Freedom and Education

PD Toolkit Title: Freedom and Education

Created By: Ximena Schneider

Content Area/Subject: Social Studies

Targeted Grade Level(s): 8th Grade

Estimated Length (minutes): 800 minutes (4 week unit)

Workshop Abstract: This unit offers the opportunity to students to read and understand nonfiction text across history/social studies content area. The standards aimed in this unit are to complement the content standards, and not supplant them. Students need to practice and apply reading skills to understand other subjects. Through reading, the students build content knowledge with a balance of Language Arts activities and materials. Students will have smaller size of reading materials in order to further in depth and read the text closely. This unit also
facilitates evidence-based discussions and writing that synthesizes and explains what they have read.

In this unit, the central text is the important and demanding Narrative of the Life of Frederick Douglass. There is also a rich literature about this time and theme in American history. Since students are reading excerpts of the Narrative, rather than the whole text, it is especially important that they read a complete book for Independent reading.

**Workshop Objectives:**

The students will apply various strategies to comprehend, interpret, evaluate, appreciate, and respond to *The Narrative of the Life of Frederick Douglass*.

The students will express ideas about the connection between freedom and education effectively in written modes, including using technology tools such as word processing through an essay.

The students will demonstrate thinking skills in listening, speaking, and reading.

The students will apply various strategies to comprehend, interpret, evaluate, appreciate, and respond to different media about education.

<table>
<thead>
<tr>
<th>Essential Question(s): To what extent can education serve as a vehicle for social change?</th>
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</table>
| Key Shifts:  
Shift One: Students will build academic Social Studies language through reading different (Lexile) texts.  
Shift Two: Student will read, speak and write based on evidence from the texts. |
| Active Learning Strategies:  
-Close Reading  
-Grouping: whole class or small group, partners  
-Making Text to Text Connections  
-Compare and Contrasting Texts  
-Listen/Watch-Read-Discuss  
-Think Alouds  
-Think-Pair-Share  
-Graphic Organizers  
-Partner Reader |
### Shift Three: Students will use digital resources to conduct research and complete an essay.

### Shift Four: Students will collaborate in small groups for different purposes aimed to a common goal.

**-Selective Annotation and Highlighting**

**-Notetaking**

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**Materials/Texts (including images & videos):**

- The Narrative of the Life of Frederick Douglass
- **Video: Biblioburro;** (Donkey Library) *iblioburro:* Compare the attitudes toward teachers, books and education in this clip/film and what you typically see in your community (Idaho and/or USA)
- The United Nations universal Declaration of Human Rights
- Pictures/photographs of oppression eras (Holocaust, Radical Islamic, Civil Rights, etc.)
- Song Irony
- Malala’s UN Speech (17 min) July 12, 2013
- Picture Book *Razia’s Ray of Hope: One Girl’s Dream of an Education,* by Elizabeth Suneb 680L
- *AIN'T I A WOMAN,* Sojourner Truth
- Song: Expository Writing Song
  - Youtube: [https://www.youtube.com/watch?v=ea1FGtHlZbk](https://www.youtube.com/watch?v=ea1FGtHlZbk)
- Malala’s Diaries 1150L
- “Up from Slavery” by Booker T. Washington
**“Narrative of Sojourner Truth” by Sojourner Truth**

**Bibliography:**


Frontloading

Lesson 1 Biblioburro

Lesson 2 A Picture Tell a Story

Lesson 3 Identifying High Quality Sites

Lesson 4 Introduction to the Main Text through Reading Text from the Same Author

Lesson 5 Irony to Express Ideas and Feelings

Lesson 6 Women Standing for their Rights

Lesson 7 The Process of Expository Essay

Close Reading

Vocabulary
Freedom and Education

Created By: 6028
Subject: Reading (Language Arts Cross Curriculum)
Grade: 
Estimated Length (days or weeks): Four to Five Weeks

Unit Overview (including context): Eighth grade students will have the opportunity to explore targeted passages of complex texts in order to examine the experiences and ideas of people who have survived slavery or oppression. The unit will be around one main text that is read in the Social Studies classroom within the 8th Grade Social Studies curriculum. The main text is the Narrative of Frederick Douglass. Through whole class independent reading, scaffolded activities, video clips and discussion students will gather and synthesize information to answer the essential question through an informative essay. The strength of this unit is the integration of listening, speaking viewing, reading, and writing.

Unit Rationale
This unit offers the opportunity to students to read and understand nonfiction text across the 8th grade history/social studies content area. The standards aimed in this unit are to complement the content standards, and not supplant them. Students need to practice and apply reading skills to understand other subjects. Through reading, the students build content knowledge with a balance of Language Arts activities and materials. Students will have smaller size of reading materials in order to further in depth and read the text closely. This unit also facilitates evidence-based discussions and writing that synthesizes and explains what they have read.
In this unit, the central text is the important and demanding Narrative of the Life of Frederick Douglass. There is also a rich literature about this time and theme in American history. Since students are reading excerpts of the Narrative, rather than the whole text, it is especially important that they read a complete book for Independent reading.
Also, consistently help students analyze how their independent reading book and the Narrative “talk” to each other: How does reading one inform their understanding of the other?

Key Shifts:
Shift One: Students will build academic Social Studies language through reading different (Lexile) texts.
Shift Two: Student will read, speak and write based on evidence from the texts.
Shift Three: Students will use digital resources to conduct research and complete an essay.
Shift Four: Students will collaborate in small groups for different purposes aimed to a common goal.

Targeted Standards:
- Idaho Core Grade-Level Standards:
- CCSS.ELA-LITERACY.RI.8.1

Essential Question(s)/Enduring Understandings:
To what extent can education serve as a vehicle for social change?
Theme
Ignorance as a tool of slavery; knowledge as the path to freedom.

Measurable Outcomes:
Learning Goals:
-Students will synthesize their research through reading, art observation, and video clips.
-Students will use evidence and cite their sources to support the conclusion of their answer to the essential question.
Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.  
**CCSS.ELA-LITERACY.RI.8.2**  
Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.  
**CCSS.ELA-LITERACY.RI.8.3**  
Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).  

**Craft and Structure:**  
**CCSS.ELA-LITERACY.RI.8.4**  
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.  

**Range of Reading and Level of Text Complexity:**  
**CCSS.ELA-LITERACY.RI.8.10**  
By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.  

**Text Types and Purposes:**

| Other Understandings: | Format: Product, essay paper. Essay demonstrating through evidence how people are able to obtain freedom through education (school, reading, and writing).  
| **What might explain why some people consider education a basic human right? What could you do to ensure that this right is protected?** | **Student-Friendly Learning Targets:** |
| **How and why educational systems differ in different parts of the world?** | - I can recognize when an author uses irrelevant evidence.  
| **How does the source (CNN, PBS) influence the reception of the viewer/reader?** | (RI.8.3) |
| **When can you trust a source?** | - I can cite textual evidence that strongly supports my analysis of the text.  
| **How do you synthesize information?** | (RI.8.1) |
| **How did Frederick Douglass’ ability to read contribute to his emotional struggle for freedom?** | - I can determine the central idea of the text and I can summarize it objectively.  
| **Essential Questions: Frederick Douglass’ Narrative** | (RI.8.2) |
| **What tools do human beings use to transcend difficulties?** | - I can analyze the interactions between individuals, events, and ideas in a text.  
| **How does dehumanization render a person powerless?** | (RI.8.3) |
| **How does education give us power?** (chapter 6) | - I can explain and discuss how individuals, events, and ideas interact with each other in a text.  
| **Why learning to read is so important to practicing freedom?** (chapter 7) | (RI.8.3) (SL.8.1) |
| **What does it mean to be a human being (vs. an animal)? With a group or partner, share your quick write and develop criteria by which you could judge human, (and/or humane) behavior.** | - I can provide a concluding statement or section that supports the information in the essay.  
| **Can people truly rise to great expectations?** | (W.8.8.) |

**Banner:** During the time of this lesson there will be a banner with the essential question posted on a visible wall in our classroom. Throughout the lessons in this unit we will refer and connect the essential unit and answers as needed.  

**Format:**  
- **SL.8.4:** I can gather information from multiple sources, print and digital and assess credibility and accuracy of those sources.  
- **W.8.1:** I can follow a standard format for citation in my work.  
- **W.8.3:** I can correctly quote or paraphrase information found for my essay.  
- **W.8.2:** I can draw conclusions about Frederick Douglass and support them with evidence from the text.  
- **W.8.10:** I can select an independent reading book that is just right for me.  
- **W.8.8:** I can write and informational essay with all its parts; introduction and thesis statement, body paragraph, and a conclusion to a specific audience.  

**Success Criteria:**  
- I can cite textual evidence that strongly supports my analysis of a text  
- I understand what evidence is. I understand what a source is.  
- I understand how to conclude my answer to the essential question based on facts and not opinions. I can cite textual evidence that strongly supports my analysis of a text.  
- I am able to synthesize information from different sources in my essay.  

**Challenges:**  
- Formal/early American English language and vocabulary.
CCSS.ELA-LITERACY.W.8.1
Write arguments to support claims with clear reasons and relevant evidence.

CCSS.ELA-LITERACY.W.8.2
Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Production and Distribution of Writing:
CCSS.ELA-LITERACY.W.8.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Range of Writing:
CCSS.ELA-LITERACY.W.8.10
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CCSS.ELA-LITERACY.W.8.2
Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CCSS.ELA-LITERACY.W.8.2.A
Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, Length of book for strugglers to read on their own.
Background information and connections (text to self, text, world). The Narrative is a rich and complex text, and the time and amount of in-class support that students need to make meaning of it will vary.
Writing and synthesizing experience.

Support:
Shorter versions of the narratives
Text bundle: documents, articles, speeches, other story within the “Essential Question.”
Video clips
Grouping: for discussion and some tasks
Close reading activities
When ELLs are asked to produce language, consider providing a sentence frame, sentence starter, or cloze sentence to assist with the structure required.
Adjust pacing to best meet the needs of the students.
Collaborate with the Social Studies colleagues to identify other excerpts of the texts they might use with students to reinforce key history content or concepts.
In this unit, the central text that students read is Narrative of the Life of Frederick Douglass. This text is available in its entirety from Project Gutenberg, thus allowing students to do some of the reading at home.
tables), and multimedia when useful to aiding comprehension.

CCSS.ELA-LITERACY.W.8.2.B Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

CCSS.ELA-LITERACY.W.8.2.C Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

CCSS.ELA-LITERACY.W.8.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic.

CCSS.ELA-LITERACY.W.8.2.E Establish and maintain a formal style.

CCSS.ELA-LITERACY.W.8.2.F Provide a concluding statement or section that follows from and supports the information or explanation presented.

Vocabulary Acquisition and Use:

CCSS.ELA-LITERACY.L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

CCSS.ELA-LITERACY.L.8.4.A Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

CCSS.ELA-LITERACY.L.8.4.B Use common, grade-appropriate Greek or Latin affixes and roots as clues to the
meaning of a word (e.g., precede, recede, secede).
CCSS.ELA-LITERACY.L.8.4.C Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
CCSS.ELA-LITERACY.L.8.4.D Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Comprehension and Collaboration:
CCSS.ELA-LITERACY.SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
CCSS.ELA-LITERACY.SL.8.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

- Content Standards (Social Studies):
  6-12.USH1.1.2.2
**Summative Assessment:**

- **Summative Assessment Description:** Rubric
  - Holistic Scoring: Sometimes a rubric is scored holistically, so there is one overall score instead of discrete dimensions.
  - Product: Informative/Explanatory Essay

- **Depth of Knowledge (DOK) Explanation:** Knowledge and Understanding
  As needed students will apply DOK at all levels. The end product will require the students to demonstrate elements of a DOK4.
  
  DOK 4: Curricular elements assigned to this level demand extended use of higher order thinking processes such as synthesis, reflection, assessment and adjustment of plans over time

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**Central Text: “The Narrative of Frederick Douglas”**

Frederick Douglass's *Narrative* is an autobiography. It’s the story of his life from the time he was born a slave to the time of his escape to freedom to the North. But it’s also a piece with a strong political message. Douglass wrote this book in 1845. He became a public speaker and writer to try to stop slavery. He believed that if he showed people what slavery was really like, they would understand why it needed to be abolished. As a former slave he could offer a window to people to understand the horrors of slavery. Douglass's *Narrative* was an instant success, selling over 35 thousand copies in the U.S. and Europe. His success was dependent on the fact that he was literate and self-educated.

**Text Complexity Analysis:** [http://www.corestandards.org/assets/Appendix_A.pdf](http://www.corestandards.org/assets/Appendix_A.pdf)

- **Quantitative:** 1080 Lexile, Flesch-Kincaid 8.97, 4-8 ATOs, 6th – 8th Grade
  
  Various readability measures of the Narrative are largely in agreement that it is of appropriate complexity for grades 6–8. A Coh-Metrix analysis calls attention to this excerpt's complex syntax and the abstractness of some of the language (e.g., hard-to-define concepts such as slavery and freedom). Helping to balance out that challenge are the text’s story like structure and the way the text draws clear connections between words and sentences. However, readers will still have to make many inferences to interpret and connect the text's central ideas.

- **Qualitative:**
  
  Levels of Meaning: While the apparent aim of the text is to convince readers of the evils of slavery, there are other aims as well; among the latter, not fully revealed in the excerpt, are Douglass's efforts to assert his own manhood (and that of other black men) and to create an extended analogy between his own literal rise to freedom and a spiritual awakening.
  
  Structure: The Narrative uses a fairly simple, explicit, and conventional story structure, with events largely related chronologically by a narrator recounting his past. There are some philosophical discussions that may, to the reader just looking for a story, seem like digressions.
  
  Language Conventionality and Clarity: Douglass's language is largely clear and meant to be accessible. He does, however, use some figurative language (e.g., juxtaposing literal bread with the metaphorical bread of knowledge) and literary devices (e.g., personifying freedom). There are also some now-archaic and unusual words and phrasings (e.g., choice documents).
  
  Knowledge Demands: The Narrative discusses moderately sophisticated themes. The experiences of slavery Douglass describes are obviously outside students' own experiences, but Douglass renders them vivid. The text is bound by Douglass's authoritative perspective. General background: knowledge about slavery and race in mid-nineteenth century America is helpful, as is knowledge of Christianity, to which Douglass makes frequent reference throughout the book.
- **Reader-Task:** These are to be determined locally with reference to such variables as a student’s motivation, knowledge, and experiences as well as purpose and the complexity of the task assigned and the questions posed.

### Other materials/resources (including images and videos):

Malala’s Diaries 1150L  
“Up from Slavery” by Booker T. Washington  
“Narrative of Sojourner Truth” by Sojourner Truth  
Readers Theater:

**Videos:**

Frederick Douglass Civil Rights Activist (c. 1818-1895) Synopsis [www.biography.om/people/frederick-douglass-9278324](http://www.biography.om/people/frederick-douglass-9278324) (3:37 min)

**Websites:**


Sites used by teacher: sources, movie, video, evaluation: [http://lib.colostate.edu/howto/evalmovie.html](http://lib.colostate.edu/howto/evalmovie.html)

Close and Open Questions: ([http://www.oucom.ohiou.edu/fd/Open%20Ended%20Questions.htm](http://www.oucom.ohiou.edu/fd/Open%20Ended%20Questions.htm))


Song: [https://www.youtube.com/watch?v=ea1FGtHIZbk](https://www.youtube.com/watch?v=ea1FGtHIZbk)

Essential Questions for Language


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**Instructional Sequence**

**Frontloading/Anticipatory Set**

Lesson plan or outline:

- Visual: On the board or screen for all students to read show the Article 26 of the Declaration of Human Rights  
- Post the Essential Question.  
- Show video clip of Biblioburro

### The United Nations universal Declaration of Human Rights (article 26) reads:

**Article 26.**

1. Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.
(2) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.

(3) Parents have a prior right to choose the kind of education that shall be given to their children.

Essential Question:
What might explain why some people consider education a basic human right? What could you do to ensure that this right is protected?

Background: “The Universal Declaration of Human Rights, which was adopted by the UN General Assembly on 10 December 1948, was the result of the experience of the Second World War. With the end of that war, and the creation of the United Nations, the international community vowed never again to allow atrocities like those of that conflict happen again. World leaders decided to complement the UN Charter with a road map to guarantee the rights of every individual everywhere.”

Video: 5:10 min
Biblioburro; (Donkey Library) http://www.pbs.org/pov/biblioburro/news_coverage.php

Background: Carlos Rendón Zipagauta’s new documentary, Biblioburro: The Donkey Library, tells the story of 39-year-old Soriano and his traveling library from the point of view of the man himself and, one might say, his two hardworking burros. The film rides along with Soriano on one of his arduous weekend rounds and discovers a world of dense tropical beauty, nearly impassable trails, dangers both natural (snakes, swollen streams) and human (guerillas, bandits), open-air classrooms and, most wonderfully, a thirst for reading and knowledge. But Biblioburro is also a portrait of Soriano — an unassuming, small-town elementary school teacher who not only had a great idea, but has been acting on it every weekend for over a decade.

Luis Soriano is surely the most famous resident of La Gloria, a small town in a rural area of northern Colombia plagued by poverty, crime and armed insurrection. But Soriano’s fame has little to do with guns, drugs or politics. His reputation rests on the eight hooves of two sturdy donkeys named Alfa and Beto, his own two feet and his willingness to spend weekends tramping through rugged and dangerous backcountry. These are the components of a simple but brilliant idea & using donkeys to bring a circulating library of donated books to the children in some of Colombia’s poorest and most remote towns and villages.

Ask the students to take that clip as a thought and to bring it with them to class next day.

Week One

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<tr>
<th>Day</th>
<th>Lesson 1</th>
<th>Biblioburro</th>
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<tbody>
<tr>
<td>1 and 2</td>
<td>Time Frame</td>
<td>90 minutes</td>
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</table>

Lesson Plan Overview / Details
Summary of the task
Students will have the opportunity to watch, listen, read and write about information gather from the video and readings (notes) to generate conclusions supported by evidence.

Materials
-Video: Biblioburro; (Donkey Library) **biblioburro**: Compare the attitudes toward teachers, books and education in this clip/film and what you typically see in your community (Idaho and/or USA)
http://www.pbs.org/pov/biblioburro/news_coverage.php
- The United Nations universal Declaration of Human Rights (article 26)
- Graphic organizer: Venn Diagram
- Rubric: Basic Summary
- Butcher paper, sheet to project on overhead, extra whiteboard
- World map
- Sticky notes

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<tr>
<th>Common Core Standards Shifts</th>
<th>Standards: CCSS.ELA-LITERACY.SL.8.1, CCSS.ELA-LITERACY.W.8.2</th>
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<tr>
<td>Webb's Depth of Knowledge (DOK)</td>
<td>Shifts: 2,3,4</td>
</tr>
<tr>
<td></td>
<td>DOK: 1,2,3,4</td>
</tr>
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**Essential Question:** Student friendly language that expresses what the student should be able to know/do when assessed at conclusion of lesson.

How and why educational systems differ in different parts of the world?

**Other Understanding:** Compare the attitudes toward teachers, books and education in this clip/film and what you typically see in your community (Idaho and/or USA)

1. **Hook**
   - Anticipatory set of the unit (this lesson is a follow up of the anticipatory set)
   - Introduction to the video “Biblioibrary”
   - Students take notes
   - Students discussed the videos:
     - 1. What they read, watched, and listed from the videos.
     - 2. Their perceptions, opinions and inferences
     - 3. Connections to prior or actual knowledge: experiences, feelings, situations in their lives both inside and outside of school.

2. **Vocabulary**
   - Literacy, burro, donkey, nonprofit, Latin American, proper names of locations, non-profit, bias
   - Analyze, summarize, compare and contrast, source, infer, conclude, perceptions

3. **Lecture/ Discover/ Explain**
   - **Teacher Input:** TI
   - **Student Input:** SI
   - **Basic Knowledge from other Classes/Subjects:** BK
   - **Text Dependent Questions:** TDQ

   - **Comparison and contrast are ways of looking at objects and thinking about how they are similar (alike) and different.** When you compare, you are stating similarities. When you contrast, you are stating differences.

   - **Vocabulary:** What word do you know that sounds familiar to *Biblioburro*? What part of this word do you know? What prefix or suffix do you know from this word? What does it mean? Give me examples of other words with this prefix? What is the meaning of the prefix? Have you heard the word burro? What does it mean? What type of word is it (language)?

   - SI: students will come up with the answers. BK: Students learn prefixes in 7th and 8th grade English Class.

   - **TI:** After reviewing the answers teacher explains: from Greek *biblio* = book.

   - Burro: Spanish word for donkey.
Use the “extra white-board,” butchers paper or regular notebook paper (projecting the board) to keep the information/notes from students. Have them available to use them again if needed. (Item 1) Outline the ‘notes’ by the seating arrangements (groups) to recognize how many students are engaged and giving inputs. Call on those students that are not participating on their own.

- Students watch the video for a second time: Before watching the video the teacher will post (orally and in written form on the board) the following directions and questions to the students.
  - Do not worry about reading the subtitles. I want you to focus on the surroundings, the environment and the visual world you see? What is interesting to you? What catches your attention?
  - TDQ: Luis Soriano spends his Saturdays traveling in the heat over rough terrain to take books to people who do not have them. Why does it do it? What reasons can you gather by the video clip? What is he trying to achieve? How is he influencing the lives of children and their families? What impact might his efforts have on the future of his community and possibly his country?
  - Connections: Is literacy and access to reading materials an issue in our community (Idaho Falls)?

- Read Article 26, Human Rights aloud to the class. Post it on the wall or someplace visible to all students.
  - Ask students to remember the clip about Article 26 (the little girl from a village with no school and the American girl disliking school).
  - TDQ Because of the atrocities caused during the era of WWII, the UN felt compelled to create commitments to avoid those things to happen again.

  Why would education be a priority in a list of rights of the world’s citizens? What are the freedoms Article 26 referring to? What should education promote? Why? What connections can you infer (make) about education and fundamental freedoms as referred in Article 26?

Day 3

- Sources: Evaluating the creativity of a source or resource can be difficult. The purpose of the author and the presented is equally important.
- Purpose:
  - ✓ Inform: For example: how to do something (fix a drain, repair a computer, learn how to use a computer program). Give an overview of a recent event or issue.
  - ✓ Entertain: For example: good old-fashioned motion pictures), TV shows (comedy/drama), music videos, celebrities (e.g. interviewed, doing bits), stories, reality shows etc.
  - ✓ Share information: For example: hobbies (knitting, cooking, gardening; some step-by-step), fandom (sightings of celebrities), familial news (new baby waving or smiling).
✓ Advertise/sell a product or service (business/marketing): For example: almost any product or service imaginable from automobiles to DVDs, dog sitting to private jet services. Promotions of upcoming shows (theatrical, film, TV) or events, informercials, commercials.
✓ Persuade, influence views, beliefs, advocacy: For example: candidate PR material, films on topical issues (education, environment, poverty, health, etc.)

Questions:

EQ: How does the source (CNN, PBS) influence the reception of the viewer/reader?
TI: Media bias in the United States occurs when the media in the United States systematically emphasizes one particular point of view in a way that contravenes the standards of professional journalism. Claims of media bias in the United States include claims of liberal bias, conservative bias, mainstream bias, and corporate bias.
PBS: PBS offers the public the opportunity to explore history, current event, civic issues, science, technology, learning through television and online content. PBS stations are commonly operated by non-profit organizations, state agencies, local authorities (such as municipal boards of education), or universities in their city of license. Since the mid-2000s, Roper polls commissioned by PBS have consistently placed the service as America’s most-trusted national institution.
CNN: CNN’s current weekday schedule consists mostly of rolling news programming during daytime hours, followed by more in-depth news and interview programs during the evening and primetime hours.
The Maker of Film: "I met Luis Soriano when the town of Magdalena paid tribute to him," says director Zipagauta. "When the ceremony was over, I approached him and asked about his work. Luis began telling me about the genesis of his ‘biblioburro,’ and as he talked passionately, I began seeing the story in images. In other countries, this would be fiction, but in my country, it is a reality. I thought this would be a magnificent story to tell, for what it says about human goodness and inventiveness and for what it reveals about the dignity of the Colombian people, especially the poorest among them."— Carlos Rendón Zipagauta, Director (PBS.com)
TDQ -Read and Ask: How do you know that the source (CNN or PBS) are giving you reliable information? Why would PBS and CNN sponsor this video? What is the goal of this video (purpose)? What is the film (and the stations) promoting? What are the benefits of presenting this video? Would you consider this information as official information? Why and why not?
SI: Pair, Think and Share: with a partner read and analyze these questions and prompts. Write one answer on a sticky note and put it on the board. When asked (by teacher) share and read the information aloud to the class.

4. Demo/Modeling: I DO

- TI: use overhead to show the compare and contrast graphic organizer Venn Diagram. Model by Using one item of the discussion by asking the students for input.
  - Read the prompt again: Compare the attitudes toward teachers, books and education in this clip/film and what you typically see in your community (Idaho and/or USA)
- SI: Students Think-Pair-Share to assess what they have noted from the video. By listening to students as they share, you can determine the focus of the content they got from the video.
### 5. Checking Understanding

#### Formative Assessment
- Continuous monitoring of whether or not a student "got it"
  - Summarize process or knowledge
  - Ask questions that go beyond recall
  - Clarify expectations and allow students to redo

Use the ‘extra white-board,” butcher paper or regular notebook paper (projecting the board) to keep the information/notes from students.

Outline the notes by the seating arrangements (groups) to recognize how many students are engaged and giving inputs. Call on those students that are not participating on their own.

- Students need to:
  - Know their roles in grouping arrangements
  - Be held accountable for their work

### 6. Guided Practice: We DO

#### Students help find Colombia on the world map
- 1. In which continent is Colombia?
- 2. How far is it from where you live?
  - Students discussed the video clips:
    - 1. What does the video "tells" you? What is the overall idea of the video?
    - 2. What are your perceptions, opinions and inferences?
    - 3. Describe a moment or background in the clip that you found particularly disturbing or moving. What was it about that scene that was especially compelling for you?
  - Students organize the information:
    - 4. Amend their notes to use them on the graphic organizer.

TI: add the following: **There is a marked contrast between education standards in urban areas of Colombia and education standards in rural areas of Colombia. While nine years of education are officially compulsory, only five years of primary school are offered in some rural areas. In cities, the literacy rate is 93%; in the country, it’s 67 percent. Overall, about 80 percent of Colombian children enter school, and the ministry of education estimates that approximately 500,000 children are currently out of school altogether. One of the primary reasons parents do not send children to school is financial hardship. Officially, the Colombian constitution guarantees free education but stipulates that the right is “without prejudice to charges for the cost of academic rights for those who can afford them.” In other words, some fees are permissible, and may be mandatory, including matriculation fees as well as fees for mandatory uniforms (common in South America), books, paper, water, administrative costs or other supplies. Matriculation fees may be as minimal as $4 to $40 a year per student,**
and total costs (including matriculation, uniforms and school supplies) as low as $100 per year, but these numbers can be prohibitive in a country where the annual per capita income is $8,205. Students should:

- Go through all steps of the process
- Have assistance from teacher if needed
- Generate a variety of ideas and alternatives
- Analyze information from different perspectives
- Self-assess and monitor own learning

<table>
<thead>
<tr>
<th>7. Independent Practice (Lab): You DO</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Product:</strong> Summary Essay</td>
</tr>
<tr>
<td>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</td>
</tr>
<tr>
<td><strong>Prompt:</strong> After watching the video Biblioburro, reading Article 26 of the Declaration of Human Rights, taking notes, creating a Venn Diagram and participating in discussions, gather your notes and your thoughts and produce a summary of the information.</td>
</tr>
<tr>
<td>The grade of this product is based on the rubric handed out to you at the beginning of class.</td>
</tr>
<tr>
<td><strong>Students:</strong></td>
</tr>
<tr>
<td>- Work independently</td>
</tr>
<tr>
<td>- Have less direct guidance and intervention as deemed safe and appropriate</td>
</tr>
<tr>
<td>- Use their notes and materials to assist with recall and performance</td>
</tr>
<tr>
<td>- Problem solve and monitor their own learning gaps in relation to what will be expected of them on the summative assessment</td>
</tr>
<tr>
<td>- Will use a rubric to work towards expectations</td>
</tr>
<tr>
<td><strong>Teacher:</strong></td>
</tr>
<tr>
<td>- Define proficiency and mastery</td>
</tr>
<tr>
<td>- Provide assistance materials</td>
</tr>
<tr>
<td>- Provide clear expectations for performance, timelines, evaluation elements (rubric), etc...</td>
</tr>
<tr>
<td>- Provide accommodations for those with special needs</td>
</tr>
<tr>
<td>- Provide a rubric to give students clear expectations</td>
</tr>
</tbody>
</table>

| 8. Closure                           |
| Teacher:                             |
| - Provide informal review of proficiency |
| - Review prompt from the graphic organizer |
| - Review the essential question      |
| - Remind what this is leading up to |
| **Students:**                        |
| - Share with each other as a whole group activity |
| - Connect content to essential questions or ideas by asking the students to use a couple of sentences to share their thoughts and idea. |
| Note: Education is a powerful tool by which economically and socially marginalized adults and children can lift themselves out of poverty and participate fully as citizens. One can only participate fully as a citizen when free from oppression. |

<table>
<thead>
<tr>
<th>9. Assessment</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students provide evidence of their proficiency.</td>
<td>Product: summary</td>
</tr>
<tr>
<td></td>
<td>● Will write a summary about <em>Biblioburro</em>:</td>
</tr>
<tr>
<td></td>
<td>● Organize, interpret, analyze, synthesize, and evaluate information rather than reproduce it.</td>
</tr>
<tr>
<td></td>
<td>● Draw conclusions, make generalizations</td>
</tr>
<tr>
<td></td>
<td>● Demonstrate basic writing skills based on the <em>rubric</em>.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Scaffolding Extensions (modifications provided to IEP or ELL students)</th>
<th>Teacher:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Apply modifications from their IEP, ELL and 504 forms.</td>
</tr>
<tr>
<td></td>
<td>Different size of grouping: pairs, small groups (up to 5)</td>
</tr>
<tr>
<td></td>
<td>Information on the board/butcher paper, printed small posters, detailed outline of the day’s objectives, place for absent students to find information.</td>
</tr>
<tr>
<td></td>
<td>Walk around to help students (scaffold) and to keep them on task.</td>
</tr>
<tr>
<td></td>
<td>Provide an outline of the resources to the aids that come to my classroom to assist some of the student’s.</td>
</tr>
<tr>
<td></td>
<td>For ELL students explain with examples your expectations and reinforce the vocabulary needed for them to understand the tasks.</td>
</tr>
<tr>
<td></td>
<td>Use and direct students to use the VIPs in the classrooms (for example a poster on what is compare and contrast)</td>
</tr>
</tbody>
</table>
Materials for Anticipatory Set and Lesson 1

<table>
<thead>
<tr>
<th>Group 1</th>
<th>Group 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students’ input</td>
<td></td>
</tr>
<tr>
<td>Group 3</td>
<td>Group 4</td>
</tr>
</tbody>
</table>

Use a sticky note to answer these questions:
Choose one or two and write the answer on a sticky note. Be ready to share with the class.

- How do you know that the source (CNN or PBS) are giving you reliable information?
- Why would PBS and CNN sponsor this video?
- What is the goal of this video (purpose)?
- What is the film (and the stations) promoting?
- What are the benefits of presenting this video?
- Would you consider this information as official information? Why and why not?
The United Nations universal Declaration of Human Rights (article 26) reads:

- (1) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.
- (2) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.
- (3) Parents have a prior right to choose the kind of education that shall be given to their children.
Biblioburro

Magdalena, Colombia (CNN) – To the unaccustomed eye, a man toting 120 books while riding a stubborn donkey would seem nothing short of a circus spectacle. But for hundreds of children in the rural villages of Colombia, Luis Soriano is far from a clown. He is a man with a mission to save rural children from illiteracy.

"There was a time when many people thought that I was going crazy," said Soriano, a native of La Gloria, Colombia. "They'd yell, 'Carnival season is over.' ... Now I've overcome that."

Soriano, 38, is a primary school teacher who spends his free time operating a "biblioburro," a mobile library on donkeys that offers reading education for hundreds of children living in what he describes as "abandoned regions" in the Colombian state of Magdalena.

"In [rural] regions, a child must walk or ride a donkey for up to 40 minutes to reach the closest schools," Soriano said. "The children have very few opportunities to go to secondary school. ... There are [few] teachers that would like to teach in the countryside."

At the start of his 17-year teaching career, Soriano realized that some students were having difficulty not just learning, but finishing their homework assignments. Most of the students falling behind lived in rural villages, where illiterate parents and lack of access to books prevented them from completing their studies.

To help bridge the learning gap, Soriano decided to personally bring books to the children.

"I saw two unemployed donkeys at home and had the idea [to use] them in my biblioburro project because they can carry a heavy load," Soriano said. "I put the books on their backs in saddles and they became my work tools."

Every Wednesday at dusk and every Saturday at dawn, Soriano leaves his wife and three young children to travel to select villages — up to four hours each way — aboard a donkey named Alfa. A second donkey, Beto, follows behind, toting additional books and a sitting blanket. They visit 15 villages on a rotating basis.

"It’s not easy to travel through the valleys," Soriano said. "You sit on a donkey for five or eight hours, you get very tired. It’s a satisfaction to arrive to your destination."

At each village, some 40-50 youngsters await their chance to get homework help, learn to read or listen to any variety of tall tales, adventure stories and geography lessons Soriano has prepared.

"You can just see that the kids are excited when they see the biblioburro coming this way. It makes them happy that he continues to come," said Dairo Holguin, 34, whose two children take part in the program. "For us, his program complements what the children learn in school. The books they do not have access to ... they get from the biblioburro."

More than 4,000 youngsters have benefited from Soriano’s program since it began in 1990. Soriano says countless others have been helped, too; parents and other adult learners often participate in the lessons.

Soriano has spent nearly 4,000 hours riding his donkeys, and he’s not traveled unscathed. In July 2008, he fractured his leg when he fell from one of the donkeys; in 2006, he was pounced on by bandits at a river crossing and tied to a tree when they found out he had no money. Despite these injuries, which left him with a limp, Soriano has no intention of slowing down.

In addition to the biblioburro program, he and his wife built the largest free library in Magdalena next to their home. The library has 4,200 books, most of which are donated — some from as far away as New York City. They also run a small community restaurant.

Soriano’s hope is that people will understand the power of reading and that communities can improve from being exposed to books and diverse ideas.

"For us teachers, it’s an educational triumph, and for the parents [it’s] a great satisfaction when a child learns how to read. That’s how a community changes and the child becomes a good citizen and a useful person," Soriano said. "Literature is how we connect them with the world."

Want to get involved? Check out Luis Soriano’s website at www.fundacionbiblioburro.com and see how to help.
### Accuracy and completeness of content

<table>
<thead>
<tr>
<th>4 points</th>
<th>3 points</th>
<th>2 points</th>
<th>1 point</th>
</tr>
</thead>
<tbody>
<tr>
<td>The summary contains all of the key ideas in the original, including complete and accurate information about the source.</td>
<td>The summary may omit one of the key ideas in the original article or include a detail or example; the source information may be inaccurate or incomplete.</td>
<td>The summary omits several key ideas from the original article or includes ideas that are not in the article; the source information is incomplete or missing.</td>
<td>This is not a summary of the article.</td>
</tr>
</tbody>
</table>

### Topic sentence, concluding sentence, and paragraph organization

<table>
<thead>
<tr>
<th>4 points</th>
<th>3 points</th>
<th>2 points</th>
<th>1 point</th>
</tr>
</thead>
<tbody>
<tr>
<td>The summary has a clear topic sentence and several sub-topic that explain key ideas from the original. The summary is organized.</td>
<td>The summary is overly general or very short; the organization is unclear or inconsistent.</td>
<td>The topic sentence does not express the main idea of the original article; the summary lacks any organizational structure.</td>
<td>The summary has no topic sentence; the paragraph is disorganized, containing ideas in a random order.</td>
</tr>
</tbody>
</table>

### Complete/accurate paraphrase of source

<table>
<thead>
<tr>
<th>4 points</th>
<th>3 points</th>
<th>2 points</th>
<th>1 point</th>
</tr>
</thead>
<tbody>
<tr>
<td>All sentences paraphrase the original source completely.</td>
<td>There may be one or two &quot;echoes&quot; of the original source.</td>
<td>Many sentences contain incomplete paraphrases of the original.</td>
<td>The summary contains sentences pasted from the original.</td>
</tr>
</tbody>
</table>

### Sentence precision

<table>
<thead>
<tr>
<th>4 points</th>
<th>3 points</th>
<th>2 points</th>
<th>1 point</th>
</tr>
</thead>
<tbody>
<tr>
<td>All sentences are clear, accurate and complete.</td>
<td>Most sentences are clear, accurate and complete.</td>
<td>Several sentences are incomplete (fragment) or the meaning is garbled and unclear. The summary addresses the reader using the second person &quot;you.&quot;</td>
<td>Many sentences are incomplete (fragment), or the meaning is confused or unclear. Fragment.</td>
</tr>
</tbody>
</table>

### Grammar, usage and mechanics

<table>
<thead>
<tr>
<th>4 points</th>
<th>3 points</th>
<th>2 points</th>
<th>1 point</th>
</tr>
</thead>
<tbody>
<tr>
<td>The summary is free of errors.</td>
<td>The summary contains only one or two minor errors in GUM.</td>
<td>The summary contains several errors in GUM that distract the reader.</td>
<td>The summary contains many errors in GUM.</td>
</tr>
</tbody>
</table>
**Biblioburro:** Compare the attitudes toward teachers, books and education in this clip/film and what you typically see in your community (Idaho and/or USA)

http://www.pbs.org/pov/biblioburro/news_coverage.php

Topic 1 ___________________________ Topic 2 ___________________________
Scaffolding

Article 26, Right to education:

1) You have the right to go to school. Primary schooling should be free and required. You should be able to learn a profession or continue your studies as far as you can.

2) At school, you should be able to develop all your talents and learn to respect others, whatever their race, religion or nationality.

3) Your parents should have a say in the kind of education you receive.

(Prior right means that the parents have the right to choose the type of education for their children before anyone else. So they have a stronger claim to the right to choose than other people).
## Week One

<table>
<thead>
<tr>
<th>Day</th>
<th>Lesson 2</th>
<th>A Picture Tell a Story</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 and 5</td>
<td>Time Frame</td>
<td>60 -90 minutes</td>
</tr>
</tbody>
</table>

### Lesson Plan Overview / Details

**Goals and Objectives**

- Students will have the opportunity to
- Develop observational and reasoning skills:
- Increase students’ sensory literacy.
- Develop the ability to verbally describe the evidence of the senses.
- Develop understanding of levels of prior knowledge.
- Learn to differentiate forms of evidence.
- Communicate observations using descriptive writing and proper writing conventions.
- Learn to “read” photographs

Students will work in groups to review a set of photographs to establish a chronology, then analyze subject matter to look for trends over time before comparing and comparing and contrasting their content.

Describing photo images can be a great exercise in developing both observation and word skills, and for demonstrating understanding of spatial relations (humanities).

Our visual literacy is informed by the dominant culture in which we were raised, and in today’s multi-cultural classrooms, it is incumbent upon teachers to recognize that different interpretations of an image may arise. Some background knowledge of the culture from which an image comes helps us interpret or “read” an image. On the other hand, some knowledge of the person who read an image may help us understand her interpretation of it.

### Materials

- Manila envelope with photographs from different types of oppression eras: slavery, Holocaust, Islamic (radical) countries, Civil Rights era, etc.
- Cards with the information about each picture.
- Many historical and cultural websites have great pictures (images of photographs or paintings) that are easy to teach with. The Library of Congress has thousands of photos, many of which are available for free classroom use. Many state historical societies also have photos available as does the National Archives. Most university archives have begun digitizing their photographic collection.

### Common Core Standards Shifts

**Webb's Depth of Knowledge (DOK)**

- CCSS.ELA-LITERACY.W.8.7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- CCSS.ELA-LITERACY.SL.8.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.
- CCSS.ELA-LITERACY.SL.8.2: Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
<table>
<thead>
<tr>
<th><strong>Essential Question:</strong> Student friendly language that expresses what the student should be able to know/do when assessed at conclusion of lesson.</th>
<th><strong>What can we learn about a culture, events and people through images (photograph)?</strong></th>
</tr>
</thead>
</table>
| **Other Understandings:**  
What can we learn from the subjects of this photograph?  
What can you put into words what you see with your eyes?  
Why was this photo taken? What did the photographer mean to convey? | |

<table>
<thead>
<tr>
<th><strong>1. Hook</strong></th>
<th>Have Power Point of the pictures for this lesson going as they walk in to class. Students will look at the pictures and will wonder what we are going to be doing in class today.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>2. Vocabulary</strong></th>
<th></th>
</tr>
</thead>
</table>
| **Academic Vocabulary** | **Concept/Content vocabulary:**  
alter (*Photoshop*)  
artifact  
attribute  
chronology  
criteria  
description  
image  
impression  
infer  
interpret  
observation  
observation  
opinion  
photograph  
subjective/objective  
theme  
  
civil liberties  
civil rights  
education  
emancipation  
freedom  
liberty  
literacy  
minority  
black/African American  
oppression  
prejudice  
racism  
religious extremism  
slavery  
slavery  
social justice  
prejudice  
bias  
neglect  |

|  | Make a list of words that are unknown; discuss and model how they can use context clues to determine meanings.  
Ask students to use the words in context. |

| **3. Lecture/ Discover/ Explain** | |
| **Teacher Input:** TI  
**Student Input:** SI  
**Basic/Background Knowledge from other Classes/Subjects:** BK |  
- Most of the information in photographs is gained from studying the image rather than the physical aspects of the photograph. Photographic/image revision thus offers an excellent opportunity for learning the challenge of accurate description. Every image was created in a particular place time. The creator had a purpose and a reason. One can learn from looking and studying at images to explain and clarify our thoughts and believes. One can tell a story through images, others can clarify and make “more real” the story. |
| TDQ: text dependent question | • Purpose. All photographs exist for a reason. Some are meant to record important events, others to expose dire conditions to the public, still others are intended as artistic statements. Knowing the purpose of a photograph, and the corollary of knowing its intended audience, can help in interpreting a photograph.  

Image. The subject is of course the most compelling aspect of a photograph. What is shown in the image? People, objects, buildings, landscapes, all can be described in words. Ideas, theme and message of an image it is harder to interpret.  

In a photograph the subject is the most important aspect. What is the photograph showing? Objects, buildings, landscapes, events, people, animal, nature, etc. Everything can be described in words, but the task is not always easy.  

There are many possibilities for interpreting photographs. Today, our array of images are spanning several cultures and time periods, sort photographs by place and by time before comparing and contrasting their content. However, it is always important to ask:  
✓ Why was this photo taken?  
✓ What did the photographer mean to convey? |
|---|---|
| 4. Demo/Modeling: I DO | • TI: use the picture (Item 1) and ask, What do you see?  
• SI: students will mention things they see in the picture. Most things will be factual.  
• TI: How would you describe it? SI: students will have the opportunity to have opinions on things they see on the photograph.  
• TI: When do you think this image was taken? Painted? Is the image printed on something other than paper? Does the photo exhibit the sepia tones characteristic of many 19th century photo prints? Is it in color or black and white? Does it appear to have been faded with time? What does the picture convey? What message do you get from this picture? Why do you think this picture was taken?  
• TI: An example from midwestern family history will help illustrate this point. In the photograph, we see what is apparently a family group, posed in an interior (probably the photographer’s studio). The clothing on most the figures suggests the picture was taken around 1900. Exploring the relationships between the people, it is fairly easy to suggest that the man seated in the center of the picture is the father of the children grouped around him. Both the poses and the facial resemblances make this likely. But what about the two young women featured in the upper left corner of the image? They look as though they could be sisters. Are they daughters of the man? Their ages suggest they could be. There seems to be something anomalous about the woman on the far left, however. She is the only person in the picture not looking into the camera. She is also dressed differently; her clothes are lighter in color, and an expert in the history of fashion would note that her blouse is of an older style than that worn by the young woman pictured next to her. This picture would be very difficult to interpret correctly without additional information. Here is the story behind this photo. The photo does show a family grouping, father and children, posed in a photographer’s studio around 1900. The woman on the left in the back row, Emma, is the seated man’s wife, and others in the photo are her children. The reason she is dressed in clothes from an earlier period and appears to be about the same age as her oldest child is that this image of her is actually from an engagement picture made around 1880, before she was married or had any children. This woman died in 1900 when her oldest child was nineteen years old and her youngest was two. The family wanted a photograph of the whole family together, so the
photographer grouped the living members of the family as you see in the photo, leaving room for Emma. He then inserted the older image of Emma during the printing process. This story took place in a tiny town in Wisconsin, and the photographer was Emma’s brother. (http://www.indiana.edu/~mathers/Tops.pdf)

5. Checking Understanding

- Go-around When a one- or two-word answer can show understanding, self- or group assessment, or readiness for a task, teachers ask students to respond to a text/visual dependent question one at a time, in rapid succession around the room.
- Visiting Small Group: sit with the small groups to see and hear their reactions, comments, and responses.

6. Guided Practice:

<table>
<thead>
<tr>
<th>We DO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students: groups of five students each.</td>
</tr>
<tr>
<td>Teacher: Distribute the pictures inside in an envelope to the different group of students. Each envelope contains at least 6 pictures. Each picture has a number that correspond to a card with its information.</td>
</tr>
<tr>
<td>Keep separate envelopes with pictures and their information (cards)</td>
</tr>
<tr>
<td>Provide each group with a set of Photograph Information Form, Subject of the image (Activity 1)</td>
</tr>
<tr>
<td>* Variation: let the students figure out their own observation categories before handing out the form.</td>
</tr>
<tr>
<td>Students: the students look at the pictures and write to complete the form.</td>
</tr>
</tbody>
</table>

**Photo/Item #**

**People:** (how many, race, ethnicity, age, height, etc.)

**Objects:** (clothes, buildings cars, furniture, old, new, etc.)

**Setting:** (indoors, outdoors, type of building, etc.)

**Time** (era, event in history, etc.)

**Activities** (what is happening in the picture? What is he doing? Etc.)

**What else do you notice about it?**

**What are your feelings after seeing this image? What connections can you make when you see this image?**

**Other Information or questions:**

- **Partners:** Discuss with a partner and class. Invite students to discuss and respond to one another’s thoughts and ideas about the text/visual based on their notes and observations. Ask partners to share their discussion highlights and constantly remind them to refer to evidence from the text as they share.

- **Group Activity:** Students share the information about their pictures in their groups. Students help each other to see “more” or “other” things from the images.

**Students** will be able to agree or disagree. If the student agrees with the added information the student can amend his/her form.

- **Class Discussion:** As a class we discuss the connections students made from the image. For example, I’ve seen this picture before. I think I’ve read about this. My history/science/English teacher taught about this event.

- **Vocabulary:** on a piece of paper (butcher paper) make a list of words as they come out during discussion. Discus the words and clarify the meaning with the students. Ask them to use them in context.

7. Independent Practice:

- Each student picks a different picture from the envelope and completes a Photograph Information Form – Primary Source Analysis Tool (Library of Congress Template). The picture is of his/her choice.
### You DO

Guide students with the sample questions as they respond to the primary source. Encourage them to go back and forth between the columns; there is no correct order.

- **✓ Have students identify and note details.**
  - Sample Questions:
    - Describe what you see. · What do you notice first? · What people and objects are shown? · How are they arranged? · What is the physical setting? · What, if any, words do you see? · What other details can you see?
  - **✓ Encourage students to generate and test hypotheses about the image.**
    - Why do you think this image was made? · What’s happening in the image? · When do you think it was made? · Who do you think was the audience for this image? · What tools were used to create this? · What can you learn from examining this image? · What’s missing from this image? · If someone made this today, what would be different? · What would be the same?
  - **✓** Have students ask questions to lead to more observations and reflections.

**Further Investigation**

Help students to identify questions appropriate for further investigation, and to develop a research strategy for finding answers.

Sample Question: What more do you want to know, and how can you find out?

- Follow-up activities:
  - **Beginning:** Write a caption for the image.
  - **Intermediate:** select an image. Predict what will happen one minute after the scene shown in the image. One hour after? One day after? One week after? Etc. Explain the reasoning behind your predictions.
  - **Advanced:** Have students expand or alter textbook or other printed explanations of history based on images they study.
    - Alternative or Extension (Activity 2)

**Picture #:**

What is the subject/image about?

- **Objects:**
- **Setting:**
- **Time:**
- **Activities:**
- **Background:**

**Reflect on the Essential Question:**

### 8. Closure

- **Teacher:** Do a quick sweep of the pictures they chose for activity 2. For example: 
  - *All the students that picked picture 1,......then ask the questions:*

  Why was this picture/painting taken? (the picture each student chose to write about).

  What did the photographer/artist mean to convey?
    - Students should be able to find the commonalities among all the pictures: these are pictures of injustices, prejudice, suffering, and oppression.
    - It is only after answering these questions that we can fruitfully ask:
<table>
<thead>
<tr>
<th>What can we learn from the subject of these photos?</th>
</tr>
</thead>
<tbody>
<tr>
<td>9. Assessment</td>
</tr>
<tr>
<td>Students provide evidence of their proficiency.</td>
</tr>
<tr>
<td>● Formative</td>
</tr>
<tr>
<td>• Students: the students look at the pictures and write to complete the form.</td>
</tr>
<tr>
<td>• Partners: Discuss with a partner and class. Invite students to discuss and respond to one another's thoughts and ideas about the text/visual based on their notes and observations. Ask partners to share their discussion highlights and constantly remind them to refer to evidence from the text as they share.</td>
</tr>
<tr>
<td>• Group Activity: Students share the information about their pictures in their groups. Students help each other to see &quot;more&quot; or &quot;other&quot; things from the images. Students will be able to agree or disagree. If the student agrees with the added information the student can amend his/her form.</td>
</tr>
<tr>
<td>Class Discussion: As a class we discuss the connections students made from the image. For example, I've seen this picture before. I think I've read about this. My history/science/English teacher taught about this event.</td>
</tr>
<tr>
<td>● The Primary Source Analysis Tool worksheet will serve as a summative assessment.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Scaffolding Extensions (modifications provided to IEP or ELL students)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher: Apply modifications from their IEP, ELL and 504 forms.</td>
</tr>
<tr>
<td>Different size of grouping: pairs, small groups (up to 5)</td>
</tr>
<tr>
<td>Information on the board/butcher paper, printed small posters, detailed outline of the day's objectives, place for absent students to find information.</td>
</tr>
<tr>
<td>Walk around to help students (scaffold) and to keep them on task.</td>
</tr>
<tr>
<td>Provide an outline of the resources to the aids that come to my classroom to assist some of the student’s. For ELL students explain with examples your expectations and reinforce the vocabulary needed for them to understand the tasks.</td>
</tr>
<tr>
<td>Model with something different than their task (give an example to duplicate the activity and not the product). Assess them often to check for understanding.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Links and Sites</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Books cannot be killed by fire. People die, but books never die. No man and no force can abolish memory... In this war, we know, books are weapons. And it is a part of your dedication always to make them weapons for man's freedom.”</td>
</tr>
<tr>
<td>Franklyn Delano Roosevelt</td>
</tr>
<tr>
<td>Reading Primary Sources:</td>
</tr>
<tr>
<td><a href="http://www.indiana.edu/~mathers/Tops.pdf">http://www.indiana.edu/~mathers/Tops.pdf</a></td>
</tr>
</tbody>
</table>
An example from a midwestern family history will help illustrate this point.

In the photograph, we see what is apparently a family group, posed in an interior (probably the photographer’s studio). The clothing on most the figures suggests the picture was taken around 1900. Exploring the relationships between the people, it is fairly easy to suggest that the man seated in the center of the picture is the father of the children grouped around him. Both the poses and the facial resemblances make this likely.

But what about the two young women featured in the upper left corner of the image? They look as though they could be sisters. Are they daughters of the man? Their ages suggest they could be. There seems to be something anomalous about the woman on the far left, however. She is the only person in the picture not looking into the camera. She is also dressed differently; her clothes are lighter in color, and an expert in the history of fashion would note that her blouse is of an older style than that worn by the young woman pictured next to her.

This picture would be very difficult to interpret correctly without additional information. Here is the story behind this photo. The photo does show a family grouping, father and children, posed in a photographer’s studio around 1900. The woman on the left in the back row, Emma, is the seated man’s wife, and others in the photo are her children. The reason she is dressed in clothes from an earlier period and appears to be about the same age as her oldest child is that this image of her is actually from an engagement picture made around 1880, before she was married or had any children. This woman died in 1900 when her oldest child was nineteen years old and her youngest was two. The family wanted a photograph of the whole family together, so the photographer grouped the living members of the family as you see in the photo, leaving room for Emma. He then inserted the older image of Emma during the printing process. This story took place in a tiny town in Wisconsin, and the photographer was Emma’s brother.
Activity 1

PHOTOGRAPH INFORMATION FORM
Subject of the Image
Activity 1

Photo/Item #

People: (how many, race, ethnicity, age, height, etc.)

Objects: (clothes, buildings, cars, furniture, old, new, etc.)

Setting: (indoors, outdoors, type of building, etc.)

Time (era, event in history, etc.)

Activities (what is happening in the picture? What is he doing? Etc.)

What else do you notice about it?

What are your feelings after seeing this image? What connections can you make when you see this image?

Other Information or questions:
<table>
<thead>
<tr>
<th>Observe</th>
<th>Reflect</th>
<th>Question</th>
</tr>
</thead>
</table>

**Primary Source Analysis Tool**

**Analyzing: Summary of Picture**

**Name of Primary Source:**

**Further Investigation**

*Library of Congress Template*
### Primary Source Analysis Tool

#### Analyzing: Summary of Picture

<table>
<thead>
<tr>
<th>Observe</th>
<th>Reflect</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have students identify and note details.</td>
<td>Encourage students to generate and test hypotheses about the image.</td>
<td>Have students ask questions to lead to more observations and reflections.</td>
</tr>
</tbody>
</table>

**Sample Questions:**
- Describe what you see.
- What do you notice first?
- What people and objects are shown? · How are they arranged? · What is the physical setting?
- What, if any, words do you see? · What other details can you see?
- Why do you think this image was made?
- What’s happening in the image?
- When do you think it was made? · Who do you think was the audience for this image?
- What tools were used to create this?
- What can you learn from examining this image?
- What’s missing from this image?
- If someone made this today, what would be different? · What would be the same?
- What do you wonder about... who? · what? · when? · where? · why? · how?

#### Further Investigation

Help students to identify questions appropriate for further investigation, and to develop a research strategy for finding answers.

Sample Question: What more do you want to know, and how can you find out?
PHOTOGRAPH INFORMATION FORM

Picture #: ____________________________

What is the subject/image about?

People:

Objects:

Setting:

Time:

Activities:

Background:

What can we learn about a culture, events and people through images (photograph)?
### Child Labor

Although children had been servants and apprentices throughout most of human history, child labor reached new extremes during the Industrial Revolution. Children often worked long hours in dangerous factory conditions for very little money. Children were useful as laborers because their size allowed them to move in small spaces in factories or mines where adults couldn’t fit, children were easier to manage and control and perhaps most importantly, children could be paid less than adults. Child laborers often worked to help support their families, but were forced to forgo an education. Nineteenth century reformers and labor organizers sought to restrict child labor and improve working conditions, but it took a market crash to finally sway public opinion.

### Civil Rights

Nearly 100 years after the Emancipation Proclamation, African Americans in Southern states still inhabited a starkly unequal world of disenfranchisement, segregation and various forms of oppression, including race-inspired violence. “Jim Crow” laws at the local and state levels barred them from classrooms and bathrooms, from theaters and train cars, from juries and legislatures. In 1954, the U.S. Supreme Court struck down the “separate but equal” doctrine that formed the basis for state-sanctioned discrimination, drawing national and international attention to African Americans’ plight. In the turbulent decade and a half that followed, civil rights activists used nonviolent protest and civil disobedience to bring about change, and the federal government made legislative headway with initiatives such as the Voting Rights Act of 1965 and the Civil Rights Act of 1968. Many leaders from within the African American community and beyond rose to prominence during the Civil Rights era, including Martin Luther King, Jr., Rosa Parks, Malcolm X, Andrew Goodman and others. They risked—and sometimes lost—their lives in the name of freedom and equality.

### Slavery

Slavery in America began when the first African slaves were brought to the North American colony of Jamestown, Virginia, in 1619, to aid in the production of such lucrative crops as tobacco. Slavery was practiced throughout the American colonies in the 17th and 18th centuries, and African-American slaves helped build the economic foundations of the new nation. The invention of the cotton gin in 1793 solidified the central importance of slavery to the South’s economy. By the mid-19th century, America’s westward expansion, along with a growing abolition movement in the North, would provoke a great debate over slavery that would tear the nation apart in the bloody American Civil War (1861-65). Though the Union victory freed the nation’s 4 million slaves, the legacy of slavery continued to influence American history, from the tumultuous years of Reconstruction (1865-77) to the civil rights movement that emerged in the 1960s, a century after emancipation.

### Freed Slaves

When Abraham Lincoln's Emancipation Proclamation took effect on 1 January 1863, thousands of slaves living in the rebelling Confederate States found that they had been instantly "freed." Technically speaking this was true, but the logistics involved in actually restoring a free and equal status to the newly emancipated slaves was, to say the least, staggering. Without money, education, or experience fending for themselves—not to mention the additional challenges of living in a war-torn and racially-prejudiced county—the former slaves faced seemingly insurmountable challenges to finding some means of subsistence. Northerners and abolitionists quickly deployed relief organizations, such as the Friends Association of Philadelphia for the Aid and Elevation of the Freedmen. These groups worked tirelessly to acquire supplies, establish schools, and provide other forms of support, but resources were limited. Moreover, it was not easy to arouse the sympathy of countrymen who were preoccupied by war, and more often than not ambivalent on the issue of African-American slavery.
<p>| | | |</p>
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<tbody>
<tr>
<td>5</td>
<td>3 8</td>
<td>5</td>
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</table>
| **Burning Books** | Since ancient times, people from virtually all religions and societies have burned books as a form of censorship, protest, or hate mongering.  
On the night of May 10, 1933, an event unseen in Europe since the Middle Ages occurred as German students from universities once regarded as among the finest in the world, gathered in Berlin to burn books with "unGerman" ideas. The students, along with brownshirted storm troopers, tossed heaps of books into a bonfire while giving the Hitler arm-salute and singing Nazi anthems. Among the 20,000 volumes hurled into the flames were the writings of, Albert Einstein, Sigmund Freud, André Gide, Ernst Glaeser, Maxim Gorki, Werner Hegemann, Ernest Hemingway, Erich Kästner, Helen Keller, Alfred Kerr, Jack London, and others. |
| 6 | Little Rock 9 | In 1954, the United States Supreme Court declared public school segregation unconstitutional in Brown v. Board of Education. One year later the Court reiterated its ruling calling on school districts throughout the United States to desegregate their public schools “with all deliberate speed.” While some school districts began developing strategies to resist public school desegregation, school officials at Little Rock, Arkansas stated that they would comply with the Supreme Court's ruling. School district officials created a system in which black students interested in attending white only schools were put through a series of rigorous interviews to determine whether they were suited for admission. School officials interviewed approximately eighty black students for Central High School, the largest school in the city. Only nine were chosen, Melba Patillo Beals, Elizabeth Eckford, Ernest Green, Gloria Ray Karlmark, Carlotta Walls Lanier, Terrance Roberts, Jefferson Thomas, Minnijean Brown Trickey, and Thelma Mothershed Wair. They would later become known around the world as the “Little Rock Nine.” |
| 7 | Runaway Slaves | Slaves ran away for many reasons. Slavery was very cruel. The life of the slave was not a happy one. Many slaves were beaten and tortured. Often slave families were torn apart when the members were sold to different owners. Some slaves did not have enough to eat, warm clothes, or a decent place to live. Sometimes slaves ran away because they were going to be sold. Slaves especially dreaded being "sold South" because life further south was even harder than life in Maryland. Sometimes whole families fled together to avoid being separated. |
| 8 | Ruby Bridges | Born on September 8, 1954, in Tylertown, Mississippi, Ruby Bridges was 6 when she became the first African-American child to integrate a white Southern elementary school, having to be escorted to class by her mother and U.S. marshals due to violent mobs. Bridges' bravery paved the way for continued Civil Rights action. Ruby Nell Bridges was born on September 8, 1954, in Tylertown, Mississippi, and grew up on the farm her parents and grandparents sharecropped in Mississippi. When she was 4 years old, her parents, Abon and Lucille Bridges, moved to New Orleans, hoping for a better life in a bigger city. The fact that Ruby Bridges was born the same year that the Supreme Court's Brown v. Board of Education decision desegregated the schools is a notable coincidence in her early journey into civil rights activism. When Ruby was in kindergarten, she was one of many African-American students in New Orleans who were chosen to take a test determining whether or not she could attend a white school. It is said the test was written to be especially difficult so that students would have a hard time passing. The idea was that if all the African-American children failed the test, New Orleans schools might be able to stay segregated for a while longer. Ruby lived a mere five blocks from an all-white school, but attended kindergarten several miles away, at an all-black segregated school. |
| 9 | Segregation of Schools | After the abolition of slavery in the United States, three Constitutional amendments were passed to grant newly freed African Americans legal status: the Thirteenth Amendment abolished slavery, the Fourteenth provided citizenship, and the Fifteenth |
guaranteed the right to vote. In spite of these amendments and civil rights acts to enforce the amendments, between 1873 and 1883 the Supreme Court handed down a series of decisions that virtually nullified the work of Congress during Reconstruction. Regarded by many as second-class citizens, blacks were separated from whites by law and by private action in transportation, public accommodations, recreational facilities, prisons, armed forces, and schools in both Northern and Southern states. In 1896 the Supreme Court sanctioned legal separation of the races by its ruling in H.A. Plessy v. J.H. Ferguson, which held that separate but equal facilities did not violate the U.S. Constitution's Fourteenth Amendment.

<table>
<thead>
<tr>
<th>10</th>
<th>Teaching Free Blacks</th>
<th>The prohibition of education for African Americans had deep roots in American history. According to the 1847 Virginia Criminal Code: “Any white person who shall assemble with slaves, [or] free negroes . . . for the purpose of instructing them to read or write, . . .shall be punished by confinement in the jail . . . and by fine . . .” Under this code, Margaret Douglass, of Norfolk, Virginia, a former slaveholder, was arrested, imprisoned, and fined when authorities discovered that she was teaching “free colored children” of the Christ's Church Sunday school to read and write. In her defense, Mrs. Douglass noted that she was not an abolitionist, and did not engage in undermining the institutions of the South.</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>Separate but Equal</td>
<td>The 1896 court ruling in Plessy v Ferguson ushered in an era of “separate but equal” facilities and treatment for blacks and whites. In the area of education, it was felt that the children of former slaves would be better served if they attended their own schools and in their own communities. These images of schools for black students show that facilities were separate but never equal.</td>
</tr>
<tr>
<td>12</td>
<td>Segregated to the Anteroom</td>
<td>George W. McLaurin, a veteran school teacher living in Oklahoma applied to the all-white University of Oklahoma to pursue an advance degree in education in 1948. His application was rejected because Oklahoma statutes made it illegal for blacks and whites to attend the same school. McLaurin filed a complaint against the University on the state court level and won. He was allowed to attend classes but not with his fellow students. This photograph shows how he was segregated to the anteroom of a classroom in 1948 after his admission. In 1950, McLaurin filed suit with the and U.S. Supreme Court and won. The case paved the way for the Brown v. Board of Education cases.</td>
</tr>
<tr>
<td>13</td>
<td>School House (beginning 20th century)</td>
<td>This photograph shows the condition of many African American schools in the first decades of the twentieth century. Many states simply did not allocate enough funds to provide “equal” schools in the separate black schools. In South Carolina, the resulting inadequate condition for black children led to the Briggs v. Elliot case in 1954. The Briggs case would become one of the five included in the Brown decision.</td>
</tr>
<tr>
<td>14</td>
<td>Unequal Treatment</td>
<td>Three years after the U.S. Supreme Court ruled unanimously in Brown v. Board of Education that separate educational facilities are inherently unequal, nine African American students—Minnijean Brown, Terrance Roberts, Elizabeth Eckford, Emil Green, Thelma Mothershed, Melba Patillo, Gloria Ray, Jefferson Thomas, and Carlotta Walls—attempted to integrate Central High School in Little Rock, Arkansas. The students, known as the Little Rock Nine, were recruited by Daisy Bates, president of the Arkansas branch of the National Association for the Advancement of Colored People (NAACP). As president of the Montgomery Improvement Association, Martin Luther King wrote President Dwight D. Eisenhower requesting a swift resolution allowing the students to attend school. On 4 September 1957, the first day of school at Central High, a white mob gathered in front of the school, and Governor Orval Faubus deployed the Arkansas National Guard to prevent the black students from entering. In response to Faubus’ action, a team of NAACP</td>
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<tr>
<td>Page</td>
<td>Section</td>
<td>Text</td>
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<tr>
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</tr>
<tr>
<td>15</td>
<td>Poverty and Education</td>
<td>“The exclusion of girls from education is one expression of the lack of power that women and girls have globally.”</td>
</tr>
<tr>
<td>16</td>
<td>Native Americans</td>
<td>In the late 1800s, Native Americans were losing the U.S-Indian wars, particularly after the Civil War freed up troops to patrol the West. But there was still the &quot;Indian problem,&quot; Native Americans were still called savages living in the midst of civilized farmers. By the 1870s, Indian reform groups were becoming more powerful. The Indian Rights Association conducted their own investigations of conditions on the reservations and was one of the first organizations to hire a full time lobbyist in Washington. Like the slavery abolitionists before them, the Indian reform movement pointed out the flawed morality of taking the land of indigenous people simply because the Europeans &quot;discovered&quot; the land and wanted it. The choices seemed simple and stark to the reformer movement — either kill all the Indians or assimilate them into white civilization through education. Popular press reports about events like Ponca Chief Standing Bear's desperate attempt to return from Oklahoma to his ancestral homelands in Nebraska to bury his dead son captured the sympathies of the nation. So, even before the Civil War, reformers had pushed the federal government to begin an assimilation policy of educating Indians. By the 1860s, the federal government set up 48 &quot;day schools&quot; near some of the reservations. Indian students would travel off the reservations, attend school and return home. The reformers hoped that this system would allow the students to civilize their parents, as well, by sharing what they were learning.</td>
</tr>
<tr>
<td>17</td>
<td>Native American Woman Dr.</td>
<td>Dr. Susan LaFlesche Picotte (1865-1915) Dr. Picotte was the first American Indian woman in the United States to receive a medical degree, graduating at the top of her class at the Woman's Medical College of Pennsylvania in 1889. After her internship, she returned to the Omaha Reservation in Nebraska to care for more than 1,200 of her own native people at the government boarding school. She opened a hospital in the reservation town of Walthill, Nebraska in 1913, two years before her death.</td>
</tr>
<tr>
<td>18</td>
<td>Boarding School</td>
<td>The boarding school experience for Indian children began in 1860 when the Bureau of Indian Affairs established the first boarding school on the Yakima Indian Reservation in the state of Washington. These schools were part of a plan devised by well-intentioned,</td>
</tr>
</tbody>
</table>
eastern reformers led by Herbert Welsh and Henry Pancoast who also helped establish organizations such as the Board of Indian Commissioners, the Boston Indian Citizenship Association and the Women’s National Indian Association. The goal of these reformers was to use education as a tool to “assimilate” Indian tribes into the mainstream of the “American way of life;” the Protestant Republican ideology of the mid-19th century. Indian people would be taught the importance of private property, material wealth and monogamous nuclear families. The reformers assumed that it was necessary to “civilize” Indian people, make them accept white men’s beliefs and value systems. Schools were the ideal instrument for absorbing people and ideologies that stood in the way of republican millennial destiny. Schools would be able to quickly assimilate Indian youth. The first priority of the boarding schools would be to provide the rudiments of academic education: reading, writing and speaking of the English language. Arithmetic, science, history and the arts would be added to open the possibility of discovering the “self-directing power of thought.” Indian youth would be individualized. Religious training in Christianity would be taught. The principles of democratic society, institutions and the political structure would give the students citizenship training. The goal was to eradicate all vestiges of Indian culture. By the 1880s there were 60 schools with 6,200 Indian students in the United States. There were two forms of schools on the reservation: the reservation day school and the reservation boarding school. The reservation day school had the advantage of being relatively inexpensive and caused the least opposition from parents. The reservation boarding school spent one-half day teaching English and academics and a half-day was given over to industrial training. However, it was felt that reservation schools were not sufficiently removed from the influences of tribal life. The non-reservation boarding school would be, in the eyes of the assimilationists, the best school for changing Indian children into members of the white society. The most well-known of all the non-reservation boarding schools was the school established in Carlisle, Pennsylvania by Col. Richard Henry Pratt in 1879. His goal was complete assimilation. Headmaster of the Carlisle Indian School for twenty-five years, he was the single most important figure in Indian education during his time. His motto was, “Kill the Indian in him and save the man.”

| 19 | Woman and Education | Growing up in a privileged society, it’s easy to take certain freedoms for granted. We quickly forget that access to a quality education is not universal, especially for the women of the world. There are well over 20 prominent nations, which continue to discriminate against females by preventing them from learning. In these countries, gender inequality in education not only stifles the development of women, but also their sense of self-worth. Equal education, besides being a basic human right, is an essential tool for achieving social change, improved health and decision-making. In addition, investing in formal education yields high social and economic return, increasing economic growth and sustainable development in less progressive nations. According to UNESCO, of the 110 million children out of school in developing nations, 60 percent are girls. The high rate of illiteracy and lack of education in most developing countries remains a severe impediment to the advancement of women and these nations as a whole. |

| 20 | Today's Child Labor | Although the past decade has seen significant progress in the reduction of child labor, the statistics are still staggering. Today, approximately 168 million children worldwide are trapped in child labor. The life these children are forced to live becomes a perpetual cycle, as they sacrifice their most basic rights (and their future) just to earn basic necessities for survival. The International Labor Organization (ILO) defines child labor as any “work that deprives children of their childhood, their potential and their dignity, and that is harmful to physical and mental development.” While the definition is broad, the ILO explains that, “Whether or not particular forms of ‘work’ can be called ‘child labor’ depends on the child’s age, the type and hours of work performed, the conditions under which it is performed and the objectives pursued by individual countries.” The causes of child labor include high level of poverty and unemployment, limited access to compulsory, free education, violations of existing laws or codes of conduct, inadequate laws and enforcement and exemptions included within national laws. |
On January 1, 1863, President Abraham Lincoln signed the Emancipation Proclamation: “All persons held as slaves within any States...in rebellion against the United States,” it declared, “shall be then, thenceforward, and forever free.” (The more than 1 million slaves in the loyal border states and in the Union-occupied parts of Louisiana and Virginia were not affected by this proclamation.) It also declared that “such persons [that is, African-American men] of suitable condition will be received into the armed service of the United States.” For the first time, black soldiers could fight for the U.S. Army. Black soldiers had fought in the Revolutionary War and—unofficially—in the War of 1812, but state militias had excluded African Americans since 1792. The U.S. Army had never accepted black soldiers. The U.S. Navy, on the other hand, was more progressive: There, African-Americans had been serving as shipboard firemen, stewards, coal heavers and even boat pilots since 1861.
<table>
<thead>
<tr>
<th>Day</th>
<th>Lesson 3</th>
<th><strong>Identifying High Quality Sites</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>5, 6</td>
<td>Time Frame</td>
<td>90 minutes</td>
</tr>
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</table>

**Lesson Plan Overview / Details**

**Goals and Objectives**

Students engage in activities to
- **understand** how the ease of publishing on the Internet might affect how much they can trust the content of some sites.
- **learn** criteria that will help them evaluate websites.
- **apply** the criteria to a site to determine how trustworthy and useful it is.

In this lesson students explore the idea that anyone can publish on the Internet, so not all sites are equally trustworthy. They need to carefully evaluate the sites they use for research, and then decide which ones they can trust.

**Materials**

Preview the images and slideshow from the Huffington Post article “Fake Hurricane Sandy Photos Spread On Internet As Storm Barrels Toward Northeast.” Prepare to show them to students.

Explore Snopes.com’s “Hurricane Sandy Photographs” accordingly

Student Handout: **identifying Trustworthy Sites**

**Student assessment: exit ticket**

Access to the computer and Internet

**Common Core Standards**

**Shifts**

**Webb’s Depth of Knowledge (DOK)**

**CCSS.ELA-LITERACY.RI.8.7**
Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

**CCSS.ELA-LITERACY.RI.8.9**
Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

**Shift 3 and 4** Students will use digital resources strategically to conduct research and create and present material in **oral** and written form. Students will **collaborate** effectively for a variety of purposes while also building independent literacy skills.

**DOK:** Level 3,4

**Essential Question:** Student friendly language that expresses what the student should be able to know/do when assessed at conclusion of lesson.

**How would knowing how to evaluate a site in the Internet help us obtain accurate information for sound research?**

When can you trust a source? How is the process of publishing printed material (newspapers, magazines, books) different from publishing on the Internet?
<table>
<thead>
<tr>
<th>Section</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Hook</strong></td>
<td></td>
</tr>
</tbody>
</table>
| **2. Vocabulary** | *Biased*
One sided opinion
*trustworthy*: accurate and dependable worthy of your trust
*publish*: to present a finished piece of work to the public
*evaluate*: to carefully examine something to figure out its value
*criteria*: standards on which you base a judgment |
| **3. Lecture/Discover/Explain** | TI: There is so much out there with media today, it is critical that “we” do not believe everything we read. We will explore the idea that anyone can publish on the Internet, so not all sites are equally trustworthy. We need to carefully evaluate the sites we use for research, and then decide which ones we can trust. Today we are going to research about “Year Round School.” (Topic: a controversial topic to motivate the students).

- **Teacher Input**: TI
- **Student Input**: SI
- **Basic/Background Knowledge from other Classes/Subjects**: BK
- **TDQ: text dependent question**

- ✓ TI: Who knows what does the work “publish” mean?
- ✓ SI: Define the Key Vocabulary term publish.
- ✓ TI: Introduce students to the idea that the Internet has made it easy for anyone to become an “author” and “publish” information for other people to read.

**How is the process of publishing printed material (newspapers, magazines, books) different from publishing on the Internet?** Get a few comments, the teacher explains:

> Although many websites are written by people with expertise on a particular topic, this isn’t always the case throughout the Internet. Sometimes people who create or post on blogs do not have a background in the subject matter, and there is no editor to hold them to a high standard. By contrast, most respected book publishers and newspaper editors look for authors who know a lot about their subjects. They also have skilled editors and fact checkers who review the information in these publications for mistakes.

**Who knows what does the work “trustworthy ” mean?**

- ✓ SI: Define the Key Vocabulary term trustworthy.
- ✓ TI: point out to students that people who create or post on blogs and other websites are not necessarily experts in the subject. Their “facts” may not be true. They often don’t fix errors when some are found. They may pretend that their opinions are facts. They may even choose to include unkind or harmful statements.

Ask students to name an article they might want to write for a school magazine or a website for teens. Are they qualified to be authors of that article? Why or why not? Explain to students that to be a reliable author, they don’t need to have advanced degrees or important jobs. They just need to know a lot about their subject, have trustworthy sources of information on their subject, and check their facts carefully.
| 4. Demo/Modeling: I DO | ✓ TI: Show students a few “real” photos from the “Hurricane Sandy” slideshow, found at the bottom of the page of the Huffington Post article, “Fake Hurricane Sandy Photos Spread On Internet As Storm Barrels Toward Northeast” [www.huffingtonpost.com/2012/10/29/fake-hurricane­sandy­photos­internet­northeast _2041283.html](http://www.huffingtonpost.com/2012/10/29/fake-hurricane­sandy­photos­internet­northeast _2041283.html)

Show the fake pictures “Hurricane Sandy Photographs” read the “Origins” paragraph as a class and have students analyze a few of the photos listed. [http://www.snopes.com/photos/natural/sandy.asp](http://www.snopes.com/photos/natural/sandy.asp).

What kind of role do you think the Internet played in helping people learn about Hurricane Sandy?

The internet plays a big role helping people keep informed about events and catastrophes, we are lucky to have that much access to these types of events. Like in the case of Hurricane Sandy, people posted pictures online and used social media (Facebook, Twitter. Others turned to online news sources to help learn about the hurricane’s status and the damage it had done.

✓ Show students the image of the Tomb of the Unknown Soldier at the top of the article page. Click on the image. Tell students that this is an example of a Tweet that someone shared during the hurricane. Invite a student volunteer to read the image’s caption out loud (“AMAZING PHOTO: Even a hurricane won’t keep the honor guard from the Tomb of the Unknown Soldier this morning.”) Then, tell students that this photo was actually taken a month earlier than when the hurricane hit. Taken out of context, the photo went viral online and was even picked up by major news outlets like NPR and the Washington Post. People misinterpreted it to be a snapshot of the hurricane.

✓ Explain to students that, while there are generally fewer rules about what can and can’t be published on the Internet; there are a growing number of sites that have high standards for publishing information. Therefore, though it is important to use a critical eye when looking at websites, you shouldn’t automatically assume that online information is incorrect or of lesser quality than information in books or newspapers.

I want a couple of students to give share with the class what do the words evaluate and criteria mean.

SI define the Key Vocabulary terms evaluate and criteria.

✓ Explain to students that it’s important to know how to evaluate information online to make sure that it’s trustworthy. Tell them that they are going to learn some criteria for evaluating high-quality websites, which is especially helpful for research projects.

✓ Divide students into pairs. Or assign two or more pairs to work at the same computer and look at the same website; each pair should complete its own handout.

✓ Distribute the Test Before You Trust Student Handout, one for each student. Students will evaluate assigned websites based on a 30-point test, then score their sites and discuss the results.

| 5. Checking Understanding | ● Walk around asking questions, scaffolding and supporting the students’ investigations. Ask questions that are objective to what they are doing, but also subjective of they are getting with the practice. How is the process of publishing printed material (newspapers, magazines, books) different from publishing on the Internet?

What do you see here that you may think is a sign not to trust this site? What do you see that helps you trust this site? |
How do you know whether you can trust the information you find on a website? Why should you be careful to evaluate websites before using their information in research projects? Do you think that you could apply what you have learned to sites that aren’t just for school research, such as a site about your favorite singer or sports team? How would this site be trusted by some people? Should the general public check the trustfulness of the site before posting signs again (sharing or reposting)? Use the “Website General Information” to aid and support the students to clear their understanding.

<table>
<thead>
<tr>
<th>6. Guided Practice: We DO</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students</strong> groups of two students each.</td>
</tr>
<tr>
<td><strong>TI:</strong> Before you begin the lesson, you may wish to preview each of the sites at the end of this handout. They contain tips that may help you prepare for the activity.</td>
</tr>
<tr>
<td><strong>TI:</strong> Discuss each of the criteria, making sure that students understand what it means, and what to look for in a site to answer the questions.</td>
</tr>
<tr>
<td>Explain to students that the subject of their research is <strong>year-round education</strong>, also called year-round schooling. In most schools in the United States, students go to school for ten months in a row, then they have two months off. But some schools now operate on a different schedule: Students attend school for two or three months, and then have a shorter break. People have different opinions about year-round education. Kids don’t have summers off. Some people think this is a great idea and has a lot of advantages; some think it’s a terrible idea, with many more disadvantages. When the kids look at their websites, they will probably find lots of opinions about this issue, along with some facts. <strong>You are not writing a research paper on this topic. Your job today is to figure out whether the website you are viewing is a reliable and useful source of information on this subject.</strong> Note: make sure students understand that they will not actually be writing a paper about year-round education. Their purpose is to figure out whether the website they are viewing is a reliable and useful source of information on this subject “year around school.”</td>
</tr>
<tr>
<td><strong>SI:</strong> each pair or group one of the websites listed at the end of this handout in the Site Preview. Allow 15 to 20 minutes for groups to complete and score their Website Tests.</td>
</tr>
<tr>
<td><strong>TI:</strong> You need to write your observations in the “Add details to explain” column, remember that there are no correct or incorrect responses in this area.</td>
</tr>
<tr>
<td>Students share their sites’ test scores, and explain why they would or would not use that site for research.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7. Closure</th>
</tr>
</thead>
<tbody>
<tr>
<td>It can be challenging to determine whether a website you’re using is credible, but here are a few things to look for:</td>
</tr>
<tr>
<td><strong>Author</strong> – Information on the internet with a listed author is one indication of a credible site. The fact that the author is willing to stand behind the information presented (sometimes, include his or her contact information) is a good indication that the information is reliable.</td>
</tr>
<tr>
<td><strong>Date</strong> – The date of any research information is important, including information found on the Internet. By including a date, the website allows readers to make decisions about whether that information is recent enough for their purposes.</td>
</tr>
</tbody>
</table>
- **Sources** – Credible websites, like books and scholarly articles, should cite the source of the information presented.
- **Domain** – Some domains such as .com, .org, and .net can be purchased and used by any individual. However, the domain .edu is reserved for colleges and universities, while .gov denotes a government website. These two are usually credible sources for information (though occasionally a university will assign a .edu address to each of its students for personal use, in which case use caution when citing). Be careful with the domain .org, because .org is usually used by non-profit organizations which may have an agenda of persuasion rather than education.
- **Site Design** – This can be very subjective, but a well-designed site can be an indication of more reliable information. Good design helps make information more easily accessible.
- **Writing Style** – Poor spelling and grammar are an indication that the site may not be credible. In an effort to make the information presented easy to understand, credible sites watch writing style closely.
- In the Internet things are not always black and white, it may be some reliable websites that do not include all these qualities. If you are unsure whether the site you’re using is credible, verify the information you find there with another source you know to be reliable, such as an encyclopedia or a book on the subject. The kind of websites you use for research can also depend on the topic you are investigating. In some cases it may be appropriate to use information from a company or non-profit organization’s website, such as when writing an industry or company overview.
- **Do you think that you could apply what you have learned to sites that aren’t just for school research, such as a site about your favorite singer or sports team?**

### 8. Independent Practice: You DO

- This will serve as an assessment as well.
- Students answer should have been gather throughout the guided practice (pairs):
  **Identifying High-Quality Sites, DIGITAL LITERACY Exit Ticket**
  
  Name three things that are “flags” to you that a website might not have trustworthy information? Who is allowed to put things in the Internet?
  
  In today’s activity, which of the sites you checked seem to be the most reliable? Why?

### 9. Assessment

Students provide evidence of their proficiency.

- This will serve as an assessment as well.
- Students answer should have been gather throughout the guided practice (pairs):
  **Identifying High-Quality Sites, DIGITAL LITERACY Exit Ticket**
  
  Name three things that are “flags” to you that a website might not have trustworthy information? Who is allowed to put things in the Internet?
  
  In today’s activity, which of the sites you checked seem to be the most reliable? Why?

### Scaffolding Extensions

**modifications provided to IEP or ELL students**

**Teacher:**

Apply modifications from their IEP, ELL and 504 forms.
Different size of grouping: pairs, small groups (up to 5)
Information on the board/butcher paper, printed small posters, detailed outline of the day’s objectives, place for absent students to find information.
Walk around to help students (scaffold) and to keep them on task.
Provide an outline of the resources to the aids that come to my classroom to assist some of the student’s.
For ELL students explain with examples your expectations and reinforce the vocabulary needed for them to understand the tasks. Model with something different than their task (give an example to duplicate the activity and not the product).

<table>
<thead>
<tr>
<th>Site and Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ideas for this lessons came from</td>
</tr>
<tr>
<td>Lesson Plans:</td>
</tr>
<tr>
<td><a href="https://d2e11jg13me73.cloudfront.net/sites/default/files/uploads/classroom_curriculum/6-8-unit3-identifyinghighqualitiesites.pdf">https://d2e11jg13me73.cloudfront.net/sites/default/files/uploads/classroom_curriculum/6-8-unit3-identifyinghighqualitiesites.pdf</a></td>
</tr>
<tr>
<td>Sites for Students:</td>
</tr>
<tr>
<td>Stop Year-Round School</td>
</tr>
<tr>
<td>The New York Times: &quot;Classes the Year Round Pass the Test for Many&quot;</td>
</tr>
<tr>
<td>The National Association of Year-Round Education</td>
</tr>
<tr>
<td><a href="http://www.nayre.org/">http://www.nayre.org/</a></td>
</tr>
<tr>
<td>Family Education: Year-Round Schooling</td>
</tr>
<tr>
<td><a href="http://school.familyeducation.com/experimental-education/educational-innovation/36099.html">http://school.familyeducation.com/experimental-education/educational-innovation/36099.html</a></td>
</tr>
<tr>
<td>About.com Year-Round Education: Pros and Cons</td>
</tr>
<tr>
<td><a href="http://712educators.about.com/cs/reformtime/a/yearrounded.htm">http://712educators.about.com/cs/reformtime/a/yearrounded.htm</a></td>
</tr>
<tr>
<td>PBS NewsHour: Year-Round School Commits to Students from Middle SChool to Last Day of College</td>
</tr>
<tr>
<td><a href="http://www.pbs.org/newshour/bb/american-graduate/july-dec12/scholars_08-21.html">http://www.pbs.org/newshour/bb/american-graduate/july-dec12/scholars_08-21.html</a></td>
</tr>
<tr>
<td>Wikipedia: Year-round School</td>
</tr>
<tr>
<td><a href="http://en.wikipedia.org/wiki/Year-round_school">http://en.wikipedia.org/wiki/Year-round_school</a></td>
</tr>
</tbody>
</table>
# Testing a Website

## Identifying Trustworthy Sites

<table>
<thead>
<tr>
<th>Purpose of the Site</th>
<th>Circl e One</th>
<th>Add Details to Explain</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can you tell if the site is fact or opinion? (If the information seems one-sided, or biased, you will have to go elsewhere to hear the other side of the issue.)</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Is the site free of advertising?</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>If there are ads, is it easy to tell the difference between ads and content?</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Is the site sponsored by any organizations?</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Is it clear who the site is for? (for example, college students or young children)</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Is the tone calm and fair? (Sites that are mean and angry may not be good sources of information.)</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Is the site open to everyone? (no age requirements, fees, passwords, or registration)</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Is the site's domain .edu, .net, .org, or .gov? (If you see a ~ in the URL, it may be a personal site, not an official site.)</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Is the author identified by name?</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Is the place the author works or the organization he/she belongs to given?</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Is the author's biography provided, and does he/she have credentials related to the subject of the site?</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Has the author or site received any respected awards?</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Was this site recommended by a site you trust? (for example, by a homework help site)</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Are sources given for statistics?</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Can the author be contacted if you have questions? (by email, street address, or phone number)</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Is the site free of spelling, typographical, and grammatical errors?</td>
<td>Yes</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Usefulness of the Information</th>
<th>Circle One</th>
<th>Add Details to Explain</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does the site have enough information for your research?</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Is most of the information on the site useful for your research? (If not, it may be hard to find what you need.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Up to Date Information</td>
<td>Circle One</td>
<td>Add Details to Explain</td>
</tr>
<tr>
<td>Can you find the date the article, page, or site was created?</td>
<td>Yes No</td>
<td></td>
</tr>
<tr>
<td>Can you find the date it was last revised?</td>
<td>Yes No</td>
<td></td>
</tr>
<tr>
<td>Do all the links lead to active pages? (no dead links)</td>
<td>Yes No</td>
<td></td>
</tr>
<tr>
<td>Ease of Use</td>
<td>Circle One</td>
<td>Add Details to Explain</td>
</tr>
<tr>
<td>Can you understand the text?</td>
<td>Yes No</td>
<td></td>
</tr>
<tr>
<td>Is the type easy to see?</td>
<td>Yes No</td>
<td></td>
</tr>
<tr>
<td>Do the titles and headings give a clear idea of the content?</td>
<td>Yes No</td>
<td></td>
</tr>
<tr>
<td>Are there photos, maps, charts, or other illustrations that help you understand the information?</td>
<td>Yes No</td>
<td></td>
</tr>
<tr>
<td>Is there a site map?</td>
<td>Yes No</td>
<td></td>
</tr>
<tr>
<td>Is there a tool for searching the site?</td>
<td>Yes No</td>
<td></td>
</tr>
<tr>
<td>Is there a “what’s new” feature?</td>
<td>Yes No</td>
<td></td>
</tr>
<tr>
<td>Are links labeled clearly?</td>
<td>Yes No</td>
<td></td>
</tr>
<tr>
<td>Do pages load quickly?</td>
<td>Yes No</td>
<td></td>
</tr>
</tbody>
</table>

How many times did you circle YES out of a total of 30? 

My Site’s Score: __________ / 30

Score your site!

25 – 30: You’ve got a winner! You can trust the information on your site, and it’s easy to use, too!

15 – 25: Proceed with caution. If you use any information from your site, be sure to fact check it on a site you can trust. You can also quote the author’s opinion, but make sure you say that’s what it is.

0 – 15: Sorry, your site is a dud. It isn’t safe to use this site as a source of information, so find a better one.
Website General Information

1. **Wikipedia**: Year-round School [http://en.wikipedia.org/wiki/Year-round_school](http://en.wikipedia.org/wiki/Year-round_school) Students who use Wikipedia should gain some understanding of the process through which Wikipedia entries are composed and revised. The “author” of a Wikipedia entry is not a single individual, but a large community of volunteers who work from their own computers. Because a large community “polices” and edits Wikipedia entries, the information is usually as accurate as any other encyclopedia. But anyone can change an entry at any time, and it may take some time for the community to “catch” an error. Students who use Wikipedia should always factcheck their information against a second source. In any case, students should never use an encyclopedia as the only source for their research.

2. **PBS NewsHour**: Year-Round School Commits to Students from Middle School to Last Day of College [http://www.pbs.org/newshour/bb/american-graduate/july-dec12/scholars_08-21.html](http://www.pbs.org/newshour/bb/american-graduate/july-dec12/scholars_08-21.html) This site is a special “extra” for students from the PBS show NewsHour. PBS is generally considered a sound source of information on any issue, and NewsHour is one of the nation’s most respected news shows. Students should understand that in this case the show, rather than an individual, is the “author.” The Public Broadcasting System is free of advertising, though it does receive grants from the government and foundations; however, these are not supposed to influence its content. Because this feature is specifically meant for students, they may find it especially accessible and useful, as well as reliable.

3. **About.com** Year-Round Education: Pros and Cons [http://712educators.about.com/cs/reformtime/a/yearrounded.htm](http://712educators.about.com/cs/reformtime/a/yearrounded.htm) “About” is a reputable directory site. Its authors and editors have some expertise in the subjects they write about, and they are charged with providing a balanced discussion of those subjects. This article clearly presents both sides of the issue. The site is supported by ads, but these are clearly labeled. (You may wish to make sure students understand that “sponsored links” are a form of advertising; they are placed in prominent positions on the site because someone pays to put them there.)

4. **Family Education**: Year-Round Schooling [http://school.familyeducation.com/experimental-education/educational-innovation/36099.html](http://school.familyeducation.com/experimental-education/educational-innovation/36099.html) Family Education is a website geared toward parents and families. In its articles on educational issues, the site seeks to present a balanced viewpoint. The site’s “Expert Advice” section uses well-qualified authors, but in this case the list of “pros and cons” seems to lean heavily toward the pros. The site is supported by advertising, and it is not always easy to tell where the content ends and the advertising begins. For example, users have to bypass an ad to get to the second layer of content, and a list of the “Top Ten Birthday Gifts for Teenagers” has links to particular products to buy. However, there does not appear to be any advertising related to the issue of year-round schooling. This is a useful site that students may nonetheless want to approach with some skepticism because of its commercial ties and occasional lack of balance.

5. **The National Association of Year-Round Education** [http://www.nayre.org/](http://www.nayre.org/) This site and the one that follows are entirely dedicated to the issue of year-round schooling. This site takes a clear position in favor of year-round education. The site uses experts and factual material as well as opinions to back up its position. However, there may also be experts and factual material that supports the opposite position. If students wish to use the information on this site at all, they also need to find other sources to give their research balance.

6. **Stop Year-Round School** [http://www.auburn.edu/~enebasa/html/home.pp.html](http://www.auburn.edu/~enebasa/html/home.pp.html) This site is run by a group strongly opposed to year-round education. It reflects a local battle over the issue in the schools in Auburn, Alabama. The site uses some fairly negative language to describe the opposing position. It does present
some studies and some statements from experts to support its opinions, but it is one-sided. Students should understand that sites like these are important to community organizing on an issue. They are also useful for identifying the arguments on one side of the issue, but they are not a reliable source of balanced information.

7. The New York Times: “Classes the Year Round Pass the Test for Many”
http://www.nytimes.com/1989/11/08/us/education-classes-the-year-round-pass-the-test-for-many.html This article is by a reputable reporter at a leading newspaper, The New York Times, and its facts are trustworthy. However, most of the people interviewed for this article support year-round education. The school chosen as a model in this article has found year-round schooling very successful. Again, students will want to be aware that factual articles can nonetheless contain a great deal of opinion, and may not always present the full picture. In addition, this article is more than 20 years old, which means it does not contain the latest facts and research on this issue.
Identifying High-Quality Sites

1. Name three things that are “flags” to you that a website might not have trustworthy information?

2. Who is allowed to put things in the Internet?

3. In today’s activity, which of the sites you checked seem to be the most reliable? Why?
Identifying High-Quality Sites DIGITAL LITERACY Exit Ticket

1 Name three things that are “flags” to you that a website might not have trustworthy information?
It is not clear who the author is. Spelling errors. Date from too long ago. Have not cited the source.

2 Who is allowed to put things in the Internet?
Anybody

3 In today’s activity, which of the sites you checked seem to be the most reliable? Why?
### Week Two

<table>
<thead>
<tr>
<th>Day</th>
<th>Lesson 4</th>
<th>Introduction to the Main Text through Reading Text from the Same Author</th>
</tr>
</thead>
<tbody>
<tr>
<td>7, 8</td>
<td>Time Frame</td>
<td>80 minutes</td>
</tr>
</tbody>
</table>

#### Lesson Plan Overview / Details

**Summary of the task**

Students will read the Narrative of Frederick Douglass in their 8th grade Social Studies class. In this class, students will participate in activities to promote annotation and close reading during their independent practice in the Social Studies classroom. This is an introductory lesson for the narrative. Students will have the opportunity to practice understanding the text on their own without background knowledge (not given by the teacher). We will focus on understanding the text through reading.

#### Materials

- Sticky notes and highlighters
- Graphic organizer: "Talking Text"
- Text: *My Bondage and My Freedom*, Frederick Douglass
- Poem: "Frederick Douglass" Robert Hayden
- Paper for notes
- Written response sheet

#### Common Core Standards

**Shifts**

**Webb’s Depth of Knowledge (DOK)**

**Standards:**

- CCSS.ELA-Literacy.RI.8.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- CCSS.ELA-Literacy.RI.8.2: Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
- CCSS.ELA-Literacy.RI.8.3: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

**Shift 1**: students will build knowledge and academic language through a balance of content rich, complex nonfiction and literary texts. **Shift 2**: Students will participate in reading/writing/speaking that is grounded in evidence from the text across the curriculum.

**DOK**: Level 3, 4

#### Essential Question:

**Essential Question:**

Why would slavery be harmful for both slaveholders and slaves?

**Other Understandings:**

- What are your thoughts about, “there can be no freedom without education.”
- What is the purpose for reading this selection?
- How does literature shape or reflect society?
- How do the ethical conflicts of slavery affect everyone in the Auld household?
- Douglass intended his narrative to be read by both black and white audiences. What do you think his purpose was in describing his white playmates’ attitudes toward slavery?

#### 1. Hook

**Your Property Inventory** (10 minutes)
Create a list of everything you own beginning with what you consider to be your most valuable possessions. Once completed, create a will by assigning each item to a family member or friend who will be given your property when you die. Debrief inventory using the following discussion questions:
1. What did you list as your most valuable possession and why?
2. What do you expect your family or friends to do with property that is inherited?
3. Is there anything on your list that is not an object?
4. What does it mean to own a living thing? What are or should be the responsibilities of such ownership?

2. Vocabulary

benevolent adj. kindly; charitable
blows the way allusion to a biblical tale (Numbers 22:21–35) about an ass that cannot move, though she is beaten by her master, because her path is blocked by an angel.
congenial adj. friendly
consternation n. fear or shock that makes one feel helpless or bewildered redolent (red uhl ent) adj.
deficient adj. incomplete; defective
depravity n. immorality
diastole (part of the brain)
ell n. former English measure of length, equal to forty-five inches.
exile n. expatriate (banish)
fervent adj. intensely devoted or earnest
gaudy mumbo jumbo -nonsense
humiliating adj. humble, meek
intolerable adj. unbearable; too severe
opposition n. resistance; hostility
prerogative n. entitlement
rhetoric n. oratory, speech-making
slaveholder n. owns a slave
stringency n. severity, toughness
suggestive adj. improper, indecent
systole (part of the brain)
trump trumpet.
unperverte adj. uncorrupted; pure.

SI: From careful reading of the content, the students will be able to figure out the meaning of those words.
TI: Through discussions and modeling the teacher will show how to figure out those words from contextual clues.

3. Lecture/ Discover/ Explain

Teacher Input: TI
Student Input: SI

SI: Students read “Frederick Douglass” by Robert Hayden one time silently.
TI: Show the video of the poem: Learning Recitation: Shawntay A. Henry reads "Frederick Douglass" by Robert E. Hayden https://www.youtube.com/watch?v=rG877CqppA
TI: Ask some DTK
✓ How is the poem defining freedom? What line in the poem can be used to support your answer?
<table>
<thead>
<tr>
<th>Basic/Background Knowledge from other Classes/Subjects: BK</th>
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<tbody>
<tr>
<td>TDQ: text dependent question</td>
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<tr>
<td>✓ What does the poem tell you about Frederick Douglass? Do you find it literal or figurative?</td>
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<td>✓ Please use context clues and figure out the words diastole and systole.</td>
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<tr>
<td>✓ Read line 2: What might the author mean by “needful to main as air?”</td>
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<tr>
<td>✓ Where in the text does the author give us a word or phrase that tells the reader that Frederick was a slave?</td>
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<tr>
<td>TI: My Bondage and My Freedom is an autobiographical slave narrative written by Frederick Douglass and published in 1855. It is the second of three autobiographies written by Douglass, and is mainly an expansion of his first (Narrative of the Life of Frederick Douglass), discussing in greater detail his transition from bondage to liberty. Douglass, a former slave, following his liberation went on to become a prominent abolitionist, speaker, author, and publisher.</td>
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<tr>
<td>✓ TI: This selection is an autobiography, or one person's written account of his or her own life. It is almost always written in the first person, which means it uses the pronouns “I,” “me,” and “my” frequently. Reread the first paragraph of this selection. Circle all occurrences of “I,” “me,” or “my” in that paragraph. What is the effect of all these personal pronouns in one paragraph?</td>
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<tr>
<td>✓ TI: Before you begin to read, you should establish a purpose, or decide on a reason for your reading. Knowing your purpose will help you to focus on the most important ideas. One purpose you probably have for reading this selection is to find out more about Frederick Douglass.</td>
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<td><strong>What other purpose do you have for reading this selection?</strong></td>
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<tr>
<th>4. Demo/Modeling: I DO</th>
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<tr>
<td>● TI: Teaching the vocabulary:</td>
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<tr>
<td>✓ Use discussions to model and reinforce how to learn the meaning of the words and to acquire new vocabulary from contextual clues.</td>
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<tr>
<td>✓ Some words will be defined by the teacher for students to understand the context.</td>
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<tr>
<td>✓ When encountering abstract words there is a need to spend more time explaining and discussing the words.</td>
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<td>✓ Tier Two words will have an emphasis during the lesson.</td>
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<td>● TI: Main Text:</td>
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<tr>
<td>✓ Students read one paragraph independently</td>
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<tr>
<td>✓ Teacher reads the same text aloud to students as she models “Close Reading” the text.</td>
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<td>✓ Teacher uses vocabulary strategies to model how to make sense of the words.</td>
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<tr>
<td>✓ Teacher asks text dependent questions for students to answer. You are welcomed to underline the “evidence” to remember how to do the same with the rest of the text.</td>
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<tr>
<td>● TI: Close Reading Steps:</td>
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<tr>
<td>✓ Teacher Analyzes Text</td>
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<td>-Begin where students begin. Dive into text.</td>
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<td>✓ Teacher Frames Understanding</td>
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<td>✓ Teacher Develops Close Reading Strategies</td>
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<th>5. Checking Understanding</th>
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<td>● TI: Go around as they read in their small groups and ask questions relevant to the text. These are a few that can be used to get the gist of the text. Examples to use:</td>
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</table>
1. At first Mrs. Auld was willing to teach Douglass to read and write. What happened that made her stop teaching him?
2. How did Mrs. Auld's treatment towards Douglas change?
3. How did Douglass react to Mrs. Auld when she stopped teaching him? How did he cope? What did he do?
4. What happened to Douglass as his knowledge was increasing?
5. Why would Frederick be disgusted with other slaves?
6. How might he feel towards his white (boys) friends?
7. According to Douglass, how are slaves and slaveholders alike?
8. How do the ethical conflicts of slavery affect everyone in the Auld household?
9. What beliefs do Douglass's playmates express about slavery?
10. Why is slavery damaging to both slaveholder and slaves?
11. What image of himself does Douglass present in the first two sentences of this excerpt? What words create that image?
12. Why would slave owners consider it “unsafe” to teach slaves to read?

Other Questions:

Historical context:
When was it published?
Where was it published?

Audience:
For whom was it written?
Purpose/Intent:
Why was it written?

- TI: go around to check for vocabulary: Students find 3 unknown words. Use context clues to try to develop meaning for these words. Highlight the words in green and explain in a note how you figured out the meaning. (Do not just use the define feature!)

6. Guided Practice:
We DO

- Students: group of two
- Students had 3-5 minutes to silently re-read the two paragraphs and use colored Post-It and highlighters (two different colors) strips to highlight important information. They need to use one color (1) strip for each paragraph, and at least one color (2) strip for both paragraphs combined.
- On the board put two sticky notes:
  Color1: Write a question about what you just read.
  Color2: Write a powerful quote.
- “Talking Text” Graphic Organizer
  Annotations: Students have five minutes to complete annotations as Reader 1. Students need to respond to the reading rather than summarize it. The student needs to have a purpose for the reading. Then, students have another five minutes to do second round of annotations as Reader 2. To ensure that they see a variety of responses, (another way instead of pair up will be for students to exchange papers in small groups a different way (clockwise – counterclockwise) for each paragraph.
- Reading the responses and make comments:
The students have to read the **Reader 1** comments before the student writes anything as **Reader 2**. Students can't repeat any information. However, the students can respond to Reader 1 by agreeing, disagreeing, adding more information, etc..
- Pair and share small group discussion
Three to five minutes for students to talk about their annotations in their small groups. Students share, and hear different ideas prior to, or during, class discussion.
- Class discussion
Choose students to share their ideas (numbered popsicle sticks for random selection or targeted students). Summarize each paragraph, “What quote did you pick and why? what else did you want to know that wasn't in the text? etc.”
- Check for understanding: Use the questions in section 5.

### 7. Independent Practice (Lab): You DO
- Read the Rest of *My Bondage and My Freedom*. As you read, annotate (take notes in the margin) for any reasons Douglass gives for why slavery is wrong. Include examples of how it is harmful to both slaveholders and slaves.
- Written Response Sheet: *Reading Closely to Understand My Bondage and My Freedom By Frederick Douglass*
  Students use complete sentences to answer the questions and prompts. The students must use evidence to make sense of their answers.

### 8. Closure
- Students will revisit the questions and answer of the assessment and discuss what they learned through the course of the lesson and about slavery, slaves, education of slaves and attitudes of the slaveholders. Ask what they would like to further research about the subject or the person (Frederick Douglas).

### 9. Assessment
Students provide evidence of their proficiency.

- **Part 1**: during the lesson
  ✓ Have the students write about and discuss how they would be different if they could not read or write.

- **Part 2**: after the lesson: Worksheet
  ✓ **Key Ideas and Details**
    What does Mrs. Auld initially think about Douglass’s reading?
  ✓ **Draw Conclusions**: Why do you think she is later "violent in her opposition" to Douglass’s reading?
  ✓ **Key Ideas and Details**
    What book does Douglass buy when he is about thirteen years old?
  ✓ **Analyze Causes and Effects**: How does reading this transform Douglass from "light-hearted" to "wretched and gloomy"?
  ✓ **Key Ideas and Details**
    What consumed Douglass once he obtained knowledge?
  ✓ **Support**: How does his experience prove his mistress’s belief that education and slavery are incompatible?
  ✓ **Integration of Knowledge and Ideas** What personal qualities do you think helped Douglass become an effective champion of human rights? Use at least two of these Essential Question words in your response: conviction, determination, goal, justice, humanity. (Connecting to the Essential of the unit)
**Scaffolding Extensions**  
(modifications provided to IEP or ELL students)

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<td>Apply modifications from their IEP, ELL and 504 forms.</td>
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<td>Different size of grouping: pairs, small groups (up to 5)</td>
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<td>Information on the board/butcher paper, printed small posters, detailed outline of the day’s objectives, place for absent students to find information.</td>
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<td>Walk around to help students (scaffold) and to keep them on task.</td>
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<td>Provide an outline of the resources to the aids that come to my classroom to assist some of the student’s.</td>
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<td>For ELL students explain with examples your expectations and reinforce the vocabulary needed for them to understand the tasks.</td>
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<td>Model with something different than their task (give an example to duplicate the activity and not the product).</td>
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**Sites**

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**Close Reading**

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<td>Teacher Develops Close Reading Strategies</td>
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<tr>
<td>Students Discover Understanding</td>
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**When using close reading to arrive at an understanding, there are two types of questions:**

- **Text-dependent:** questions that can be answered ONLY by referring to the text.
- **Concept:** questions that can be answered by drawing upon prior knowledge and inferring from the text.
Paragraph 1

I lived in the family of Master Hugh, at Baltimore, seven years, during which time—as the almanac makers say of the weather—my condition was variable. The most interesting feature of my history here was my learning to read and write, under somewhat marked disadvantages. In attaining this knowledge, I was compelled to resort to indirections by no means congenial to my nature, and which were really humiliating to me. My mistress—who, as the reader has already seen, had begun to teach me was suddenly checked in her benevolent design, by the strong advice of her husband. In faithful compliance with this advice, the good lady had not only ceased to instruct me, herself, but had set her face as a flint against my learning to read by any means. It is due, however, to my mistress to say, that she did not adopt this course in all its stringency at the first. She either thought it unnecessary, or she lacked the depravity indispensable to shutting me up in mental darkness. It was, at least, necessary for her to have some training, and some hardening, in the exercise of the slaveholder's prerogative, to make her equal to forgetting my human nature and character, and to treating me as a thing destitute of a moral or an intellectual nature.

Mrs. Auld—my mistress—was, as I have said, a most kind and tender-hearted woman; and, in the humanity of her heart, and the simplicity of her mind, she set out, when I first went to live with her, to treat me as she supposed one human being ought to treat another.
Paragraph 2

It is easy to see, that, in entering upon the duties of a slaveholder, some little experience is needed. Nature has done almost nothing to prepare men and women to be either slaves or slaveholders. Nothing but rigid training, long persisted in, can perfect the character of the one or the other. One cannot easily forget to love freedom; and it is as hard to cease to respect that natural love in our fellow creatures. On entering upon the career of a slaveholding mistress, Mrs. Auld was singularly deficient; nature, which fits nobody for such an office, had done less for her than any lady I had known. It was no easy matter to induce her to think and to feel that the curly-headed boy, who stood by her side, and even leaned on her lap; who was loved by little Tommy, and who loved little Tommy in turn; sustained to her only the relation of a chattel. I was more than that, and she felt me to be more than that. I could talk and sing; I could laugh and weep; I could reason and remember; I could love and hate. I was human, and she, dear lady, knew and felt me to be so. How could she, then, treat me as a brute, without a mighty struggle with all the noble powers of her own soul. That struggle came, and the will and power of the husband was victorious. Her noble soul was overthrown; but, he that overthrew it did not, himself, escape the consequences. He, not less than the other parties, was injured in his domestic peace by the fall.

Paragraph 3

When I went into their family, it was the abode of happiness and contentment. The mistress of the house was a model of affection and tenderness. Her fervent piety and watchful uprightness made it impossible to see her without thinking and feeling—"that woman is a Christian." There was no sorrow nor suffering for which she had not a tear, and there was no innocent joy for which she did not a smile. She had bread for the hungry, clothes for the naked, and comfort for every mourner that came within her reach. Slavery soon proved its ability to divest her of these excellent qualities, and her home of its early
happiness. Conscience cannot stand much violence. Once thoroughly broken down, who is he that can repair the damage? It may be broken toward the slave, on Sunday, and toward the master on Monday. It cannot endure such shocks. It must stand entire, or it does not stand at all. If my condition waxed bad, that of the family waxed not better. The first step, in the wrong direction, was the violence done to nature and to conscience, in arresting the benevolence that would have enlightened my young mind. In ceasing to instruct me, she must begin to justify herself to herself; and, once consenting to take sides in such a debate, she was riveted to her position. One needs very little knowledge of moral philosophy, to see where my mistress now landed. She finally became even more violent in her opposition to my learning to read, than was her husband himself. She was not satisfied with simply doing as well as her husband had commanded her, but seemed resolved to better his instruction. Nothing appeared to make my poor mistress—after her turning toward the downward path—more angry, than seeing me, seated in some nook or corner, quietly reading a book or a newspaper. I have had her rush at me, with the utmost fury, and snatch from my hand such newspaper or book, with something of the wrath and consternation which a traitor might be supposed to feel on being discovered in a plot by some dangerous spy.

Paragraph 4

Mrs. Auld was an apt woman, and the advice of her husband, and her own experience, soon demonstrated, to her entire satisfaction, that education and slavery are incompatible with each other. When this conviction was thoroughly established, I was most narrowly watched in all my movements. If I remained in a separate room from the family for any considerable length of time, I was sure to be suspected of having a book, and was at once called upon to give an account of myself. All this, however, was entirely too late. The first, and never to be retraced, step had been taken. In teaching me the alphabet, in the days of her simplicity and kindness, my mistress had given me the "inch," and now, no ordinary precaution could prevent me from taking the "ell."

Seized with a determination to learn to read, at any cost, I hit upon many expedients to accomplish the desired end. The plea which I mainly adopted, and the one by which I was most successful, was that of using my young white playmates, with whom I met in the streets as teachers. I used to carry, almost constantly, a
copy of Webster’s spelling book in my pocket; and, when sent of errands, or when play time was allowed me, I would step, with my young friends, aside, and take a lesson in spelling. I generally paid my tuition fee to the boys, with bread, which I also carried in my pocket.

Paragraph 5

For a single biscuit, any of my hungry little comrades would give me a lesson more valuable to me than bread. Not everyone, however, demanded this consideration, for there were those who took pleasure in teaching me, whenever I had a chance to be taught by them. I am strongly tempted to give the names of two or three of those little boys, as a slight testimonial of the gratitude and affection I bear them, but prudence forbids; not that it would injure me, but it might, possibly, embarrass them; for it is almost an unpardonable offense to do anything, directly or indirectly, to promote a slave's freedom, in a slave state. It is enough to say, of my warm-hearted little playfellows, that they lived on Philpot street, very near Durgin & Bailey's shipyard.

Paragraph 6

Although slavery was a delicate subject, and very cautiously talked about among grown up people in Maryland, I frequently talked about it—and that very freely—with the white boys. I would, sometimes, say to them, while seated on a curb stone or a cellar door, "I wish I could be free, as you will be when you get to be men." "You will be free, you know, as soon as you are twenty-one, and can go where you like, but I am a slave for life. Have I not as good a right to be free as you have?" Words like these, I observed, always troubled them; and I had no small satisfaction in wringing from the boys, occasionally, that fresh and bitter condemnation of slavery, that springs from nature, unseared and unperverted. Of all consciences let me have those to deal with which have not been bewildered by the cares of life. I do not remember ever to have met with a boy, while I was in slavery, who defended the slave system; but I have often had boys to console me, with the hope that something would yet occur, by which I might be made free. Over and over again, they have told me, that "they believed I had
as good a right to be free as they had;" and that "they did not believe God ever made any one to be a slave." The reader will easily see, that such little conversations with my play fellows, had no tendency to weaken my love of liberty, nor to render me contented with my condition as a slave.

Paragraph 7

When I was about thirteen years old, and had succeeded in learning to read, every increase of knowledge, especially respecting the FREE STATES, added something to the almost intolerable burden of the thought—I AM A SLAVE FOR LIFE. To my bondage I saw no end. It was a terrible reality, and I shall never be able to tell how sadly that thought chafed my young spirit. Fortunately, or unfortunately, about this time in my life, I had made enough money to buy what was then a very popular school book, viz: the Columbian Orator. I bought this addition to my library, of Mr. Knight, on Thames street, Fell's Point, Baltimore, and paid him fifty cents for it. I was first led to buy this book, by hearing some little boys say they were going to learn some little pieces out of it for the Exhibition. This volume was, indeed, a rich treasure, and every opportunity afforded me, for a time, was spent in diligently perusing it. Among much other interesting matter, that which I had perused and reperused with unflagging satisfaction was a short dialogue between a master and his slave. The slave is represented as having been recaptured, in a second attempt to run away; and the master opens the dialogue with an upbraiding speech, charging the slave with ingratitude, and demanding to know what he has to say in his own defense.

Paragraph 8

Thus upbraided, and thus called upon to reply, the slave rejoins, that he knows how little anything that he can say will avail, seeing that he is completely in the hands of his owner; and with noble resolution, calmly says, "I submit to my fate." Touched by the slave's answer, the master insists upon his further speaking, and recapitulates the many acts of kindness which he has performed toward the slave, and tells him he is permitted to speak for himself. Thus invited to the debate, the quondam slave made a spirited defense of himself, and thereafter the whole argument, for and against slavery, was brought out. The master
was vanquished at every turn in the argument; and seeing himself to be thus vanquished, he generously and meekly emancipates the slave, with his best wishes for his prosperity. It is scarcely necessary to say, that a dialogue, with such an origin, and such an ending—read when the fact of my being a slave was a constant burden of grief—powerfully affected me; and I could not help feeling that the day might come, when the well-directed answers made by the slave to the master, in this instance, would find their counterpart in myself.

**Paragraph 9**

I had now penetrated the secret of all slavery and oppression, and had ascertained their true foundation to be in the pride, the power and the avarice of man. The dialogue and the speeches were all redolent of the principles of liberty, and poured floods of light on the nature and character of slavery. With a book of this kind in my hand, my own human nature, and the facts of my experience, to help me, I was equal to a contest with the religious advocates of slavery, whether among the whites or among the colored people, for blindness, in this matter, is not confined to the former. I have met many religious colored people, at the south, who are under the delusion that God requires them to submit to slavery, and to wear their chains with meekness and humility. I could entertain no such nonsense as this; and I almost lost my patience when I found any colored man weak enough to believe such stuff. Nevertheless, the increase of knowledge was attended with bitter, as well as sweet results. The more I read, the more I was led to abhor and detest slavery, and my enslavers. "Slaveholders," thought I, "are only a band of successful robbers, who left their homes and went into Africa for the purpose of stealing and reducing my people to slavery." I loathed them as the meanest and the most wicked of men.

**Paragraph 10**

As I read, behold! the very discontent so graphically predicted by Master Hugh, had already come upon me. I was no longer the light-hearted, gleesome boy, full of mirth and play, as when I landed first at Baltimore. Knowledge had come; light had penetrated the moral dungeon where I dwelt; and, behold! there
lay the bloody whip, for my back, and here was the iron chain; and my good, kind master, he was the author of my situation. The revelation haunted me, stung me, and made me gloomy and miserable. As I writhed under the sting and torment of this knowledge, I almost envied my fellow slaves their stupid contentment. This knowledge opened my eyes to the horrible pit, and revealed the teeth of the frightful dragon that was ready to pounce upon me, but it opened no way for my escape. I have often wished myself a beast, or a bird—anything, rather than a slave. I was wretched and gloomy, beyond my ability to describe. I was too thoughtful to be happy. It was this everlasting thinking which distressed and tormented me; and yet there was no getting rid of the subject of my thoughts. All nature was redolent of it. Once awakened by the silver trump of knowledge, my spirit was roused to eternal wakefulness. Liberty! the inestimable birthright of every man, had, for me, converted every object into an asserter of this great right. It was heard in every sound, and beheld in every object. It was ever present, to torment me with a sense of my wretched condition. The more beautiful and charming were the smiles of nature, the more horrible and desolate was my condition. I saw nothing without seeing it, and I heard nothing without hearing it. I do not exaggerate, when I say, that it looked from every star, smiled in every calm, breathed in every wind, and moved in every storm.

Paragraph 11

I have no doubt that my state of mind had something to do with the change in the treatment adopted, by my once kind mistress toward me. I can easily believe, that my leaden, downcast, and discontented look, was very offensive to her. Poor lady! She did not know my trouble, and I dared not tell her. Could I have freely made her acquainted with the real state of my mind, and given her the reasons therefore, it might have been well for both of us. Her abuse of me fell upon me like the blows of the false prophet upon his ass; she did not know that an angel stood in the way; and—such is the relation of master and slave I could not tell her. Nature had made us friends; slavery made us enemies. My interests were in a direction opposite to hers, and we both had our private thoughts and plans. She aimed to keep me ignorant; and I resolved to know, although knowledge only increased my discontent. My feelings were not the result of any marked cruelty in the treatment I received; they sprung from the consideration of my being a slave at all. It was slavery—not its mere incidents—that I hated. I had been
cheated. I saw through the attempt to keep me in ignorance; I saw that slaveholders would have gladly made me believe that they were merely acting under the authority of God, in making a slave of me, and in making slaves of others; and I treated them as robbers and deceivers. The feeding and clothing me well, could not atone for taking my liberty from me. The smiles of my mistress could not remove the deep sorrow that dwelt in my young bosom. Indeed, these, in time, came only to deepen my sorrow. **She had changed; and the reader will see that I had changed, too. We were both victims to the same overshadowing evil—she, as mistress, I, as slave.** I will not censure her harshly; she cannot censure me, for she knows I speak but the truth, and have acted in my opposition to slavery, just as she herself would have acted, in a reverse of circumstances.
For the Teacher to Use during: I Do and We Do!
Read —from My Bondage and My Freedom. As you read, annotate (make notations) for any reasons Douglass gives for why slavery is wrong. Include examples of how it is harmful to both whites and African Americans. Annotate five reasons against slavery that you identified in your margens or notebook paper:

❖ Nature has done almost nothing to prepare men and women to be either slaves or slaveholders.
❖ Slavery soon proved its ability to divest her of these excellent qualities, and her home of its early happiness.
❖ He, not less than the other parties, was injured in his domestic peace by the fall‖ (disharmony in the family).
❖ "Slaveholders," thought I, "are only a band of successful robbers," they did not believe God ever made any one to be a slave.— (in conversation with white playmates)

Question the Text:
At first Mrs. Aloud was willing to teach Douglass to read and write. What happened that made her stop teaching him?
How did Mrs. Aloud treatment to Douglas change?
How did Douglass react to Mrs. Aloud when she stopped teaching him? How did he cope? What did he do?
What happened to Douglass as his knowledge was increasing?
Why would be disgusted with other slaves?
How might he feel towards his white boys friends?
According to Douglass, how are slaves and slaveholders alike?
Why doesn't Douglass give the names of the boys who help him learn to read?

Read the following: (underlined in the text): "When I was about thirteen years old, and had succeeded in learning to read, every increase of knowledge, especially respecting the free states, added something to the almost intolerable burden of the thought—"I am a slave for life." What does this sentence mean? Summarize it in your own words on the lines below.

Read the following: (underlined in the text): "I have no doubt that my state of mind had something to do with the change in the treatment adopted, by my once kind mistress toward me." Summarize it in your own words on the lines below. Then, establish a purpose for reading the rest of this paragraph. Write your purpose below.

Knowledge as the Path to Freedom
Just as slave owners keep men and women as slaves by depriving them of knowledge and education, slaves must seek knowledge and education in order to pursue freedom. It is from Hugh Auld that Douglass learns this notion that knowledge must be the way to freedom, as Auld forbids his wife to teach Douglass how to read and write because education ruins slaves. Douglass sees that Auld has unwittingly revealed the strategy by which whites manage to keep blacks as slaves and by which blacks might free themselves. Douglass presents his own self-education as the primary means by which he is able to free himself, and as his greatest tool to work for the freedom of all slaves.
Though Douglass himself gains his freedom in part by virtue of his self-education, he does not oversimplify this connection. Douglass has no illusions that knowledge automatically renders slaves free. Knowledge helps slaves to articulate the injustice of slavery to themselves and others, and helps them to recognize themselves as men rather than slaves. Rather than provide immediate freedom, this awakened consciousness brings suffering, as Hugh Auld predicts. Once slaves are able to articulate the injustice of slavery, they come to loathe their masters, but still cannot physically escape without meeting great danger.

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Key Ideas and Details

In approaching this selection, you set a purpose for reading—to evaluate the historical influences that shape the narrative. Note two specific observations you made as a result of setting this focus. Explain.

Describe the treatment Douglass receives as a slave in the Auld household.

In what ways does his autobiography make a powerful case against slavery?

Craft and Structure

Using a chart like the one shown, select three events from this excerpt, and explain the purpose, or reason, Douglass includes each one in his narrative.

How does each event advance his overall purpose for writing?

Note at least three positive words or phrases Douglass uses to describe Mrs. Auld.

How does he seem to feel about her? Explain.

Considering their relationship as owner and slave, what is remarkable about Douglass’s tone in his discussion of Mrs. Auld?

What does this suggest about Douglass’s purpose in writing his life story?

Integration of Knowledge and Ideas

What ethical, political, and social conflicts are evident in Mrs. Auld’s changing behavior toward Douglass? Explain.

How does his reading of the Columbian Orator affect Douglass?

To what philosophical ideas does it awaken him? Provide details to support your response.

As an adult, Douglass was a staunch advocate of human rights. How do you think the philosophical influences he encountered as a child affected his adult decisions? Explain.

Based on this account, how did some people of Douglass’s era justify owning slaves?

In what ways would this account be different if it had been written by another member of the Auld household, such as Mrs. Auld? Explain.
**Teacher’s**

**Key Ideas and Details**
(a) What does Mrs. Auld initially think about Douglass’s reading?

(b) **Draw Conclusions:** Why do you think she is later “violent in her opposition” to Douglass’s reading?

**Key Ideas and Details**
(a) What book does Douglass buy when he is about thirteen years old?

(b) **Analyze Causes and Effects:** How does reading this transform Douglass from “light-hearted” to “wretched and gloomy?”

**Key Ideas and Details**
(a) What consumed Douglass once he obtained knowledge?

(b) **Support:** How does his experience prove his mistress’s belief that education and slavery are incompatible?

**Integration of Knowledge and Ideas** What personal qualities do you think helped Douglass become an effective champion of human rights? Use at least two of these Essential Question words in your response: *conviction, determination, goal, justice, humanity.* *(Connecting to the Essential of the unit)*
For Students

“Frederick Douglass” by Robert Hayden

When it is finally ours, this freedom, this liberty, this beautiful
and terrible thing, needful to man as air,
usable as earth; when it belongs at last to all,
when it is truly instinct, brain matter, diastole, systole,
reflex action; when it is finally won; when it is more
than the gaudy mumbo jumbo of politicians:
this man, this Douglass, this former slave, this Negro
beaten to his knees, exiled, visioning a world
where none is lonely, none hunted, alien,
this man, superb in love and logic, this man
shall be remembered. Oh, not with statues’ rhetoric,
not with legends and poems and wreaths of bronze alone,
but with the lives grown out of his life, the lives
fleshing his dream of the beautiful, needful thing.
My Bondage and My Freedom
By Frederick Douglass

I lived in the family of Master Hugh, at Baltimore, seven years, during which time—as the almanac makers say of the weather—my condition was variable. The most interesting feature of my history here, was my learning to read and write, under somewhat marked disadvantages. In attaining this knowledge, I was compelled to resort to indirections by no means congenial to my nature, and which were really humiliating to me. My mistress—who, as the reader has already seen, had begun to teach me was suddenly checked in her benevolent design, by the strong advice of her husband. In faithful compliance with this advice, the good lady had not only ceased to instruct me, herself, but had set her face as a flint against my learning to read by any means. It is due, however, to my mistress to say, that she did not adopt this course in all its stringency at the first. She either thought it unnecessary, or she lacked the depravity indispensible to shutting me up in mental darkness. It was, at least, necessary for her to have some training, and some hardening, in the exercise of the slaveholder’s prerogative, to make her equal to forgetting my human nature and character, and to treating me as a thing destitute of a moral or an intellectual nature. Mrs. Auld—my mistress—was, as I have said, a most kind and tender-hearted woman; and, in the humanity of her heart, and the simplicity of her mind, she set out, when I first went to live with her, to treat me as she supposed one human being ought to treat another.

It is easy to see, that, in entering upon the duties of a slaveholder, some little experience is needed. Nature has done almost nothing to prepare men and women to be either slaves or slaveholders. Nothing but rigid training, long persisted in, can perfect the character of the one or the other. One cannot easily forget to love freedom; and it is as hard to cease to respect that natural love in our fellow creatures. On entering upon the career of a slaveholding mistress, Mrs. Auld was singularly deficient; nature, which fits nobody for such an office, had done less for her than any lady I had known. It was no easy matter to induce her to think and to feel that the curly-headed boy, who stood by her side, and even leaned on her lap; who was loved by little Tommy, and who loved little Tommy in turn; sustained to her only the relation of a chattel. I was more than that, and she felt me to be more than that. I could talk and sing; I could laugh and weep; I could reason and remember; I could love and hate. I was human, and she, dear lady, knew and felt me to be so. How could she, then, treat me as a brute, without a mighty struggle with all the noble powers of her own soul. That struggle came, and the will and power of the husband was victorious. Her noble soul was overthrown; but, he that overthrew it did not, himself, escape the consequences. He, not less than the other parties, was injured in his domestic peace by the fall.

When I went into their family, it was the abode of happiness and contentment. The mistress of the house was a model of affection and tenderness. Her fervent piety and watchful uprightness made it impossible to see her without thinking and feeling—"that woman is a Christian." There was no sorrow nor suffering for which she had not a tear, and there was no innocent joy for which she did not a smile. She had bread for the hungry, clothes for the naked, and comfort for every mourner that came within her reach. Slavery soon proved its ability to divest her of these excellent qualities, and her home of its early happiness. Conscience cannot stand much violence. Once thoroughly broken down, who is he that can repair the damage? It may be broken toward the slave, on Sunday, and toward the master on Monday. It cannot endure such shocks. It must stand entire, or it does not stand at all. If my condition waxed bad, that of the family waxed not better. The first step, in the wrong direction, was the violence done to nature and to conscience, in arresting the benevolence that would have enlightened my young mind. In ceasing to instruct me, she must begin to justify herself to herself; and, once consenting to take sides in such a debate, she was riveted to her position. One needs very little knowledge of moral philosophy, to see where my mistress now landed. She finally became even more violent in her opposition to my learning to read, than was her husband himself. She was not satisfied with simply doing as well as her husband had commanded her, but seemed resolved to better his instruction. Nothing appeared to make my poor mistress—after her turning toward the downward path—more angry, than seeing me, seated in some nook or corner, quietly reading a book or a newspaper. I have had her rush at me, with the utmost fury, and snatch from my hand such newspaper or book, with something of the wrath and consternation which a traitor might be supposed to feel on being discovered in a plot by some dangerous spy.

Mrs. Auld was an apt woman, and the advice of her husband, and her own experience, soon demonstrated, to her entire satisfaction, that education and slavery are incompatible with each other. When this conviction was thoroughly established, I was most narrowly watched in all my movements. If I remained in a separate room from the family for any considerable length of time, I was sure to be suspected of having a book, and was at once called upon to give an account of myself. All this, however, was entirely too late. The first, and never to be retraced, step had been taken. In teaching me the alphabet, in the days of her simplicity and kindness, my mistress had given me the "inch," and now, no ordinary precaution could prevent me from taking the "ell."
Seized with a determination to learn to read, at any cost, I hit upon many expedients to accomplish the desired end. The plea which I mainly adopted, and the one by which I was most successful, was that of using my young white playmates, with whom I met in the streets as teachers. I used to carry, almost constantly, a copy of Webster’s spelling book in my pocket; and, when sent on errands, or when play time was allowed me, I would step, with my young friends, aside, and take a lesson in spelling. I generally paid my tuition fee to the boys, with bread, which I also carried in my pocket. For a single biscuit, any of my hungry little comrades would give me a lesson more valuable to me than bread. Not everyone, however, demanded this consideration, for there were those who took pleasure in teaching me, whenever I had a chance to be taught by them. I am strongly tempted to give the names of two or three of those little boys, as a slight testimonial of the gratitude and affection I bear them, but prudence forbids; not that it would injure me, but it might, possibly, embarrass them; for it is almost an unpardonable offense to do any thing, directly or indirectly, to promote a slave’s freedom, in a slave state. It is enough to say, of my warm-hearted little play fellows, that they lived on Philpot street, very near Durgin & Bailey’s shipyard.

Although slavery was a delicate subject, and very cautiously talked about among grown up people in Maryland, I frequently talked about it—and that very freely—with the white boys. I would, sometimes, say to them, while seated on a curb stone or a cellar door, "I wish I could be free, as you will be when you get to be men." "You will be free, you know, as soon as you are twenty-one, and can go where you like, but I am a slave for life. Have I not as good a right to be free as you have?" Words like these, I observed, always troubled them; and I had no small satisfaction in wringing from the boys, occasionally, that fresh and bitter condemnation of slavery, that springs from nature, unseared and unperverted. Of all consciences let me have those to deal with which have not been bewildered by the cares of life. I do not remember ever to have met with a boy, while I was in slavery, who defended the slave system; but I have often had boys to console me, with the hope that something would yet occur, by which I might be made free. Over and over again, they have told me, that "they believed I had as good a right to be free as they had;" and that "they did not believe God ever made any one to be a slave." The reader will easily see, that such little conversations with my play fellows, had no tendency to weaken my love of liberty, nor to render me contented with my condition as a slave.

When I was about thirteen years old, and had succeeded in learning to read, every increase of knowledge, especially respecting the FREE STATES, added something to the almost intolerable burden of the thought—I AM A SLAVE FOR LIFE. To my bondage I saw no end. It was a terrible reality, and I shall never be able to tell how sadly that thought chafed my young spirit. Fortunately, or unfortunately, about this time in my life, I had made enough money to buy what was then a very popular school book, viz: the Columbian Orator. I bought this addition to my library, of Mr. Knight, on Thames street, Fell’s Point, Baltimore, and paid him fifty cents for it. I was first led to buy this book, by hearing some little boys say they were going to learn some little pieces out of the book for life. This volume was, indeed, a rich treasure, and every opportunity afforded me, for a time, was spent in diligently perusing it. Among much other interesting matter, that which I had perused and reperused with unflagging satisfaction was a short dialogue between a master and his slave. The slave is represented as having been recaptured, in a second attempt to run away; and the master opens the dialogue with an upbraiding speech, charging the slave with ingratitude, and demanding to know what he has to say in his own defense.

Thus upbraided, and thus called upon to reply, the slave rejoins, that he knows how little anything that he can say will avail, seeing that he is completely in the hands of his owner; and with noble resolution, calmly says, "I submit to my fate." Touched by the slave’s answer, the master insists upon his further speaking, and recapitulates the many acts of kindness which he has performed toward the slave, and tells him he is permitted to speak for himself. Thus invited to the debate, the quondam slave made a spirited defense of himself, and thereafter the whole argument, for and against slavery, was brought out. The master was vanquished at every turn in the argument; and seeing himself to be thus vanquished, he generously and meekly emancipates the slave, with his best wishes for his prosperity. It is scarcely necessary to say, that a dialogue, with such an origin, and such an ending—read when the fact of my being a slave was a constant burden of grief—powerfully affected me; and I could not help feeling that the day might come, when the well-directed answers made by the slave to the master, in this instance, would find their counterpart in myself.

I had now penetrated the secret of all slavery and oppression, and had ascertained their true foundation to be in the pride, the power and the avarice of man. The dialogue and the speeches were all redolent of the principles of liberty, and poured floods of light on the nature and character of slavery. With a book of this kind in my hand, my own human nature, and the facts of my experience, to help me, I was equal to a contest with the religious advocates of slavery, whether among the whites or among the colored people, for blindness, in this matter, is not confined to the former. I have met many religious colored people, at the south, who are under the delusion that God requires them to submit to slavery, and to wear their chains with meekness and humility. I could entertain no such nonsense as this; and I almost lost my patience when I found any colored man weak enough to believe such stuff. Nevertheless, the increase of knowledge was attended with bitter, as well as sweet results. The more I read, the more I was led to abhor and
detest slavery, and my enslavers. "Slaveholders," thought I, "are only a band of successful robbers, who left their homes and went into Africa for the purpose of stealing and reducing my people to slavery." I loathed them as the meanest and the most wicked of men.

As I read, behold! the very discontent so graphically predicted by Master Hugh, had already come upon me. I was no longer the light-hearted, gleesome boy, full of mirth and play, as when I landed first at Baltimore. Knowledge had come; light had penetrated the moral dungeon where I dwelt; and, behold! there lay the bloody whip, for my back, and here was the iron chain; and my good, kind master, he was the author of my situation. The revelation haunted me, stung me, and made me gloomy and miserable. As I withered under the sting and torment of this knowledge, I almost envied my fellow slaves their stupid contentment. This knowledge opened my eyes to the horrible pit, and revealed the teeth of the frightful dragon that was ready to pounce upon me, but it opened no way for my escape. I have often wished myself a beast, or a bird—anything, rather than a slave. I was wretched and gloomy, beyond my ability to describe. I was too thoughtful to be happy. It was this everlasting thinking which distressed and tormented me; and yet there was no getting rid of the subject of my thoughts. All nature was redolent of it. Once awakened by the silver trump of knowledge, my spirit was roused to eternal wakefulness. Liberty! the inestimable birthright of every man, had, for me, converted every object into an asserter of this great right. It was heard in every sound, and beheld in every object. It was ever present, to torment me with a sense of my wretched condition. The more beautiful and charming were the smiles of nature, the more horrible and desolate was my condition. I saw nothing without seeing it, and I heard nothing without hearing it. I do not exaggerate, when I say, that it looked from every star, smiled in every calm, breathed in every wind, and moved in every storm.

I have no doubt that my state of mind had something to do with the change in the treatment adopted, by my once kind mistress toward me. I can easily believe, that my leaden, downcast, and discontented look, was very offensive to her. Poor lady! She did not know my trouble, and I dared not tell her. Could I have freely made her acquainted with the real state of my mind, and given her the reasons therefore, it might have been well for both of us. Her abuse of me fell upon me like the blows of the false prophet upon his ass; she did not know that an angel stood in the way; and—such is the relation of master and slave I could not tell her. Nature had made us friends; slavery made us enemies. My interests were in a direction opposite to hers, and we both had our private thoughts and plans. She aimed to keep me ignorant, and I resolved to know, although knowledge only increased my discontent. My feelings were not the result of any marked cruelty in the treatment I received; they sprung from the consideration of my being a slave at all. It was slavery—not its mere incidents—that I hated. I had been cheated. I saw through the attempt to keep me in ignorance; I saw that slaveholders would have gladly made me believe that they were merely acting under the authority of God, in making a slave of me, and in making slaves of others; and I treated them as robbers and deceivers. The feeding and clothing me well, could not atone for taking my liberty from me. The smiles of my mistress could not remove the deep sorrow that dwelt in my young bosom. Indeed, these, in time, came only to deepen my sorrow. She had changed; and the reader will see that I had changed, too. We were both victims to the same overshadowing evil—she, as mistress, I, as slave. I will not censure her harshly; she cannot censure me, for she knows I speak but the truth, and have acted in my opposition to slavery, just as she herself would have acted, in a reverse of circumstances.
Written Response Sheet:  

Reading Closely to Understand My Bondage and My Freedom  By Frederick Douglass

Name: ___________________________ Date: ___________________________ Period: _____________

After Reading Frederick Douglass’ “From My Bondage and My Freedom” answer the questions below. Cite textual evidence to support your responses.

1. What does Mrs. Auld initially think about Douglass’s reading?

2. Why do you think she is later “violent in her opposition” to Douglass’s reading?

3. What book does Douglass buy when he is about thirteen years old?

4. How does reading this transform Douglass from “light-hearted” to “wretched and gloomy?”

5. What consumed Douglass once he obtained knowledge?

6. How does his experience prove his mistress’s belief that education and slavery are incompatible?

Integration of Knowledge and Ideas  What personal qualities do you think helped Douglass become an effective champion of human rights? Use at least two of these Essential Question words in your response: conviction, determination, goal, justice, humanity. (Connecting to the Essential of the unit)
## Week Two

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<tr>
<th>Day</th>
<th>Lesson 5</th>
<th><strong>Irony to Express Ideas and Feelings</strong></th>
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<td>9</td>
<td><strong>Time Frame</strong></td>
<td>60 minutes</td>
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### Lesson Plan Overview / Details

**Goals and Objectives**

Students will read the Narrative of Frederick Douglass in their 8th grade Social Studies class. In this class, students will participate in reading activities to learn to use strategies and skills to independently read across curriculum. For this lesson we will use Chapter VII. Douglass often uses irony to reveal the flaws in the logic of slavery. Students will participate in specific strategies for analyzing literature and other texts, without making students feel like they have to find a right answer. I’d like them to understand that they can appreciate and enjoy nonfiction reading at its face value but that delving deeper can provide greater enjoyment and insight. This lesson is across curriculum. This is a concept taught in English class.

**Objectives:**
- discriminate between the 3 types of irony: verbal, situational and dramatic.
- determine the purpose of the irony: humor, fear, suspense, etc.
- identify the situational irony in the selection and the purpose.

**Reading Task:** Students will silently read the passages: first independently and then following along with the text as the teacher and students read aloud.

**Discussion Task:** Students will discuss the exemplar text in depth with their teacher and their classmates

### Materials

- Excerpts of: Frederick Douglass’ Narrative of the Life of Frederick Douglass an American Slave, Written by Himself (1845).
- Chapter 7: Frederick Douglass’ Narrative of the Life of Frederick Douglass an American Slave, Written by Himself (1845).
- Graphic organizer: Irony Claim Map
- Discussion: Small group
- Text Dependent Questions Questionnaire
- Lyrics to song: Irony (Alanis Morissette)
- Irony cards (index cards) passages to identify irony.
- Coconut cartoon

### Common Core Standards Shifts

**Standards:** Demonstrate understanding of figurative language and interpret figures of speech (e.g. verbal irony, puns) in context. (L 8.5)

CCSS.ELA-Literacy.RI.8.1

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
### Shift 1

Students will build knowledge and academic language through a balance of content rich, complex nonfiction and literary texts. **Shift 2:** Students will participate in reading/writing/speaking that is grounded in evidence from the text across the curriculum.

**DOK:** Level 3, 4

### Essential Question:

How does the author’s use of this literary element sustain the reader’s interest?

### Other Understandings:

- Is this statement ironic?
- If yes, what about this statement is ironic?
- What type of irony does this statement represent?
- What do you think the purpose of the irony is in this statement?
- How could the author have been more direct rather than using ironic statements?

### 1. Hook

- Class will listen to the song “Ironic” for a few minutes.
- Listen again while reading the words.
- Discuss different examples of irony in the song. The teacher reads the ironic sentences and the students explain.

### 2. Vocabulary

- **errand** = chore
- **bestow** = give
- **gratitude** = show thankfulness
- **prudence** = state of being wise and careful
- **ship-yard** = place where ships are repaired or built
- **orator** = speaker
- **disposed** = thrown out
- **emancipation** = freedom
- **Catholic emancipation** = movement to allow Catholics to have full rights
- **utterance** = speaking out loud
- **denunciation** = publicly condemn
- **sustain** = keep alive
- **abhor** = hate
- **writhe** = squirmed or struggled
- **wretched** = miserable
- **animate** = alive
- **trump** = resource or advantage more important than any other (short for trumpet)

**Irony:** The difference between appearance and reality, expectation and result.
- **Verbal/Irony:** A word or phrase used to suggest the opposite of its actual meaning
- **Dramatic Irony:** When there is a contradiction between what a character thinks and what the readers know is true
- **Situational Irony:** When an event directly contradicts expectations of the reader or of the characters

### 3. Lecture/Discover/Explain

**Teacher Input:** TI

- **TI:**
  - ✓ Explain the concept of irony based on the song Ironic is the difference between what someone would expect to happen and what actually does happen.
Student Input: SI

Basic/Background Knowledge from other Classes/Subjects: BK

TDQ: text dependent question

✓ **Explain** the different types of Irony:

- **TI Irony falls into three basic categories.**
  - ✓ Verbal irony occurs when you say what you don’t mean.
  - Ask yourself: what is really being said?
  - ✓ Situational irony occurs when the outcome of actions/events is different from the desired or expected result.
  - Ask yourself: What were you expecting would happen, or what did you expect it to be?
  - ✓ Dramatic irony occurs when the reader/audience knows something a character doesn’t.
  - ✓ Ask yourself: What did you already know happened or was going to happen?
- ✓ Give a few examples of irony from other texts. (similar to the ones used for the independent practice).
- **TDQ: Irony is a figure of speech in which words are used in such a way that their intended meaning is different from the actual meaning of the words. It may also be a situation that may end up in quite a different way than what is generally anticipated. In simple words, it is a difference between the appearance and the reality.**
  - ✓ Example:
    - An example of situational irony is found in Chapter II where Douglass writes:
      - ✶ There were no beds given the slaves, unless one coarse blanket be considered such, and none but the men and women had these. This, however, is not considered a very great privation. They find less difficulty from the want of beds, than from the want of time to sleep;
        - ✓ In this ironic situation told of in this passage he first relates to beds. The statement that no beds are given to slaves is heartbreaking enough, but then Douglas adds the irony that the blankets they are given are all that can be called beds. This highlights the sorrow of the truth by showing the irony within. Then he says that the slaves don’t really notice the absence of beds because, ironically, they so seldom have time to sleep, again, accentuating the sadness of the slaves’ situations.
- **Vocabulary:** explain when necessary the meaning of words. Use “teaching” moments to reinforce the understanding of words. Encourage the use of context clues to understand the meaning of words and their use.
  - ✓ Use butcher paper or a side on the whiteboard to write the words from the list.
  - ✓ As the words are used in the reading, make sure to point out their meaning.
  - ✓ Students will annotate and circle challenging words throughout the text.

4. Demo/Modeling: I DO

- **TI:** Show students the cartoon of a man stranded on a small island with only coconuts. Floating in the water, next to the man on the island, is a crate marked “Coconuts.”
- **TI:** Use this excerpt to have the students model other students to figure out irony: *(I have often been utterly astonished, since I came to the north, to find persons who could speak of the singing, among slaves, as evidence of their contentment and happiness. It is impossible to conceive of a greater mistake).*
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<td><strong>5. Checking Understanding</strong></td>
<td>Assess student performance and understandings during the matching activities and collect the students' writing from the Modeling and Guided Practice activities. (chart and passages cards) Assess student's understanding during the completion of the independent practice.</td>
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| **6. Guided Practice: We DO** | **Part I:** English and Social Studies connections: Students will be paired to complete a close reading chart to figure out the irony: Frederick Douglass uses irony in his narrative to help emphasize the immorality of slavery to both the slaves and the slaveholders. Students will closely read a few passages (selected by the teacher) from Chapters III through VIII, and they will note the information on a blank Irony Chart.  
- Example: 
  ✓ "Indeed, it is not uncommon for slaves to fall out and quarrel among themselves about the relative goodness of their masters, each contending for the superior goodness of his own over that of others."
- Why would a slave ever fight for the good reputation of the master who treats him as property? And, How can a person be good who buys, sells, and treats humans as his property?  
  ✓ "I am strongly tempted to give the names of two or three of those little boys, as a testimonial of gratitude and affection I bear them; but prudence forbids; not that it would injure me, but it might embarrass them; for it is almost an unpardonable offence to teach slaves to read in this Christian country."
- This is an example of irony because it seems ironic that they would not allow a slave to read in a Christian society. This is not a manner in which a Christian society should behave.  
- Why would white kids be embarrassed for teaching another kid to read? It is a good deed to offer.  
  - Students share their charts with another pair. |
| **7. Independent Practice: You DO** | Independent Practice:  
Worksheet: Identifying the literary element of *irony* in the passages. |
| 8. Closure | **SI:**
Exit Ticket: Students write (piece of paper or sticky note) to answer the essential questions.

_How does the author’s use of this literary element sustain the reader’s interest?_

**TI:**
Explains that by reading closely one can find different types of literary elements in a story. In this case (the Narrative) we found that Douglass used _irony_ to express his thoughts and feelings. |
|---|---|
| 9. Assessment | **Formative:**
- ✓ Activities during guided practice.
- ✓ Exit Ticket: Students write (piece of paper or sticky note) to answer the essential questions.
- ✓ How does the author’s use of this literary element sustain the reader’s interest?
- ✓ Asking students to identify challenging vocabulary helps them to monitor their understanding of a complex text. When students annotate the text by circling these words, it can also provide a formative assessment for the teacher.

**Summative:**
- ✓ Worksheet Identifying the irony in the passages. |
| **Students provide evidence of their proficiency.** | **Scaffolding Extensions (modifications provided to IEP or ELL students)**
Follow the student’s IEP, 504 and ELL plans.
Walk around to scaffold activities as needed.
Circulate to support students and ask probing/prompting questions.
Make sure to reinforce and clarify the vocabulary and offer strategies for self-monitoring of new words and challenging words.
Consider offering selected, shorter or longer passages to specific groups based on the readiness and needs of the group. This provides an opportunity for students to read a complex text within the eighth grade level span, but it differentiates the length of the text, not the complexity. Longer passages provide an opportunity for students reading above grade level to be challenged with a larger quantity of a complex text. Providing models of expected work supports all students, especially learners with special needs.
Manage participation of all students: Equity sticks are a strategy to get all students to participate during class, especially when asking them to share out after a period of individual or pair work. |
| **Sites** | **Background for the teacher:**
https://docs.google.com/a/cloud_ifschools.org/document/d/1HuGIGXTcK3rr2Z2eNUWGRIDHnGeyA36k0xwU8lGj30ok/edit
Song: http://www.lyricsfreak.com/a/alanis+morissette/ironic_20005433.html |
Frederick Douglass’ *Narrative of the Life of Frederick Douglass an American Slave, Written by Himself* (1845). Chapter XII, 4th paragraph.

The plan which I adopted, and the one by which I was most successful, was that of making friends of all the little white boys whom I met in the street. As many of these as I could, I converted into teachers. With their kindly aid, obtained at different times and in different places, I finally succeeded in learning to read. When I was sent on errands, I always took my book with me, and by going on one part of my errand quickly, I found time to get a lesson before my return. I used also to carry bread with me, enough of which was always in the house, and to which I was always welcome; for I was much better off in this regard than many of the poor white children in our neighborhood. This bread I used to bestow upon the hungry little urchins, who, in return, would give me that more valuable bread of knowledge.

I am strongly tempted to give the names of two or three of those little boys, as a testimonial of the gratitude and affection I bear them; but prudence forbids;—not that it would injure me, but it might embarrass them; *for it is almost an unpardonable offence to teach slaves to read in this Christian country*. It is easy to say of the dear little fellows, that they lived on Philpot Street, very near Durgin and Bailey’s ship-yard. I used to talk this matter of slavery over with them. I would sometimes say to them, I wished I could be as free as they would be when they got to be men. “You will be free as soon as you are twenty-one, but I am a slave for life! Have not I as good a right to be free as you have?” These words used to trouble them; they would express for me the liveliest sympathy, and console me with the hope that something would occur by which I might be free.

I was now about twelve years old, and the thought of being a slave for life began to bear heavily upon my heart. Just about this time, I got hold of a book entitled “The Columbian Orator.” Every opportunity I got, I used to read this book. Among much of other interesting matter, I found in it a dialogue between a master and his slave. The slave was represented as having run away from his master three times. The dialogue represented the conversation which took place between them, when the slave was retaken the third time. In this dialogue, the whole argument in behalf of slavery was brought forward by the master, all of which was disposed of by the slave. The slave was made to say some very smart as well as impressive things in reply to his master—things which had the desired though unexpected effect; for the conversation resulted in the voluntary emancipation of the slave on the part of the master.

In the same book, I met with one of Sheridan’s mighty speeches on and in behalf of Catholic emancipation. These were choice documents to me. I read them over and over again with unabated interest. They gave tongue to interesting thoughts of my own soul, which had frequently flashed through my mind, and died away for want of utterance. The moral which I gained from the dialogue was the power of truth over the conscience of even a slaveholder. What I got from Sheridan was a bold denunciation of slavery, and a powerful vindication of human rights. The reading of these documents enabled me to utter my thoughts, and to meet the arguments brought forward to sustain slavery; but while they relieved me of one difficulty, they brought on another even more painful than the one of which I was relieved. The more I read, the more I was led to abhor and detest my enslavers. I could regard them in no other light than a band of successful robbers, who had left their homes, and gone to Africa, and stolen us from our homes, and in a strange land reduced us to slavery. I loathed them as being the meanest as well as the most wicked of men. As I read and contemplated the subject, behold! that very discontentment which Master Hugh had predicted would follow my learning to read had already come, to torment and sting my soul to unutterable anguish. As I writhe under it, I would at times feel that learning to read had been a curse rather than a blessing. It had given me a view of my wretched condition, without the remedy. It opened my eyes to the horrible pit, but to no ladder upon which to get out. In moments of agony, I envied my fellow-slaves for their stupidity. I have often wished myself a beast. I preferred the condition of the meanest reptile to my own. Any thing, no matter what, to get rid of thinking! It was this everlasting thinking of my condition that tormented me. There was no getting rid of it. It was pressed upon me by every object within sight or hearing, animate or inanimate. The silver trump of freedom had roused my soul to eternal wakefulness. Freedom now appeared, to disappear no more forever. It was heard in every sound, and seen in every thing. It was ever present to torment me with a sense of my wretched condition. I saw nothing without seeing it, I heard nothing without hearing it, and felt nothing without feeling it. It looked from every star, it smiled in every calm, breathed in every wind, and moved in every storm.
How did Douglass learn how to read when running errands?
Douglass is describing events from the past. These “boys” are now adult men, so why would he avoid giving their names?
Which of these meanings of “trouble” is Douglass using? Why did he choose this word? How would the meaning have changed if he had chosen the word “anger”? 
In what ways does Douglass’ life differ from the white boys’ lives?
Why is Douglass specific about making friends with “little white boys”
Why does Douglass describe the master’s response as both “desired” and “unexpected”? Why the contrast between these two words?
How does the word “enable” change the meaning of the line it appears in? How can documents “enable” him to “utter [his] thoughts” or write?
What moral did Douglass learn from these books?
What prediction did Douglass’ owner make about what would happen if he learned to read? Did it come true? Why or why not?
What is the horrible pit? Why does Douglass envy someone’s stupidity?
Why is freedom tormenting Douglass?
In what ways is Douglas saying slaveholders are like robbers? Find and explore the structure of the sentence that gives voice to this idea most clearly.
"It is an almost unpardonable offence to teach slaves to read in this Christian country" is ironic because...
The author values

<table>
<thead>
<tr>
<th>The author values</th>
<th>The author believes</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;It is almost unpardonable offence to teach slave to read in this Christian country&quot; is ironic because ...</td>
<td></td>
</tr>
<tr>
<td>which argues</td>
<td>as stated by</td>
</tr>
<tr>
<td>which asserts</td>
<td>according to</td>
</tr>
<tr>
<td>which proves</td>
<td>when he makes the claim,</td>
</tr>
</tbody>
</table>
Close Read Map: Chart # 2

<table>
<thead>
<tr>
<th>The author values</th>
<th>The author believes</th>
</tr>
</thead>
<tbody>
<tr>
<td>which argues</td>
<td>Quote:&quot;__________________________...&quot;</td>
</tr>
<tr>
<td>which asserts</td>
<td>as stated by</td>
</tr>
<tr>
<td>which proves</td>
<td>according to</td>
</tr>
<tr>
<td></td>
<td>when he makes the claim,</td>
</tr>
</tbody>
</table>
### Selected Vocabulary List

**Words that can be inferred from text**

*Ask students to generate a definition*

<table>
<thead>
<tr>
<th>Vocabulary Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>converted</td>
<td></td>
</tr>
<tr>
<td>urchins</td>
<td></td>
</tr>
<tr>
<td>tempted</td>
<td></td>
</tr>
<tr>
<td>testimonial</td>
<td></td>
</tr>
<tr>
<td>unpardonable</td>
<td></td>
</tr>
<tr>
<td>liveliest sympathy</td>
<td></td>
</tr>
<tr>
<td>console</td>
<td></td>
</tr>
<tr>
<td>dialogue</td>
<td></td>
</tr>
<tr>
<td>behalf</td>
<td></td>
</tr>
<tr>
<td>unabated</td>
<td></td>
</tr>
<tr>
<td>vindication</td>
<td></td>
</tr>
<tr>
<td>enabled</td>
<td></td>
</tr>
<tr>
<td>detest</td>
<td></td>
</tr>
<tr>
<td>loathed</td>
<td></td>
</tr>
<tr>
<td>discontentment</td>
<td></td>
</tr>
<tr>
<td>torment</td>
<td></td>
</tr>
<tr>
<td>anguish</td>
<td></td>
</tr>
<tr>
<td>remedy</td>
<td></td>
</tr>
<tr>
<td>eternal</td>
<td></td>
</tr>
</tbody>
</table>

**Words that cannot be inferred from text**

*Provide these definitions to students*

<table>
<thead>
<tr>
<th>Vocabulary Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>errand</td>
<td>chore (singular)</td>
</tr>
<tr>
<td>bestow</td>
<td>give</td>
</tr>
<tr>
<td>gratitude</td>
<td>to show of thankfulness</td>
</tr>
<tr>
<td>prudence</td>
<td>state of being wise and careful</td>
</tr>
<tr>
<td>ship-yard</td>
<td>place where ships are repaired or built</td>
</tr>
<tr>
<td>Orator</td>
<td>speaker</td>
</tr>
<tr>
<td>disposed</td>
<td>thrown out</td>
</tr>
<tr>
<td>emancipation</td>
<td>release</td>
</tr>
<tr>
<td>Catholic emancipation</td>
<td>a movement to allow Catholics to have full rights;</td>
</tr>
<tr>
<td>utterance</td>
<td>speaking out loud</td>
</tr>
<tr>
<td>denunciation</td>
<td>publicly condemn</td>
</tr>
<tr>
<td>sustain</td>
<td>keep alive</td>
</tr>
<tr>
<td>abhor</td>
<td>hate</td>
</tr>
<tr>
<td>writhed</td>
<td>squirmed or struggled</td>
</tr>
<tr>
<td>wretched</td>
<td>miserable</td>
</tr>
<tr>
<td>animate</td>
<td>alive</td>
</tr>
<tr>
<td>trump</td>
<td>resource or advantage more important than any other (short for trumpet)</td>
</tr>
</tbody>
</table>
CARDS

1. A mean old man ate a large meal at a restaurant. The waitress tried to provide him with excellent service, but every time she brought him a dish, he complained. First he thought that the soup was too cold when it was hot. Then he said that his steak was dry and chewy, when it was moist and succulent. Then he complained that one of her blonde hairs was in his mashed potatoes, but the hair was actually grey like his own. She remained patient and continued to try to help him until the end of the meal, when he left her a quarter for a tip. She replied on his way out, “Thank you for the generous tip, Mister.”

Which type of irony is used? ____________________________________________________________

Explain your answer:

2. Tom has always liked Lucy, but Lucy has always thought Tom was annoying and unattractive. One day, Lucy comes home to find an eviction notice on her door. Apparently, her roommate had been spending the rent money that Lucy was giving her on other things. Lucy only has 24 hours to get all her stuff over to her mom’s house, and Lucy doesn’t even have a car. But Tom has a truck. So Lucy calls up Tom and asks him how he’s doing. She tells him that she’s always thought he was funny, and that they should hang out sometime. Tom thinks that Lucy has finally come around is beginning to like her. He also thinks that his jokes are funny because she is laughing after everything that he says.

Which type of irony is used? ____________________________________________________________

Explain your answer:
3. The rapper Eminem is well-known for his song writing ability, but he is equally known for his shockingly profane and obscene lyrical content. Eminem has made a fortune selling his curse filled songs to millions of children around the world. But, on a 60 Minutes interview, Eminem claimed that there was no swearing in his own home and that his children were not allowed to play music with curse words, including his own tracks.

Which type of irony is used?

Explain your answer:

4. When Lawrence saw the posters for the circus hanging on the bulletin board, as he swept up the trimmings at Slim's Barbershop, he knew he would be taking his little cousins. They loved animals, and he was looking forward to seeing the smiles on their faces as the circus performers amazed them with their stunts. But sweeping up hair clippings didn't pay a whole lot. Lawrence spent 45 dollars just getting tickets. But it was worth it to see his cousins' faces. The day finally came and everyone was excited as they walked into that big circus tent. But Lawrence soon realized that he and his cousins would be thirsty and hungry. As they sat in their seats, the drink vendor walked by selling beverages. Desperately thirsty, Lawrence asked him how much a lemonade would cost, and the drink vendor said, "Eleven dollars each." Lawrence replied, "Oh, that's it? Just eleven dollars? What a great deal for one cup of lemonade. That's totally worth it." The drink vendor walked away.

Which type of irony is used?

Explain your answer:
5. Mr. Reinhart is the building inspector for the entire county. Anytime a person wants to add a permanent structure to their home or property, such as a deck or balcony, the building plans need to be approved by Mr. Reinhart before construction can begin. Mr. Reinhart checks to see that each plan is safe before construction begins. Once building begins, he checks to see that construction is going according to the plan. In a way, he is responsible for ensuring that every structure in the county is built properly. One day Mr. Reinhart was having a party at his house. He and his three guests were barbequing on the porch attached to his house, when the structure suddenly collapsed. Apparently, termites got into the wood and had been chewing away the support beams for several months.

Which type of irony is used? ____________________________________________________________

Explain your answer:

6. Mr. Bath is the president of Make-A-Bath Industries, a small company that employs fifteen workers, including Tom Miller, father of six. Ever since the economy went down the tubes, Make-A-Bath hasn’t been selling bath tubs like they once did, and now Mr. Bath has to fire three workers, one of whom will be Tom Miller. But Mr. Bath has never fired anyone before, so he has been delaying giving Tom and the other employees the bad news. But Christmas is approaching. Tom wants to buy nice gifts for his six children, but he doesn’t have any money. So Tom charges a whole bunch of nice gifts on his credit card, figuring that he can pay it back with money from his checks that he will be getting from his job all year. Tom and his family don’t have a lot of extra money to spend, so he likes to get his kids nice Christmas presents. Tom is looking forward to one of the best Christmases ever.
Which type of irony is used? ____________________________________________________________

Explain your answer:

Independent Practice Worksheet:

Name: _______________________________ Date:_________________________________ Period:____________________________

Identifying Irony

Directions: Read the following examples of irony. Determine which of the three types of irony are being used and then explain your answer.

Dramatic irony – This occurs when the reader or audience understands more about the events of a story than a character.

Situational irony – This occurs when what actually happens is the opposite of what is expected or appropriate.

Verbal irony – A character says one thing but really means the opposite.

1. "Whenever someone’s in trouble, Captain Adventure comes on the double!" Shouted Captain Adventure from the rooftop, right before he dropped onto the purse-snatcher. As the old woman recovered her purse, she said appreciatively, "Thank you, Captain Adventure! You saved the day." Captain Adventure posed bravely with his hand on his hips and offered to carry the woman’s groceries upstairs. When she politely accepted, Captain Adventure handcuffed the purse-snatcher to a lamppost and followed the old woman upstairs. As he put the grocery bags onto her counter, Captain Adventure saw something that made him jump onto the kitchen table. He started squealing in a high-pitched voice, "EWWWWW! Icky! Icky! A big bug." As he did this, he was pointing at an average sized ladybug that was on the floor about ten or fifteen feet away from him. Seeing his terrified reaction to this small bug, the old lady scooped the insect onto her finger and guided it out of the window. Captain Adventure was immediately relieved and said with genuine appreciation, "Thank you. I guess we’re even now."

Which type of irony is used? ____________________________________________________________

Explain your answer: _________________________________________________________________

2. "OK, well, if you think that the house won’t stay on the market, I guess we can close the deal tomorrow," Mr. Jones said over the phone to his real estate broker, Pat Meier. "Yeah, Jones, they’ve got other offers on the table, bigger offers. We’ve got to move on this thing now while we’ve got our foot in the door." Pat Meier was working him over. Mr. Jones wasn’t sure about buying the house, but he trusted Pat and he wanted to do right by him, so he agreed. Later that night, as he talked it over with his wife, Mr. Jones grew less and less certain. Then the phone rang. Mr. Jones politely answered it, "Hello. Jones’ residence and with whom am I speaking?" At first there was no reply, and then he heard someone laughing at a distance, "Ha-ha... The place has got mold in the attic and the basement!" Mr. Jones recognized the voice as belonging to Pat Meier. He continued listening, "The walls are an inch thin. Trains pass by every fifteen minutes and shake the pictures off the walls! You wouldn’t believe this garbage dump, Bernie." Mr. Jones figured that Pat must have called him from his pocket on accident. Just as he was about to hang up the phone, Mr. Jones recalled that the place Pat was trying to get him to buy was right next to a train station. "I only let him look at the place for ten minutes at a time. I’m telling you, Bernie, this Jones idiot is going to pay twice what that dump is worth." Mr. Jones had heard enough. He ended the call. The next day Pat
waited a long time for Mr. Jones to show up to the closing. Mr. Jones never arrived. Pat called Mr. Jones many times as he nervously waited, but Mr. Jones didn’t even take the call. He figured that he didn't even owe a man like Pat Meier an explanation.

Which type of irony is used? ______________________________________________________________

Explain your answer:

3. Bram hated his roommate Keith’s dog. Keith didn’t even ask Bram before he got the dog. Bram just came home one night with a dog. Now Bram had to share his living space with a furry, poorly trained pest. The dog was not potty trained. It barked hours on end for seemingly no reason. It jumped all over Bram’s guests and bothered them. Bram tolerated all of this because he was a good roommate and Keith was his friend. Then Bram came home from work one day and found that Keith’s dogs had chewed up Bram’s limited edition shoes. Bram snapped. "Keith, do you want to know what your really awesome dog did? He tore up my favorite shoes. Thank you so much. I didn’t want those anyway.” Keith came out of his room looking confused and upset. Bram continued, “Oh, I never said ‘thank you,’ by the way, for surprising me with this really well-behaved dog. I am so pleased to share my home with him!” Bram was shouting now. Keith grabbed his dog by the color and slowly backed him into his bedroom.

Which type of irony is used? ______________________________________________________________

Explain your answer:

4. Moving to a new school had been tough for Janie, but things were finally turning around. She was making friends and even received an invitation to Angie’s pool party. Angie was the coolest girl in school and it was an honor just to be invited, but there was one problem: Janie didn’t know how to swim. She didn’t want to risk her new friendships by either not attending or admitting that she couldn’t swim, so she decided to go to the party and pretend like she knew how to swim. The first hour or two of the party went by swimmingly. Janie floated on a large raft and gossiped with the other girls. It was pretty relaxing. Then Bridget started rough housing. She splashed everybody on the deck and dunked a nice girl named Katie. Then she started swimming toward Janie. “I’m coming to flip you, Brainy Janie. Get ready,” Bridget taunted. Janie started panicking and pleading, “No, Bridget, I don’t want to play,” Janie pleaded, but Bridget kept coming toward her. “I’m wearing hair extensions. You’ll ruin them if they get wet,” Janie reasoned with her, but Bridget kept coming toward her with her hands up like claws. Then Janie said, “I have a horrible skin disease and if I go in the water you’ll be diseased too.” That did the trick. Bridget stopped in her tracks a few inches away from the raft. Of course, now everyone thought that she had a contagious disease, but she would work that out when she was out of the pool.

Which type of irony is used? ______________________________________________________________

Explain your answer:
5. Brandon was an adult when he found out that he had been adopted. It came as quite a shock. He spent his whole life thinking that the world was one way when in fact it there was another layer to it. As much as he loved and cherished his adoptive parents, he became obsessed with locating and meeting his biological mother. He contacted the adoption agency but her information wasn’t listed. He followed up the few clues that he had and they led to dead-ends. He employed a world-class detective to help him locate his birth mother, but he came up empty handed. Brandon spent years and piles of money scouring the world for clues to her identity until he at last found her living right down the street from his house.

Which type of irony is used? ____________________________

Explain your answer: ____________________________

"Ironic"

An old man turned ninety-eight
He won the lottery and died the next day
It's a black fly in your Chardonnay
It's a death row pardon two minutes too late
And isn't it ironic... don't you think

It's like rain on your wedding day
It's a free ride when you've already paid
It's the good advice that you just didn't take
Who would've thought... it figures

Mr. Play It Safe was afraid to fly
He packed his suitcase and kissed his kids goodbye
He waited his whole damn life to take that flight
And as the plane crashed down he thought
"Well isn't this nice..."
And isn't it ironic... don't you think

It's like rain on your wedding day
It's a free ride when you've already paid
It's the good advice that you just didn't take
Who would've thought... it figures

Well life has a funny way of sneaking up on you
When you think everything's okay and everything's going right
And life has a funny way of helping you out when
You think everything's gone wrong and everything blows up
In your face

A traffic jam when you're already late
A no-smoking sign on your cigarette break
It's like ten thousand spoons when all you need is a knife
    It's meeting the man of my dreams
    And then meeting his beautiful wife
    And isn't it ironic...don't you think
A little too ironic...and, yeah, I really do think...

    It's like rain on your wedding day
    It's a free ride when you've already paid
    It's the good advice that you just didn't take
    Who would've thought... it figures

Life has a funny way of sneaking up on you
Life has a funny, funny way of helping you out
    Helping you out
## Week Three

<table>
<thead>
<tr>
<th>Day</th>
<th>Lesson 6</th>
<th>Women Standing for their Rights</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Time Frame</td>
<td>80 minutes</td>
</tr>
</tbody>
</table>

### Lesson Plan Overview / Details

#### Goals and Objectives
On October 10, 2014, it was announced that Malala Yousafzai won the 2014 Nobel Peace Prize. She shares the prize with Kailash Satyarthi, a children’s rights’ advocate from India. Malala Yousafzai was seventeen years old and the youngest person ever to receive a Nobel Peace Prize. She was shot in the head in 2012 by the Taliban because of her outspoken views about girls’ education in Pakistan and other parts of the world where girls are prevented from getting an education. The committee chose Yousafzai and Satyarthi for the prize because they believe children’s rights are essential to long-term peace, stating, “It is a prerequisite for peaceful global development that the rights of children and young people be respected.” This lesson provides an opportunity for students to learn about Malala Yousafzai and why she won the Nobel Peace Prize and to explore human rights activism that addresses areas of injustice in the world.

**Goals:** Students will cite specific textual evidence and make inferences from their readings to research information to answer the essential question of the unit.

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### Materials

- Oral Presentation rubric
- Time for kids text [http://www.timeforkids.com/node/182746/print](http://www.timeforkids.com/node/182746/print)
- Picture Book *Razia’s Ray of Hope: One Girl’s Dream of an Education*, by Elizabeth Suneby 680L
  - In RAZIA’S RAY OF HOPE, written by Elizabeth Suneby and illustrated by Suana Verelst, Razia dreams of getting an education, but in her small village in Afghanistan, girls haven’t been allowed to attend school for many years. When a new girls’ school opens in the village, a determined Razia must convince her father and oldest brother that educating her would be best for her, their family and their community. The book is based on the true stories of the students of the Zabuli Education Center for Girls, just outside of Kabul, founded by a generous and resourceful woman named Razia Jan, a CNN hero, who also appears in the story.
- Listen to: *AIN’T I A WOMAN*, Sojourner Truth
  - Sojourner Truth’s essay/speech given at the 1851 Women’s Rights Convention

### Common Core Standards

**Standards:**
- **CCSS.ELA-LITERACY.RI.8.1**
  - Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
| Essential Question: | Essential Question:  
What might be some of the effects from people fighting against ignorance?  
**Other Understandings:**  
Both women called upon everyone to work together in the struggle for equality:  
Why group efforts are effective?  
Give examples of how we can continue to work for equality, specifically in educational opportunities for girls.  
How can an individual’s determination to get an education change her/his self and the world? |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Hook</strong></td>
<td>Students will brainstorm about how they benefit from a high-quality education. Instruct students to stand up if they think all individuals should have access to a quality education (they should all stand). The boys will then sit down, and the girls will remain standing. Then, ask the girls to count off, 1, 2, 3. Ask only the number 1s to sit down and the number 2s and number 3s remain standing. Reveal that the girls who sat down represent the fact that only one-third of girls in Pakistan have access to primary school education. The two-thirds who remain standing represent those unable to attend school.</td>
</tr>
</tbody>
</table>
| **2. Vocabulary** | activism  
ain’t  
dignity  
drone  
equality  
flourish  
ignorance  
justice  
Nobel Prize  
ordinary  
suppression  
Taliban  
Dari vocabulary listed in RAZIA’S RAY OF HOPE glossary |
| **3. Lecture/ Discover/ Explain** | • **TI:** Ask these general questions to the class. Accept a few answers from different students.  
✓ Why do some people in other parts of the world want to keep girls from having an education?  
✓ Where is Pakistan? What do you know about the country? |
<p>| <strong>Teacher Input:</strong> TI |<br />
|<br />
|</p>
<table>
<thead>
<tr>
<th>Student Input: SI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic/Background Knowledge from other Classes/Subjects: BK</td>
</tr>
<tr>
<td>Text dependent question: TDQ</td>
</tr>
</tbody>
</table>

- ✓ How can educational opportunities change a society?

- **TI: Read Aloud to Class:** Razia's Ray of Hope, by Elizabeth Suneby, Realistic Fiction  
  ✓ On October 10, 2014, the Nobel Committee announced that this year's Nobel Peace Prize [link] would go to Malala Yousafzai, 17, of Pakistan, the youngest person ever to receive this honor. Kailash Satyarthi of India, a campaigner against child labor, shared the prize. In this lesson, posted in October 2012, students learn about Pakistan and about Malala's campaign for the education of girls, which made her the target of a Taliban assassination attempt in October 2012. The lesson has students read and discuss Malala's blog from her earlier days in Pakistan.

- **Video Clip:** Malala's Speech  

- **Students Take notes**

- After watching the Malala clip, students will silently read two blog posts that Malala wrote under a pseudonym before she was shot by the Taliban. While they read, students will be encouraged to close read, annotating the text using meta-cognitive markers from the INSERT strategy and writing notes/comments in the margins.

- **BK:** Because the context of this story is important and complex, we provide background information. For many students, the only images they have of Islam and the Muslim world come from the news media's coverage of the Middle East, and therefore are heavily steeped in themes of violence, extremism, and injustice. However, the religion of Islam is traditionally a peaceful religion, and the vast majority of Muslims (in the past as well as today) are neither extremists nor terrorists, but average, everyday people. Students' personal schema for Islam is skewed in the direction of negative presumptions and stereotypes, and therefore this segment of the unit consciously approaches Islam from a drastically different perspective in order to push students to restructure their understanding of this religion. At the same time, it is important that students understand the role extremists play in hijacking a religious tradition and rebranding it as something that most moderate believers would not recognize as their faith.

| 4. Demo/Modeling: I DO |

- **TI: Model the following Text Dependent Questions:**
  ✓ Students must focus on the text itself – it’s not about what moments are compelling to them personally, but what advances the speaker’s argument.

  ✓ What moments do you find most compelling in advancing the speaker’s argument? Explain what makes them compelling.  
  ✓ TDQ and open-ended in terms of students being able to show what they know about the speaker based on evidence from the text to the best of their ability.

  ✓ Who is the speaker? What do we know about her? How do we know?  
  ✓ Students can identify a variety of methods and need to use evidence from the text to explain how each method works.

  ✓ What methods does Truth use to build and support her argument? How does each method work?
<p>| | |</p>
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</table>
| **TI: Connections and Open Ended Questions:** What did the women have in common? How did the women communicate their issue?  
- In your own words, briefly describe the issue about which both women spoke about in public.  
- Both women used the public media available to them, in their own time periods, to communicate their ideas. Briefly describe the media outlets each used.  
- Think about and briefly indicate why it is important for citizens of any culture or country to understand why it is a human right to use public media to discuss social issues.  
- Sojourner Truth and Malala Yousafzai wrote using pseudonyms (false names). Why do you think they did this?  
**TI and SI:** together review key points and ideas from the video. Think aloud as we review the notes. Students have the opportunity to add to the T-notes. |
| **5. Checking Understanding** | During Modeling, the teacher would be able to see what type of information the students are gathering through their notes.  
- (Figure of Speech) Malala has said, “Let us pick up our book and our pens. They are our most powerful weapon.” Explain the significance of this quote in the context of her experience as a girl in the Swat Region of Pakistan as well as a member of the global community.  
- Do you think it is a worth-while goal to ensure that every child has the opportunity to be educated? Explain your answer.  
| **6. Guided Practice: We DO** | TI: Review the key points gathered by the videos and readings. Ask the students questions for which their answers will demonstrate what they need for the guided activity as well as for the independent activity.  
SI: Comparing Exercise: Groups of three  
Students discuss the information gathered from the videos and/or readings of Malala Yousafzai and Sojourner Truth, students will gather the information and answer to a summary question to orally present their findings:  
- Your notes from class discussions of the biographical backgrounds of both  
- Text of Sojourner Truth’s essay/speech given at the 1851 Women’s Rights Convention  
- Text/video of Malala Yousafzai’s speech to the United Nations on July 12, 2013 |
| **7. Independent Practice: You DO** | SI:  
- Read the speeches of Malala and Sojourner and use their note taking strategies (practiced before in other lessons)  
Students use the Insert strategy to annotate the texts.  
- Read the diaries of Malala (computer lab) [http://news.bbc.co.uk/2/hi/south_asia/7889120.stm](http://news.bbc.co.uk/2/hi/south_asia/7889120.stm)  
- Organize the notes (outline, T-notes, etc.)  
- Review the rubric  
- Get ready and be ready to Orally answer the following: |
"Both women called upon everyone to work together in the struggle for equality. Discuss: A. Why group efforts are effective and B. Give examples of how we can continue to work for equality, specifically, in educational opportunity for girls.”

- Together write five good questions about Malala and Sojourney Truth with the students in your group.
- Present to your group (group of threes)

8. Closure

- Show the Infographic
- The Goal of the United Nations is to:

**Eliminate gender disparity in primary and secondary education, preferably by 2005, and in all levels of education no later than 2015**

- The world has achieved equality in primary education between girls and boys, but few countries have achieved that target at all levels of education.
- The political participation of women keeps increasing. In January, 2014, in 46 countries more than 30 percent of members of parliament in at least one chamber were women.
- In many countries, gender inequality persists and women continue to face discrimination in access to education, work and economic assets, and participation in government. For example, in every developing region, women tend to hold less secure jobs than men, with fewer social benefits.
- Violence against women continues to undermine efforts to reach all goals.
- Poverty is a major barrier to secondary education, especially among older girls.
- Women are largely relegated to more vulnerable forms of employment.

9. Assessment

Students provide evidence of their proficiency.

**Directions:** Please use the resources/documents use in this lesson to answer the questions and to support your conclusions.

"Both women called upon everyone to work together in the struggle for equality. Discuss: A. Why group efforts are effective and B. Give examples of how we can continue to work for equality, specifically, in educational opportunity for girls.”

**Rubric:** Oral Presentation

**Scaffolding Extensions (modifications provided to IEP or ELL students)**

**Teacher:**

- Apply modifications from their IEP, ELL and 504 forms.
- Different size of grouping: pairs, small groups (up to 5)
- Information on the board butcher paper, small printed posters, detailed outline of the day’s objectives, place for absent students to find information.
- Walk around to help students (scaffold) and to keep them on task.
- Provide an outline of the resources to the aids that come to my classroom to assist some of the student’s.
- For ELL students explain with examples your expectations and reinforce the vocabulary needed for them to understand the tasks.
- Model with something different than their task (give an example to duplicate the activity and not the product).
| Close Reading | Steps:  
Teacher Analyzes Text  
- Begin where students begin. Dive into text.  
- Ask the same sort of questions one would ask the students.  
- Guided by unit/lesson themes or goals.  
Teacher Frames Understanding  
Teacher Develops Close Reading Strategies  
Students Discover Understanding  
When using close reading to arrive at an understanding, there are two types of questions:  
Text-dependent: questions that can be answered ONLY by referring to the text.  
Concept: questions that can be answered by drawing upon prior knowledge and inferring from the text. |
Read the diaries of Malala (computer lab) [http://news.bbc.co.uk/2/hi/south_asia/7889120.stm](http://news.bbc.co.uk/2/hi/south_asia/7889120.stm)  
INSERT

INSERT is a strategy that will help you monitor your thinking as you read. Use the following symbols to code the text.

✔ Confirms what you already knew – “I knew that!”
- Contradicts what you thought – “I thought differently.”
? Confuses you – “I don’t understand this.”
+ Something new – “I didn’t know that!”
Diary of a Pakistani Schoolgirl

Private schools in Pakistan's troubled north-western Swat district have been ordered to close in a Taleban edict banning girls' education. Militants seeking to impose their austere interpretation of Sharia law have destroyed about 150 schools in the past year. Five more were blown up despite a government pledge to safeguard education, it was reported on Monday. Here a seventh grade schoolgirl from Swat chronicles how the ban has affected her and her classmates. The diary first appeared on BBC Urdu online.

THURSDAY JANUARY 15: NIGHT FILLED WITH ARTILLERY FIRE

The night was filled with the noise of artillery fire and I woke up three times. But since there was no school I got up later at 10 am. Afterwards, my friend came over and we discussed our homework. Today is 15 January, the last day before the Taleban's edict comes into effect, and my friend was discussing homework as if nothing out of the ordinary had happened. Today, I also read the diary written for the BBC (in Urdu) and published in the newspaper. My mother liked my pen name 'Gul Makai' and said to my father 'why not change her name to Gul Makai?' I also like the name because my real name means 'grief stricken'. My father said that some days ago someone brought the printout of this diary saying how wonderful it was. My father said that he smiled but could not even say that it was written by his daughter.

WEDNESDAY 14 JANUARY: I MAY NOT GO TO SCHOOL AGAIN

I was in a bad mood while going to school because winter vacations are starting from tomorrow. The principal announced the vacations but did not mention the date the school was to reopen. This was the first time this has happened. In the past the reopening date was always announced clearly. The principal did not inform us about the reason behind not announcing the school reopening, but my guess was that the Taleban had announced a ban on girls' education from 15 January.

This time round, the girls were not too excited about vacations because they knew if the Taleban implemented their edict they would not be able to come to school again. Some girls were optimistic that the schools would reopen in February but others said that their parents had decided to shift from Swat and go to other cities for the sake of their education. Since today was the last day of our school, we decided to play in the playground a bit longer. I am of the view that the school will one day reopen but while leaving I looked at the building as if I would not come here again.

FRIDAY 9 JANUARY: THE MAULANA GOES ON LEAVE?

Today at school I told my friends about my trip to Bunair. They said that they were sick and tired of hearing the Bunair story. We discussed the rumors about the death of Maulana Shah Dauran, who used to give speeches on FM radio. He was the one who announced the ban on girls attending school.

Some girls said that he was dead but others disagreed. The rumors of his death are circulating because he did not deliver a speech the night before on FM radio. One girl said that he had gone on leave. Since there was no tuition on Friday, I played the whole afternoon. I switched on the TV in the evening and heard about the blasts in Lahore. I said to myself 'why do these blasts keep happening in Pakistan?'

WEDNESDAY 7 JANUARY: NO FIRING OR FEAR
I have come to Bunair to spend Muharram (a Muslim holiday) on vacation. I adore Bunair because of its mountains and lush green fields. My Swat is also very beautiful but there is no peace. But in Bunair there is peace and tranquility. Neither is there any firing nor any fear. We all are very happy.

Today we went to Pir Baba mausoleum and there were lots of people there. People are here to pray while we are here for an excursion. There are shops selling bangles, ear rings, lockets and other artificial jewelry. I thought of buying something but nothing impressed - my mother bought ear rings and bangles.

**MONDAY 5 JANUARY: DO NOT WEAR COLOURFUL DRESSES**

I was getting ready for school and about to wear my uniform when I remembered that our principal had told us not to wear uniforms - and come to school wearing normal clothes instead. So I decided to wear my favorite pink dress. Other girls in school were also wearing colorful dresses and the school presented a homely look. My friend came to me and said, ‘for God’s sake, answer me honestly, is our school going to be attacked by the Taleban?’ During the morning assembly we were told not to wear colourful clothes as the Taleban would object to it. I came back from school and had tuition sessions after lunch. In the evening I switched on the TV and heard that curfew had been lifted from Shakardra after 15 days. I was happy to hear that because our English teacher lived in the area and she might be coming to school now.

**SUNDAY 4 JANUARY: I HAVE TO GO TO SCHOOL**

Today is a holiday and I woke up late, around 10 am. I heard my father talking about another three bodies lying at Green Chowk (crossing). I felt bad on hearing this news. Before the launch of the military operation we all used to go to Marghazar, Fiza Ghat and Kanju for picnics on Sundays. But now the situation is such that we have not been out on picnic for over a year and a half. We also used to go for a walk after dinner but now we are back home before sunset. Today I did some household chores, my homework and played with my brother. But my heart was beating fast - as I have to go to school tomorrow.

**SATURDAY 3 JANUARY: I AM AFRAID**

I had a terrible dream yesterday with military helicopters and the Taleban. I have had such dreams since the launch of the military operation in Swat. My mother made me breakfast and I went off to school. I was afraid going to school because the Taleban had issued an edict banning all girls from attending schools. Only 11 students attended the class out of 27. The number decreased because of Taleban’s edict. My three friends have shifted to Peshawar, Lahore and Rawalpindi with their families after this edict. On my way from school to home I heard a man saying ‘I will kill you’. I hastened my pace and after a while I looked back if the man was still coming behind me. But to my utter relief he was talking on his mobile and must have been threatening someone else over the phone.
"In the name of God, the most benevolent, the most merciful. Honorable UN Secretary General Mr. Ban Ki-moon, respected president of the General Assembly Vuk Jeremic, honorable UN envoy for global education Mr. Gordon Brown, respected elders and my dear brothers and sisters: Assalamu alaikum.

Today is it an honor for me to be speaking again after a long time. Being here with such honorable people is a great moment in my life and it is an honor for me that today I am wearing a shawl of the late Benazir Bhutto. I don't know where to begin my speech. I don't know what people would be expecting me to say, but first of all thank you to God for whom we all are equal and thank you to every person who has prayed for my fast recovery and new life.

I cannot believe how much love people have shown me. I have received thousands of good wish cards and gifts from all over the world. Thank you to all of them. Thank you to the children whose innocent words encouraged me. Thank you to my elders whose prayers strengthened me. I would like to thank my nurses, doctors and the staff of the hospitals in Pakistan and the UK and the UAE government who have helped me to get better and recover my strength.

I fully support UN Secretary General Ban Ki-moon in his Global Education First Initiative and the work of UN Special Envoy for Global Education Gordon Brown and the respectful president of the UN General Assembly Vuk Jeremic. I thank them for the leadership they continue to give. They continue to inspire all of us to action.

Dear brothers and sisters, do remember one thing: Malala Day is not my day. Today is the day of every woman, every boy and every girl who have raised their voice for their rights.

There are hundreds of human rights activists and social workers who are not only speaking for their rights, but who are struggling to achieve their goal of peace, education and equality. Thousands of people have been killed by the terrorists and millions have been injured. I am just one of them. So here I stand. So here I stand, one girl, among many. I speak not for myself, but so those without a voice can be heard. Those who have fought for their rights. Their right to live in peace. Their right to be treated with dignity. Their right to equality of opportunity. Their right to be educated.

Dear friends, on 9 October 2012, the Taliban shot me on the left side of my forehead. They shot my friends, too. They thought that the bullets would silence us, but they failed. And out of that silence came thousands of voices. The terrorists thought they would change my aims and stop my ambitions. But nothing changed in my life except this: weakness, fear and hopelessness died. Strength, power and courage were born.

I am the same Malala. My ambitions are the same. My hopes are the same. And my dreams are the same. Dear sisters and brothers, I am not against anyone. Neither am I here to speak in terms of personal revenge against the Taliban or any other terrorist group. I am here to speak for the right of education for every child. I want education for the sons and daughters of the Taliban and all the terrorists and extremists. I do not even hate the Talib who shot me. Even if there was a gun in my hand and he was standing in front of me, I would not shoot him. This is the compassion I have learned from Mohammed, the prophet of mercy, Jesus Christ and Lord Buddha. This is the legacy of change I have inherited from Martin Luther King, Nelson Mandela and Mohammed Ali Jinnah.

This is the philosophy of nonviolence that I have learned from Gandhi, Bacha Khan and Mother Teresa. And this is the forgiveness that I have learned from my father and from my mother. This is what my soul is telling me: be peaceful and love everyone.

Dear sisters and brothers, we realize the importance of light when we see darkness. We realize the importance of our voice when we are silenced. In the same way, when we were in Swat, the north of Pakistan, we realized the importance of pens and books when we saw the guns. The wise saying, "The pen is mightier than the sword." It is true. The extremists are afraid of books and pens. The power of education frightens them. They are afraid of women. The power of the voice of women frightens them.

This is why they killed 14 innocent students in the recent attack in Quetta. And that is why they kill female teachers. That is why they are blasting schools every day because they were and they are afraid of change and equality that we will bring to our society. And I remember that there was a boy in our school who was asked by a journalist why are the Taliban against education? He answered very simply by pointing to his book, he said, "a Talib doesn't know what is written inside this book."

They think that God is a tiny, little conservative being who would point guns at people's heads just for going to school. These terrorists are misusing the name of Islam for their own personal benefit. Pakistan is a peace loving, democratic country. Pashtuns want education for their daughters and sons. Islam is a religion of peace, humanity and brotherhood. It is the duty and responsibility to get education for each child, that is what it says. Peace is a necessity for education. In many
parts of the world, especially Pakistan and Afghanistan, terrorism, war and conflicts stop children from going to schools. We are really tired of these wars. Women and children are suffering in many ways in many parts of the world.

In India, innocent and poor children are victims of child labor. Many schools have been destroyed in Nigeria. People in Afghanistan have been affected by extremism. Young girls have to do domestic child labor and are forced to get married at an early age. Poverty, ignorance, injustice, racism and the deprivation of basic rights are the main problems, faced by both men and women.

Today I am focusing on women's rights and girls' education because they are suffering the most. There was a time when women activists asked men to stand up for their rights. But this time we will do it by ourselves. I am not telling men to step away from speaking for women's rights, but I am focusing on women to be independent and fight for themselves. So dear sisters and brothers, now it's time to speak up. So today, we call upon the world leaders to change their strategic policies in favor of peace and prosperity. We call upon the world leaders that all of these deals must protect women and children's rights. A deal that goes against the rights of women is unacceptable. We call upon all governments to ensure free, compulsory education all over the world for every child. We call upon all the governments to fight against terrorism and violence. To protect children from brutality and harm. We call upon the developed nations to support the expansion of education opportunities for girls in the developing world. We call upon all communities to be tolerant, to reject prejudice based on caste, creed, sect, color, religion or agenda to ensure freedom and equality for women so they can flourish. We cannot all succeed when half of us are held back. We call upon our sisters around the world to be brave, to embrace the strength within themselves and realize their full potential.

Dear brothers and sisters, we want schools and education for every child's bright future. We will continue our journey to our destination of peace and education. No one can stop us. We will speak up for our rights and we will bring change to our voice. We believe in the power and the strength of our words. Our words can change the whole world because we are all together, united for the cause of education. And if we want to achieve our goal, then let us empower ourselves with the weapon of knowledge and let us shield ourselves with unity and togetherness.

Dear brothers and sisters, we must not forget that millions of people are suffering from poverty and injustice and ignorance. We must not forget that millions of children are out of their schools. We must not forget that our sisters and brothers are waiting for a bright, peaceful future.

So let us wage, so let us wage a glorious struggle against illiteracy, poverty and terrorism, let us pick up our books and our pens, they are the most powerful weapons. One child, one teacher, one book and one pen can change the world. Education is the only solution. Education first. Thank you.
Malala Wins Nobel Peace Prize

The young Pakistani activist is awarded one of the world’s greatest honors
OCT 10, 2014 | By Cameron Keady with TIME and AP Reporting

Malala Yousafzai, 17, is the world's youngest Nobel Peace Prize recipient.

Pakistani youth activist Malala Yousafzai, 17, was awarded the 2014 Nobel Peace Prize on Friday, October 10. She is the youngest Nobel winner in history. Malala shares the prize with Kailash Satyarthi, a 60-year-old man from India who has helped lead a movement to end child slavery around the world. Both winners were recognized “for their struggle against the suppression of children and young people and for the right of all children to education,” the Norwegian Nobel Committee announced on Friday.

CHANDAN KHANNA—AFP/GETTY IMAGES

A Voice for the Voiceless

Malala Yousafzai has never been ordinary. When she was just 11 years old, she started blogging about the Taliban takeover of her hometown of Mingora, in northwestern Pakistan. Taliban members follow an extreme version of Islam, and believe young girls like Malala should not go to school. Classrooms throughout the Swat district of Pakistan, where Malala was living, were closed for several months. Malala spoke publicly about her desire to go back to school. “All I want is an education,” she told one television broadcaster.

When the Pakistani government regained control, Malala was able to return to class. She continued to blog and speak out about girls’ right to education. But on October 9, 2012, the Taliban tried to silence her. A gunman boarded her school bus and shot her on the left side of her forehead. Malala survived, and showed great courage and optimism during her long recovery. During this time, she became a symbol of the struggle for girls’ rights all over the world.

Prize for Peace

Now, Malala has also become an international symbol for peace. Each year, the Nobel prizes honor excellence in medicine, literature, chemistry, promoting peace, and other fields. It is one of the highest honors in the world. Malala and Satyarthi will split the award of $1.1 million.

The Nobel prize is named after Alfred Nobel, who invented dynamite in the 1800s. Nobel left his fortune to reward people who work for the "good of humanity" in the sciences, literature and world affairs. In 2011, Malala won Pakistan's National Youth Peace Prize, which has since been renamed the National Malala Peace Prize.
Malala’s mission for peace is unstoppable. Nine months after she was shot, she gave a now-famous speech at the United Nations. “They thought that the bullets would silence us. But they failed,” she said. “And then, out of that silence came thousands of voices. … Weakness, fear and hopelessness died. Strength, power, and courage was born.”

The Nobel prizes will be presented to the winners on Dec. 10, the anniversary of Alfred Nobel’s death in 1896.

Ain’t I a Woman?
Sojourner Truth
May 28-29, 1851

"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 of 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 could 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 them 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? [Intellect, somebody whispers] That's it, honey. What's that got to do with women's rights or Negro's 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? 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."
Infographic

Eliminate gender disparity in primary and secondary education, preferably by 2005, and in all levels of education no later than 2015

- The world has achieved equality in primary education between girls and boys, but few countries have achieved that target at all levels of education.

- The political participation of women keeps increasing. In January 2014, in 46 countries more than 30 per cent of members of parliament in at least one chamber were women.

- In many countries, gender inequality persists and women continue to face discrimination in access to education, work and economic assets, and participation in government. For example, in every developing region, women tend to hold less secure jobs than men, with fewer social benefits.

- Violence against women continues to undermine efforts to reach all goals.

- Poverty is a major barrier to secondary education, especially among older girls.

- Women are largely relegated to more vulnerable forms of employment.
**Directions:** Gather all your information and create an **outline** for the presentation: Use the resources we have examined to answer the following questions about Sojourner Truth and Malala Yousafzai.

- Your notes from class discussions of the biographical backgrounds of both
- Text of Sojourner Truth’s essay/speech given at the 1851 Women’s Rights Convention
- Text/video of Malala Yousafzai’s speech to the United Nations on July 12, 2013

**ORAL PRESENTATION**

**Directions:** Please use the resources/information and notes use in this lesson to the questions to write present your conclusions.

“Both women called upon everyone to work together in the struggle for equality. Discuss: A. why group efforts are effective and B. give examples of how we can continue to work for equality, specifically, in educational opportunity for girls.”

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<td><strong>Speaks Clearly</strong></td>
<td>Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.</td>
<td>Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.</td>
<td>Speaks clearly and distinctly most (94-85%) of the time. Mispronounces no more than one word.</td>
<td>Often mumbles or can not be understood OR mispronounces more than one word.</td>
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<td><strong>Score:</strong></td>
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<tr>
<td><strong>Volume</strong></td>
<td>Volume is loud enough to be heard by all audience members throughout the presentation.</td>
<td>Volume is loud enough to be heard by all audience members at least 90% of the time.</td>
<td>Volume is loud enough to be heard by all audience members at least 80% of the time.</td>
<td>Volume often too soft to be heard by all audience members.</td>
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<td><strong>Score:</strong></td>
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<td><strong>Content</strong></td>
<td>Shows a full understanding of the topic.</td>
<td>Shows a good understanding of the topic.</td>
<td>Shows a good understanding of parts of the topic.</td>
<td>Does not seem to understand the topic very well.</td>
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<td><strong>Score:</strong></td>
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<td><strong>Stays on Topic</strong></td>
<td>Stays on topic all (100%) of the time.</td>
<td>Stays on topic most (99-90%) of the time.</td>
<td>Stays on topic some (89%-75%) of the time.</td>
<td>It was hard to tell what the topic was.</td>
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<td><strong>Score:</strong></td>
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<tr>
<td>Time-Limit</td>
<td>Presentation is 5-6 minutes long.</td>
<td>Presentation is 4 minutes long.</td>
<td>Presentation is 3 minutes long.</td>
<td>Presentation is less than 3 minutes OR more than 6 minutes.</td>
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<td>Score:</td>
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<tr>
<td>Listens to Other Presentations</td>
<td>Listens intently. Does not make distracting noises or movements.</td>
<td>Listens intently but has one distracting noise or movement.</td>
<td>Sometimes does not appear to be listening but is not distracting.</td>
<td>Sometimes does not appear to be listening and has distracting noises or movements.</td>
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<td>Score:</td>
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**Survey Before Presentation**

Write five GOOD questions about Malala and *Sojourner Truth* in the table. Do this in pairs. Each student must write the questions on his / her own paper. When you have finished, interview other students. Write down their answers.

<table>
<thead>
<tr>
<th></th>
<th>STUDENT 1</th>
<th>STUDENT 2</th>
<th>STUDENT 3</th>
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<tbody>
<tr>
<td>Q.1.</td>
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<td>Q.2.</td>
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<td>Q.3.</td>
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<td>Q.4.</td>
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<td>Q.5.</td>
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Now return to your original partner and share and talk about what you found out. Change partners often.
### Week Four

<table>
<thead>
<tr>
<th>Day</th>
<th>Lesson 7</th>
<th>Time Frame</th>
<th>120 minutes</th>
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</table>

#### Lesson Plan Overview / Details

**Goals and Objectives**

Expository writing provides information to the reader or audience about a particular topic through different structures such as sequencing, comparing and contrasting, defining, describing, explaining or expressing opinion. Expository writing require ideas, information, explanation and opinions that are supported by valid sources and facts or details.

- Students will use scaffolding to research and organize information for writing a research paper. The information will be gathered from literature, videos and other media used in class as well as information gathered from their own sources. This lesson will provide students with support and guidance for writing expository papers that include a question (essential), literature review, analysis, conclusion, and references.
- Communicate a clear thesis statement that conveys a perspective on the answer to the unit essential question based on their research and readings in class.
- Practice research skills, including evaluation of sources (from previous lesson), paraphrasing and summarizing relevant information, and citation of sources used (MLA).
- Logically group and sequence ideas in expository writing.

#### Materials

- Video of Expository Essay Song
- Essay Scaffold Template: This handout guides students in researching and organizing the research paper.
- Literature read in class. (students)
- Notes gathered by the students during the unit. (students’)
- Picture of scaffold
- List of close and open ended questions (teacher instruction)
- Computers (Lab)
- Essential Question: posted on a wall
- Highlighters or color pencils
- MLA Style Guide
- Access to Easybid.com
- Computers and access to the Internet

#### Common Core Standards Shifts

**Webb's Depth of Knowledge (DOK)**

**Standards:**

Range of Writing:
CCSS.ELA-LITERACY.W.8.10
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Text Types and Purposes:
CCSS.ELA-LITERACY.W.8.2
Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
CCSS.ELA-LITERACY.W.8.2.A
Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
CCSS.ELA-LITERACY.W.8.2.B
Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
CCSS.ELA-LITERACY.W.8.2.C
Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
CCSS.ELA-LITERACY.W.8.2.D
Use precise language and domain-specific vocabulary to inform about or explain the topic.
CCSS.ELA-LITERACY.W.8.2.E
Establish and maintain a formal style.
CCSS.ELA-LITERACY.W.8.2.F
Provide a concluding statement or section that follows from and supports the information or explanation presented.

**Shifts:**
Three Students will use digital resources strategically to conduct research and create and present material in oral and written form.
**DOK:** All levels

<table>
<thead>
<tr>
<th>Essential Question:</th>
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<tbody>
<tr>
<td><strong>Essential Question:</strong></td>
</tr>
<tr>
<td>How does the organization of a research essay influence the reader to read the essay successfully?</td>
</tr>
</tbody>
</table>

**Other Understandings:**
How does each step in the process impact your writing?
How can we use evaluation and reflection to improve our writing?
What mode should be used to answer the given prompt?
Who will be reading the essays?
Why are the essays being written?
What are the writers expected to accomplish?
What are the features of a good essay?

<table>
<thead>
<tr>
<th>1. Hook</th>
</tr>
</thead>
<tbody>
<tr>
<td>Song: Expository Writing Song</td>
</tr>
<tr>
<td>Youtube: <a href="https://www.youtube.com/watch?v=eaFgtHlZbk">https://www.youtube.com/watch?v=eaFgtHlZbk</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>scaffold</td>
</tr>
<tr>
<td>expository writing</td>
</tr>
<tr>
<td>MLA style</td>
</tr>
<tr>
<td>analysis</td>
</tr>
<tr>
<td>summary</td>
</tr>
<tr>
<td>synthesis</td>
</tr>
<tr>
<td>introduction, body paragraph and conclusion</td>
</tr>
</tbody>
</table>
| 3. Lecture/Discover/Explain | transition words  
complete sentence |
<table>
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<tbody>
<tr>
<td><strong>Teacher Input:</strong> TI</td>
<td>Expository writing is a type of writing that is used to explain, describe, give information, or inform. The text is organized around one topic and developed according to a pattern or combination of patterns. For this lesson the topic will be the answer to the unit’s essential question. (Show the banner on the wall). The writer of an expository text cannot assume that the reader or listener has prior knowledge or prior understanding of the topic that is being discussed. Since clarity requires strong organization and today we will learn the steps to do a well-organized essay. We are going to use a “Scaffold Template” to help us organize our thoughts and ideas. (Show the template).</td>
</tr>
</tbody>
</table>
| **Student Input:** SI      | BK: We already have practice writing through short summaries during the unit. We also have worked with graphic organizers. We have learned what sources are valid or more reliable than others as well. This is very important when we are doing a research. Every essay or paper is made up of three parts:  
- introduction  
- body  
- conclusion |
| **Basic/Background Knowledge from other Classes/Subjects:** BK | The introduction is the first paragraph of the paper. It often begins with a general statement about the topic and ends with a more specific statement of the main idea of your paper. The purpose of the introduction is to  
- let the reader know what the topic is  
- inform the reader about your point of view  
- arouse the reader's curiosity so that he or she will want to read about your topic |
| **Text dependent question:** TDQ | The body of the paper follows the introduction. It consists of a number of paragraphs in which you develop your ideas in detail.  
- Limit each paragraph to one main idea. (Don't try to talk about more than one idea per paragraph.)  
- Prove your points continually by using specific examples and quotations from your note cards.  
- Use transition words to ensure a smooth flow of ideas from paragraph to paragraph. |
|                           | The conclusion is the last paragraph of the paper. Its purpose is to  
- summarize your points, leaving out specific examples  
- restate the main idea of the paper |
|                           | Show examples of well written middle school students essays:  
Sample 1: Stealing intellectual property via the Internet is the stimulating idea that hooks and holds the reader in this article. This is a very current topic, dealt with in an informative manner.  
Sample 2: This cause/effect essay opens with a brief explanation of a case in which a herd of elephants is spared from death, but then goes on to explain how that is not typical—that, in fact, elephants are headed toward extinction. Michelle, the author, clearly establishes the main causes of this situation, as well as their sad effects. |
### 4. Demo/Modeling:

**I DO**

- Explain to students that the procedures involved in writing a research paper follow in order, and each section of the scaffold builds upon the previous one. Briefly describe how each section will be completed during subsequent sessions.
- Answering the essential question: Emphasize that essential questions are open-ended. Open-ended questions can be answered in more than one way and, depending upon interpretation and does not have “only one correct answer.” Closed-questions have only one correct answer, such as, *How many continents are there in the world?* Open-ended questions are implied. Open-ended questions ask from the reader/writer to reason and to think deeply. Closed-questions are explicit.
- Be careful about only expressing your opinions and/or without backup. If you are expressing your insight or interpretation, you need to back them up with facts gathered from the research.
- A question like "What color is that block?" evokes a one-word answer. But an open-ended question, "Tell me about the blocks you are using," encourages a child to describe the blocks or explain what she is doing. There is no right or wrong answer here. An answer to an open-ended questions gives us a window into what the child is thinking and feeling.

### 5. Checking Understanding

Observe students’ participation in the initial stages of the Scaffold and promptly address any errors or misconceptions about the research process. After teaching and practicing each section check students’ entries as they are working to make sure they understand the format and application correctly.

- Show and tell highlighted information.
- Show and tell key sentences. *Show me the sentence that gives an example.* (evidence)
- Walk around and conference for a few seconds with the students.
- Ask questions to the group for student input and modeling.
- Ask them to show what they understand about evidence with prompts such as: "What do you think you need in that paragraph?" "Show me how would you analyze it?"

### 6. Guided Practice:

**We DO**

5. Show a few examples of closed and open-ended questions: and ask the students to tell you what they are. Which are open-ended and which are closed-ended questions? ([http://www.oucom.ohiou.edu/fd/Open%20Ended%20Questions.htm](http://www.oucom.ohiou.edu/fd/Open%20Ended%20Questions.htm)) "When is the research paper due?"
"What happened after I left?"
"Why did Jim leave before Susan?"
"How did everyone like the cake?"
"Tell me about your day at work."
"What do you think about the new season of this TV show?"
"What would a good research paper look like?"
Who will you choose?"
"What brand of car would you like to drive?"
"Did you speak to Bob?"
"Did Susan read to Mrs. Schneider?"
"Did everyone finish all the cake?"

<table>
<thead>
<tr>
<th>7. Independent Practice: You DO</th>
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<tbody>
<tr>
<td>● Instruct students to fill in the first section of the Scaffold, the Research Question, before Session</td>
</tr>
</tbody>
</table>
| ● Explain that the next section, the Hook, should not be filled in at this time, as it will be completed using information from the literature search. In other words, they need to gather the facts and have an idea what they are using in the body of the essay before they come up with the "hook."
| ● Prior to this session, the students have practice evaluating websites, thus learning where they can get valid information. |
| ● Students will collect and sort at least five sources including some that we have used in class (articles and notes from other media). They will use different colors of highlighters. They will use one color of highlighter to mark the sections in the articles that specifically address the essential question. This strategy helps students focus on the real question rather than on all the other supporting facts that they will find in the reading. |
| ● Explain that different articles and media may offer similar answers, facts and evidence that will answer the essential question, but some will even contradict. The final paper could be more interesting if it shows different perspectives. |
| ● Remind the students that sometimes one answer leads to another question. This is OK, but they need to try to keep focused and it is a good idea to have the graphic organizer (scaffolding template) to stay on the same path. However, they should think about those "new questions" before going off to new research. "We don't want to go off track."
| ● Each article used on the Research Paper Scaffold Template needs to produce several (at least three) relevant facts, so students may need to look for other sources or review carefully the notes they already gathered. |

**Literature review**

● Students pair up to check each other's highlighted information and notes from the reading. Students check that they have correctly identified and marked appropriate information before allowing them to proceed to the Literature Review section on the template.

● Instruct students to complete the Literature Review section of the Scaffold template, including the last name of the author and the publication date for each article to have the information ready for the Works
| They Do | Cited part of the essay. They need to do the same for any other media they used (some in class from the teacher’s instruction).

- Students will list the important facts they found in each article on the template (lines 1, 2, 3, 4, 5). Additional facts can be listed on the back of another paper making note where they belong and attached to the template.
- Remind students that if they copy directly from a text they need to put the copied material in quotation marks and note the source.
- Explain that interesting facts that are not relevant for the literature review section can be listed in the section labeled Hook. For example, stories of a person’s experience with the subject of the essay. The hook is the part that engages the reader’s interest. The Hook is part of the introduction of the essay.
- Show how to fill in the first and last lines of the Literature Review entry, which are the topic and concluding sentences. These should be filled in only after all the relevant facts from the source have been listed, to ensure that the content of the essay or the answer to the essential question is based on facts that are found in the documents/media, rather than confusing the facts with opinions.

**Analyzing**

- Students will compare the information they have gathered from different sources to recognize themes.
- Student will identify cause-and-effect relationships among the examples.
- To analyze means to present the parts with your own perspective. The perspective must come from the facts and be supported by them.
  - Give examples to explain.
  - Make connections between the main thesis statement and the evidence that paragraph will discuss.
  - Make connections to the paragraph statement.

**Conclusion**

- Explain that the conclusion is the answer to the essential question.
- It is usually one paragraph.
- It summarizes the main points of the "Literature Review and Analysis."

**Works Cited**

- Show students how to create a reference list of cited material, using the MLA Style (what we use in our school) Reference section of the scaffold.
- Distribute MLA Format guides handouts and have students refer to the handout as they list their reference information in the Reference section of the scaffold. Check students’ entries as they are working to make sure they understand the format correctly.

| 8. Closure | Students will now use the completed scaffold to write the final research paper using the following genre-specific strategies for expository writing: |
- Use active, present tense verbs when possible.
- Avoid the use of personal pronouns such as I and my (unless the research method was qualitative).
- Cite all sources.
- Distribute copies of the Research Paper Scoring Rubric and go over the criteria so that students understand how their final written work will be evaluated.

<table>
<thead>
<tr>
<th>9. Assessment</th>
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<tbody>
<tr>
<td>Students provide evidence of their proficiency.</td>
<td>Observe students and provide feedback as they complete each section of the Scaffold process. Students will use the rubric to revise the scaffold to see if all the completed parts of the scaffold match the expectation of the rubrics.</td>
</tr>
</tbody>
</table>

| Scaffolding Extensions (modifications provided to IEP or ELL students) | Work in small groups with students that need assistant (ELL, 504, or Special Education students) to revise the sample essays. Work from whole to parts, looking for the parts that make the essay a ‘good essay’ Allow extra time for the students to create their ideas. If necessary allow them to use index cards to write each part of the scaffold. This may help the students move the cards when they are working on transitions and connecting the parts of the essay. |

| Close Reading | The rubric will require close reading to make sure the wording in the rubric is understood by each student. |

<table>
<thead>
<tr>
<th>Scoring Elements</th>
<th>Not Yet</th>
<th>Approaches Expectations</th>
<th>Meets Expectations</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus</td>
<td>Attempts to address prompt, but lacks focus or is off-task.</td>
<td>Addresses prompt appropriately, but with a weak or uneven focus.</td>
<td>Addresses prompt appropriately and maintains a clear, steady focus.</td>
<td>Addresses all aspects of prompt appropriately and maintains a strongly developed focus.</td>
</tr>
<tr>
<td>Controlling Idea</td>
<td>Attempts to establish a controlling idea, but lacks a clear purpose.</td>
<td>Establishes a controlling idea with a general purpose.</td>
<td>Establishes a controlling idea with a clear purpose maintained throughout the response.</td>
<td>Establishes a strong controlling idea with a clear purpose maintained throughout the response.</td>
</tr>
<tr>
<td>Reading/Research</td>
<td>Attempts to present information in response to the prompt, but lacks connections or relevance to the purpose of the prompt. (L2) Does not address the credibility of sources as prompted.</td>
<td>Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness. (L2) Begins to address the credibility of sources when prompted.</td>
<td>Presents information from reading materials relevant to the prompt with accuracy and sufficient detail. (L2) Addresses the credibility of sources when prompted.</td>
<td>Accurately presents information relevant to all parts of the prompt with effective selection of sources and details from reading materials. (L2) Addresses the credibility of sources and identifies salient sources when prompted.</td>
</tr>
<tr>
<td>Development</td>
<td>Attempts to provide details in response to the prompt, including retelling, but lacks sufficient development or relevancy. (L2) Implication is missing, irrelevant, or illogical. (L3) Gap/unanswered question is missing or irrelevant.</td>
<td>Presents appropriate details to support the focus and controlling idea. (L2) Briefly notes a relevant implication or (L3) a relevant gap/unanswered question.</td>
<td>Presents appropriate and sufficient details to support the focus and controlling idea. (L2) Explains relevant and plausible implications, and (L3) a relevant gap/unanswered question.</td>
<td>Presents thorough and detailed information to strongly support the focus and controlling idea. (L2) Thoroughly discusses relevant and salient implications or consequences, and (L3) one or more significant gaps/unanswered questions.</td>
</tr>
<tr>
<td>Organization</td>
<td>Attempts to organize ideas, but lacks control of structure.</td>
<td>Uses an appropriate organizational structure to address the specific requirements of the prompt, with some lapses in coherence or awkward use of the organizational structure.</td>
<td>Maintains an appropriate organizational structure to address the specific requirements of the prompt.</td>
<td>Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific prompt.</td>
</tr>
<tr>
<td>Conventions</td>
<td>Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, and mechanics. Sources are used without citation.</td>
<td>Demonstrates an uneven command of standard English conventions and cohesion. Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently cites sources.</td>
<td>Demonstrates a command of standard English conventions and cohesion, with few errors. Response includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt. Cites sources using an appropriate format with only minor errors.</td>
<td>Demonstrates and maintains a well-developed command of standard English conventions and cohesion, with few errors. Response includes language and tone consistently appropriate to the audience, purpose, and specific requirements of the prompt. Consistently cites sources using appropriate format.</td>
</tr>
<tr>
<td>Content</td>
<td>Attempts to include disciplinary content in explanations, but understanding of content is weak, is irrelevant, inappropriate, or inaccurate.</td>
<td>Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.</td>
<td>Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.</td>
<td>Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.</td>
</tr>
</tbody>
</table>

**Notes:**
- (L2) refers to Level 2, (L3) refers to Level 3.
- The numbers 1, 2, 3, 4 represent the scoring levels.
- The columns 1, 2, 3, 4 correspond to the expectations for each scoring level.
<table>
<thead>
<tr>
<th></th>
<th>Not Yet</th>
<th>Meets Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Focus</strong></td>
<td>Attempts to address prompt but lacks focus or is off-task.</td>
<td>Addresses prompt with a focused response.</td>
</tr>
<tr>
<td><strong>Reading/Research</strong></td>
<td>Attempts to present information relevant to prompt.</td>
<td>Presents and applies relevant information with general accuracy.</td>
</tr>
<tr>
<td><strong>Controlling Idea</strong></td>
<td>Controlling idea is weak and does not establish a purpose and/or address a research question.</td>
<td>Establishes a controlling idea that states the main purpose and/or question for the tasks. L2 Addresses the credibility of sources.</td>
</tr>
<tr>
<td><strong>Development</strong></td>
<td>Tends to retell rather than present information in order to answer questions, solve problems; lacks details to develop topic. L2 Implications are weak or not relevant to topic. L3 Does not identifies a relevant gap or unanswered question.</td>
<td>Presents sufficient information in order to examine or convey topics or issues, answer questions, solve problems; identifies salient themes or features; explains key information with sufficient detail. L2 Discusses relevant implications to topic. L3 Identifies a gap or unanswered question.</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>Applies an ineffective structure; composition does not address requirements of the prompt.</td>
<td>Applies a generally effective structure to address specific requirements of the prompt.</td>
</tr>
<tr>
<td><strong>Conventions</strong></td>
<td>Demonstrates a weak command of standard English conventions; lacks cohesion; language and tone are inappropriate to audience and purpose.</td>
<td>Demonstrates a command of standard English conventions and cohesion; employs language and tone appropriate to audience and purpose.</td>
</tr>
</tbody>
</table>

Rubrics from Literacy Design Collaborative Module Creator.

This is use by Idaho Falls District 91
Sample 1

Internet Plagiarism

Not all thieves lurk in dark alleys and parks. Some sit with their faces lit by the glow of their computer monitors, copying, pasting, and printing.

It may seem like just another helpful source of information, but the Internet has taken the theft of “intellectual property” to a new level. Part of the problem is that most students don’t really know the exact definition of plagiarism or its consequences. Some say that using someone else’s ideas without attributing them is a form of theft, but most people don’t think of it as a serious crime.

For teachers, Internet plagiarism has been especially problematic compared to “theft” from other sources. This is because it is so difficult to locate the origin of Internet material. To counter student plagiarism, Internet services designed to detect copied material have emerged to aid teachers. One Internet company, TurnItIn.com, has developed a system for detecting material plagiarized from the Internet. Teachers can upload student works onto the site, which searches for similarities to material from all over the Web. The teachers receive an “originality report” within a few days. To utilize this new technology, a few teachers at this high school are having students submit their papers on disk as well as on paper.

“The threat of using [these programs] will stop a lot of students. They will be afraid they’ll be caught. Unfortunately, fear is what works,” English teacher Judy Grear said.

English teacher Barbara Swovelin said, “With all the info that’s on the Internet, it’s understandable that we go to it to get information. It’s understandable that people would use it as a resource. The legal and moral issues come in when students use it improperly.”

A main concern is not only the use of a few plagiarized sentences, but of entire papers. “Paper mills” like SchoolSucks.com and Evil House of Cheat are some of the most popular sources for pirated papers. Sites like these, which have achieved fame and notoriety among slackers everywhere, were the motivation for TurnItIn.com and similar sites.

In addition to such blatant “cut and paste” plagiarism, most teachers agree that students must be wary of the theft of ideas. One plagiarism-detection program, Word Check, asserts through their Web site, “Whether you agree or disagree on how information should be used or reused in digital form, one thing is clear: protecting intellectual property from theft and infringement is the number one security issue.”

By some definitions, it seems like everyone plagiarizes. But for many students who feel that they might unknowingly plagiarize, programs like TurnItIn.com are intimidating. The detection system on TurnItIn.com, which is a part of plagiarism.org, claims to detect plagiarism down to the eight-word level, which many fear could include accidental lifting of words.

“You might lift an idea or a line or two. Everybody does that. Some writers don’t read other writers because of it,” Grear said.

Swovelin responds positively to the new technology that detection programs use. “What we would try to produce would be students who would be ethical. People learn lessons when they do something wrong,” she said about the program.

“I think that the idea is good,” Chris M., a senior, said. “But it might be a little extreme because some phrases are common enough that they might be in more than one essay.”

The thieves are out there, and they aren’t wearing stocking caps. They’re not robbing banks; they’re stealing words.
Save the Elephants

What should be done with a herd of marauding elephants? This was the problem recently confronting officials at Pilanesberg National Park in South Africa. A number of orphaned male elephants had been transported to the park in order to provide them with a safe and nurturing environment. However, this step to protect the elephant population soon threatened another endangered species.

The young elephants had entered musth, like puberty, a state of heightened hormonal activity and increased aggression. The elephants went on a killing spree, slaying almost 40 rhinoceros—including incredibly rare black rhinos. The park officials did not want to kill the young elephants, but they could not afford to have any more rhinos slaughtered.

Oddly enough, the solution to this disastrous situation was to bring more male elephants into the park. This time, however, they were full-grown bull elephants. In almost no time at all, a previously impossible hierarchy had been established, and the orphaned males fell right into place. As of yet, no rhino killings have been reported.

The Pilanesberg story has a positive ending, but many elephants are not as lucky. The elephant population in Africa has been drastically reduced by loss of habitat to cultivation and urbanization, and many have been orphaned by poachers cashing in on the ivory trade. Some biologists believe that if elephant numbers continue to drop, it will soon be impossible to save the species.

Elephants are amazing creatures. As well as holding the title of "largest land animal," they are also among the most intelligent. An elephant has 150,000 muscle units in its trunk, can swim long distances without tiring, walks almost silently despite weighing about 7 tons, can travel up to 6,000 miles in a year while searching for food, and can live 60 years. Full-grown elephants have no natural enemies, other than humans.

Like most animals, elephants have an enormous effect on the other animals in their habitat. Eating 165-330 pounds of food a day, an elephant can clear thick brush into open savannah in no time, creating an open habitat for other animals. Several tree species rely almost solely on the elephant to scatter their seeds. If the elephant were to disappear, these life-forms would bear the consequences.

With only 2 elephant species left out of 600, the danger of extinction is imminent. If the population in any particular area drops below 100 individuals (as it has in several parks), that population is virtually doomed, having entered an "extinction vortex." Continued inbreeding leads to genetic deterioration, which results in fewer reproductive males and females being born. The numbers begin to drop, and the cycle continues until the population completely dies out. Evidence of this genetic deterioration can be seen in elephant tusks, which are gradually becoming smaller. All elephants with exceptionally large tusks have already been poached.

Humans have always taken advantage of the incredible strength and endurance of elephants. Hannibal, the Carthaginian general, used elephants to carry his supplies across the Alps in the third century. Elephants have been ridden onto the battlefield, have been trained to carry heavy logs, and were even used during World War II to drag military equipment up steep slopes. We have used elephants to our advantage for more than 2,000 years.

Now we are destroying them. Poaching is the chief reason that elephants are brought closer to extinction every day. From 1986 to 1989, 300,000 African elephants were killed for their ivory tusks. In 1986 alone, 75 percent of raw ivory came from illegal poaching—the equivalent of 89,000 elephants. Recently, laws have been instituted that completely ban any hunting of the endangered elephants. However, this has only made poaching easier; without professional hunters carefully patrolling their favorite hunting blocks, park rangers alone are left to deal with poachers. Carrying outdated World War II rifles, the rangers are no match for ruthless poachers with AK-17’s, who have been known to kill rangers, local farmers, and even tourists to avoid capture.
The poaching trade began in earnest in 1971, when a severe drought killed 9,000 elephants in a Kenyan game reserve. Neighbors of the park moved in to collect ivory. They found it was very profitable, and when the supply dwindled and they could no longer simply pick it up from the ground, they turned to the living elephants. In 1973 there were 167,000 elephants in Kenya. By 1987, there were only 20,000 left.

Raw ivory is shipped by smugglers to factories where it is either carved into sculptures or converted into Chinese medicines (which may actually have very little medicinal value). Before President Bush’s 1989 ban, the United States was one of the largest importers of worked ivory in the world. Major consumers of ivory today include China, Hong Kong, India, Taiwan, and Japan. The demand for ivory in these countries—as well as the price paid to poachers—has increased over the years, in some places by 1000 percent. Weapons are also more available due to the civil wars and political unrest in certain African countries. These factors have contributed to increased poaching and will ultimately contribute to the demise of elephants.

Many attempts have been made to stamp out poaching in African game reserves, but law enforcement has proved extremely difficult. Lack of funding for conservation projects and for staff to patrol the parks is a major obstacle in the quest to protect threatened species. In addition, many poachers are not the professionals seen on TV, with trucks full of supplies, traps, and technologically advanced weapons. Instead, they come from poor communities adjacent to major parks. The people in these communities have to put up with harassment from wild animals, and they rarely get anything in return. Consequently, they do not object to making some money at the expense of an elephant or two. The scenario is common in the poor countries of Africa, such as Kenya, where 30 million hungry people are crowded into an area the size of Texas.

Officials in Zimbabwe and Botswana have tried to remedy this problem in an interesting fashion. They granted ownership of all the wild animals in a certain area to the nearest village or community. Contrary to public expectations, this method was relatively successful. The communities managed resources carefully, monitored their animals well, and even earned money from safari expeditions. As it turns out, a trophy hunter spends 100 times more to shoot a single animal than an average tourist spends to just look. Unfortunately, community ownership of animals seemed to work only in areas with large areas of land and few people.

Another approach taken to prevent peasants from turning to poaching was to use money generated by park tourism to build clinics and provide educational programs for surrounding communities. However, because some parks do not attract as many tourists as others do, and also because of the sheer number of poor villages, the benefits were spread too thinly.

In recent years, the number of elephant killings due to poaching has decreased, largely due to the worldwide ban (since 1990) on the trade of ivory. However, the illegal trade continues, and as long as it does, poachers will be a part of it. The poaching problem is incredibly intricate. Fueled by the illicit trade to southeast Asia and the rest of the world, it is also the result of a lack of education and public services in African villages.

It is evident that a single country cannot successfully combat poaching and the loss of elephant habitat. The world needs to unite like never before if we want to save our remaining elephants.
Sample 3

The Killer Bean

The picture may seem familiar. Tumbling out of bed and stumbling around in the kitchen—you begin your day. But wait. It cannot begin properly without that daily ritual, the morning cup of coffee. The aroma swirls throughout the room. What can compare to the richness and fullness of that first cup of coffee?

Americans lead the world in coffee drinking, consuming an average of 3.4 cups per person per day (Pennybacker 18). Gourmet coffee houses are sprouting up all over the place. But what is the real story behind this dark brown liquid? Is it as innocent as it first seems—just a pleasant morning pick-me-up? Unfortunately it isn’t. Much of today’s coffee is grown in such a way that it damages the environment, although it has been proven that there are far less harmful methods.

Coffee grows only in the tropics, in Mexico, Central and Latin America, Indonesia, and Africa. The field must be at an altitude between 3000 and 5000 feet with a temperature between 65 and 70 degrees Fahrenheit. For optimum growth, coffee must have shade from nearby trees and overhead growth, but it also requires at least two hours of sunlight each day (“Shrinking Shadowland” 60). These are the only requirements necessary for coffee to grow well.

Coffee comes from small green beans that are really pits of a fruit resembling a cherry. The morning coffee poured into a mug comes from a small tree (or bush) that grew for seven years before it bloomed and grew the fruit that held the beans. After one of these trees produced one pound of coffee, its life was over (“Shrinking” 61).

It was in the eighteenth and nineteenth centuries that coffee seeds from the Middle East took to the fertile soil of Latin America, the Carribean, and Africa. It spread rampantly, with demand for the coffee growing in the northern part of the world. Millions of acres of rainforest and jungle were planted with coffee trees. However, that was not a completely detrimental move. Because of coffee’s need for shade and its ability to be grown alongside other crops, it didn’t originally pose a hazard or threat to the environment. Habitats for animals were not drastically changed; indeed, the tropical ecosystems were much the same as before because the small coffee trees growing near the ground didn’t require any forests to be cleared or plants eliminated.

But this took a bad turn in 1970 when U.S. agricultural scientists decided to develop a new, high-yield coffee plant that grew only in the full sun. Farmers were easily convinced to adapt to this modernization because they could produce five times more coffee than before (Wille 63). With the support of local governments and the U.S. subsidization of $80 million towards the promotion of the new plant, it isn’t difficult to understand why many traditional coffee fields quickly became modern ones (Greenberg 27). As as result, over the past 40 years, Central America has lost two-thirds of its rainforests to coffee plantations at a rate of 40 million acres per year (Pennybacker 18). That figure is similar to Mexico.

These modern coffee plantations are so disastrous because they are mono-cultural; nothing can grow in the fields besides the stubby coffee bushes. According to Elizabeth Skinner, a director of the Rainforest Alliance, these modern plantations “create ecological deserts” that are growing at an alarming rate (“Shrinking” 63).

As the rainforests disappear, so do the animals, especially migratory birds. One study found that bird species in coffee plantations have diminished by 94-97 percent since many farmers switched to sun-grown plantations. This is not surprising considering the fact that two-thirds of birds found in shade-grown coffee plantations live in the canopy of the trees, and less than ten percent actually feed among the coffee plants (“Why Migratory Birds” 2). At the turn of the century, there were 65 species of common migratory birds found in Guatemala. Today, only one-third of these birds have stable populations, another one-third seem to be in decline and 25 species are missing (Wille 62).

Despite this, as Wille writes, “No place in the world attracts such an extraordinary concentration of winter residents” (59). For example, in Guatemala, which is the same size as Ohio, there can be found in winter almost as many bird species as is found in the U.S., Central, and Latin America during the rest of the year. In fact, one-third of all migratory bird species that breed in the U.S. make that southern tropical part of the world their winter destination (Wille 59).

However, the continued loss of rainforests due to sun-grown coffee fields is making it more and more difficult for these birds to find a place to migrate each winter. As the number of the birds decreases in Central and Latin America due to the spread of the sun plantations, they will also become a rarer sight in North America. Already in the last two decades of coffee industrialization, the number of birds detected by the National Weather Service Radar crossing the Gulf of Mexico has been depleted by half (Pennybacker 19).
Not only do full-sun plantations threaten the existence of migratory birds, they are damaging to the environment in other ways as well. Due to the nature of the hybrid variety, the full-sun coffee plants possess little inbred resistance to pests and disease. This makes the use of chemical pesticides and fertilizers necessary. It has become so mandatory, in fact, that coffee trees are the third most heavily sprayed crop in the world following cotton and tobacco ("Shrinking" 69). Seventy percent of the world’s coffee is sprayed with synthetic chemicals, some of which have been banned in the U.S. for years. Although not harmful to the coffee drinker because of the roasting process, the large amount of chemicals sprayed do harm the workers who cultivate the coffee. In July 1993, 60 laborers on a Colombian coffee plantation were injured and one killed after they were exposed to high levels of endosulfan, a pesticide banned in many developed countries but commonly used on coffee plantations (“Shrinking” 64). These pesticides and fertilizers also kill insects and microorganisms and pollute the water.

Sun plantations also contribute to soil erosion. The coffee trees must face not only the blazing heat with no protection, they must also endure the pounding rain from tropical rainstorms, which gradually washes much of the soil into little wandering toxic streams. Sun coffee fields are financially risky for the farmer because they can be damaged by harsh weather and because they limit farmers to one-crop farming.

What then is the solution? What will reverse this potential ecological disaster? It is ironic that the solution can be found in the problem. Growing coffee on shade plantation rather than sun plantations doesn’t strip the ecosystem to its bare bones; instead it will sustain it. There are many advantages to growing coffee on shade plantations. Shade farms can cultivate other crops, including cacao, fruit, avocados, and trees for firewood. This provides security for the farmer and promotes richer ecological diversity. The trees grown along with the coffee bushes on shade plantations add nitrogen into the soil. The leaf litter is home for many insects that devour the organisms that attack roots, while the shade trees protect coffee plants from the harsh rain and sun, help maintain soil quality, and reduce the need for labor-intensive weeding (“Why Migratory Birds” 3).

Another advantage of shade farms is that plants and animals like to call these areas home. Due to the diversity of plants and trees found in shade plantations, the plantations are said to “mimic natural forests” (Wille 60). Researchers have found 66 species of trees and shrubs and 73 wildlife species in one single field. Full-sun fields host only 20 species of animals and plants (Wille 62). On one full-sun plantation no midsize terrestrial mammals were to be found, contrasting with 24 that were found on a full-shade plantation (Wille 63).

These shade farms not only have a positive effect on the environment in general, but more specifically they are beneficial for migratory birds. The Smithsonian Migratory Bird Center has found over 150 species of birds on coffee fields and crop cacao plantations. That number is larger than all other habitats on the planet except for untouched tropical forests, which are disappearing at an alarming rate ("Why Migratory Birds” 1).

In Mexico, the Caribbean islands, and Colombia, the areas where most migratory birds populate, the shade plantations are virtually indistinguishable from true forests and cover 2.7 million hectares, or almost half of the permanent cropland ("Why Migratory Birds” 2). Likewise, in Mexico coffee plantations cover an area over half the size of all the major moist tropical forest reserves, providing woodland habitat in areas where almost no large reserves are found. In El Salvador the traditional shade coffee plantations are about the only canopy habitat left in the country and account for about 60 percent of the surviving forested areas (Pennycacker 18). For this reason, the Salvadoran Minister of Agriculture and Livestock has officially classified coffee plantations as forest, alluding to the increasingly important role they play in the environment.

Much of the coffee grown in that part of the world is for export to other countries, especially to the U.S. It is the third most common import in the U.S., coming only after oil and steel. Of all the coffee produced in the world, Americans consume one third of it. Each year coffee brings in revenues of $10 billion ("Why Migratory Birds” 3).

With this much control of the market, it shouldn’t be too difficult for Americans to push for a more ecologically sound method of cultivating coffee, such as the use of shade plantations. Organic coffee is readily available in stores for the environmentally conscious and is certifiably grown without the use of chemicals and pesticides, likely on shade farms. While it is growing in popularity, organic coffee still makes up less than one percent of the 6.3 billion pounds of coffee imported into the U.S. each year (Pennycacker 19).

The merits of full-sun coffee plantations don’t even begin to measure up to the benefits of shade plantations. Shade plantations benefit both the workers and the environment. The few extra dollars paid for organic coffee might make the difference between seeing that black-throated green warbler in your yard again next spring or not.
Works Cited


For teacher to explain:

- The works cited list goes on its own page and the title of it is centered.
- The works cited list is in alphabetical order.
- The works cited list is double spaced.
- Lines beyond the first are indented.
When will the close reading activity occur in the unit?
It will occur in different lessons through the unit.

Text Excerpt
Passage 1: The plan which I adopted, and the one by which I was most successful, was that of making friends of all the little white boys whom I met in the street. As many of these as I could, I converted into teachers. With their kindly aid, obtained at different times and in different places, I finally succeeded in learning to read. When I was sent on errands, I always took my book with me, and by going on one part of my errand quickly, I found time to get a lesson before my return. I used also to carry bread with me, enough of which was always in the house, and to which I was always welcome; for I was much better off in this regard than many of the poor white children in our neighborhood. This bread I used to bestow upon the hungry little urchins, who, in return, would give me that more valuable bread of knowledge. I am strongly tempted to give the names of two or three of those little boys, as a testimonial of the gratitude and affection I bear them; but prudence forbids;—not that it would injure me, but it might embarrass them; for it is almost an unpardonable offence to teach slaves to read in this Christian country. It is enough to say of the dear little fellows, that they lived on Philpot Street, very near Durgin and Bailey’s ship-yard.

Text Dependent Questions
1. Why is Frederick Douglass specific about making friends with white boys?
2. How did Douglass learn how to read when running errands?
3. In what ways does Douglass’ life differ from the white boys’ lives?
4. When the author describes events in his past, “these boys are now adult men,” why doesn’t he give their names?

Why is Douglass specific about making friends with “little white boys”?
Students may not have internalized the title and may not understand that this is a story of a former slave or that this is during the period where whites had a lot more power. Teachers should point them back to the title if they cannot answer this question, allowing students to clarify their own thinking through the text.

How did Douglass learn how to read when running errands?
Taking bread with him, he would quickly finish the first part of an errand and then exchange the bread for a reading lesson before completing the remainder of his chores.

In what ways does Douglass’ life differ from the white boys’ lives?
Students should see that Douglass is not condemning his upbringing totally. He was denied an education, which he finds more valuable than food. However, he does have bread, where many of the white boys are hungry.

Douglass is describing events from the past. These “boys” are now adult men, so why would he avoid giving their names?
He thinks they still might get in trouble for having taught a slave to read. This is the “unpardonable offence”. He is also concerned that as adults they may be embarrassed at having done this
Integrated Literacy Mini-Lesson
Vocabulary

Standards: Vocabulary Acquisition
L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
L.8.4 Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
L.8.4 Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
L.8.4 Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Overview:
When will the mini-lesson occur in the unit? : It will occur after the lesson when passages Frederick Douglass are read. This lesson could be used any time during the unit when and where tier two or/three are present.
This lesson provides students with a concrete way to learn vocabulary. The instruction is interactive, provides practice with words, and develops both definitional and contextual knowledge through two agents—purposeful sequencing of steps and collaboration with peers. This works well with students who require a concrete, visual approach to learning and students who habitually select the first dictionary entry or the meaning they are already familiar with. Vocabulary words for the lesson can be predetermined or student-selected.
For this unit there is a site that can be used to access tier 3 academic words: Vocabulary.com
http://www.vocabulary.com/lists/24218#view=notes

Mini-lesson focus (academic vocabulary, word study, grammar in context, etc.):
Tier 2: High frequency words that occur often in mature language situations such as adult conversations and literature, and therefore strongly influence speaking and reading. Following is a list of standards for tier two words:
Important for reading comprehension
Characteristic of mature language users
Contain multiple meanings
Increased descriptive vocabulary (words that
Used across a variety of environments allow students to describe concepts in (generalization) a detailed manner)
Tier 3: consists of low-frequency words that occur in specific domains. Domains include subjects in school, hobbies, history, occupations, geographic regions, technology, weather, etc. We usually learn these words when a specific need arises, such as reading early American English during a history lesson.
**Objective:**
To strengthen vocabulary acquisition skills, the student will
Complete a word map for vocabulary, following the eight prescribed steps
Increase retention of selected vocabulary by making a personal connection to the word
Demonstrate internalization of vocabulary by writing an original sentence using the word
Reflect upon various vocabulary methods and the feasibility of independently using this method

**Shifts:** 3 and 4

**Mini-lesson outline or lesson plan:**
1. Ask the students to rate the words from a list: 1, 2, 3 (I have no idea, I think I’ve seen it, I may be able to figure it using context clues, morphology, stem, etc.)
2. Using the projector word map template and the think-aloud method, model the steps by completing a word map for one of the words from the text. You can plan to have students work with a partner, particularly if some students are weak in dictionary skills.
3. Copy the phrase or sentence in which the word appears, and predict its meaning. Indicate how the word is used in the sentence (i.e., part of speech)
4. Using a dictionary (e.g., Dictionary.com if you have access to a classroom computer and the Internet), look up the word and locate the correct definition. Employ a think-aloud to ask, "Does this make sense based on how the word is used in the text?" Record the correct definition on the word map.
5. Use the dictionary entry to fill in a synonym for the word.
6. Use the dictionary entry to fill in an antonym or nonexample of the word.
7. Use the dictionary entry to find other forms of the word
8. Model how you can make a connection to the word. It's also important, at this point, to ask students to verbalize their own connections to the word. This is a key step toward ownership of the vocabulary! After verbalizing personal connections, ask students to sketch an example or association on the back of their word maps. Encourage quick sketches and not works of art. Have each student share his or her sketch with a partner and discuss the similarities and differences. Make a point to emphasize the variety of associations.
9. Model how you would develop a sentence that uses the word, and ask students to create their own sentences. Have students check their sentences to see if context clues are given. Make sure that they avoid the pitfall of simply using the sentence to define the word.
10. Determine if additional modeling of the approach is necessary
11. When students grasp the procedure, the students create their own word map for another preselected vocabulary word or a student-selected word encountered while reading the text. Assist students who are struggling and provide verbal prompting if necessary.
12. Students will pair-share their completed maps and engage in a discussion particularly about step #7, their personal connections to the words. As students explain, they will be activating and verbalizing their background knowledge and reinforcing their understanding of the words.
13. Student work with the other words.

**Mini-assessment:**
Use the rubric to assess the word map.
Different words for each student.

**Materials and Resources:**
Activities: [https://www.tpet.com/media/productPDF/narr-fred-douglass-vfl-s_1.pdf](https://www.tpet.com/media/productPDF/narr-fred-douglass-vfl-s_1.pdf)
Dictionaries (or online references, such as Dictionary.com or Word Central)
Highlighter or colored pencils
Computer, projector, markers

| UDL Components: | Support for students who are ELL, have disabilities or read well below grade level text band:
|                | First revise the IEP, 504 and ELL individual plans.
|                | Be sensitive of their background (educational or cultural) as you present the material.
|                | Pay attention to students’ first-language literacy, second-language proficiency, and the reading level of the materials when teaching concepts.
|                | Adapt content to ELL students’ needs through graphic organizers, outlines, labeling of pictures, study guides, adapted text, and highlighted text.
|                | Integrate instruction in content, meaningful activities, and language practice opportunities in listening, speaking, reading, and writing. Use activities where the students may grasp the instruction in different ways.
|                | Provide vocabulary acquisition activities and teaching comprehension strategies
| Extensions for advanced students: | Advanced students ‘usually’ demonstrate more mature thinking on tasks that are complicated, learn very quickly new information or ways of doing things, or perceive hidden meanings.
|                | Provide opportunities for gifted children to think and perform in different ways. For example, present opportunities for this students to explore and to have experiences with more than one answer.
|                | Give them options. Don’t give them more! Extra work is not better, extra work is more.
| Examples for accommodations: | ● Give choices on products and assessment when possible.
|                | ● Posing open-ended questions that require higher-level thinking Use Depth of Knowledge information to create outlets for these students to work at their ability.
Proximity is important: the teacher find ways to teach these students providing skills and strategies one on one or small group. Here are some of the skills and strategies that can be used throughout the unit.

- Summarizing
- Sequencing
- Inferencing
- Comparing/contrasting
- Drawing conclusions
- Self-questioning
- Problem-solving
- Relating background information
- Distinguishing between fact and opinion
- Finding the main idea, important facts, and supporting details
- Modeling thinking strategies, such as decision-making and evaluation
- Accepting ideas and suggestions from students and expanding on them
- Using “anchor activities” that students can complete with little supervision—such as writing journal entries or working on a portfolio—provides time for the teacher to work directly with other students
- Communicate high expectations

**Activities for the Main Text**

Matching Definitions Chapters 1-4

Directions: Match each of the words below with its definition based on the context in which the word appears in the book. Use the page numbers in parenthesis to locate the word. Then, look up the word in the dictionary, and change any answers that are not correct.

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>impertinent (9)</td>
<td>disrespectful</td>
</tr>
<tr>
<td>odiousness (10)</td>
<td>from mixed black and white ancestry</td>
</tr>
<tr>
<td>mulatto (11)</td>
<td>a politician who is widely respected</td>
</tr>
<tr>
<td>fleshmongers (11)</td>
<td>the act of intense displeasure, dislike</td>
</tr>
<tr>
<td>statesman (11)</td>
<td>slave traders</td>
</tr>
<tr>
<td>prophecy (11)</td>
<td>a prediction</td>
</tr>
<tr>
<td>cowskin (11)</td>
<td>an opinion or conclusion based on guesswork</td>
</tr>
<tr>
<td>cudgel (11)</td>
<td>a course whip of cowhide</td>
</tr>
<tr>
<td>barbarity (12)</td>
<td>spectacle (12)</td>
</tr>
<tr>
<td>conjecture (12)</td>
<td>infernal (13)</td>
</tr>
<tr>
<td>infernal (13)</td>
<td></td>
</tr>
</tbody>
</table>
### Matching Definitions Chapters 5-7

**Directions:** Match each of the words below with its definition based on the context in which the word appears in the book. Use the page numbers in parenthesis to locate the word. Then, look up the word in the dictionary, and change any answers that are not correct.

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>perish</td>
<td>(29) a feeling of intense delight or happiness</td>
</tr>
<tr>
<td>gashes</td>
<td>(29) a small, flat tile used for roofing</td>
</tr>
<tr>
<td>trough</td>
<td>(30) information about plans or activities</td>
</tr>
<tr>
<td>shingle</td>
<td>(30) a long, narrow feed container</td>
</tr>
<tr>
<td>ecstasy</td>
<td>(30) deep cuts</td>
</tr>
<tr>
<td>intelligence</td>
<td>(30) to suffer and die because of harsh conditions or an accident</td>
</tr>
<tr>
<td>scurf</td>
<td>(30) an infectious skin disease</td>
</tr>
<tr>
<td>mange</td>
<td>(30) a feeling of pleasure or satisfaction</td>
</tr>
<tr>
<td>endured</td>
<td>(30) reasoned or concluded from evidence</td>
</tr>
<tr>
<td>gratification</td>
<td>(31) scaly, dried skin or crust</td>
</tr>
<tr>
<td>consolation</td>
<td>(30) the act of comforting somebody</td>
</tr>
<tr>
<td>inferred</td>
<td>(30) tolerated, withstood</td>
</tr>
</tbody>
</table>

### Matching Definitions Chapters 8-10

**Directions:** Match each of the words below with its definition based on the context in which the word appears in the book. Use the page numbers in parentheses to locate the word. Then, look up the word in the dictionary, and change any answers that are not correct.

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>disposal</td>
<td>(43) assessing the value or price</td>
</tr>
<tr>
<td>degraded</td>
<td>(43) to overcome</td>
</tr>
<tr>
<td>sprightly</td>
<td>(44) distribution</td>
</tr>
<tr>
<td>valuation</td>
<td>(43) offensive; improper</td>
</tr>
<tr>
<td>overborne</td>
<td>(43) grouped with, positioned with</td>
</tr>
<tr>
<td>indelicate</td>
<td>(44) lowered in value</td>
</tr>
<tr>
<td>detestation</td>
<td>(43) ranked</td>
</tr>
</tbody>
</table>
| ranked | (44)
Matching Definitions Chapters 10-11 Directions: Match each of the words below with its definition based on the context in which the word appears in the book. Use the page numbers in parentheses to locate the word. Then, look up the word in the dictionary and change any answers that are not correct.

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>lively, full of energy</td>
<td>profligate (44) base (45) entreaties (44) dissipation (44) climax (46) inevitable (44) impassable (46)</td>
</tr>
<tr>
<td>intense hatred</td>
<td>extremely wasteful; excessive indulgence in = pleasure</td>
</tr>
<tr>
<td>serious requests; pleas</td>
<td>habitable (59) compel (59) multitude (59) shrouded (59) utterance (59) gallant (59) lofty (59) apostrophe (59) turbid (59)</td>
</tr>
<tr>
<td>immoral; mean</td>
<td>covered, concealed</td>
</tr>
<tr>
<td>impossible to avoid</td>
<td>numerous; a horde, swarm</td>
</tr>
<tr>
<td>impossible to solve or overcome</td>
<td>directly addressing a personified object</td>
</tr>
<tr>
<td>the highest or most extreme point</td>
<td>considered fit to live in</td>
</tr>
<tr>
<td>to force, command</td>
<td>something cried out or spoken</td>
</tr>
<tr>
<td>muddy, murky</td>
<td>elevated</td>
</tr>
<tr>
<td>reckless wasteful</td>
<td>flu-like condition consisting of chills and/or sweating</td>
</tr>
<tr>
<td>provoked, moved</td>
<td>caught up with; overtaken</td>
</tr>
<tr>
<td>a significant period in history or in someone’s life</td>
<td>unusual, odd, strange</td>
</tr>
<tr>
<td>unexplainable</td>
<td>singular (62) epoch (60) render (62) goaded (59) overhauled (61) singular (62) intimated (60) unaccountable (62) assurance (63)</td>
</tr>
</tbody>
</table>
Synonyms and Definitions Chapters 10-11 Directions: For each excerpt from these chapters, select the correct definition or synonym from the choices provided for each vocabulary word. As a last resort, you may use the dictionary but the definition or synonym you select for each word must make sense in the context it is being used in the passage.

1. This battle with Mr. Covey was the turning-point in my career as a slave. It rekindled the few expiring embers of freedom, and revived within me a sense of my own manhood. It recalled the departed self-confidence, and inspired me again with a determination to be free. The gratification afforded by the triumph was a full compensation for whatever else might follow, even death itself. He only can understand the deep satisfaction which I experienced, who was himself repelled by force the bloody arm of slavery. (Pg. 64) Definition for rekindled: Synonym for revived: A. separated, split A. bought B. ignited; renewed B. hesitated C. upset; disappointed C. restored D. stalled or halted D. reorganized E. intimidated E. inferred Definition for repelled: A. analyzed B. read C. tortured D. endured E. rejected

<table>
<thead>
<tr>
<th>CHAPTER 1</th>
<th>impertinent</th>
<th>disrespectful; rude toward authority</th>
<th>inevitable</th>
<th>unavoidable</th>
</tr>
</thead>
<tbody>
<tr>
<td>taudings</td>
<td>news</td>
<td></td>
<td>intimation</td>
<td>hint; indication</td>
</tr>
<tr>
<td>odiousness</td>
<td>hatefulness; horribleness</td>
<td>muatto</td>
<td>of mixed race, part black and part white</td>
<td>deference</td>
</tr>
<tr>
<td></td>
<td></td>
<td>flesh-mongers</td>
<td>salesmen of human flesh; slave traders</td>
<td>dictate</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>lash</td>
<td>whip</td>
</tr>
<tr>
<td>Ham</td>
<td>son of Noah, who was cursed by God for disrespecting his father</td>
<td>(Ham found him naked and announced it in public). Ham was supposedly the ancestor of the peoples of Africa. In the 18th and 19th centuries this was often used to justify the existence of slavery.</td>
<td>scripturally based on scripture; based on the Bible</td>
<td>cudgel</td>
</tr>
</tbody>
</table>

Narrative of the Life of Frederick Douglass

Vocabulary per Chapter

- Word Walls A collection of words organized into categories and posted on the wall for students to use in their reading and writing.
- Prioritizing Vocabulary Teacher or students determine which words are essential, important, and good to know.
- Visualizing Vocabulary Creating visual images, sketches, or icons with brief explanations to demonstrate understanding.
- Vocabulary Games Using Bingo, Jeopardy, Word Baseball, etc. to review vocabulary in a competitive and fun manner.

- Power Decoding Teaching students attack skills for new words: prefixes, suffixes, roots, context clues, substitutions.
- Key Vocabulary Organizer A concept definition map that establishes the larger categories that key concepts fit into, critical attributes, examples, and related concepts.
■ Multi-sensory Processing A technique that encourages students to explore important words using words, feelings, sensory information, and visualization.
■ Write to Learn Students are asked to use a specific number of new words in their writing assignments.

■ Word Spiders Teacher introduces eight words that are associated with a mystery, one word for each leg of the spider organizer. Students try to guess the mystery word.
■ Categorizing Teacher or students place a list of words into specific categories.
■ Storytelling Students analyze a selection of stories, then use basic story elements to define important concepts.
■ Team Games Tournament Students are divided up into heterogeneous study groups to review words, then compete in homogenous groups to earn points for their team.

■ Associations Students generate words, pictures, feelings, physical reactions to words. There is no right or wrong, just what comes to mind.
■ Concept Maps A technique used to create visual representations of hierarchical relationships between a central concept, supporting ideas, and important details
■ Metaphors Students learn words deeply by exploring their relationships to other words/concepts (e.g., How is democracy like baseball?).
■ Vocabulary Carousel Teacher sets up 5 or 6 stations. Students work in small groups at all stations. Stations include a variety of vocabulary activities.

■ See It, Say It, Show It, Store It Students look at the word, pronounce it slowly, record its meaning, draw a picture with a brief explanation, and store the word in their Vocabulary Journals.

| 23 | conjecture | imagination; supposition |
| 24 | infernal | evil |
| 25 | transaction | event; interaction |
| 26 | sloop | single-masted sailing ship |
| 27 | misdemeanor | crime |
| 28 | privation | showed; demonstrated |
| 29 | halting | hesitation |
| 30 | manifesting | showing |
| 31 | barbarity | cruelty |
| 32 | merciful | full of mercy, of kindness and care |
| 33 | providence | foresight (incident reflecting God's care) |
| 34 | aspect | appearance |
| 35 | esteemed | respected; judged |
| 36 | reposed | given to (them) |
| 37 | rapturous | ecstatic; transported; exalted |
| 38 | jargon | private language associated with a certain group |
| 39 | unutterable; inexpressible | hurts; causes to suffer |
| 40 | provided |　|
| 41 | moral goodness; good nature |　|
| 42 | evilness; evil nature |　|
| 43 | putting tar on (a black, sticky substance you can't wash off) |　|
| 44 | made dirty |　|
| 45 | horse stables |　|
| 46 | carriages (like dearborns and barouches, very fashionable transportation) |　|
| 47 | to comb or brush |　|
| 48 | to tolerate |　|
| 49 | strokes of a whip |　|
| 50 | famously wealthy servant of God whose faith was tested by taking it all away separated; split apart |　|
| 51 | wise saying |　|
| 52 | drink in |　|
Fist List Teacher provides a category in the “palm” of a hand organizer; students generate 5 words that fit the category, one for each finger of the hand organizer.

Defining Characteristics Students build multilayered definitions by focusing on essential characteristics: What is it? What is it used for? Why is it valued? What kind is it? Where does it come from? What does it look, feel, sound, smell like? etc.

Effective Practice Teacher instructs students in the principles of effective practice, including how to mass and distribute review sessions, use words often, and make stronger connections.

Glossary Students keep a glossary of new words by defining terms in their own words and including icons or pictures.

Word Banks Students examine a list of words and place them into the appropriate slots in a visual organizer.

Etymologies Students investigate word histories, analyzing how original meaning is intact and how it has changed.

Three’s a Crowd Students decide which word of three doesn’t belong and explain why.

Concept Attainment The teacher presents yes and no examples of a concept in order to help students determine its critical attributes. Students use the critical attributes to distinguish among examples and generate their own examples. Excellent for rich concepts with clear attributes, like “tragical hero.”

Group and Label Students examine a list of vocabulary words and place them into groups based on common characteristics. For each group that students create, they devise a label that describes what all the grouped words have in common.

Cinquains A five-line poem used to define a term: • noun: coal • two adjectives: black and shiny • three action verbs: smolder, burn, pollute • four-word sentence or phrase: a source of energy • ending word: limited

Peer Practice A reciprocal learning strategy in which students work as peer partners. One student serves as a coach, the other as a player. While the player works to define key terms from the unit, the coach asks questions and provides guidance. This method helps students to understand the material more deeply and to explain it to others.

---

<table>
<thead>
<tr>
<th>Artful</th>
<th>Obdurate</th>
<th>Avail</th>
<th>Execute</th>
</tr>
</thead>
<tbody>
<tr>
<td>clever</td>
<td>hard (hard-hearted?)</td>
<td>use</td>
<td>to curse; to protest against</td>
</tr>
</tbody>
</table>

CHAPTER 4

immutable
unchangeable; not subject to change or variation

<table>
<thead>
<tr>
<th>debasing</th>
<th>homage</th>
<th>servile</th>
<th>scouring</th>
</tr>
</thead>
<tbody>
<tr>
<td>insulting; degrading; dishonoring</td>
<td>gesture of respect</td>
<td>servant-like</td>
<td>lashes with the whip</td>
</tr>
</tbody>
</table>

38 uncensored
uncriticized; not judged

39 benefactor
provider; helper of the community

died

38 expiring

39 sensation
reaction; scandal; talk

40 musket
old style shoulder gun (muzzle-loaded)

CHAPTER 5

41 tow linen
a coarse fabric

given provisions; given regular food

42 scurf
scaly, rough skin

42 mange
itchy skin condition

42 severe trial
great pains or sadness (FD isn’t sad to leave this “home” at all)

40 well nigh
very nearly

40 inferred
supposed; guessed

40 aft
back; to the stern of a ship

40 sloop
single-masted sailing vessel

44 rapture
joy; overwhelming good feeling

44 galling
extremely irritating; causing injury

44 deemed
judged to be

44 interposition
interference with or involvement in

44 Providence
God’s hand; God’s will (FD felt from early on that God would help him)

44 incur
to bring upon (oneself); to “earn” by one’s actions
the coach provides assistance, feedback, and praise. Students then reverse roles.

- Exploring Multiple Meanings Students explore and use words that have the same sound but different meanings (homophones).
- A Three-Way Tie Students select three words from a unit’s vocabulary and arrange them in a triangle. They then connect the words with lines and explain the relationship between each word by writing along the lines.
- Compare and Contrast Students set two rich concepts against one another and describe each separately. They then use their descriptions to draw out the deep similarities and differences between the two concepts. Finally, students must decide if the two concepts are more similar or more different, and explain why.
- Boggle After independent review, students retrieve all the vocabulary they can. Students join a group of 3-5 students, compare lists, and add any words or meanings they missed. Students then leave their team to “Boggle” with other students, gaining points for terms and meanings that appear on their list but not on their competitors’ lists.

- Word Catcher Students are asked to “catch” a new word each day.
- A Diagram to Die For Students are asked to create a diagram that shows the relationship among the words on a Word Wall.
- Crazy Connections The student picks a word out of one hat, then a household, classroom, or odd object out of another. The student’s job is to generate as many similarities as possible.
- Para-Writing Students write a paragraph or short piece using between five and fifteen vocabulary words. Each word must be embedded meaningfully into the text, or it doesn’t count.

- Vocabulary Notebook A notebook in which students collect important words while reading. In their notebooks, students record their initial “educated” definitions. They then look up the
<table>
<thead>
<tr>
<th></th>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>56</td>
<td>tedious</td>
<td>laborious; boring; difficult</td>
</tr>
<tr>
<td>57</td>
<td>insensible</td>
<td>not sensitive to; not aware of</td>
</tr>
<tr>
<td>58</td>
<td>entreaties</td>
<td>requests (to entreat = to beg or plea)</td>
</tr>
<tr>
<td></td>
<td>sunder</td>
<td>to separate; to divide</td>
</tr>
<tr>
<td></td>
<td>profligate</td>
<td>wasteful; recklessly extravagant in use of money or resources</td>
</tr>
<tr>
<td></td>
<td>dissipation</td>
<td>wasteful living; squandering of energy, money, or resources</td>
</tr>
<tr>
<td></td>
<td>callous</td>
<td>hardened; unfeeling; thick-skinned</td>
</tr>
<tr>
<td>59</td>
<td>Providence</td>
<td>Fate; God; a force directing events on Earth; fortune</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>63</td>
<td>disposition</td>
<td>mood</td>
</tr>
<tr>
<td></td>
<td>mean</td>
<td>cheap; miserly; tight with money and resources</td>
</tr>
<tr>
<td></td>
<td>lax</td>
<td>overly relaxed; loose</td>
</tr>
<tr>
<td></td>
<td>conspicuous</td>
<td>obvious; totally unhidden</td>
</tr>
<tr>
<td></td>
<td>airs</td>
<td>affectations; things he is showing off with</td>
</tr>
<tr>
<td></td>
<td>assumed</td>
<td>taken on artificially; not natural but</td>
</tr>
<tr>
<td></td>
<td>instead affected</td>
<td></td>
</tr>
<tr>
<td>65</td>
<td>emancipate</td>
<td>to set free; to grant freedom (to a slave)</td>
</tr>
<tr>
<td></td>
<td>religious sanction</td>
<td>use of religion to justify slavery</td>
</tr>
<tr>
<td></td>
<td>exhorter</td>
<td>a proclaimer of the faith; a mouthpiece for his church</td>
</tr>
<tr>
<td>66</td>
<td>sagacity</td>
<td>wisdom; intelligence</td>
</tr>
<tr>
<td></td>
<td>pious</td>
<td>deeply religious; holy (here used ironically)</td>
</tr>
<tr>
<td>67</td>
<td>benevolent</td>
<td>kind; aiming to help others (again, used ironically)</td>
</tr>
<tr>
<td></td>
<td>pernicious</td>
<td>harmful; destructive</td>
</tr>
<tr>
<td>68</td>
<td>compensation</td>
<td>payment</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>69</td>
<td>thicket</td>
<td>tangle of brush or bushes</td>
</tr>
<tr>
<td>71</td>
<td>ploughing</td>
<td>plowing</td>
</tr>
<tr>
<td>72</td>
<td>forte</td>
<td>greatest strength; specialty</td>
</tr>
<tr>
<td></td>
<td>noncompliance</td>
<td>not obeying; refusing to go along</td>
</tr>
<tr>
<td></td>
<td>discordant</td>
<td>unharmonious; harsh-sounding</td>
</tr>
<tr>
<td>Page</td>
<td>Term</td>
<td>Definition</td>
</tr>
<tr>
<td>------</td>
<td>------</td>
<td>------------</td>
</tr>
<tr>
<td>73</td>
<td>apostrophe</td>
<td>a calling out to dead or imaginary souls (poetry term)</td>
</tr>
<tr>
<td>74</td>
<td>reconciling</td>
<td>getting used to; accepting</td>
</tr>
<tr>
<td></td>
<td>intimated</td>
<td>told; conveyed; communicated</td>
</tr>
<tr>
<td>77</td>
<td>sundry</td>
<td>various</td>
</tr>
<tr>
<td></td>
<td>entreat</td>
<td>to plead or beg</td>
</tr>
<tr>
<td></td>
<td>interpose</td>
<td>to be or come between two things</td>
</tr>
<tr>
<td>78</td>
<td>unaccountable</td>
<td>inexplicable; unexplainable</td>
</tr>
<tr>
<td>79</td>
<td>curry</td>
<td>brush and groom (horses)</td>
</tr>
<tr>
<td>80</td>
<td>quailed</td>
<td>fell back; diminished; faltered</td>
</tr>
<tr>
<td>81</td>
<td>staid</td>
<td>sedate; dignified; serious</td>
</tr>
<tr>
<td></td>
<td>industrious</td>
<td>hard-working; diligent</td>
</tr>
<tr>
<td></td>
<td>insurrection</td>
<td>rebellion</td>
</tr>
<tr>
<td>83</td>
<td>dissipation</td>
<td>literally, “breaking up” – here meaning depression, state of low-spirits</td>
</tr>
<tr>
<td>85</td>
<td>lot</td>
<td>situation; circumstances encountered by chance</td>
</tr>
<tr>
<td></td>
<td>maxim</td>
<td>a saying of fundamental principle; true words one strives to live by</td>
</tr>
<tr>
<td></td>
<td>high-minded</td>
<td>uppity; thinking himself better than he really is</td>
</tr>
<tr>
<td>86</td>
<td>reverence</td>
<td>respect; regard for the dignity and worth of someone “above” you in some way</td>
</tr>
<tr>
<td>87</td>
<td>digressing</td>
<td>getting off track</td>
</tr>
<tr>
<td></td>
<td>deem</td>
<td>to judge (something); to consider (something)</td>
</tr>
<tr>
<td></td>
<td>imprudent</td>
<td>unwise; too rash; not careful</td>
</tr>
<tr>
<td>88</td>
<td>ardent</td>
<td>with great fervor and feeling; enthusiastic</td>
</tr>
<tr>
<td>89</td>
<td>prudence</td>
<td>carefulness</td>
</tr>
<tr>
<td></td>
<td>imbue</td>
<td>to fill or saturate (something with something else) [to imbue clothing with dye]</td>
</tr>
<tr>
<td></td>
<td>feasible</td>
<td>realistic; with good possibility of success</td>
</tr>
<tr>
<td>90</td>
<td>want</td>
<td>lack; absence</td>
</tr>
<tr>
<td></td>
<td>shunned</td>
<td>rejected; kept away from</td>
</tr>
<tr>
<td></td>
<td>appalled</td>
<td>shocked</td>
</tr>
<tr>
<td>95</td>
<td>mulatto</td>
<td>mixed-race</td>
</tr>
<tr>
<td>96</td>
<td>perdition</td>
<td>hell; damnation</td>
</tr>
<tr>
<td>97</td>
<td>calc</td>
<td>caulk; make watertight the seams between boards</td>
</tr>
<tr>
<td>99</td>
<td>hector</td>
<td>to bully; to strong-arm; to be bossy toward</td>
</tr>
<tr>
<td>100</td>
<td>indignation</td>
<td>outrage; offense</td>
</tr>
</tbody>
</table>
**Collaborative Discussion Scoring Rubric**

The following rubric illustrates three levels of group (or partner) participation that will be used to determine your collective group participation grade when you work with a group. Depending on the lesson, either you or your teacher will use this rubric to determine
your grade. Please review the rubric each time you work with a group/partner, as your effort while working in a group contributes to your class work grade each quarter.

<table>
<thead>
<tr>
<th>+</th>
<th>10 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>• every member is prepared and discussion stays completely on topic</td>
<td></td>
</tr>
<tr>
<td>• balanced participation by every member to reach a solid, logical conclusion</td>
<td></td>
</tr>
<tr>
<td>• members consistently provide and listen to comments/ideas</td>
<td></td>
</tr>
<tr>
<td>• members consistently respond to all other members with respect</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>-</th>
<th>0 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>• the group/pair is often distracted or off topic</td>
<td></td>
</tr>
<tr>
<td>• only some members’ discussion is on topic</td>
<td></td>
</tr>
<tr>
<td>• the conversation is one-sided and members are not prepared with a logical response</td>
<td></td>
</tr>
<tr>
<td>• members rarely take turns or encourage further discussion</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>-</th>
<th>7 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>• most members are prepared and generally stay on topic</td>
<td></td>
</tr>
<tr>
<td>• the conversation is somewhat balanced and reaches a logical answer</td>
<td></td>
</tr>
<tr>
<td>• members mostly listen to each others’ comments with little response</td>
<td></td>
</tr>
</tbody>
</table>

**CCSS Speaking and Listening Standard 1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade topics, texts, and issues, building on others’ ideas and expressing their own clearly.
<table>
<thead>
<tr>
<th>MARK</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐</td>
<td>Insert a word, letter, or phrase</td>
</tr>
<tr>
<td>☑</td>
<td>Delete</td>
</tr>
<tr>
<td>☑</td>
<td>Capitalize</td>
</tr>
<tr>
<td>☐</td>
<td>Change to lower case</td>
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<tr>
<td>☐</td>
<td>Insert period</td>
</tr>
<tr>
<td>☐</td>
<td>Insert comma</td>
</tr>
<tr>
<td>☐</td>
<td>Insert an apostrophe</td>
</tr>
<tr>
<td>☐</td>
<td>Insert quotation marks</td>
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<tr>
<td>☐</td>
<td>Insert space</td>
</tr>
<tr>
<td>☑</td>
<td>Close up space</td>
</tr>
<tr>
<td>☐</td>
<td>Transpose letters or words</td>
</tr>
<tr>
<td>☐</td>
<td>Start a new paragraph</td>
</tr>
<tr>
<td>☐</td>
<td>Check spelling</td>
</tr>
<tr>
<td>☐</td>
<td>Move right</td>
</tr>
<tr>
<td>☐</td>
<td>Move left</td>
</tr>
</tbody>
</table>
FOR EDITING IN AN OPEN DOCUMENT OR GOOGLE DOCS.

cap = capitalization. The letter indicated should be capitalized.

cs = comma splice. You have joined two separate sentences with a comma.

del.= delete symbol. Delete the letter, word(s), or punctuation mark indicated.

frag = sentence fragment. Your sentence lacks a completely conjugated verb.

lc = lower case. A letter that you have capitalized should be lower case.

n. par or ind.(indent)= paragraph. Begin a new paragraph here.

p = punctuation. Punctuation mark missing or incorrect.

Run = run on sentence

pn agr = pronoun agreement; the pronoun you have chosen does not agree in number with its antecedent. This includes using "their" when the antecedent is a single person (like "he" "she" or "one").

ref? = reference. Not clear what antecedent your word or phrase is intended to refer back to.

rep = repetition. Unnecessary repetition of wording or concepts.

rt = run together sentence. You have put two separate sentences together with no mark of punctuation between them.

sp = spelling. You have misspelled a word.

s-v agr = subject/verb agreement; the verb form you have chosen does not agree in number with its subject.

wordy = You're using more words than you need to convey your meaning clearly.

ww = wrong word. The word you have chosen does not convey the meaning that you apparently intend.