

TEACHER EDITION: PREFACE

How to use USOE Digital Books for Secondary English Language Arts

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

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

USOE Digital Books for secondary English Language Arts:

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

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

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

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

The appendices include the following:

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

Appendix B: A clear explanation of text complexity and rubrics to support teachers in assessing both quantitative and qualitative criteria for text complexity. Other tools will focus on “Knowing the Student as a Reader,” better understanding the needs of a wide range of students.

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APPENDIX A: COGNITIVE RIGOR

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

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

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

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

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

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

Comparison Chart

Table 1: A Comparison of Descriptors: Bloom's Original Taxonomy and the Revised Bloom's Taxonomy Cognitive Process Dimensions	
Bloom's Taxonomy (1956)	The Revised Bloom Process Dimensions (2005)
Knowledge Define, duplicate, label, list, memorize, name, order, recognize, relate, recall, reproduce, state	Remember Retrieve knowledge from long-term memory, recognize, recall, locate, identify
Comprehension Classify, describe, discuss, explain, express, identify, indicate, locate, recognize, report, restate, review, select, translate	Understand Construct meaning, clarify, paraphrase, represent, translate, illustrate, give examples, classify, categorize, summarize, generalize, infer a logical conclusion (such as from examples given), predict, compare/contrast, match like ideas, explain, construct models (e.g., cause-effect)
Application Apply, choose, demonstrate, dramatize, employ, illustrate, interpret, practice, schedule, sketch, solve, use, write	Apply Carry out or use a procedure in a given situation; carry out (apply to a familiar task), or use (apply) to an unfamiliar task
Analysis Analyze, appraise, calculate, categorize, compare, criticize, discriminate, distinguish, examine, experiment, explain	Analyze Break into constituent parts, determine how parts relate, differentiate between relevant-irrelevant, distinguish, focus, select, organize, outline, find coherence, deconstruct (e.g., for bias or point of view)
Synthesis Rearrange, assemble, collect, compose, create, design, develop, formulate, manage, organize, plan, propose, set up, write	Evaluate Make judgments based on criteria, check, detect inconsistencies or fallacies, judge, critique
Evaluation Appraise, argue, assess, choose, compare, defend, estimate, explain, judge, predict, rate, core, select, support, value, evaluate	Create Put elements together to form a coherent whole, reorganize elements into new patterns/structures, generate, hypothesize, design, plan, construct, produce for a specific purpose

Bloom's Revised Taxonomy of Cognitive Process	Webb's Depth-of-Knowledge (DOK) Levels			
	Level 1 Recall & Reproduction	Level 2 Skills & Concepts	Level 3 Strategic Thinking/	Level 4 Extended Thinking
Remember Retrieve knowledge from long-term memory, recognize, recall, locate, identify	Recall, recognize, or locate basic facts, ideas, principles Recall or identify conversions: between representations, numbers, or units of measure Identify facts/details in texts			
Understand Construct meaning, clarify, paraphrase, represent, translate, illustrate, give examples, classify, categorize, summarize, generalize, infer a logical conclusion (such as from examples given), predict,	Compose & decompose numbers Evaluate an expression Locate points (grid/, number line) Represent math relationships in words pictures, or symbols Write simple sentences Select appropriate word for intended meaning	Specify and explain relationships Give non-examples/examples Make and record observations Take notes; organize	Explain, generalize, or connect ideas using supporting evidence Explain thinking when more than one response is possible Explain phenomena in terms of	Explain how concepts or ideas specifically relate to other content domains or concepts Develop generalizations of the results obtained or strategies used and apply them to new
Apply Carry out or use a procedure in a given situation; carry out (apply to a familiar task), or use (apply) to an unfamiliar task	Follow simple/routine procedure (recipe-type directions) Solve a one-step problem Calculate, measure, apply a rule Apply an algorithm or formula (area, perimeter, etc.) Represent in words or diagrams a concept or relationship Apply rules or use resources to	Select a procedure according to task needed and perform it Solve routine problem applying multiple concepts or decision points Retrieve information from a table, graph, or figure and use it	Use concepts to solve non-routine problems Design investigation for a specific purpose or research question Conduct a designed investigation Apply concepts to solve non-routine	Select or devise an approach among many alternatives to solve a novel problem Conduct a project that specifies a problem, identifies solution paths, solves the problem, and reports results
Analyze Break into constituent parts, determine how parts relate, differentiate between relevant-irrelevant, distinguish, focus, select, organize, outline, find coherence, deconstruct (e.g., for bias or point of view)	Retrieve information from a table or graph to answer a question Identify or locate specific information contained in maps, charts, tables, graphs, or diagrams	Categorize, classify materials Compare/ contrast figures or data Select appropriate display data Organize or interpret (simple) data Extend a	Compare information within or across data sets or texts Analyze and draw conclusions from more complex data Generalize a pattern Organize/interpret	Analyze multiple sources of evidence or multiple works by the same author, or across genres, or time periods Analyze complex/abstract themes Gather, analyze, and organize
Evaluate Make judgments based on criteria, check, detect inconsistencies or fallacies, judge, critique			Cite evidence and develop a logical argument for concepts Describe, compare, and contrast solution	Gather, analyze, & evaluate relevancy & accuracy Draw & justify
Create Reorganize elements into new patterns/structures, generate, hypothesize, design, plan, construct, produce	Brainstorm ideas, concepts, or perspectives related to a topic or concept	Generate conjectures or hypotheses based on observations or prior knowledge	Synthesize information within one source or text Formulate an original problem, given a situation	Synthesize information across multiple sources or texts Design a model to inform and solve a real-world, complex, or

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

Addresses the following Standards:

- 1.1 READING: Key Ideas and Details: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- 1.2 WRITING: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- 1.3 SPEAKING AND LISTENING: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

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

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

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

3.0 Learning Task: Analysis DOK 3

- 3.1 After doing a close reading of the excerpt from Reagan's 1988 speech, decide what claim Reagan is making.
- 3.2 Talk with the person next to you and be ready to cite the explicit textual evidence from the speech that supports **your** conclusion. AND why you selected this particular evidence! Listen carefully to your partner's selection of evidence and the rationale for selection.

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

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

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

The first story is about connecting the dots.

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

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

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

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

Reed College at that time offered perhaps the best calligraphy instruction in the country. Throughout the campus every poster, every label on every drawer, was beautifully hand

calligraphed. Because I had dropped out and didn't have to take the normal classes, I decided to take a calligraphy class to learn how to do this. I learned about serif and sans serif typefaces, about varying the amount of space between different letter combinations, about what makes great typography great. It was beautiful, historical, artistically subtle in a way that science can't capture, and I found it fascinating.

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

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

My second story is about love and loss.

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

I really didn't know what to do for a few months. I felt that I had let the previous generation of entrepreneurs down - that I had dropped the baton as it was being passed to me. I met with David Packard and Bob Noyce and tried to apologize for screwing up so badly. I was a very public failure, and I even thought about running away from the

valley. But something slowly began to dawn on me — I still loved what I did. The turn of events at Apple had not changed that one bit. I had been rejected, but I was still in love. And so I decided to start over.

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

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

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

My third story is about death.

When I was 17, I read a quote that went something like: "If you live each day as if it was your last, someday you'll most certainly be right." It made an impression on me, and since then, for the past 33 years, I have looked in the mirror every morning and asked myself: "If today were the last day of my life, would I want to do what I am about to do today?" And whenever the answer has been "No" for too many days in a row, I know I need to change something.

Remembering that I'll be dead soon is the most important tool I've ever encountered to help me make the big choices in life. Because almost everything — all external

expectations, all pride, all fear of embarrassment or failure - these things just fall away in the face of death, leaving only what is truly important. Remembering that you are going to die is the best way I know to avoid the trap of thinking you have something to lose. You are already naked. There is no reason not to follow your heart.

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

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

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

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

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

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

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

5.0 Learning Task: Analysis (DOK 3)

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

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

5.2.1 Experience is the best teacher

5.2.2 Failure is necessary for success

5.2.3 Only go to classes or do projects that interest you

5.2.4 Technology is the most important economic revolution

5.3 WRITING PROMPT: You are speaking to business leaders who wish to donate money for technology to your school so that every student will have an ipad. Explain your reasons for selecting the BEST response that captures the similarities in Reagan's and Jobs' viewpoints. Use specific evidence from both texts that explain your selection. (Rubric included after Learning Task 6)

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

Writing Scoring Guide – Three Point Rubric

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

APPENDIX B: TEXT COMPLEXITY

How do we determine Text Complexity for our Students?*

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

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

1.0 QUANTITATIVE

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

1.1 Quantitative measures ARE determined by:

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

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

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

1.3 Important tools for teachers, students, and parents:

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

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

2.0 QUALITATIVE

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

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

1.0 QUANTITATIVE MEASURES FROM APPENDIX A

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

____ 955-1155 = Grade band 6-8

____ 1080-1305 = Grade band 9-10

____ 1215-1355 = Grade band 11-12

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

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

	Few references or allusions to other texts		Many references of allusions to other texts	
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RECOMMENDATION FOR TEXT COMPLEXITY PLACEMENT - Rationale:

GRADE	Less Complex	Middle Range	High Complexity
6			
7			
8			
9			
10			
11			
12			

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

4.1Cognitive:

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

4.2 Motivation:

- 4.2.1 What topics, subjects, genres, and ideas interest the reader?
- 4.2.2 How does the reader determine a purpose for reading?(that is, skimming to get the gist of text, studying content for purpose of retaining information, close reading for analysis, pleasure)
- 4.2.3 What strategies does the reader use to understand challenging texts?
- 4.2.4 Will the reader be interested in this particular text?

4.3 Prior Knowledge and experience of:

- 4.3.1 Vocabulary considerations:
- 4.3.2 Topic
- 4.3.3 Culture

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

5.1 Cognitive:

- 5.1.1 How do I pay attention?
- 5.1.2 How do I remember and understand the key ideas and details in the reading?
- 5.1.3 How do I use critical, analytical thinking skills? Do I know what these skills are?
- 5.1.4 How do I use inference to understand the meaning of a text by reading between the lines?
- 5.1.5 How do I use visualization to imagine what is occurring or being described in the text?
- 5.1.6 How do I question the text?
- 5.1.7 Will this text support ME in developing the above abilities?

5.2 Motivation:

- 5.2.1 What topics, subjects, genres, and ideas interest me as a reader?
- 5.2.2 How do I determine a purpose for reading?(that is, skimming to get the gist of text, studying content for purpose of retaining information, close reading for analysis, pleasure)
- 5.2.3 What strategies do I use to understand challenging texts?
- 5.2.4 Will I be interested in this particular text?

5.3 Prior Knowledge and experience of:

- 5.3.1 What words might prove challenging? What will I do to understand them?
- 5.3.2 Am I familiar with this particular topic in the text?
- 5.3.3 Am I familiar with the culture that this text represents?

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

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

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

EFFORT AND ACHIEVEMENT RUBRIC

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

Marzano's recommendations for classroom practice include:

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

Effort Rubric

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

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

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

1 I put very little effort into the learning task.

Achievement Rubric

4 I exceeded the standards of the learning task.

3 I met the standards of the task learning lesson.

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

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

Student Reflective Writing after Self-Assessment

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

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

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

From readwritethink:

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

From University of Connecticut:

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

From education.com

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

From Rutgers' Career Services:

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

From National Center for Learning Disabilities:

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

STUDENT EDITION

Character of Mankind

1.0 College and Career Readiness Anchor Standards: Grades 9-10

RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

SL.9-10.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

2.0 Text One: Excerpt found on the following website: www.americanrhetoric.com

Faulkner, William. "Speech Accepting the Nobel Prize in Literature." Nobel Foundation. Stockholm. 10 Dec 1950. Speech.

Lexile: 1170

Placement: High Complexity

Word Count: 554 words

I decline to accept the end of man. It is easy enough to say that man is immortal simply because he will endure: that when the last ding-dong of doom has clanged and faded from the last worthless rock hanging tideless in the last red and dying evening, that even then there will still be one more sound: that of his puny inexhaustible voice, still talking. I refuse to accept this. I believe that man will not merely endure: he will prevail. He is immortal, not because he alone among creatures has an inexhaustible voice, but because he has a soul, a spirit capable of compassion and sacrifice and endurance.

3.0 Learning Task: Analysis DOK 3

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

3.2 Highlight/Underline the specific textual evidence that supports your conclusion.

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

4.0 Text Two: Found on the following website: www.americanrhetoric.com

Reagan, Ronald. "The Space Shuttle 'Challenger' Tragedy Address." Oval Office, Washington, D.C.. 28 Jan 1986. Address.

Lexile: 800

Placement: Less Complex

Word Count: 652 words

Watch it on YouTube and follow the script: www.youtube.com/watch?v=gEjXjfxoNXM

Ladies and Gentlemen, I'd planned to speak to you tonight to report on the state of the Union, but the events of earlier today have led me to change those plans. Today is a day for mourning and remembering. Nancy and I are pained to the core by the tragedy of the shuttle Challenger. We know we share this pain with all of the people of our country. This is truly a national loss.

Nineteen years ago, almost to the day, we lost three astronauts in a terrible accident on the ground. But we've never lost an astronaut in flight. We've never had a tragedy like this.

And perhaps we've forgotten the courage it took for the crew of the shuttle. But they, the Challenger Seven, were aware of the dangers, but overcame them and did their jobs brilliantly. We mourn seven heroes: Michael Smith, Dick Scobee, Judith Resnik, Ronald McNair, Ellison Onizuka, Gregory Jarvis, and Christa McAuliffe.

We mourn their loss as a nation together.

For the families of the seven, we cannot bear, as you do, the full impact of this tragedy. But we feel the loss, and we're thinking about you so very much. Your loved ones were daring and brave, and they had that special grace, that special spirit that says, "Give me a challenge, and I'll meet it with joy." They had a hunger to explore the universe and discover its truths. They wished to serve, and they did. They served all of us.

We've grown used to wonders in this century. It's hard to dazzle us. But for twenty-five years the United States space program has been doing just that. We've grown used to the idea of space, and, perhaps we forget that we've only just begun. We're still pioneers. They, the members of the Challenger crew, were pioneers.

And I want to say something to the schoolchildren of America who were watching the live coverage of the shuttle's take-off. I know it's hard to understand, but sometimes painful things like this happen. It's all part of the process of exploration and discovery. It's all part of taking a chance and expanding man's horizons. The future doesn't belong to the fainthearted; it belongs to the brave. The Challenger crew was pulling us into the future, and we'll continue to follow them.

I've always had great faith in and respect for our space program. And what happened today does nothing to diminish it. We don't hide our space program. We don't keep secrets and cover things up. We do it all up front and in public. That's the way freedom is, and we wouldn't change it for a minute.

We'll continue our quest in space. There will be more shuttle flights and more shuttle crews and, yes, more volunteers, more civilians, more teachers in space. Nothing ends here; our hopes and our journeys continue.

I want to add that I wish I could talk to every man and woman who works for NASA, or who worked on this mission and tell them: "Your dedication and professionalism have moved and impressed us for decades. And we know of your anguish. We share it."

There's a coincidence today. On this day three hundred and ninety years ago, the great explorer Sir Francis Drake died aboard ship off the coast of Panama. In his lifetime the great frontiers were the oceans, and a historian later said, "He lived by the sea, died on it, and was buried in it." Well, today, we can say of the Challenger crew: Their dedication was, like Drake's, complete.

The crew of the space shuttle Challenger honored us by the manner in which they lived their lives. We will never forget them, nor the last time we saw them, this morning, as they prepared for their journey and waved goodbye and "slipped the surly bonds of earth" to "touch the face of God."

Thank you.

5.0 Learning Task: Analysis (DOK 2 & 3)

5.1 After doing a close reading of Reagan's speech, decide what claim Reagan is making.

5.2 Highlight/Underline the specific textual evidence that supports your conclusion.

5.3 Summarize Reagan's speech, in one or two sentences, answering the following question in the process: What is Reagan's message to a nation in mourning?

6.0 Text Three: Found on the following website: www.poemhunter.com

Henley, William Ernest. "Poem Hunter." . N.p., 03 jan 2003. Web. 18 Apr 2012.

Lexile: 920

Placement: Middle Range

Word Count: 103 words

Invictus

Out of the night that covers me,
Black as the Pit from pole to pole,
I thank whatever gods may be
For my unconquerable soul.

In the fell clutch of circumstance
I have not winced nor cried aloud.
Under the bludgeonings of chance
My head is bloody, but unbowed.

Beyond this place of wrath and tears
Looms but the Horror of the shade,
And yet the menace of the years
Finds, and shall find, me unafraid.

It matters not how strait the gate,
How charged with punishments the scroll.
I am the master of my fate:
I am the captain of my soul.

William Ernest Henley

7.0 Learning Task: Analysis (DOK 3)

7.1 How is Henley's theme both LIKE and UNLIKE the claims of Reagan's and Faulkner's speeches? Using specific evidence from all three texts, use a compare/contrast triangle (attached) to compare and contrast Faulkner's and Reagan's speeches with Henley's poem.

7.2 Which of the following claims do you feel BEST captures the similarities in Henley's, Reagan's and Faulkner's viewpoints? If none reflects the claim you feel is the best representation, feel free to create your own, as long as it can be supported with specific textual evidence.

The future belongs to the brave.

To be human is to sacrifice.

Our dedication and endurance will make us immortal.

We are the masters of our fate.

7.3 With a partner, explain your reasons for selecting the claim you chose that captures the similarities in the three viewpoints. Use specific evidence from all three texts that explain your selection.

7.4 Writing Prompt: You are speaking to a group of high school students who have just survived a natural disaster, in which many lost possessions, homes, and loved ones. Write a speech in which your central idea is the same as the claim you selected above. Use specific evidence/examples from all three texts within the body of your speech. (Rubric included after Learning Task 8)

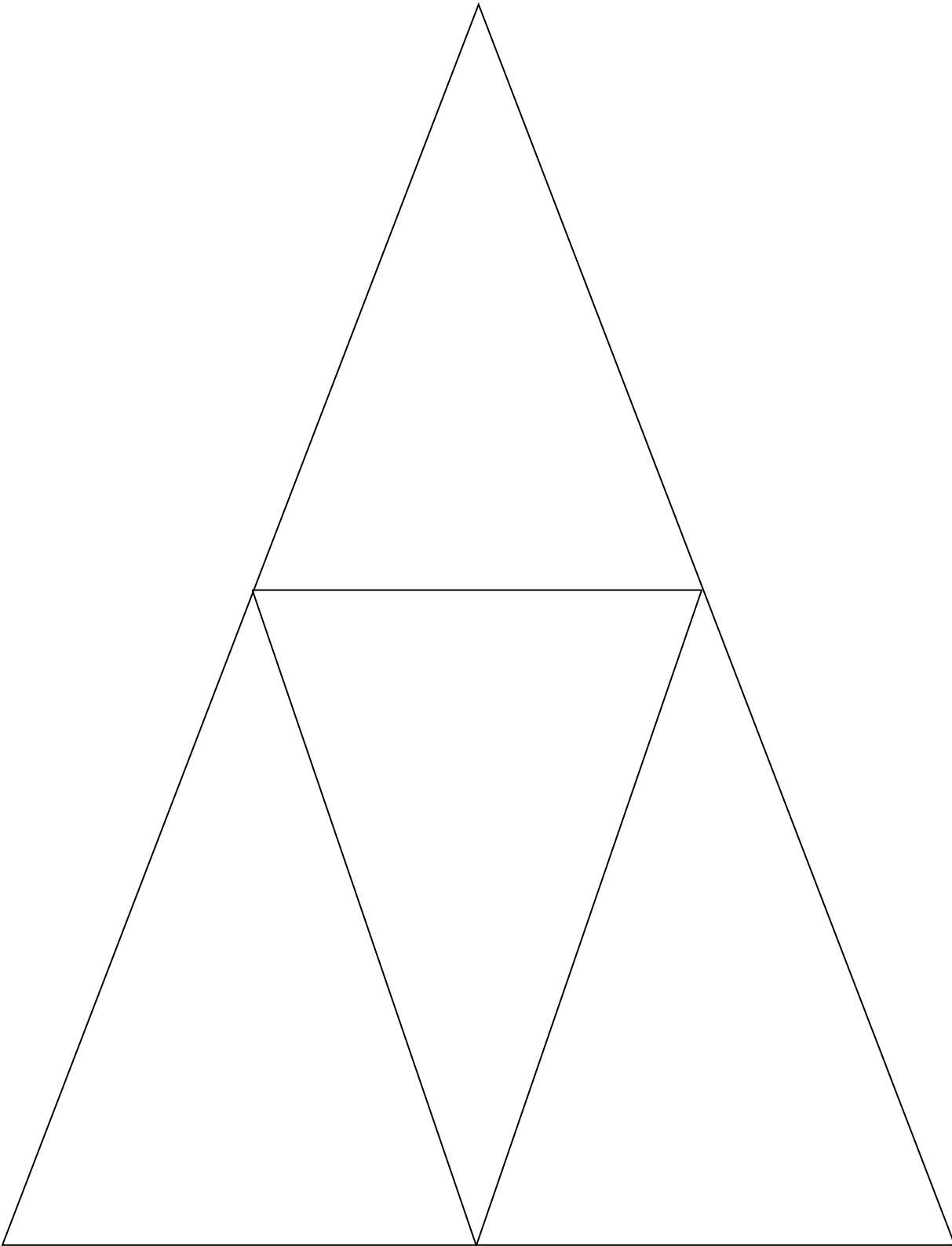
8.0 Learning Task (DOK 4): Application and Extension:

8.1 Writing Prompt: Write a brief but specific narrative from your own experience OR from examples taken from current events that reflect the claim chosen above.

Writing Scoring Guide – Three Point Rubric

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

Compare and contrast



LEADERSHIP

1.0 College and Career Readiness Anchor Standards: Grades 9-10 Performance Tasks

RI.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.9-10.5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

W.9-10.9. Draw evidence from literary or informational texts to support analysis, reflection, and research

2.0 Text One: Found on the following website: www.thehistoryplace.com

Queen Elizabeth "Against the Spanish Armada"

Lexile: 1130

*This lexile represents the text with introductory material in bold included.

Placement: High Complexity

Word Count: 522 words (including introduction information)

One of the most powerful women who ever lived was Queen Elizabeth I of England. Elizabeth (1533-1603) was the daughter of King Henry VIII and Anne Boleyn, and was known as the Virgin Queen or Good Queen Bess. She was 25 years old when she became Queen and ruled England for 44 years until age 69. She was tall and slender with fair skin and had curly red hair.

In the 1500s there was a major rivalry on the seas between the ships of Britain and Spain over control of trade in the New World. King Philip II of Spain decided to settle the question once and for all by invading and conquering England itself. Philip assembled a huge fleet of warships known as the Spanish Armada and in 1588 sailed into the English Channel.

Below are the words Elizabeth spoke when she visited her troops in the field as they prepared for this battle.

*During the nine-day battle, the smaller, more maneuverable British ships met the Spanish Armada and inflicted terrible losses. Spanish ships that sailed away encountered foul weather and only a few ever returned to Spain. Following the defeat of the Spanish Armada, Britain became the dominant world power and remained so for centuries.**

Address by Queen Elizabeth:

My loving people, we have been persuaded by some, that are careful of our safety, to take heed how we commit ourselves to armed multitudes, for fear of treachery; but I assure you, I do not desire to live to

distrust my faithful and loving people. Let tyrants fear; I have always so behaved myself that, under God, I have placed my chiefest strength and safeguard in the loyal hearts and good will of my subjects. And therefore I am come amongst you at this time, not as for my recreation or sport, but being resolved, in the midst and heat of the battle, to live or die amongst you all; to lay down, for my God, and for my kingdom, and for my people, my honor and my blood, even the dust. I know I have but the body of a weak and feeble woman; but I have the heart of a king, and of a king of England, too; and think foul scorn that Parma or Spain, or any prince of Europe, should dare to invade the borders of my realms: to which, rather than any dishonor should grow by me, I myself will take up arms; I myself will be your general, judge, and rewarder of every one of your virtues in the field. I know already, by your forwardness, that you have deserved rewards and crowns; and we do assure you, on the word of a prince, they shall be duly paid you. In the mean my lieutenant general shall be in my stead, than whom never prince commanded a more noble and worthy subject; not doubting by your obedience to my general, by your concord in the camp, and by your valor in the field, we shall shortly have a famous victory over the enemies of my God, of my kingdom, and of my people.

Queen Elizabeth I - 1588

3.0 Learning Tasks: DOK 2 and 3

3.1 After doing a close reading of the Queen Elizabeth's 1588 speech to her troops, determine one of the speech's purposes. Write this in the space below:

3.2 Your teacher will place you in a group of three. Discuss the purposes you found. Each group member should have a time to speak while the other two listen. At the end of each student's presentation, the other two students in the triad may ask questions if they wish. After listening to all three, determine which of the purposes discussed best represents the primary purpose of the speech. Make sure to cite specific evidence to support your conclusion.

3.3 In your group, Discuss Queen Elizabeth's use of pathos, ethos, and logos to further her main purpose. Determine which rhetorical appeal is used the most. Be prepared to cite specific textual evidence from the speech to support your conclusion.

3.4 After your discussion, reread the following sentence from the speech, "And therefore I am come amongst you at this time, not as for my recreation or sport, but being resolved, in the midst and heat of the battle, to live or die amongst you all; to lay down, for my God, and for my kingdom, and for my people, my honor and my blood, even the dust."

Parallel structure uses a repeated grammatical pattern at the word, phrase, or clause level, often to emphasize a specific point. What point is Elizabeth trying to make by using parallel structure in the following phrases "for my God, and for my kingdom, and for my people..."? Explain your reasoning with your group, citing specific points within the quote.

4.0 Text Two: Found on the following website: www.americanrhetoric.com

Susan B. Anthony, "Women's Rights to the Suffrage"

Lexile: 1290

Placement: Middle Range

Word Count: 536 words

This speech was delivered in 1873, after Anthony was arrested, tried and fined \$100 for voting in the 1872 presidential election.

Friends and Fellow Citizens: I stand before you tonight under indictment for the alleged crime of having voted at the last presidential election, without having a lawful right to vote. It shall be my work this evening to prove to you that in thus voting, I not only committed no crime, but, instead, simply exercised my citizen's rights, guaranteed to me and all United States citizens by the National Constitution, beyond the power of any State to deny.

The preamble of the Federal Constitution says:

"We, the people of the United States, in order to form a more perfect union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America."

It was we, the people; not we, the white male citizens; nor yet we, the male citizens; but we, the whole people, who formed the Union. And we formed it, not to give the blessings of liberty, but to secure them; not to the half of ourselves and the half of our posterity, but to the whole people--women as well as men. And it is a downright mockery to talk to women of their enjoyment of the blessings of liberty while they are denied the use of the only means of securing them provided by this democratic-republican government--the ballot.

For any State to make sex a qualification that must ever result in the disfranchisement of one entire half of the people is to pass a bill of attainder, or an ex post facto law, and is therefore a violation of the supreme law of the land. By it the blessings of liberty are forever withheld from women and their female posterity. To them this government has no just powers derived from the consent of the governed. To them this government is not a democracy. It is not a republic. It is an odious aristocracy; a hateful oligarchy of sex; the most hateful aristocracy ever established on the face of the globe; an oligarchy of wealth, where the rich govern the poor. An oligarchy of learning, where the educated govern the ignorant, or even an oligarchy of race, where the Saxon rules the African, might be endured; but this oligarchy of sex, which makes father, brothers, husband, sons, the oligarchs over the mother and sisters, the wife and daughters of every household--which ordains all men sovereigns, all women subjects, carries dissension, discord and rebellion into every home of the nation.

Webster, Worcester and Bouvier all define a citizen to be a person in the United States, entitled to vote and hold office.

The only question left to be settled now is: Are women persons? And I hardly believe any of our opponents will have the hardihood to say they are not. Being persons, then, women are citizens; and no State has a right to make any law, or to enforce any old law, that shall abridge their privileges or

immunities. Hence, every discrimination against women in the constitutions and laws of the several States is today null and void, precisely as in every one against Negroes.

5.0 Learning Task: DOK 3

5.1 After carefully reading the speech, determine Susan B. Anthony's central purpose.

5.2 Turn to a partner and discuss the purposes that you discovered. Using specific evidence, show your partner how you came to your conclusion.

5.3 Any speaker needs to overcome obstacles related to audience in order to achieve his or her purpose. Considering that both women gave these speeches to an audience that gave less credibility to women than to men, how might gender complicate both women's ability to achieve their purpose? After discussing with a partner, write a paragraph response.

5.4 Discuss with a partner: Considering their social position, how might these obstacles be different for each speaker? After discussing, write a paragraph response.

6.0 Application and Extension: DOK 4

6.1 Carefully look over both of the quotes provided below and then answer the following prompt in an essay response. Be sure to cite textual evidence to support your claim.

There are those who feel that women no longer face the same gender-related obstacles they have in the past. Write a claim in which you agree, disagree, or qualify this statement and then use evidence from your own experience as well as information from the speeches and the two quotes provided in order to support this claim. Be sure to carefully analyze the evidence.

Quote 1:

According to the Census Bureau, "The 2008 election also suggested that the gender gap will continue to be politically important. About 66% of women voted compared with 62% of men. Neither was statistically different from 2004, but 10 million more women said they voted than did men in 2008—70.4 million women compared with 60.7 million men"(www.census.gov)

Quote 2:

According to the Bureau of Labor Statistics:

Between 1979 and 2010, the earnings gap between women and men narrowed for most age groups. The women's-to-men's earnings ratio among 25- to 34-year-olds, for example, rose from 68 percent in 1979 to 91 percent in 2010, and the ratio for 45- to 54-year-olds increased from 57 percent to 77 percent (www.bls.gov)

Writing Scoring Guide – Three Point Rubric

3	The response provides the essential elements of a complete interpretation of the prompt. It addresses important aspects of the task and provides sufficient relevant evidence to support development. It is focused and organized, addressing the needs of purpose, audience and task. It includes sentences of varied length and structure.
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0	The response does not meet any criteria.

INDIFFERENCE

1.0 College and Career Readiness Anchor Standards: Grades 9-10

9.RIT.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

9.RIT.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

9.RIT.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

9.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

9.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

9.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

9.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

2.0 TEXT ONE: John Donne's poem "No Man is an Island" <http://www.poemhunter.com/poem/no-man-is-an-island>

Lexile: 840

Placement: Low

Word Count: 80

No man is an island entire of itself; every man
is a piece of the continent, a part of the main;
if a clod be washed away by the sea, Europe
is the less, as well as if a promontory were, as
well as a manor of thy friends or of thine
own were; any man's death diminishes me,
because I am involved in mankind.
And therefore never send to know for whom
the bell tolls; it tolls for thee.

3.0 Learning Task: Apply and Analyze DOK 2-3

3.1 After doing a close reading of the poem, determine the central theme Donne is presenting. (You may come up with more than one.)

3.2 As a small learning group, take turns expressing your conclusions, citing specific supporting references to the text, carefully listening to others' opinions and ideas, and building upon those ideas with evidence from the text and personal experiences. Take notes on the ideas and evidences presented. Be prepared to share your group's findings with the class.

4.0 TEXT TWO: Elie, Wiesel. "Perils of Indifference." Washington DC. 12 April 1999. Speech.

<http://www.americanrhetoric.com/speeches/ewieselperilsofindifference.html>

Lexile: 840

Placement: Middle

Word Count: 1213

We are on the threshold of a new century, a new millennium. What will the legacy of this vanishing century be? How will it be remembered in the new millennium? Surely it will be judged, and judged severely, in both moral and metaphysical terms. These failures have cast a dark shadow over humanity: two World Wars, countless civil wars, the senseless chain of assassinations (Gandhi, the Kennedys, Martin Luther King, Sadat, Rabin), bloodbaths in Cambodia and Algeria, India and Pakistan, Ireland and Rwanda, Eritrea and Ethiopia, Sarajevo and Kosovo; the inhumanity in the gulag and the tragedy of Hiroshima. And, on a different level, of course, Auschwitz and Treblinka. So much violence; so much indifference.

What is indifference? Etymologically, the word means "no difference." A strange and unnatural state in which the lines blur between light and darkness, dusk and dawn, crime and punishment, cruelty and compassion, good and evil. What are its courses and inescapable consequences? Is it a philosophy? Is there a philosophy of indifference conceivable? Can one possibly view indifference as a virtue? Is it necessary at times to practice it simply to keep one's sanity, live normally, enjoy a fine meal and a glass of wine, as the world around us experiences harrowing upheavals?

Of course, indifference can be tempting -- more than that, seductive. It is so much easier to look away from victims. It is so much easier to avoid such rude interruptions to our work, our dreams, our hopes. It is, after all, awkward, troublesome, to be involved in another person's pain and despair. Yet, for the person who is indifferent, his or her neighbors are of no consequence. And, therefore, their lives are meaningless. Their hidden or even visible anguish is of no interest. Indifference reduces the Other to an abstraction.

Over there, behind the black gates of Auschwitz, the most tragic of all prisoners were the "Muselmänner," as they were called. Wrapped in their torn blankets, they would sit or lie on the ground, staring vacantly into space, unaware of who or where they were -- strangers to their surroundings. They no longer felt pain, hunger, thirst. They feared nothing. They felt nothing. They were dead and did not know it.

Rooted in our tradition, some of us felt that to be abandoned by humanity then was not the ultimate. We felt that to be abandoned by God was worse than to be punished by Him. Better an unjust God than an indifferent one. For us to be ignored by God was a harsher punishment than to be a victim of His anger. Man can live far from God -- not outside God. God is wherever we are. Even in suffering? Even in suffering.

In a way, to be indifferent to that suffering is what makes the human being inhuman. Indifference, after all, is more dangerous than anger and hatred. Anger can at times be creative. One writes a great poem, a great symphony. One does something special for the sake of humanity because one is angry at the injustice that one witnesses. But indifference is never creative. Even hatred at times may elicit a response. You fight it. You denounce it. You disarm it.

Indifference elicits no response. Indifference is not a response. Indifference is not a beginning; it is an end. And, therefore, indifference is always the friend of the enemy, for it benefits the aggressor -- never his victim, whose pain is magnified when he or she feels forgotten. The political prisoner in his cell, the hungry children, the homeless refugees -- not to respond to their plight, not to relieve their solitude by offering them a spark of hope is to exile them from human memory. And in denying their humanity, we betray our own.

Indifference, then, is not only a sin, it is a punishment.

And this is one of the most important lessons of this outgoing century's wide-ranging experiments in good and evil.

In the place that I come from, society was composed of three simple categories: the killers, the victims, and the bystanders. During the darkest of times, inside the ghettos and death camps -- and I'm glad that Mrs. Clinton mentioned that we are now commemorating that event, that period, that we are now in the Days of Remembrance -- but then, we felt abandoned, forgotten. All of us did.

And our only miserable consolation was that we believed that Auschwitz and Treblinka were closely guarded secrets; that the leaders of the free world did not know what was going on behind those black gates and barbed wire; that they had no knowledge of the war against the Jews that Hitler's armies and their accomplices waged as part of the war against the Allies. If they knew, we thought, surely those leaders would have moved heaven and earth to intervene. They would have spoken out with great outrage and conviction. They would have bombed the railways leading to Birkenau, just the railways, just once.

And now we knew, we learned, we discovered that the Pentagon knew, the State Department knew. And the illustrious occupant of the White House then, who was a great leader -- and I say it with some anguish and pain, because, today is exactly 54 years marking his death -- Franklin Delano Roosevelt died on April the 12th, 1945. So he is very much present to me and to us. No doubt, he was a great leader. He mobilized the American people and the world, going into battle, bringing hundreds and thousands of valiant and brave soldiers in America to fight fascism, to fight dictatorship, to fight Hitler. And so many of the young

people fell in battle. And, nevertheless, his image in Jewish history -- I must say it -- his image in Jewish history is flawed.

The depressing tale of the St. Louis is a case in point. Sixty years ago, its human cargo -- nearly 1,000 Jews -- was turned back to Nazi Germany. And that happened after the Kristallnacht, after the first state sponsored pogrom, with hundreds of Jewish shops destroyed, synagogues burned, thousands of people put in concentration camps. And that ship, which was already in the shores of the United States, was sent back. I don't understand. Roosevelt was a good man, with a heart. He understood those who needed help. Why didn't he allow these refugees to disembark? A thousand people -- in America, the great country, the greatest democracy, the most generous of all new nations in modern history. What happened? I don't understand. Why the indifference, on the highest level, to the suffering of the victims?

But then, there were human beings who were sensitive to our tragedy. Those non-Jews, those Christians, that we call the "Righteous Gentiles," whose selfless acts of heroism saved the honor of their faith. Why were they so few? Why was there a greater effort to save SS murderers after the war than to save their victims during the war? Why did some of America's largest corporations continue to do business with Hitler's Germany until 1942? It has been suggested, and it was documented, that the Wehrmacht could not have conducted its invasion of France without oil obtained from American sources. How is one to explain their indifference?

5.0 Learning Task: Analysis DOK 3

5.1 After doing a close reading of the speech, determine the central theme Weisel is presenting. (You may come up with more than one.)

5.2 Think, pair, share: Citing textual evidence, list some of the effects of indifference on society. Are there other effects that were implied or not mentioned in the text? Take notes on the ideas and evidences presented in the discussion.

5.3 Short Response: Read the poem *No Man is an Island* again. Using textual evidence from both readings to support your answer, in what ways do the principles Weisel teaches on indifference apply to the poem? What suggestions, obligations, and consequences to society members do both Weisel and Donne imply?

**6.0 TEXT THREE: Obama, Barack. "Holocaust Days of Remembrance Commemoration Address."
Washington D.C.. 23 April, 2009. Address.**

<http://www.americanrhetoric.com/speeches/barackobama/barackobamaholocaustdaysofremembrance.htm>

Watch the address on You Tube and follow the script: www.youtube.com/watch?v=3Rfh7GiUkjc

Lexile: 1240

Placement: High

Word Count: 1684

Thank you very much. To Sara Bloomfield, for the wonderful introduction and the outstanding work she's doing; to Fred Zeidman; Joel Geiderman; Mr. Wiesel -- thank you for your wisdom and your witness; Speaker Nancy Pelosi; Senator Dick Durbin; members of Congress; our good friend the Ambassador of Israel; members of the United States Holocaust Memorial Council; and most importantly, the survivors and rescuers and their families who are here today. It is a great honor for me to be here, and I'm grateful that I have the opportunity to address you briefly.

We gather today to mourn the loss of so many lives, and celebrate those who saved them; honor those who survived, and contemplate the obligations of the living.

It is the grimmest of ironies that one of the most savage, barbaric acts of evil in history began in one of the most modernized societies of its time, where so many markers of human progress became tools of human depravity: science that can heal used to kill; education that can enlighten used to rationalize away basic moral impulses; the bureaucracy that sustains modern life used as the machinery of mass death -- a ruthless, chillingly efficient system where many were responsible for the killing, but few got actual blood on their hands.

While the uniqueness of the Holocaust in scope and in method is truly astounding, the Holocaust was driven by many of the same forces that have fueled atrocities throughout history: the scapegoating that leads to hatred and blinds us to our common humanity; the justifications that replace conscience and allow cruelty to spread; the willingness of those who are neither perpetrators nor victims to accept the assigned role of bystander, believing the lie that good people are ever powerless or alone, the fiction that we do not have a choice.

But while we are here today to bear witness to the human capacity to destroy, we are also here to pay tribute to the human impulse to save. In the moral accounting of the Holocaust, as we reckon with numbers like 6 million, as we recall the horror of numbers etched into arms, we also factor in numbers like these: 7,200 -- the number of Danish Jews ferried to safety, many of whom later returned home to find the neighbors who rescued them had also faithfully tended their homes and businesses and belongings while they were gone.

We remember the number five -- the five righteous men and women who join us today from Poland. We are awed by your acts of courage and conscience. And your presence today compels each of us to ask ourselves whether we would have done what you did. We can only hope that the answer is yes.

We also remember the number 5,000 -- the number of Jews rescued by the villagers of Le Chambon, France -- one life saved for each of its 5,000 residents. Not a single Jew who came there was turned away, or turned in. But it was not until decades later that the villagers spoke of what they had done -- and even then, only reluctantly. The author of a book on the rescue found that those he interviewed were baffled by his interest. "How could you call us 'good'?" they said. "We were doing what had to be done."

That is the question of the righteous -- those who would do extraordinary good at extraordinary risk not for affirmation or acclaim or to advance their own interests, but because it is what must be done. They remind us that no one is born a savior or a murderer -- these are choices we each have the power to make. They teach us that no one can make us into bystanders without our consent, and that we are never truly alone -- that if we have the courage to heed that "still, small voice" within us, we can form a minyan for righteousness that can span a village, even a nation.

Their legacy is our inheritance. And the question is, how do we honor and preserve it? How do we ensure that "never again" isn't an empty slogan, or merely an aspiration, but also a call to action?

I believe we start by doing what we are doing today -- by bearing witness, by fighting the silence that is evil's greatest co-conspirator.

In the face of horrors that defy comprehension, the impulse to silence is understandable. My own great uncle returned from his service in World War II in a state of shock, saying little, alone with painful memories that would not leave his head. He went up into the attic, according to the stories that I've heard, and wouldn't come down for six months. He was one of the liberators -- someone who at a very tender age had seen the unimaginable. And so some of the liberators who are here today honor us with their presence -- all of whom we honor for their extraordinary service. My great uncle was part of the 89th Infantry Division -- the first Americans to reach a Nazi concentration camp. And they liberated Ohrdruf, part of Buchenwald, where tens of thousands had perished.

The story goes that when the Americans marched in, they discovered the starving survivors and the piles of dead bodies. And General Eisenhower made a decision. He ordered Germans from the nearby town to tour the camp, so they could see what had been done in their name. And he ordered American troops to tour the camp, so they could see the evil they were fighting against. Then he invited congressmen and journalists to bear witness. And he ordered that photographs and films be made. Some of us have seen those same images, whether in the Holocaust Museum or when I visited Yad Vashem, and they never leave you. Eisenhower said that he wanted "to be in a position to give firsthand evidence of these things, if ever, in the future, there develops a tendency to charge these allegations merely to propaganda."

Eisenhower understood the danger of silence. He understood that if no one knew what had happened, that would be yet another atrocity -- and it would be the perpetrators' ultimate triumph.

What Eisenhower did to record these crimes for history is what we are doing here today. That's what Elie Wiesel and the survivors we honor here do by fighting to make their memories part of our collective memory. That's what the Holocaust Museum does every day on our National Mall, the place where we

display for the world our triumphs and failures and the lessons we've learned from our history. It's the very opposite of silence.

But we must also remember that bearing witness is not the end of our obligation -- it's just the beginning. We know that evil has yet to run its course on Earth. We've seen it in this century in the mass graves and the ashes of villages burned to the ground, and children used as soldiers and rape used as a weapon of war. To this day, there are those who insist the Holocaust never happened; who perpetrate every form of intolerance -- racism and anti-Semitism, homophobia, xenophobia, sexism, and more -- hatred that degrades its victim and diminishes us all.

Today, and every day, we have an opportunity, as well as an obligation, to confront these scourges -- to fight the impulse to turn the channel when we see images that disturb us, or wrap ourselves in the false comfort that others' sufferings are not our own. Instead we have the opportunity to make a habit of empathy; to recognize ourselves in each other; to commit ourselves to resisting injustice and intolerance and indifference in whatever forms they may take -- whether confronting those who tell lies about history, or doing everything we can to prevent and end atrocities like those that took place in Rwanda, those taking place in Darfur. That is my commitment as President. I hope that is yours, as well.

It will not be easy. At times, fulfilling these obligations require self-reflection. But in the final analysis, I believe history gives us cause for hope rather than despair -- the hope of a chosen people who have overcome oppression since the days of Exodus; of the nation of Israel rising from the destruction of the Holocaust; of the strong and enduring bonds between our nations.

It is the hope, too, of those who not only survived, but chose to live, teaching us the meaning of courage and resilience and dignity. I'm thinking today of a study conducted after the war that found that Holocaust survivors living in America actually had a higher birthrate than American Jews. What a stunning act of faith -- to bring a child in a world that has shown you so much cruelty; to believe that no matter what you have endured, or how much you have lost, in the end, you have a duty to life.

We find cause for hope as well in Protestant and Catholic children attending school together in Northern Ireland; in Hutus and Tutsis living side by side, forgiving neighbors who have done the unforgivable; in a movement to save Darfur that has thousands of high school and college chapters in 25 countries, and brought 70,000 people to the Washington Mall -- people of every age and faith and background and race united in common cause with suffering brothers and sisters halfway around the world.

Those numbers can be our future -- our fellow citizens of the world showing us how to make the journey from oppression to survival, from witness to resistance, and ultimately to reconciliation. That is what we mean when we say "never again."

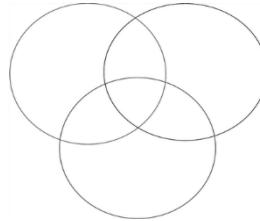
So today, during this season when we celebrate liberation, resurrection, and the possibility of redemption, may each of us renew our resolve to do what must be done. And may we strive each day, both individually and as a nation, to be among the righteous.

Thank you, God bless you, and God bless the United States of America.

7.0 Learning Task: Apply and Analyze DOK 3

7.1 After doing a close reading of the speech, determine the central theme Obama is presenting. (You may come up with more than one.)

7.2 After doing a close reading of Obama’s Holocaust Remembrance Address, use a full page Triple Venn Diagram to compare and contrast the ideas, themes, calls to action, key details, etc. of the 3 texts (Donne’s poem, Wiesel’s speech, and Obama’s speech).



8.0 Learning Task: Evaluate DOK 4

President Obama’s speech was given 10 years after the *Perils of Indifference* speech with Elie Weisel present in the audience. Write an argumentative essay to President Obama from the perspective of Elie Weisel on whether the United States has learned and is currently applying the lessons about indifference he was making in his speech in 1999. Use both textual evidence and outside sources (such as specific US Foreign Policies) to support your argument.

Writing Scoring Guide – Three Point Rubric

3	<ul style="list-style-type: none">• The response provides the essential elements of a complete interpretation of the prompt.• It addresses important aspects of the task and provides sufficient relevant evidence to support development.• It is focused and organized, addressing the needs of purpose, audience and task.• It includes sentences of varied length and structure.
2	<ul style="list-style-type: none">• The response provides some of the elements of an interpretation of the prompt.• It addresses some aspects of the task and provides some evidence to support development.• It has a focus but lacks strong organization and inconsistently addresses the needs of purpose, audience and task.• It includes sentences of somewhat varied length and structure.
1	<ul style="list-style-type: none">• The response provides minimal elements of an interpretation of the prompt.• It addresses few aspects of the task and provides little relevant evidence to support development.• It lacks focus and organization and generally fails to address the needs of purpose, audience, and task.• It includes sentences with little variety and structure.
0	<ul style="list-style-type: none">• The response does not meet any criteria.

Finding Common Ground

1.0 College and Career Readiness Anchor Standards: Grades 9-10

RI 9.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI 9.2 -Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

W 9.2 - Draw evidence from literary or informational texts to support analysis, reflection, and research.

b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).

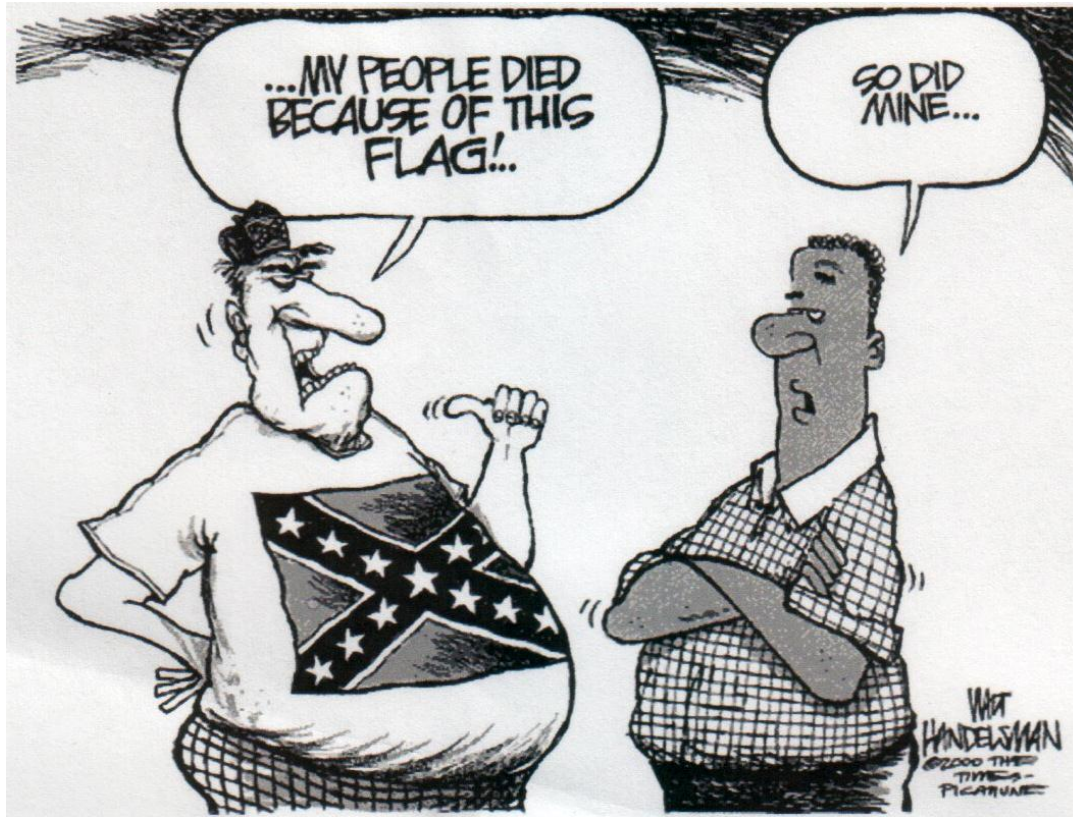
SL 9.1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.



Standard RI 9.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Text One: Editorial Cartoon Times-Picayune 2000

Lexile: Not Applicable

Placement: More Complex

1.0 Learning Task: Apply and Analyze DOK 2-3

Analyze the editorial cartoon. What event does the flag on the t-shirt represent? Explain the significance and relevance of this event on today's society.

Together with a partner, complete a T-chart listing the similarities and differences between the two men in the editorial cartoon. What do these men have in common? Identify their differences.

Standard 3: Collaborating, Building, and Expressing Your Ideas

1.2 Learning Task: Together with a partner, complete the first column on the *Common Rights?* graphic organizer by

listing the rights that you and your partner are entitled to. With your partner, analyze your list of rights, noting similarities and differences. Listen carefully to your partner's selection of evidence and rationale. Using your list as evidence, write a statement explaining what rights you value the most.

Standard 1: Analyzing Key Ideas and Details and Determining a Central Theme or Idea Standard 3: Collaborating with Diverse Partners

Text Two: Address to the NAACP by President Harry S. Truman

Link for full text of speech: <http://www.americanrhetoric.com/speeches/harrystrumannaacp.htm>

Link for audio of full text of speech (Length 12:16):

<http://www.americanrhetoric.com/mp3clips/politicalspeeches/harrystrumannaacp.mp3>

Lexile: 1270

Placement: Middle Range

Word Count: 1229

2.0 Learning Task: Analyze and Apply DOK 2-3

You will listen to the speech and follow along by reading the text. As you listen and read along, note the basic rights of all Americans that President Truman details in his 1948 speech. You will use your notes to complete the second column of the graphic organizer.

Mr. Chairman, Mrs. Roosevelt, Senator Morse, distinguished guests, ladies and gentlemen:

I am happy to be present at the closing session of the 38th Annual Conference of the National Association for the Advancement of Colored People. The occasion of meeting with you here at the Lincoln Memorial affords me the opportunity to congratulate the association upon its effective work for the improvement of our democratic processes.

I should like to talk to you briefly about civil rights and human freedom. It is my deep conviction that we have reached a turning point in the long history of our country's efforts to guarantee freedom and equality to all our citizens. Recent events in the United States and abroad have made us realize that it is more important today than ever before to insure that all Americans enjoy these rights.

When I say all Americans I mean all Americans.

The civil rights laws written in the early years of our Republic, and the traditions which have been built upon them, are precious to us. Those laws were drawn up with the memory still fresh in men's minds of the tyranny of an absentee government. They were written to protect the citizen against any possible tyrannical act by the new government in this country.

But we cannot be content with a civil liberties program which emphasizes only the need of protection against the possibility of tyranny by the Government. We cannot stop there.

We must keep moving forward, with new concepts of civil rights to safeguard our heritage. The extension of civil rights

today means, not protection of the people against the Government, but protection of the people by the Government. We must make the Federal Government a friendly, vigilant defender of the rights and equalities of all Americans.

And again I mean all Americans.

As Americans, we believe that every man should be free to live his life as he wishes. He should be limited only by his responsibility to his fellow countrymen. If this freedom is to be more than a dream, each man must be guaranteed equality of opportunity. The only limit to an American's achievement should be his ability, his industry, and his character. These rewards for his effort should be determined only by those truly relevant qualities

Our immediate task is to remove the last remnants of the barriers which stand between millions of our citizens and their birthright. There is no justifiable reason for discrimination because of ancestry, or religion, or race, or color.

We must not tolerate such limitations on the freedom of any of our people and on their enjoyment of basic rights which every citizen in a truly democratic society must possess. Every man should have the right to a decent home, the right to an education, the right to adequate medical care, the right to a worthwhile job, the right to an equal share in making the public decisions through the ballot, and the right to a fair trial in a fair court. We must insure that these rights-----on equal terms-----are enjoyed by every citizen. To these principles I pledge my full and continued support.

Many of our people still suffer the indignity of insult, the harrowing fear of intimidation, and, I regret to say, the threat of physical injury and mob violence. Prejudice and intolerance in which these evils are rooted still exist. The conscience of our nation, and the legal machinery which enforces it, have not yet secured to each citizen full freedom from fear.

We cannot wait another decade or another generation to remedy these evils. We must work, as never before, to cure them now. The aftermath of war and the desire to keep faith with our nation's historic principles make the need a pressing one.

The support of desperate populations of battle---ravaged countries must be won for the free way of life. We must have them as allies in our continuing struggle for the peaceful solution of the world's problems. Freedom is not an easy lesson to teach, nor an easy cause to sell, to peoples beset by every kind of privation. They may surrender to the false security offered so temptingly by totalitarian regimes unless we can prove the superiority of democracy.

Our case for democracy should be as strong as we can make it. It should rest on practical evidence that we have been able to put our own house in order.

For these compelling reasons, we can no longer afford the luxury of a leisurely attack upon prejudice and discrimination. There is much that state and local governments can do in providing positive safeguards for civil rights. But we cannot, any longer, await the growth of a will to action in the slowest state or the most backward community. Our national government must show the way.

This is a difficult and complex undertaking. Federal laws and administrative machineries must be improved and expanded. We must provide the government with better tools to do the job. As a first step, I appointed an Advisory Committee on Civil Rights last December. Its members, 15 distinguished private citizens, have been surveying our civil rights difficulties and needs for several months. I am confident that the product of their work will be a sensible and vigorous program for action by all of us.

We must strive to advance civil rights wherever it lies within our power. For example, I have asked the Congress to pass

legislation extending basic civil rights to the people of Guam and American Samoa so that these people can share our ideals of freedom and self-government. This step, which others ----- with others which will follow, is evidence to the rest of the world of our confidence in the ability of all men to build free institutions.

The way ahead is not easy. We shall need all the wisdom, imagination, and courage we can muster. We must and shall guarantee the civil rights of all our citizens. Never before has the need been so urgent for skillful and vigorous action to bring us closer to our ideal.

We can reach the goal. When past difficulties faced our nation we met the challenge with inspiring charters of human rights: the Declaration of Independence, the Constitution, the Bill of Rights, and the Emancipation Proclamation. Today our representatives, and those of other liberty-loving countries on the United Nations Commission on Human Rights, are preparing an International Bill of Rights. We can be confident that it will be a great landmark in man's long search for freedom since its members consist of such distinguished citizens of the world as Mrs. Franklin D. Roosevelt.

With these noble charters to guide us, and with faith in our hearts, we shall make our land a happier home for our people, a symbol of hope for all men, and a rock of security in a troubled world.

Abraham Lincoln understood so well the ideal which you and I seek today. As this conference closes we would do well to keep in mind his words, when he said,

"... if it shall please the Divine Being who determines the destinies of nations, we shall remain a united people, and we will, humbly seeking [the] Divine Guidance, make their prolonged national existence a source of new benefits to themselves and their successors, and to all classes and conditions of mankind."

2.1 Learning Task: Apply, Analyze, Evaluate DOK 3

List the basic rights of all Americans that President Truman outlined in his speech in the second column of the *Common Rights?* graphic organizer. With your partner, analyze the list you compiled from President Truman's speech and discuss the similarities and differences between the rights he explained and your list. Listen carefully to your partner's selection of evidence and rationale.

Using evidence from the speech and the lists on the *Common Rights?* graphic organizer, write a brief statement explaining whether or not you agree that these rights are still enjoyed equally by all Americans.

Standard 1: Determining Central Theme or Idea

Text Three: 1976 Democratic National Keynote by Barbara Jordan

Link for full text of Jordan's speech: <http://www.americanrhetoric.com/speeches/barbarajordan1976dnc.html>

Link for video of full text of the speech: http://www.youtube.com/watch?v=sKfFJc37jjQ&feature=player_embedded

Biographical Information about Barbara Jordan (February 21, 1936 – January 17, 1996) was an *American politician* and a leader of the *Civil Rights movement*. She was the first African American elected to the *Texas Senate* after *Reconstruction* and the first *southern* black female elected to the *United States House of Representatives*. She received the *Presidential Medal of Freedom*, among numerous other honors. On her death she became the first African-American woman to be buried in the *Texas State Cemetery*. (from http://en.wikipedia.org/wiki/Barbara_Jordan)

Lexile: 1180

Placement: High Complexity

Word Count: 1349 (entire speech) 269 (excerpt)

3.0 Learning Task: Analyze and Evaluate DOK 2-3

Complete a close reading of an excerpt from Barbara Jordan's speech. You will complete the third column of the *Common Rights?* graphic organizer after you complete your reading.

Barbara Jordan 1976 Democratic National Convention Keynote Address (excerpt)

And now ----- now we must look to the future. Let us heed the voice of the people and recognize their common sense. If we do not, we not only blaspheme our political heritage, we ignore the common ties that bind all Americans. Many fear the future. Many are distrustful of their leaders, and believe that their voices are never heard. Many seek only to satisfy their private work ----- wants; to satisfy their private interests. But this is the great danger America faces ----- that we will cease to be one nation and become instead a collection of interest groups: city against suburb, region against region, individual against individual; each seeking to satisfy private wants. If that happens, who then will speak for America? Who then will speak for the common good?

This is the question which must be answered in 1976: Are we to be one people bound together by common spirit, sharing in a common endeavor; or will we become a divided nation? For all of its uncertainty, we cannot flee the future. We must not become the "New Puritans" and reject our society. We must address and master the future together. It can be done if we restore the belief that we share a sense of national community, that we share a common national endeavor. It can be done.

There is no executive order; there is no law that can require the American people to form a national community. This we must do as individuals, and if we do it as individuals, there is no President of the United States who can veto that decision.

3.1 Learning Task: Analyze, Evaluate, Create DOK 4

Barbara Jordan speaks about the common ties that bind all Americans. After completing the third column, do a second close reading of the excerpt of Barbara Jordan’s speech. Cite evidence from the speech by listing the common ties that Jordan believes all Americans share. List these in the third column of the graphic organizer. With your partner, analyze the three lists and discuss the similarities and differences. Listen carefully to your partner’s selection of evidence and rationale. Using evidence from Jordan’s speech and the lists you have completed on the graphic organizer, write a brief statement addressing the question what “common ties” do you find that bind you as citizens?

Standard 2: Write explanatory text to convey complex ideas and analysis of content.

4.0 Learning Task: Analyze, Evaluate, Create DOK 3-4

Using the *Think in Threes* graphic organizer write each statement you wrote in a separate section of the diagram, leaving the center circle blank. With your partner, determine the central theme of the three statements. Write your theme in the circle. Create a theme statement that includes all three central ideas from your list and the speeches you have read and analyzed. Your theme statement should not be longer than 25 words and should fit in the space provided at the bottom of the *Think in Threes* graphic organizer.

5.0 Learning Task: Evaluate and Create DOK 3-4

Writing Prompt: You are a class officer and you are concerned about the lack of unity and common ties among the students in your school. You have the opportunity to speak to your Community Council about ways to create a more unified student body. What evidence could you use from President Truman’s or Barbara Jordan’s speeches that would support that need for more unity and yet insure the individual rights of the students?

6.0 Learning Task: Application and Extension Evaluate and Create DOK 3-4

Writing Prompt: Using the evidence from both President Truman’s 1948 speech and the excerpt from Barbara Jordan’s 1976 speech, explain the similarities or differences you found between your list of rights and those detailed in the speeches. What progress in achieving equal rights or status has or has not occurred today? What kinds of things are happening in 2012 that help or get in the way of achieving the commonality of the American experience?

Writing Scoring Guide – Three Point Rubric

3	<ul style="list-style-type: none">• The response provides the essential elements of a complete interpretation of the prompt.• It addresses important aspects of the task and provides sufficient relevant evidence to support development.• It is focused and organized, addressing the needs of purpose, audience and task.• It includes sentences of varied length and structure.
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1	<ul style="list-style-type: none">• The response provides minimal elements of an interpretation of the prompt.• It addresses few aspects of the task and provides little relevant evidence to support development.• It lacks focus and organization and generally fails to address the needs of purpose, audience, and task.• It includes sentences with little variety and structure.
0	<ul style="list-style-type: none">• The response does not meet any criteria.

Common Rights?

Your Rights	President Truman	Barbara Jordan
What rights do you value the most?	Do you believe that all Americans enjoy these rights today?	What “common ties” bind all citizens together?