1.0 College and Career Readiness Anchor Standards: Grades 11-12

- 1.1 READING: Key ideas and details: 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, including determining where the text leaves matters uncertain.

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

1.3 SPEAKING AND LISTENING: Prepare for and participate effectively in a range of conversations with diverse partners, building on other's ideas and expressing their own clearly and persuasively.

2.0 TEXT ONE: Sojourner Truth: "Ain't I a Woman?", December 1851. As used in Internet Modern History Sourcebook. <http://www.fordham.edu/halsall/mod/sojtruth-woman.asp>.

Watch Alfre Woodard perform this speech on Youtube and follow along with the text carefully: http://www.youtube.com/watch?v+4vr_vKsk_h8&feature+related

Well, children, where there is so much racket there must be something out of kilter. I think that 'twixt the negroes of the South and the women at the North, all talking about rights, the white men will be in a fix pretty soon. But what's all this here talking about?

That man over there says that women need to be helped into carriages, and lifted over ditches, and to have the best place everywhere. Nobody ever helps me into carriages, or over mud-puddles, or gives me any best place! And ain't I a woman? Look at me! Look at my arm! I have ploughed and planted, and gathered into barns, and no man could head me! And ain't I a woman? I could work as much and eat as much as a man - when I could get it - and bear the lash as well! And ain't I a woman? I have borne thirteen children, and seen most all sold off to slavery, and when I cried out with my mother's grief, none but Jesus heard me! And ain't I a woman?

Then they talk about this thing in the head; what's this they call it? [member of audience whispers, "intellect"] That's it honey. What's that got to do with women's rights or negroes' rights? If my cup won't hold but a pint, and yours holds a quart, wouldn't you be mean not to let me have my little half measure full?

Then that little man in black there, he says women can't have as much rights as men, 'cause Christ wasn't a woman! Where did your Christ come from? From God and a woman! Man had nothing to do with Him.

If the first woman God ever made was strong enough to turn the world upside down all alone, these women together ought to be able to turn it back, and get it right side up again! And now they is asking to do it, the men better let them.

Obliged to you for hearing me, and now old Sojourner ain't got nothing more to say.

3.0 Learning Task: Analysis DOK 3

3.1 After doing a careful listening and close reading of the speech by Sojourner Truth, talk with the person next to you and discuss the following:

- A. What does the speech reveal about the speaker?
- B. What rhetorical techniques are evident in the speech?
- C. What is the speaker's claim?
- D. What is your explicit textual evidence for citing that claim?

4.0 TEXT TWO: Shirley Anita St. Hill Chisolm For the Equal Rights Amendment delivered 10 August 1970, Washington, D.C. as used in American Rhetoric Top 100 Speeches. <http://www.americanrhetoric.com/speeches/shirleychisholmequalrights.htm>.

Mr. Speaker, House Joint Resolution 264, before us today, which provides for equality under the law for both men and women, represents one of the most clear-cut opportunities we are likely to have to declare our faith in the principles that shaped our Constitution. It provides a legal basis for attack on the most subtle, the most institutionalized

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form of prejudice that exists. Discrimination against women, solely on the basis of their sex, is so widespread that it seems to many persons normal, natural and right.

Legal expression of prejudice on the grounds of religious or political belief has become a minor problem in our society. Prejudice on the basis of race is, at least, under systematic attack. There is reason for optimism that it will start to die with the present, older generation. It is time we act to assure full equality of opportunity to those citizens who, although in a majority, suffer the restrictions that are commonly imposed on minorities, to women.

The argument that this amendment will not solve the problem of sex discrimination is not relevant. If the argument were used against a civil rights bill, as it has been used in the past, the prejudice that lies behind it would be embarrassing. Of course laws will not eliminate prejudice from the hearts of human beings. But that is no reason to allow prejudice to continue to be enshrined in our laws – to perpetuate injustice through inaction...

There are objections raised to wiping out laws protecting women workers. No one would condone exploitation. But what does sex have to do with it. Working conditions and hours that are harmful to women are harmful to men; wages that are unfair for women are unfair for men. Laws setting employment limitations on the basis of sex are irrational, and the proof of this is their inconsistency from State to State. The physical characteristics of men and women are not fixed, but cover two wide spans that have a great deal of overlap. It is obvious, I think, that a robust woman could be more fit for physical labor than a weak man. The choice of occupation would be determined by individual capabilities, and the rewards for equal works should be equal.

This is what it comes down to: artificial distinctions between persons must be wiped out of the law. Legal discrimination between the sexes is, in almost every instance, founded on outmoded views of society and the pre-scientific beliefs about psychology and physiology. It is time to sweep away these relics of the past and set further generations free of them...

Evidence of discrimination on the basis of sex should hardly have to be cited here. It is in the Labor Department's employment and salary figures for anyone who is still in doubt. Its elimination will involve so many changes in our State and Federal laws that without the authority and impetus of this proposed amendment, it will perhaps take another 194 years. We cannot be parties to continuing a delay. The time is clearly now to put this House on record for the fullest expression of that equality of opportunity which our founding fathers professed. They professed it, but they did not assure it to their daughters, as they tried to do for their sons.

The Constitution they wrote was designed to protect the rights of white, male citizens. As there were no black Founding Fathers, there were no founding mothers – a great pity, on both counts. It is not too late to complete the work they left undone. Today, here, we should start to do so.

5.0 Learning Task: Analysis DOK 3-4

5.1 Are the rhetorical techniques in Chisholm's speech more similar to or different than those used in Truth's Use the Compare and Contrast Chart Graphic Organizer (found on ReadWriteThink) to record your findings.

5.2 After comparing and contrasting the use rhetorical strategies, determine which speech has the most effective argument for his audience, based on the rhetorical strategies used and justify your choice in a well-developed essay. Support your observations with specific evidence from the text.

Writing Scoring Guide – Three Point Rubric

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	The response doesn't meet any criteria.