SPEECHES: ARGUMENTS & EVIDENCE
UNIT OUTLINE

Grade 8

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**Comparing Texts:** Select an idea from King’s speech that you think either Clinton or Bush is responding to. Summarize the idea and explain how Clinton or Bush is responding to it.

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

**Culminating Assignment**
All three speakers argue for ending racial inequality. Compare their solutions and the reasoning and evidence they use for those solutions.
Text 1:

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

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

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

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

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

**Teaching Approaches**

**Option 1**

- **Individual work:** Students list what they know about Martin Luther King, Jr. and his speech, “I Have a Dream.”
- **Pair work:** Students share their lists with a partner.
- **Whole group:** Teacher-facilitated discussion of what students know about King and “I Have a Dream.” Teacher records answers for all students to see.
- **Teacher** provides students with primary and secondary sources to fill in students’ background knowledge of King and “I Have a Dream.” Sources might include a biography of King, information about his role in the Civil Rights Movement, photographs of King giving his famous speech, and photographs of the crowd gathered to hear the speech.
- **Individual work:** Students review the sources and add to their lists of what they know about King and “I Have a Dream.”
- **Whole group:** Teacher asks students to share any new information they gathered from the various sources. Teacher adds new information to previous record.

**Option 2**

- **Teacher** posts various primary and secondary sources about King and his speech, “I Have a Dream,” online.
- **Individual work:** Students review and respond to the sources by answering the above questions and posting a reply to what other students have written.
- **Whole group:** Teacher shares patterns of responses with students.

**Option 3**

- **Individual work:** Students research primary and secondary sources (photos, online resources, videos) about Martin Luther King, Jr. and “I Have a Dream”. Each student writes a response to answer above questions.
- **Pairs:** Students share their sources and responses. Pairs create a one-minute poster-board presentation to share what they consider most significant about what they’ve learned with the class.
- **Presentations:** Pairs present to the class.
- **Whole group discussion:** Teacher-led discussion about King and “I Have a Dream.”
**TASK 1.2: Comprehension**

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

- What are the specific points King is making in his speech?
- Who is his audience and what does he want them to do?

**Reading:**

- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Read complex texts independently, proficiently, and fluently, sustaining concentration, monitoring comprehension, and, when useful, rereading.

**Teaching Approaches**

**Option 1**

- **Individual work:** After reading or listening to the speech, students make a T-chart. On the left side of the chart, students list the specific points King makes. On the right side, students write the number of each paragraph where he makes those points.

- **Individual work:** Next, students answer the second question by writing who King’s audience is and listing the evidence from the speech that gives them insight into his audience. Students also list what King wants his audience to do.

- **Small group:** In groups of three, students share their T-charts and information about King’s audience and what he wants them to do.

- **Whole group:** Teacher leads small groups in a round-robin share of the key points King makes. Each small group contributes one key point until all points are shared. Teacher records the key points on a master list that all students can see. Next, teacher leads students in a discussion of who King’s audience is and what he wants them to do. Students cite evidence to support their responses.

**Option 2**

- **Individual work:** After reading or listening to King’s speech, students compose a quick write to answer the above questions about King’s points and his audience.

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

- **Whole group:** Teacher-led, whole group share of King’s points, his audience, and what he wants them to do. Teacher records the information for all students to see and students add missing information to their own notes.

**Option 3**

- **Individual work:** After reading or listening to King’s speech, students take notes regarding the key
points King makes, who King’s audience is, and what King wants his audience to do.

- **Small group**: Students share their notes in pairs.

- **Teacher** accesses students’ prior knowledge regarding the qualities of a summary and how to write a summary. Teacher provides a mini-lesson to review misconceptions or clarify students’ understanding.

- **Individual work**: Students write a summary of King’s speech. The summary should include the key points King makes, who his audience is, and what he wants them to do.

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

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

- **Individual work**: Students revise and hand in their summaries.

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**Option 4**

- **Teacher** creates a wiki. After reading or listening to King’s speech, students write a summary of the speech that includes King’s key points, who his audience is, and what he wants them to do.
**TASK 1.3: Author’s Craft**

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

- Select one or more metaphors that King uses and explain how each contributes to his argument.

**Reading:**
- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and explain how specific word choices shape meaning or tone.

**Teaching Approaches**

**Option 1**

- **Teacher model:** Teacher selects a metaphor that King uses. Teacher does a think aloud to explain the metaphor and how it contributes to King’s argument.

- **Whole group:** Students share what they heard and saw the teacher doing to explain the metaphor and how it contributes to King’s argument. Teacher takes notes and displays them for students to use when they do this task individually.

- **Individual work:** Students select a different metaphor that King uses. Each student does a quick write to explain the metaphor and how it contributes to King’s argument.

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

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

**Option 2**

- **Teacher model:** Teacher selects a metaphor that King uses. Teacher does a think aloud to explain the metaphor and how it contributes to King’s argument.

- **Whole group:** Students share what they heard and saw the teacher doing to explain the metaphor and how it contributes to King’s argument. Teacher takes notes and displays them for students to use when they do this task individually.

- **Small group:** Students get together with one or two other students and select two more metaphors that King uses. Groups create a T-chart. On the left, students list the two metaphors they’ve selected, and on the right, they explain how each contributes to King’s argument.

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

- **Whole group:** Teacher leads the students in a discussion about what they learned about metaphors from engaging in this task.
Option 3

- **Individual work:** Each student reviews King’s speech and selects three metaphors that King uses. Students create a T-chart. One the left, students list each metaphor, and on the right, they explain how each one contributes to King’s argument.

- **Small group:** Students get together with two other students and share their T-charts. As a group, students select the two metaphors they think most contribute to King’s argument to share with the whole class. Small groups create a T-chart on chart paper to share their metaphors and explanations.

- **Individual work:** Students review the T-charts created by the small groups.

- **Whole group:** Teacher leads students in a discussion about what they learned about metaphors from engaging in this task.
### TASK 1.4: Structure

**“I Have a Dream” by Martin Luther King, Jr.**
- Select a paragraph from King’s speech. Explain what he’s saying and doing in the paragraph. How does what he’s saying fit into his overall argument?

**Reading:**
- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.

### Teaching Approaches

#### Option 1

- **Teacher model:** Teacher selects a paragraph from King’s speech and models thinking through what King is saying and doing in each sentence. Then, the teacher talks about how that paragraph fits into King’s overall argument.
- **Whole group:** Students share what they heard and saw the teacher doing. Teacher takes notes and posts them for students to use when they do this task individually.
- **Individual work:** Students select a different paragraph to analyze. They take notes on what King is saying and doing in each sentence. Then, they do a quick write to explain how the paragraph fits into King’s overall argument.
- **Small group:** Students get together with others who analyzed the same paragraph they did. Students share their notes and conclusion about how the paragraph fits into King’s overall argument. Students talk through differences in their analyses.
- **Individual work:** Students revise their original quick write to incorporate any new thinking or support for their ideas.

#### Option 2

- **Teacher model:** Teacher models thinking through what King is saying and doing in each sentence of the first paragraph of King’s speech. Then, the teacher talks about how that paragraph fits into King's overall argument.
- **Whole group:** Students share what they heard and saw the teacher doing. Teacher takes notes and posts them for students to use when they do this task in small groups.
- **Small groups:** Students get together with two other students. Teacher assigns each group one paragraph from King’s speech. Together, students take notes on what King is saying and doing in each sentence. Then, they take notes on how the paragraph fits into King’s overall argument.
- **Small groups** prepare a two-minute presentation to share their paragraph analysis with the class. Students create a visual to support their presentation.
- **Presentations:** Small groups present their paragraph analysis with visual to the class in order that the paragraph appears in the speech.
- **Whole group:** After all the presentations, teacher leads students in a discussion about the relationships students saw between specific paragraphs and ideas.

#### Option 3
Teacher model: Teacher models thinking through what King is saying and doing in each sentence of the first paragraph of King’s speech. Then, the teacher talks about how that paragraph fits into King’s overall argument.

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

Small groups: Students get together with two other students. Teacher assigns each group one paragraph from King’s speech. Together, students take notes on what King is saying and doing in each sentence. Then, they take notes on how the paragraph fits into King’s overall argument. Small groups create and then post a visual to share their paragraph analysis with the class. Paragraph visuals are arranged in order in which they appear in King’s speech.

Individual work: Students review each small group’s visual, looking for relationships between specific paragraphs and ideas.

Whole group: Teacher-led discussion about the relationships students saw between specific paragraphs and ideas.

Option 4

Individual work: Students select a paragraph from King’s speech to analyze. Students take notes on what King is doing and saying in each paragraph. Then, they take notes on how the paragraph fits into King’s overall argument.

Small groups: Students get together with one or two other students who chose the same paragraph they did. Students share and discuss their analysis, talking through places where they had differences.

Whole group: Teacher-led discussion about each paragraph and how it fits into King’s overall argument. Teacher creates a master list that all students can see. Then, students discuss the relationships they saw between specific paragraphs and ideas.
Text 2:

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

Tasks, Teaching Approaches, and Standards
TASK 2.1: Comprehension

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

- Write a summary of Clinton’s speech. Include the specific points he makes and who his audience is.

Reading:
- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Analyze in detail where, when, why, and how events, ideas, and characters develop and interact over the course of a text.
- Read complex texts independently, proficiently, and fluently, sustaining concentration, monitoring comprehension, and, when useful, rereading.

Writing:
- Write informative / explanatory texts to convey complex information clearly and accurately through purposeful selection and organization of content.
- Produce writing in which the organization, development, substance, and style are appropriate to task, purpose, and audience.
- Write in response to literary or informational sources, drawing evidence from the text to support analysis and reflection as well as to describe what they have learned.
- Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Teaching Approaches

Option 1

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

- **Small group:** In groups of two or three, students take notes on Clinton’s speech by listing the specific points he makes and who his audience is. Students’ notes include evidence from the speech to support their thinking and ideas.
- **Teacher model:** Teacher models writing a summary of King’s speech by sharing notes on his speech regarding the specific points he makes and who his audience is. Then, the teacher demonstrates using these notes to write a summary of King’s speech. As the teacher models, students take notes on what the teacher is thinking about, doing, and saying.
- **Whole group:** Teacher asks students to share what they noticed her thinking about, doing, and saying to write a summary of King’s speech. Teacher takes notes and posts for students to use when they write their own summaries.
- **Individual or pair work:** Students write a summary of Clinton’s speech.
- **Small groups:** Students share their summaries in groups of three. Each student takes turns reading his/her summary aloud. Listeners note two things the writer does that make the summary effective and one thing the writer could do to revise the summary. Listeners focus on the content, craft, and structure.
- **Whole group:** Teacher selects effective summaries to read aloud and/or display. Students analyze, discuss, and compare the content, craft and structure of the various summaries.
- **Individual or pair work:** Students revise and hand in their summaries.
Option 2

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

- **Small group:** In groups of two or three, students take notes on Clinton’s speech by listing the specific points he makes and who his audience is. Students’ notes include evidence from the speech to support their thinking and ideas.
- **Whole group:** Teacher-led recitation of Clinton’s specific points and who his audience is. Teacher creates a master list that all students can see.
- **Teacher model:** Teacher shows students a model of a summary that was written on King’s speech. Students analyze the content, craft and structure of the model summary.
- **Individual work:** Students write a summary of Clinton’s speech.
- **Small groups:** Students share their summaries in groups of three. Each student takes turns reading his/her summary aloud. Listeners note two things the writer does that make the summary effective and one thing the writer could do to revise the summary. Listeners should focus on the content, craft, and structure.
- **Whole group:** Teacher selects effective summaries to read aloud and/or display. Students analyze, discuss, and compare the content, craft and structure of the various summaries.
- **Individual work:** Students revise and hand in their summaries.

Option 3

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

- **Individual work:** Students write a summary of Clinton’s speech. Their summaries include the specific points he makes and who his audience is.
- **Small groups:** Students share their summaries in groups of three. Each student takes turns reading his/her summary aloud. Listeners note two things the writer does that make the summary effective and one thing the writer could do to revise the summary. Listeners should focus on the content, craft, and structure.
- **Whole group:** Teacher selects effective summaries to read aloud and/or display. Students analyze, discuss, and compare the content, craft and structure of the various summaries.
- **Individual work:** Students revise and hand in their summaries.

Option 4

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

- **Teacher** creates a wiki, and students write a summary of the Clinton’s speech that includes the points he makes and who his audience is.
**TASK 2.2: Relationship Between Ideas**

**Remarks to the Convocation of the Church of God in Christ,** William J. Clinton

- List the ideas in Clinton’s speech in the order in which they appear. How are the ideas related to each other?

**Reading:**
- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Analyze in detail where, when, why, and how events, ideas, and characters develop and interact over the course of a text.

### Teaching Approaches

#### Option 1

- **Pair work:** Together, students list the ideas in Clinton’s speech in the order in which they appear.
- **Whole group:** Teacher-led, whole group share of the ideas in Clinton’s speech in the order in which they occur. Teacher creates a master list of the ideas that all students can see.
- **Teacher models** thinking through and explaining how the first two ideas are related to each other.
- **Whole group:** Students share what they observed the teacher doing. Teacher takes notes and posts them for students to use when they do this task in pairs.
- **Pair work:** Students take notes on how the rest of the ideas are related to each other.
- **Whole group:** Teacher-led, whole group discussion of how the rest of the ideas in Clinton’s speech are related to each other. Teacher wraps up the discussion by asking students what they learned from engaging in the task.

#### Option 2

- **Individual work:** Each student lists the ideas in Clinton’s speech in the order in which they appear.
- **Small group:** Students share their lists with a partner and work out any discrepancies by returning to Clinton’s speech.
- **Whole group:** Each pair of students shares an idea from Clinton’s speech until all ideas have been shared. Teacher creates a master list of the ideas that all students can see.
- **Teacher models** thinking through and explaining how the first two ideas are related to each other.
- **Whole group:** Students share what they observed the teacher doing. Teacher takes notes and posts them for students to use when they do this task in pairs.
- **Individual work:** Students take notes on how the rest of the ideas are related to each other.
- **Whole group:** Teacher-led, whole group discussion of how the rest of the ideas in Clinton’s speech are related to each other. Teacher wraps up the discussion by asking students what they learned from engaging in the task.

#### Option 3

- **Small group:** Working in groups of two or three, students list the ideas in Clinton’s speech in the order in which they appear, and then they analyze how the ideas are related to each other.
- **Small group:** Students prepare to share their thinking with the class by creating and posting a
visual that shows how the ideas in Clinton’s speech are related to each other.

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

- **Whole group:** Teacher-led, whole group discussion of the similarities and differences in the groups’ visuals. Students discuss the two or three visuals that most clearly and accurately represent the relationships between Clinton’s ideas. Teacher wraps up the discussion by asking students what they learned from engaging in the task.
**TASK 2.3: Evidence to Support an Idea**

**“Remarks to the Convocation of the Church of God in Christ**

- Pick one idea from the list of ideas in Clinton’s speech. Cite the evidence that Clinton uses to support that idea.

**Reading:**
- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Delineate and evaluate the reasoning and rhetoric within a text, including assessing whether the evidence provided is relevant and sufficient to support the text’s claims.

**Teaching Approaches**

**Option 1**

- **Individual work:** Students return to the list of ideas from Clinton’s speech (task 2.2). Students select one idea and cite the evidence that Clinton uses to support that idea.

- **Small group:** Students get together with one or two other students who selected the same idea they did. Students share the evidence they cited.

- **Whole group:** Teacher-led, whole group share of the evidence that Clinton uses to support each of his ideas. Teacher creates a master list that all students can see. After all the ideas and evidence have been shared, the class discusses whether they think Clinton uses enough evidence to support each idea. If students determine that there are ideas that are not adequately supported, the teacher asks students to suggest additional evidence that Clinton might have gathered to bolster support.

**Option 2**

- **Small group:** Working with one or two other students, students return to the list of ideas from Clinton’s speech (task 2.2). Each group selects one idea and cites the evidence that Clinton uses to support that idea.

- **Small group:** Each group prepares a chart that they can share with the whole class that lists the idea they selected and the evidence that Clinton uses to support that idea.

- **Presentations:** Going in order in which the ideas appear in Clinton’s speech, small group presents their charts to the class.

- **Whole group:** Teacher-led, whole group discussion of whether students think Clinton uses enough evidence to support each idea. If students determine that there are ideas that are not adequately supported, the teacher asks students to suggest additional evidence that Clinton might have gathered to bolster support.

**Option 3**

- **Small group:** Teacher assigns each small group one idea from Clinton’s speech. Small groups identify the evidence Clinton uses to support their assigned idea.

- **Small group:** Students prepare and post a visual to share the evidence Clinton uses for their
assigned idea with the class.

- **Individual work**: Students review each group’s posted visual, taking note of which of Clinton’s ideas seems to have an adequate amount of support and which could use additional support.

- **Whole group**: Teacher-led, whole group discussion of the ideas students identified as not being adequately supported. The teacher asks students to suggest additional evidence that Clinton might have gathered to bolster support.
"Remarks to the Convocation of the Church of God in Christ," William J. Clinton

- What do you think is the main goal of Clinton’s speech? How do you know?

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

Teaching Approaches

Option 1

- **Individual work**: Students review Clinton’s speech and their work from prior tasks on this speech to write a response to the question: What do you think is the main goal of Clinton’s speech?
- **Small group**: Students share their response with one or two others. Listeners focus on similarities and differences in the responses and the evidence used to support responses.
- **Whole group**: Teacher-facilitated, whole group discussion. During the discussion, students ground their interpretations in evidence from Clinton’s speech, build off of each other’s responses, ask questions of each other, and press each other for evidence or explanations of the evidence.
- **Individual Work**: Students review their original response and make revisions based on the discussion. Revisions might include incorporating more evidence to support their original interpretation or completely changing their interpretation. Students hand in their responses.

Option 2

- **Individual work**: Students review Clinton’s speech and their work from prior tasks on this speech to take notes to answer the question: What do you think is the main goal of Clinton’s speech?
- **Teacher model**: Teacher provides a draft of an argument on the main goal of King’s speech. Together, the class reviews the draft, analyzing the structure and identifying the claims, evidence, explanations, and conclusions.
- **Individual work**: Each student writes a draft of an argument about what they think the main goal of Clinton’s speech is.
- **Small groups**: Students share their drafts in groups of three by reading it aloud. Listeners give feedback to each other by stating one thing the writer did particularly well and one thing the writer could revise to strengthen his/her argument. Feedback should focus on the ideas, craft and structure of the argument.
- **Individual work**: Students revise and hand in their drafts.

Option 3

- **Individual work**: Students review Clinton’s speech and their work from prior tasks on this speech to take notes to answer the question: What do you think is the main goal of Clinton’s speech?
- **Small group**: Students get together with two others who had the same interpretation they did.
They discuss their interpretation and prepare a two-minute presentation of their interpretation to the class. Students create a poster or some visual to support their presentation.

- **Presentations:** Small groups present their interpretations. Listeners focus on whether groups have adequate and accurate evidence to support their interpretation.

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

**Option 4**

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

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

- **Teacher** reviews the postings and shares with students the range of supported interpretations that were discussed/posted.
Text 3:
“Ending Racial Inequality”
George W. Bush
NAACP Annual Convention
July 10, 2000

Tasks, Teaching Approaches, and Standards
“Ending Racial Inequality,” by George W. Bush

- Write a summary of Bush’s speech. Include the specific points he makes and who his audience is.

**Reading:**
- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Analyze in detail where, when, why, and how events, ideas, and characters develop and interact over the course of a text.
- Read complex texts independently, proficiently, and fluently, sustaining concentration, monitoring comprehension, and, when useful, rereading.

**Writing:**
- Write informative/explanatory texts to convey complex information clearly and accurately through purposeful selection and organization of content.
- Produce writing in which the organization, development, substance, and style are appropriate to task, purpose, and audience.
- Write in response to literary or informational sources, drawing evidence from the text to support analysis and reflection as well as to describe what they have learned.
- Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

**Teaching Approaches**

**Option 1**
*Before students read this speech, the teacher should be sure that they know that George W. Bush was the 43rd President of the United States. He is a republican and was president from 2001-2009. This speech was given while he was running for president.*

- **Small group:** In groups of two or three, students take notes on the specific points Bush makes in his speech and who his audience is. Students’ notes include evidence from the speech to support their thinking and ideas.
- **Whole group:** Teacher-led recitation of Bush’s specific points and who his audience is. Teacher creates a master list that all students can see.
- **Individual work:** Students write a summary of Bush’s speech.
- **Small groups:** Students share their summaries in groups of two or three. Each student takes turns reading his/her summary aloud. Listeners note two things the writer does that make the summary effective and one thing the writer could do to revise the summary. Listeners should focus on the content, craft, and structure.
- **Individual work:** Students revise and hand in their summaries.

**Option 2**
*Before students read this speech, the teacher should be sure that they know that George W. Bush was the 43rd President of the United States. He is a republican and was president from 2001-2009. This speech was given while he was running for president.*
- **Individual work**: Students take notes on the specific points Bush makes in his speech and who his audience is. Students' notes include evidence from the speech to support their thinking and ideas.

- **Whole group**: Teacher-led recitation of Bush's specific points and who his audience is. Teacher creates a master list that all students can see.

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

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

- **Individual work**: Students revise their summaries using the feedback from their peers as a guide. Students hand in their summaries.

**Option 3**

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

- **Individual work**: Students write a summary of Bush's speech. Their summaries should include the specific points Bush makes and who his audience is.

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

- **Individual work**: Students revise their summaries using the feedback from their peers as a guide. Students hand in their summaries.

**Option 4**

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

- **Teacher** creates a wiki, and students write a summary of Bush's speech that includes the points he makes and who his audience is.
**TASK 3.2:**

**“Promoting Racial Equality,” by George W. Bush**

- Bush alludes to various people and laws in his speech. Research one of these allusions and explain its role in his argument.

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

**Writing:**
- Perform short, focused research projects as well as more sustained research in response to a focused research question, demonstrating understanding of the material under investigation.

### Teaching Approaches

#### Option 1

- **Teacher** asks students what they know about allusions. Teacher provides a mini-lesson on allusion to introduce students to the concept, fill in gaps in understanding, or clarify any misunderstandings.
- **Individual work:** Students list the allusions in Bush’s speech.
- **Small group:** Students share and combine their lists with one or two other students.
- **Whole group:** Teacher-facilitated call out of the allusions in Bush’s speech. Teacher creates a master list that all students can see.
- **Teacher model:** Teacher selects one allusion and models gathering research about it. Then the teacher models thinking through the allusion’s role in Bush’s argument.
- **Whole group:** Students share what they saw and heard the teacher do to research the allusions and explain its role in Bush’s argument.
- **Individual work:** Each student selects an allusion from the master list. Students research their selected allusion and explain its role in Bush’s argument.
- **Whole group:** Teacher-led discussion of each allusion and its role in Bush’s speech. Then, teacher leads students in a discussion about what they learned about allusions from engaging in this task.

#### Option 2

- **Teacher** asks students what they know about allusions. Teacher provides a mini-lesson on allusion to introduce students to the concept, fill in gaps in understanding, or clarify any misunderstandings.
- **Small group:** Students work with one or two others to list the allusions in Bush’s speech.
- **Whole group:** Teacher-facilitated call out of the allusions in Bush’s speech. Teacher creates a master list that all students can see.
- **Teacher model:** Teacher selects one allusion and models gathering research about it. Then the teacher models thinking through the allusion’s role in Bush’s argument.
- **Whole group:** Students share what they saw and heard the teacher do to research the allusions and explain its role in Bush’s argument.

- **Small group:** Students return to their earlier group and select an allusion from the master list. Small groups research their selected allusion and explain its role in Bush’s argument. Small groups create and post a display to share their research and explanation with the class.

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

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

### Option 3

- **Teacher** asks students what they know about allusions. Teacher provides a mini-lesson on allusion to introduce students to the concept, fill in gaps in understanding, or clarify any misunderstandings.

- **Small group:** Students work with one or two others to list the allusions in Bush’s speech.

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

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

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

- **Small group:** Students return to their earlier group. Teacher assigns each small group one allusion from Bush’s speech to research. Small groups research their assigned allusion and explain its role in Bush’s argument. Small groups prepare to present their allusions to the class. Groups create a visual to support their presentations.

- **Presentations:** Small groups present their allusion to the class by sharing some research on their allusion and explaining the allusions role in Bush’s argument.

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

### Option 4

- **Teacher** asks students what they know about allusions. Teacher provides a mini-lesson on allusion to introduce students to the concept, fill in gaps in understanding, or clarify any misunderstandings.

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

- **Small group:** Each group of three students selects one allusion and gathers research on that allusion.

- **Whole group:** Teacher-led discussion about each allusion in which small group share their research.

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

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

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

#### Option 1
- **Whole group:** Teacher and/or a student read paragraph 6 aloud to the class. Listeners mark the comparisons that Bush uses in that paragraph to convince his audience there’s a problem.
- **Whole group:** Teacher-led recitation of the comparisons that Bush uses in paragraph 6. Teacher lists the comparisons for all students to see.
- **Whole group:** As a class, teacher and students review each comparison to explain the comparisons that are made and how they add to Bush’s meaning.
- **Whole group:** After the class discusses all the comparisons, they discuss what they learned about the power of using comparisons to further an idea.

#### Option 2
- **Individual work:** Students read paragraph 6 and mark the comparisons that Bush uses in that paragraph to convince his audience there’s a problem.
- **Whole group:** Teacher-led recitation of the comparisons that Bush uses in paragraph 6. Teacher lists them for all students to see.
- **Whole group:** As a class, teacher and students review one comparison to explain the comparison and how it adds to Bush’s meaning.
- **Small group:** Students work with one or two others. Groups create a three-column chart. In the left column, they list the remaining comparisons. In the middle column they explain each comparison, and in the right column, they write how each adds to Bush’s meaning.
- **Small groups** get together with another group and share three-column charts. They discuss similarities and differences between their charts.
- **Whole group:** Teacher-led discussion of student’s three-column charts. Teacher creates a master chart that all students can see. After all the comparisons have been discussed, students share what they learned about the power of using comparisons to further an idea.

#### Option 3
- **Individual work:** Students read paragraph 6 and mark the comparisons that Bush uses in that paragraph to convince his audience there’s a problem.
paragraph to convince his audience there’s a problem.

- **Whole group**: Teacher-led recitation of the comparisons that Bush uses in paragraph 6. Teacher lists them for all students to see.

- **Whole group**: As a class, teacher and students review one comparison to explain what is being compared and how it adds to Bush’s meaning.

- **Individual work**: Each student chooses two comparisons to work with. Students create a three-column chart. In the left column, students list the two comparisons. In the middle column they explain each comparison, and in the right column, they write how each adds to Bush’s meaning.

- **Whole group**: Teacher-led discussion of each comparison. Teacher creates a master three-column chart that all students can see. After all the comparisons have been discussed, students share what they learned about the power of using comparisons to further an idea.
**Task 3.4:**

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

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

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

**Writing:**
- Produce writing in which the organization, development, substance, and style are appropriate to task, purpose, and audience.

**Language & Speaking:**
- Demonstrate a command of the conventions of standard English grammar and usage.
- Demonstrate a command of the conventions of capitalization, punctuation, and spelling.

**Teaching Approaches**

**Option 1**

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

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

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

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

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

**Option 2**

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

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

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

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

**Option 3:**

- **Individual work**: Students reread paragraph 5 and take notes on what Bush is saying and doing in each sentence.
- **Whole group**: Teacher-led discussion of the sentences in paragraph 5.
- **Individual work**: Students write their own paragraphs by imitating Bush’s sentences with their own issues.
- **Small group**: Students share their paragraph in groups of three. Each group chooses one paragraph to share with the class.
- **Whole group**: Small groups share their paragraphs.
Comparing Texts
“I Have a Dream”
“Convocation of the Church of God in Christ”
“Ending Racial Inequality”

Tasks, Teaching Approaches, and Standards

- Select an idea from King’s speech that you think either Clinton or Bush is responding to. Summarize the idea and explain how Clinton or Bush is responding to it.

**Reading:**
- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

### Teaching Approaches

**Option 1**
- **Teacher models** reviewing the main ideas from King’s speech. Then, the teacher reviews either Clinton’s or Bush’s speech, looking for an idea from King’s speech that either Clinton or Bush is responding to. The teacher creates a three-column chart. In the left column, the teacher writes the idea from King’s speech; in the middle column, the teacher summarizes the idea; and in the left column, the teacher explains how Clinton or Bush is responding to the idea.
- **Individual work:** Students choose to work with either Clinton’s or Bush’s speech. Students review their chosen speech for an idea from King’s speech that their speaker is responding to. Students create a three-column chart similar to the one that was modeled by the teacher to record and summarize the idea and explain how Clinton or Bush is responding to it.
- **Small group:** Students get together with one or two others who worked with the same speech they did. Students share their three-column charts.
- **Whole group:** Teacher-led discussion of King’s ideas that Clinton and Bush are responding to. Students share their analyses of how Clinton and Bush are responding to King’s ideas.

**Option 2**
- **Teacher models** reviewing the main ideas from King’s speech. Then, the teacher reviews Clinton’s speech, looking for an idea from King’s speech that Clinton is responding to. The teacher creates a three-column chart. S/he records King’s idea in the left column. In the middle column, the teacher and students summarize the idea; and in the left column, the teacher with students’ input explains how Clinton is responding to the idea.
- **Whole group:** Together, teacher and students continue to review Clinton’s speech, looking for other ideas from King’s speech that Clinton is responding to. Ideas are written in the left column of the three-column chart. Students copy the chart.
- **Individual or pair work:** Students complete the middle and right columns of the three-column chart.
- **Whole group:** Teacher-led discussion in which students share their summaries of King’s ideas (middle column), and how Clinton is responding to the ideas (right column).

**Option 3**
- **Teacher models** reviewing the main ideas from King’s speech. Then, the teacher reviews
Clinton’s speech, looking for an idea from King’s speech that Clinton is responding to. The teacher creates a three-column chart. S/he records King’s idea in the left column. In the middle column, the teacher and students summarize the idea; and in the left column, the teacher with students’ input explains how Clinton is responding to the idea.

- **Whole group:** Together, teacher and students continue to review Clinton’s speech, looking for other ideas from King’s speech that Clinton is responding to. After an idea is identified, the teacher writes it in the left column. The class works together on summarizing the ideas in the middle column, and explaining how Clinton is responding to the idea in the right column.

- **Individual work:** Students review Bush’s speech and create another three-column chart to record and summarize the ideas from King’s speech that Bush is responding to and explain how Bush is responding to each.

- **Whole group:** Teacher-led discussion in which students share the information on their three-column charts.
TASK 4.2: Comparing Texts – King, Clinton, and Bush

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

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

Reading:
- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and explain how specific word choices shape meaning or tone.
- Assess how point of view or purpose shapes the content and style of a text.
- Delineate and evaluate the reasoning and rhetoric within a text, including assessing whether the evidence provided is relevant and sufficient to support the text’s claims.
- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Teaching Approaches

Option 1

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

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

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

Option 2

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

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

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

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

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

**Option 3**

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

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

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

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

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

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

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

**Reading:**

- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and explain how specific word choices shape meaning or tone.
- Assess how point of view or purpose shapes the content and style of a text.
- Delineate and evaluate the reasoning and rhetoric within a text, including assessing whether the evidence provided is relevant and sufficient to support the text’s claims.
- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**Teaching Approaches**

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

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

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

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

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

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

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

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

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

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

Partner work: Students partner with someone for peer editing.

Students edit and hand in their essays.

Option 2: Writing Assignment – Comparing Two Speeches

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

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

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

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

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

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

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

Teacher distributes and discusses grading criteria with students.

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

Partner work: Students partner with someone for peer editing.

Students edit and hand in their essays.

Option 3: Writing Assignment – Comparing Three Speeches

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

Small group: Each pair of students gets together with another pair that chose the same speech. Students share and compile their notes.
• **Whole group:** Teacher-led, whole group discussion of each speech beginning with King and ending with Bush. Pairs of students share their notes on the solutions, reasoning, and evidence their chosen speech while the teacher records the information so that all students can see it.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

• **Whole group:** The teacher distributes a model of comparison/contrast essay that compares three topics or texts students have read previously. Together, students analyze the model for what it says and how it’s written. The class generates a chart of what makes the essay effective.
Individual work: Students draft their essays using evidence and ideas gathered during pair and whole group work. They use the class-generated chart to guide their drafting.

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

Teacher distributes and discusses grading criteria with students.

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

Partner work: Students partner with someone for peer editing.

Students edit and hand in their essays.

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Option 5: Writing Assignment – Comparing Three Speeches

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

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

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

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

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

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

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

Partner work: Students partner with someone for peer editing.

Students edit and hand in their essays.

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Option 6: Speaking Assignment

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

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

- **Presentations:** Small groups present their comparison to the class. The student audience assesses each group’s presentation by considering the strength of their presentation according to criteria that was pre-established by the class.
If Martin Luther King were to reappear by my side today and give us a report card on the last 25 years, what would he say? “You did a good job,” he would say, “voting and electing people who formerly were not electable because of the color of their skin. You have more political power, and that is good.”

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

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

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

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

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

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

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

In Washington, DC, where I live, your Nation’s Capital, the symbol of freedom throughout the world, look how that freedom is being exercised. The other night a man came along the street and grabbed a 1-year-old child and put the child in his car. The child may have been the child of the man. And two people were after him, and they chased him in the car, and they just kept shooting with reckless abandon, knowing that baby was in the car. And they shot the man dead, and a bullet went through his body into the baby’s body, and blew the little bootie off the child’s foot.
10 The other day on the front page of our paper, the Nation’s Capital, are we talking about world peace or world conflict? No, big article on the front page of the Washington Post about an 11-year-old child planning her funeral: “These are the hymns I want sung. This is the dress I want to wear. I know I’m not going to live very long.” That is not the freedom, the freedom to die before you’re a teenager is not what Martin Luther King lived and died for.

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

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

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

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

15 And there is something for each of us to do. There are changes we can make from the outside in; that’s the job of the President and the Congress and the Governors and the mayors and the social service agencies. And then there’s some changes we’re going to have to make from the inside out, or the others won’t matter. That’s what that magnificent song was about, isn’t it? Sometimes there are no answers from the outside in; sometimes all the answers have to come from the values and the stirrings and the voices that speak to us from within.

16 So we are beginning. We are trying to pass a bill to make our people safer, to put another 100,000 police officers on the street, to provide boot camps instead of prisons for young people who can still be rescued, to provide more safety in our schools, to restrict the availability of
these awful assault weapons, to pass the Brady bill and at least require people to have their criminal background checked before they get a gun, and to say, if you're not old enough to vote and you're not old enough to go to war, you ought not to own a handgun, and you ought not to use one unless you're on a target range.

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

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

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

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

21 This church has stood for that. Why do you think you have 5 million members in this country? Because people know you are filled with the spirit of God to do the right thing in this life by them. So I say to you, we have to make a partnership, all the Government agencies, all the business folks; but where there are no families, where there is no order, where there is no hope, where we are reducing the size of our armed services because we have won the cold war, who will be there to give structure, discipline, and love to these children? You must do that. And we must help you. Scripture says, "you are the salt of the Earth and the light of the world, that if your light shines before men they will give glory to the Father in heaven." That is what we must do.

22 That is what we must do. How would we explain it to Martin Luther King if he showed up today and said, yes, we won the cold war? Yes, the biggest threat that all of us grew up under, communism and nuclear war, communism gone, nuclear war receding. Yes, we developed all these miraculous technologies. Yes, we all have got a VCR in our home; it's interesting. Yes, we
get 50 channels on the cable. Yes, without regard to race, if you work hard and play by the rules, you can get into a service academy or a good college, you'll do just great. How would we explain to him all these kids getting killed and killing each other? How would we justify the things that we permit that no other country in the world would permit? How could we explain that we gave people the freedom to succeed, and we created conditions in which millions abuse that freedom to destroy the things that make life worth living and life itself? We cannot.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

13 Behind all these proposals is a simple belief: I believe in private property. I believe in private property so strongly, I want everyone to have some. Education helps the young. Empowerment lifts the able. But there are those who need much more. Children without role models. Young people captured by gangs or addiction or despair.

14 Government can spend money, but it cannot put hope in someone’s heart or a sense of purpose in their lives. This is done by caring communities – by churches, synagogues, mosques and charities that serve their neighbors because they love their God. Every day they prove that our worst problems are not hopeless or endless. Every day they perform miracles of renewal. What we need is a new attitude that welcomes the transforming power of faith. In the words of a writer who visited the Mott Haven section of the Bronx: “the beautiful old stone church … is a gentle sanctuary from the terror of the streets outside.”
In city after city, for the suffering and the hurting, the most hopeful passageway is the door to the house of God. We are going to extend the role and reach of charities and churches, synagogues and mosques, mentors and community healers, in our society. As President, I intend to rally these armies of compassion in the neighborhoods of America. I will lift the regulations that hamper private and faith-based programs. I will involve them in after-school programs, maternity group homes, drug treatment, prison ministries. I have laid out specific incentives to encourage an outpouring of giving in America. Here’s an example. More than a million children have one or both parents in prison. These are forgotten children – almost six times more likely to go to prison themselves. And they should not be punished for the sins of their fathers. We should give grants to ministries and mentoring programs that offer support to these children. Let us bring help and hope to these other innocent victims of crime.

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

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

How the Unit Was Designed

The development of this unit is a good example of the sometimes unpredictable nature of such design work. We originally began sketching out a unit for eighth grade students on the nature of risks and risk taking. We searched texts and the internet for accessible essays on these subjects that might be engaging for adolescents and had settled on three essays and a selection from Jon Krakauer’s book on Christopher McCandless, Into the Wild, that focuses on the risks he took that eventually led to his death in the Alaska wilderness.

Working from the standards, we began to sketch out a sequence of assignments that invited students to understand McCandless’ risk taking through the various lenses and points of view offered by the essays on risk taking. Finally, though, we decided that the essays weren’t rich enough, and we began working on a unit on different points of view on McCandless and his trip into the Alaskan wilderness. From our searches, we discovered that people, but especially youngsters, are deeply engaged with his story. There are, though, multiple opposing view points on his story, so we though we would design a unit that invited students to understand those view points and then take a position on their own. We saw opportunities for students to engage in research since much has been written on McCandless. After we sketched out a general sequence of assignments, we began to think that the reading selections are more polarizing than inviting. Writers tended to lionize or deride him.

While we worked in the unit, we also were working on a prototype of an assessment for the core standards that would demonstrate the ways in which good assessment and instructional tasks could be interchangeable. We worked on the assessment tasks with a set of speeches by recent presidents Clinton and Bush on their proposals to deal with racism in the US that also made use of Martin Luther King’s speech, “I Have a Dream,” as the first and central text. The speech given by Clinton on his proposals to deal with racially charged issues and George W. Bush’s speech to the NAACP on his proposals to deal with such issues owe much to King’s speech. Consequently, we imagined that students could study the individual speeches to understand their unique proposals and the evidence mustered for those proposals while preparing to study both of the presidential speeches for their connections to King’s speech. The idea of students analyzing texts for their arguments and use of evidence is one of the eighth grade standards. So too is the notion that students should read to compare texts. Seeing these possibilities with the three speeches actually gave us the broad framework for the unit.

Once we decided on the sequence of the speeches, with the King coming first, we went back to the standards to better understand how students could be invited to engage with the strengths of each text. The King text, for example, addresses a specific audience. It’s use of metaphors offers students challenging work to understand its arguments and its language, so we directed our attention to those standards that brought these aspects of the speech to students’ attention. We let the texts tell us which standards applied, so while all of the texts deserved careful attention to understand the ideas they put forward, Clinton’s, for example, makes use of various kinds of evidence to support its arguments so we used the standards to create an analytic task for students to pick an idea and cite its evidence. Bush’s speech refers to particular people and laws, so we used the standard on research to invite students to dig into these references as part-and-parcel of understanding his argument.

We explain the way we let the texts tell us which standards would be apply to them, so that the relationship between the texts and the standards is clear. We could have begun with a set of standards for which we wanted to design instructional tasks. If we did begin that way, we would have taken much more time to find texts, especially to find texts that could be related in a sequence around a small set of overarching questions. Our point is that texts are essential drivers for designing instruction, but their use always occurs in the larger context of our understandings of the standards. We knew, for example, that
the standards offered us an opportunity to design comparative work across texts for students, so when we landed on the three speeches, we built back from that culminating task, thinking always about what students needed to do with the individual speeches to be able to successfully complete the culminating task. While we worked with each text, then, we moved back-and-forth between the texts, the standards, and the culminating assignment.

We should also point out that once we had landed on the three speeches and decided on the comparative culminating assignment, we wrote out our main overarching question—How do three different leaders across time imagine solutions to promote racial equality? Our second overarching question—How do speaker’s use of evidence and language support their ideas?—after we worked with the texts and the standards, after that is, we realized that the texts offered students opportunities through the standards to study their language and evidence.

While we would like present a set of stages for the work we did with these texts and standards and tasks, stages would misrepresent the back-and-forth nature of the work. Right up through our writing of the final tasks for the Bush speech, we continually returned to the standards and the other texts, making changes in earlier assignments for other texts to be sure that we scaffolded students into the culminating assignment and to take advantage of standards to be sure we had provided enough work on each speech to help students understand and dig into each one.
APPENDIX D

Vocabulary
Instructional Approaches

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

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

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

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

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

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