

The Weight of Words

Grade Level: Sixth grade Language Arts

Presented by: Jane B. Lundeen, Monument Academy, Monument, CO

Length of Unit: Eight lessons

I. ABSTRACT

This unit introduces the strategies and conventions of a persuasive essay as found in the *Core Knowledge Sequence* for the sixth grade. Through a variety of speeches and essays recommended for use at this grade level, the student will be introduced to writers that affected change in our American society. The student will explore the choice of options within an issue. By stating a central proposition, the student will learn to research an issue, write a persuasive essay using the support of evidence, and balance his/her opinion maintaining a reasonable tone by offering an ethical solution to a current issue facing American society. The process of organization learned from this unit will provide the sixth grader with a guide for making balanced judgments.

II. OVERVIEW

A. Concept Objectives

1. Students will understand the central premise of a persuasive essay and/or speech and the influence upon American society.
2. Students will understand the conventions of a persuasive essay and speech.

B. Content from the *Core Knowledge Sequence*

1. Susan B. Anthony – *Are Women Persons?*
2. William Jennings Bryan - *The Cross of Gold*.
3. W.E.B. Du Bois: founding of NAACP, “The problem of the twentieth century is the problem of the color line,” *The Souls of Black Folk*.
4. Booker T. Washington: *Tuskegee Institute, Atlanta Exposition Address*, “Cast down your bucket where you are.”
5. Ida B. Wells – Campaign against lynching.
6. Karl Marx and Friedrich Engels, *The Communist Manifesto: Workers of the World, Unite!*”
7. Theodore Roosevelt – Conservation and Preservation.
8. Core Knowledge Content guideline: English: Grade 6, Roman Numeral I, A. (Writing and Research).

C. Skill Objectives

1. Students will identify persons who have made contributions in America through the use of persuasive writing and speaking.
2. Students will list the purposes of a persuasive essay.
3. Students will identify the four components of a persuasive essay.
4. Students will identify current American issues.
5. Student will write a persuasive essay incorporating the components and elements of persuasiveness.
6. Students will compare and contrast styles of persuasive essays and speeches.
7. Students will compare and contrast two different essay writers presenting solutions to racial discrimination.
8. Students will identify two different reasons for a persuasive essay or speech.
9. Students will identify the three types of persuasive speeches.
10. Student will identify five issues of current concern to American society.
11. Students will research and identify three sources of research supporting their persuasive essay.

12. Students will identify persons who made contributions in American through the use of persuasive speaking and writing

III. BACKGROUND KNOWLEDGE

A. For Teachers

1. Marshall, Michael J., Editor. *Realms of Gold, Volume One – A Core Knowledge Reader*, Charlottesville, Virginia: Core Knowledge Foundation, 2000. ISBN 1-89051722-4
2. Kemper, Dave, Nathan, Ruth and Sebranek, Patrick. *Writers Express*, Write Source, Boston, MA, ISBN 0-669-38633-2
3. Kemper, Dave, Meyer, Verne and Sebranek, Patrick. *Write Source 2000* by ISBN 0-669-46774-X

B. For Students

1. Core Knowledge students will be able to identify Civil Rights activists, Susan B. Anthony, Eleanor Roosevelt, Mary McLeod Bethune, Jackie Robinson, Rosa Parks, Martin Luther King, Jr. and Cesar Chavez from previous knowledge gained in second grade. Fourth graders have read speeches, “Give me liberty or give me death,” by Patrick Henry and “Ain’t I a Woman,” by Sojourner Truth. Fifth graders have covered writing techniques including gathering information from different sources, synthesizing that information, defining a main idea and illustrating points with relevant examples. In addition they have learned “The Gettysburg Address,” and read Chief Joseph’s speech, “I will fight no more forever.”

IV. RESOURCES

1. Marshall, Michael J., Editor. *Realms of Gold, Volume One – A Core Knowledge Reader*, Charlottesville, Virginia: Core Knowledge Foundation, 2000. ISBN 1-89051722-4
2. Kemper, Dave, Nathan, Ruth and Sebranek, Patrick. *Writers Express*, Write Source, Boston, MA, ISBN 0-669-38633-2
3. Kemper, Dave, Meyer, Verne and Sebranek, Patrick. *Write Source 2000* by ISBN 0-669-46774-X

V. LESSONS

Lesson One

A. Daily Objectives

1. Concept Objective(s)
 - a. Students will understand the central premise of a persuasive essay and/or speech and the influence upon American society.
 - b. Students will understand the conventions of a persuasive essay and speech.
2. Lesson Content
 - a. Susan B. Anthony – *Are Women Persons?*
3. Skill Objective(s)
 - a. Students will identify persons who have made contributions in America through the use of persuasive writing and speaking.
 - b. Students will list the purposes of a persuasive essay.

B. Materials

1. Two large sheets of 4’ x 6’ plain paper taped on white board
2. Black markers
3. *Realms of Gold*, pages 166-168, class set if available
4. Appendix B: Vocabulary Worksheet, handout containing unit vocabulary words
5. Optional resource: *Great American Women’s Speeches*, audio cassette, Harper Collins Publishers, Inc., New York, Harper Audio CPN 2067

C. *Key Vocabulary*

1. Persuasion – influence
2. Opinion – one’s belief, evaluation or judgment

D. *Procedures/Activities*

1. Write the two vocabulary words, persuasion and opinion, on the front white board. Ask students to give their definitions for these words. Write their choices beside the words. Add definitions to Appendix B worksheet.
2. Encourage discussion as to methods of persuasion, such as: Fear, Guilt, Increased Awareness, Threat, Promise of Reward, etc.
3. Introduce the concept that many persuasive writers have changed American society. Tell students that during this unit they will become knowledgeable in the art of persuading others to understand and accept their opinion. Students will learn how to research issues, develop a clear and multisided essay on the issue and finally present it in a three-minute speech.
4. As an example of a persuasive writer, read *Are Women Persons?* by Susan B. Anthony from the book, *Realms of Gold* text page 166-168. Have students follow along if you have a classroom set of books.
5. Following the essay, lead discussion with questions about Anthony’s persuasive speech. What was Susan B. Anthony trying to change? Who was she trying to persuade? What support did she have for her opinion?
6. Tape white paper next to vocabulary words on the white board. Heading on paper should read *What We Know about Speeches That Helped Change American Society*. List all student responses without regard to correctness.
7. Tape a second sheet of white paper on the board with the heading, *What Areas in American Society Currently Need Changing?* List all student responses without regard to correctness.
8. Take all useable issues from second sheet of paper and write them down on separate strips of paper. Put strips into a box or hat. Have each student draw out one strip (it may not be their favorite topic, just a random choice).
9. Write the three basic reasons to write essays on the white board.
 - a. To present information to affect a change.
 - b. To share a strong opinion about a need.
 - c. To make everyone think about a problem which needs attention.
10. Assign each student a five-sentence paragraph paper using valid arguments of persuasion for the improvement of the issue, which they have drawn. Identify on the paper what basic reason is used in the paragraph. You may select several paragraphs for discussion during class the next day.

E. *Evaluation/Assessment*

1. All students can identify one person who has changed American society through persuasive writing.
2. All students can identify one of the three reasons for persuasive writing.

Lesson Two

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will understand the central premise of a persuasive essay and/or speech and the influence upon American society.
 - b. Students will understand the conventions of a persuasive essay and speech.
2. Lesson Content
 - a. *The Cross of Gold* by Wm. Jennings Bryan
 - b. *How the Other Half Lives* by Jacob Riis

3. Skill Objective(s)
 - a. Students will identify the four components of a persuasive essay.
 - b. Students will identify current American issues.
 - c. Students will compare and contrast styles of persuasive essays and speeches.
- B. *Materials*
 1. *Realms of Gold, Volume One*, pages 169-174
 2. *The Reckless Decade, America of the 1890's*, pages 90-95
 3. Appendix A: Persuasive Essay Worksheet - Handout containing the four elements of persuasive writing, the format for persuasive writing and the three purposes of persuasive writing; copy Appendix A on blue paper, it will be used throughout the entire unit
 4. One sheet of 4' x 6' plain paper taped to the white board; heading should read, *Current American Issues*
 5. Black markers
 6. Appendix B: Vocabulary Worksheet
- C. *Key Vocabulary*
 1. Tenement – over-crowded apartment house, usually in poor repair
 2. Prosperity – wealth
 3. Poverty – the condition of being poor
- D. *Procedures/Activities*
 1. Use biographical information in Appendix E to introduce both William Jennings Bryan and Jacob Riis to the class. Point out that Bryan was a skilled politician and wanted to influence changes in national policy with his persuasive writing and speeches. Riis was a photographer and journalist. His main concern was with the poor in large cities. His persuasive writing was directed at changing immediate, unhealthy living conditions.
 2. Using the flamboyant style of the nineteenth century orator, read *The Cross of Gold* by William Jennings Bryan to the class. Ask these discussion questions following Bryan's speech:
 - a. What word pictures do you hear in Bryan's speech? Illicit responses such as: An illusion to Christ's crucifixion in the final lines, Mr. McKinley's election is compared to Napoleon's defeat at Waterloo, and the Republic party represents the "idle rich," while the Democrats represent the struggling common man who does "all" of the work. Point out that Bryan's speech may "slant" the truth.
 - b. Was Bryan's persuasive speech asking for a silver standard successful? No, the U.S. remained on the gold standard.
 3. Introduce the three vocabulary words: tenement, prosperity and poverty. Ask students for definitions. Add the words and definitions to handout Appendix B.
 4. Read excerpts from Jacob Riis's *How the Other Half Lives*, in a soft, sad voice.
 5. Ask students to identify any word pictures, which they heard in Riis's speech. Answers: dirty children, no food, rickety buildings, uncaring landlords and even police.
 6. Remind the students that Jacob Riis was also a photographer and by word and picture, he was able to document the poverty which he wrote about.
 7. Refer the students back to the list which was made yesterday, *What Areas in American Society Currently Need Changing?*
 8. Having pre-selected five well written paragraphs, give the students the opportunity to share their writing or as the teacher, read it to the class.
 9. Now, tape up the new sheet of paper, which is headed, *Current American Issues*. Find appropriate choices from the first list and add any other good issues. Encourage the students to select the 10 or 12 most pressing issues.
 10. Circle these issues and allow each student to select one that they want to use in writing their draft of a persuasive essay.

11. Hand out Appendix A and discuss the four elements in any persuasive essay: 1) the central proposition or main idea, 2) the support, including evidence, examples, reasoning, and your opinion, 3) answering any counter arguments, and 4) maintain a reasonable tone.
 12. Go over the proper format for any composition: **Introduction**, which states the main idea or thesis, then the **Body** which states the support for the issue and last, the **Conclusion** or summary of the persuasive essay.
 13. Review the three basic reasons for writing a persuasive essay.
 - a. To present information to affect a change.
 - b. To share a strong opinion about a need.
 - c. To make everyone think about a problem which needs attention.
 17. The student will need to select ONE topic from the list for the purpose of writing. By tomorrow they must collect some factual information on their subject from a newspaper or magazine article, information from a qualified person or statistics from a textbook or the Internet. These research facts will be checked as a homework assignment.
- E. *Evaluation/Assessment*
1. All students can write a 5-sentence paragraph concerning a current issue.
 2. All students can identify the four elements in any persuasive essay.
 3. Students are able to compare and contrast styles of a persuasive essay.
 4. Students can identify the proper format for a persuasive essay.

Lesson Three

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will understand the central premise of a persuasive essay and/or speech and the influence upon American society.
 - b. Students will understand the conventions of a persuasive essay and speech.
2. Lesson Content
 - a. *Address at the Founding of the Niagara Movement* by W.E.B. Du Bois
 - b. *Atlanta Exposition Address* by Booker T. Washington
3. Skill Objective(s)
 - a. Students will compare and contrast two different essay writers presenting solutions to racial discrimination.
 - b. Students will identify the four components of a persuasive essay.
 - c. Students will identify two different reasons for a persuasive essay or speech.
 - d. Student will identify five issues of current concern to American society.

B. *Materials*

1. *Realms of Gold*, pages 175-179 and pages 189-194
2. Appendix A: Persuasive Essay Worksheet
3. Appendix B: Vocabulary Worksheet
4. Package of 3 x 5 note cards

C. *Key Vocabulary*

1. Exposition – large public display of current trends in society

D. *Procedures/Activities*

1. Students select partners and read aloud to each other W.E.B. Du Bois's essay on pages 175-179 in *Realms of Gold* text.
2. Allow ten minutes for reading and then return for class discussion concerning the main idea of the essay by W.E.B. Du Bois.
3. Using *Realms of Gold* text, pages 189-194, read (or use a student essay) the essay by Booker T. Washington to class.

4. At white board, compare and contrast the differences in the two persuasive writers and their solutions to racial discrimination in America.
 5. Name the type of persuasive speech each writer used (Lesson Two, Appendix A).
 6. Review four elements necessary in any persuasive speech (Lesson Two, Appendix A).
 7. Identify student information found during research on their chosen issue for their persuasive speech.
 8. Review places where information can be found on topics:
 - a. Library
 - i. Books
 - ii. Magazines
 - iii. Video and audiotapes
 - iv. CDROM program
 - b. Internet
 - c. Interviewing people
 - d. Encyclopedias
 - e. Personal Observation
 9. Have each student find information from at least three different sources that supports their topic.
 10. Identify the need to make note cards with the source name of each piece of research information.
 11. Assign the first paragraph, due tomorrow, containing their main idea or thesis of their essay.
 12. Students need to continue researching essay issues and writing note cards.
- E. *Evaluation/Assessment*
1. Students are able to compare and contrast types of persuasive writing and speeches.
 2. Students can research a topic using at least two different sources.

Lesson Four

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will understand the central premise of a persuasive essay and/or speech and the influence upon American society.
 - b. Students will understand the conventions of a persuasive essay and speech.
2. Lesson Content
 - a. Ida B. Wells and the Campaign against lynching
 - b. Karl Marx and *The Communist Manifesto*
3. Skill Objective(s)
 - a. Students will research and identify three sources of research supporting their persuasive essay.
 - b. Students will list the purposes of a persuasive essay.
 - c. Students will identify persons who made contributions in American through the use of persuasive speaking and writing.

B. *Materials*

1. Appendix B: Vocabulary Worksheet
2. Appendix A: Persuasive Essay Worksheet

C. *Key Vocabulary*

3. Lynching – hanging by the neck until death occurs
4. Manifesto – public declaration
5. Bourgeoisie – Capitalists, owners of property
6. Proletariat – working class of people

D. *Procedures/Activities*

1. Give a brief biographical sketch of both German born Karl Marx and American born Ida B. Wells. Mention that both used writing to try to “lift up” an oppressed group of people.
2. Have students compare and contrast the efforts of these two essay writers.
3. Using Appendix B, discuss the four vocabulary words from this lesson and have students add the correct definition.
4. Allow time in class to research their persuasive essay topic (Lesson Three) via book or Internet, write note cards and organize information gathered.
5. Have students work on the body of their persuasive essay, the support of their thesis.
6. Move around class and help students “firm up” their main idea/thesis paragraph. Ask leading questions such as:
 - a. “Is your issue clearly stated?”
 - b. “Does your issue require thought or immediate attention?”
 - c. “Have you considered the action which your issue will require?”
7. Remind the student that the last sentence in a persuasive essay’s opening paragraph should give the focus of the entire essay.
8. Give students a due date for the first draft. After approving the opening paragraph, five school days to research and write should be given. The sixth school day would be the due date of the first draft.

E. *Evaluation/Assessment*

1. Students can write an opening paragraph containing the main idea for their persuasive essay.
2. Students can identify four persuasive essay writers and their reasons for seeking a change in American society.
3. Students are able to evaluate research material and choose appropriate information relevant to their essay topic.
4. Students can identify the three parts of a persuasive essay.

Lesson Five

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will understand the central premise of a persuasive essay and/or speech and the influence upon American society.
 - b. Students will understand the conventions of a persuasive essay and speech.
2. Lesson Content
 - a. President Theodore Roosevelt – Conservationist
 - b. *Core Knowledge Sequence* English, I. A. 1. – Learn strategies and conventions for writing a persuasive essay.
3. Skill Objective(s)
 - a. Students will identify people who have made contributions to American society through the use of persuasive writing and speaking.
 - b. Students will list the purposes of a persuasive essay.
 - c. Students will identify the four components of a persuasive essay.
 - d. Student will write a persuasive essay incorporating the components and elements of persuasiveness.
 - e. Students will research and identify three sources of research supporting their persuasive essay.

B. *Materials*

1. Appendix B: Vocabulary Worksheet
2. Appendix A: Persuasive Essay Worksheet

- C. *Key Vocabulary*
 - 1. Conservationist – a person who actively seeks the protection and preservation of nature
 - 2. “Bully” - good
- D. *Procedures/Activities*
 - 1. Continue checking on student first drafts. Encourage and support the student efforts, but make them accountable for following the conventions and elements in persuasive essay writing.
 - 2. Open a discussion concerning our 26th President, Theodore Roosevelt.
 - 3. Present ideas to consider, such as, “Who decided that the geysers in Northwestern Wyoming should belong to all of the American people?”
 - 4. What is the purpose of setting aside national park land? How would America be different without our National Parks? Do you think everyone agreed with Theodore Roosevelt when he proposed the National Park System? Why or Why not? What persuasive methods do you think Roosevelt used to persuade Congress to enact the National Park Systems?
 - 5. Remind the students that the final draft of their persuasive speech will be due in four days.
- E. *Evaluation/Assessment*
 - 1. Students can think critically about an issue and identify elements of persuasion.
 - 2. Students can use the conventions of writing a persuasive essay.

Lesson Six

- A. *Daily Objectives*
 - 1. Concept Objective(s)
 - a. Students will understand the central premise of a persuasive essay and/or speech and the influence upon American society.
 - b. Students will understand the conventions of a persuasive essay and speech.
 - 2. Lesson Content
 - a. *Core Knowledge Sequence*, English I. A. 1.
 - 3. Skill Objective(s)
 - a. Students will write a persuasive essay incorporating the components and elements of persuasiveness.
- B. *Materials*
 - 1. Appendix A: Persuasive Essay Worksheet
 - 2. Appendix B: Vocabulary Worksheet
 - 3. Appendix C: Vocabulary Quiz
 - 4. Appendix D: Unit Quiz
- C. *Key Vocabulary*
 - 1. Appendix C – Vocabulary Quiz
- D. *Procedures/Activities*
 - 1. Continue checking on student first drafts. Encourage and support the student efforts, but make them accountable for the conventions and elements in persuasive essay writing (Appendix A).
 - 2. Allow 10 minutes for students to work in pairs and review for the Vocabulary Quiz.
 - 3. Give Vocabulary Quiz, Appendix C.
 - 4. Exchange papers among the students and grade during class.
 - 5. Hand out Appendix D Unit Quiz. Students will write a paragraph about each persuasive writer discussed during this unit. This may be used as an in class test or a take home quiz.
- E. *Evaluation/Assessment*
 - 1. Students can identify 12 vocabulary words learned in this unit.

2. Students can identify and describe eight persuasive writers.

Lesson Seven: (Final Day of Unit)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will understand the central premise of a persuasive essay and/or speech and the influence upon American society.
 - b. Students will understand the conventions of a persuasive essay and speech.
2. Lesson Content
 - a. Persuasive essay writing
3. Skill Objective(s)
 - a. Students will identify persons who have made contributions in America through the use of persuasive writing and speaking.

B. *Materials*

1. Appendix C: Vocabulary Quiz
2. Appendix D: Unit Quiz
3. Large 4' x 6' sheet of plain paper
4. Black markers

C. *Key Vocabulary*

None

D. *Procedures/Activities*

1. Collect all students' essays and attach to the white board alongside classroom charts developed during Lessons One and Two.
2. List student topics on a separate sheet of paper for an exercise in comparison/contrast with original list of American societal issues.
3. Discuss differences and similarities between the two lists of topics and bring attention to issues that may be of more importance to them as an individual or a class than to American society at large.
4. Discuss reasons why these differences and similarities exist and what influences a person to develop an opinion and the need to persuade others.
5. Record student responses on a separate sheet of paper to be posted alongside the classroom charts developed during Lessons One and Two.

E. *Evaluation/Assessment*

1. Students can write persuasive essays using the correct components and elements.
2. Through classroom discussions student can identify reasons and elements for writing and/or speaking persuasively.

VI. CULMINATING ACTIVITIES

- A. Students will deliver their persuasive speeches to the class. The teacher could model student deliveries after the ancient Greeks and the Parthenon as a possible history tie in. This would further emphasize the historical sense of persuasive essays and speeches that have had an affect upon society.

VII. HANDOUTS/WORKSHEETS

- A. Appendix A: Persuasive Essay Worksheet
- B. Appendix B: Vocabulary Worksheet
- C. Appendix C: Vocabulary Quiz
- D. Appendix D: Unit Quiz
- E. Appendix E: Background Information

VIII. BIBLIOGRAPHY

- A. *Realms of Gold, Volume One* – A Core Knowledge Reader, Michael J. Marshall, Editor, ISBN 1-89051722-4
- B. *Writers Express* by Dave Kemper, Ruth Nathan and Patrick Sebranek
- C. Write Source, Boston, MA, ISBN 0-669-38633-2
- D. *Write Source 2000* by Patrick Sebranek, Dave Kemper and Verne Meyer, Write Source, Boston, MA, ISBN 0-669-46774-X
- F. *The Reckless Decade, America In the 1890's* by H.W. Brands, St. Martin's Press, New York, ISBN 0-312-13594-7
- G. *Words That Built A Nation* by Marilyn Miller, Stonesong Press Book, 1999, Scholastic, Inc., New York, ISBN 0-590-29881-X
- H. *The New York Public Library Kids Guide to Research*, by Dorothy Heiligman, 1998, Scholastic, Inc., New York, ISBN 0-590-30715-0
- I. *Public Speaking, Second Edition*, by Michael Osborn and Suzanne Osborn, 1991, Houghton Mifflin Co., Boston, MA, ISBN 0-395-43257-X
- J. *Great American Women's Speeches*, 1995, Harper Collins Publishers, New York (Audio Cassette)
- K. *Great Literature Plus For Windows*, 1993, Bureau of Electronic Publishing, Inc., Parsippany, N.J., (201) 808-2700, (CDROM)
- L. *The American Reader, Words that Moved a Nation*, Edited by Diane Ravitch, 1991, Harper Perennial, New York, ISBN 0-06-272016-3
- M. Website – Karl Marx
- N. Website - Ida B. Wells

Appendix A-The Weight of Words Persuasive Essay Worksheet

Purposes of a persuasive essay

1. To present information to affect change
2. To share a strong opinion
3. To make everyone think about a problem which needs attention.

Format for writing a persuasive essay

First paragraph = The **Main Idea or Issue**

This contains the thesis of your essay.

Body includes the next several paragraphs.

This is the support of your essay and contains:

1. the major source of the problem
2. a prediction if the problem persists
3. observations
4. expert testimony
5. a comparison to the present condition.

The **Conclusion** restates the main idea and the importance of action.

The elements or conventions of a persuasive essay

1. A central proposition (the main idea)
2. Support (which includes)
 - a. evidence - be sure to cite the source
 - b. examples - be sure to cite the source
 - c. reasoning - your opinion based on statistics or observation.
3. Answering counter arguments.
4. Maintaining a reasonable tone.

All persuasive essays require research for the BODY of the essay.

Appendix B-The Weight of Words

The Weight of Words Vocabulary List

1. persuasion
2. opinion
3. tenement
4. prosperity
5. poverty
6. exposition
7. lynching
8. manifesto
9. bourgeoisie
10. proletariat
11. conservationist
12. "bully"

Appendix C-The Weight of Words

The Weight of Words Vocabulary Quiz

1. persuasion
2. opinion
3. tenement
4. prosperity
5. poverty
6. exposition
7. lynching
8. manifesto
9. bourgeoisie
10. proletariat
11. conservationist
12. "bully"

Appendix E-The Weight of Words Background Information

General

- I. This unit provides an introduction to writing a persuasive speech by highlighting significant, historical speeches that have made an impact on American society. This unit is cross-curricular with the sixth grade Core Knowledge History curriculum. Specific speeches were chosen for their historic importance as well as their literary value.
 - A. Born a Quaker, Susan B. Anthony believed that no person should be discriminated against due to sex or race. She worked in the antislavery movement until the 14th Amendment was passed in 1863. She became known as a famous American suffragist who used persuasive words and speeches in efforts to change the U.S. Constitution to include the rights of women as having equal status with men. Women could not vote, own land, seek certain jobs or inherit any property in the mid-nineteenth century. Fourteen years after her death, the 19th Amendment was ratified in 1920 and became known as the Anthony Amendment.
 - B. Born in slavery, Ida B. Wells became a journalist, writing and speaking against racial injustice following the 1883 Supreme Court ruling against the Civil Rights Act passed after the Civil War. Ms. Wells documented senseless lynching of black people that took place within the South. Between 1889 and 1918, 2,522 black Americans were lynched, 50 of that number were women. In 1909, she was a co-founder of the N.A.A.C.P. with W.E.B. Du Bois.
 - C. W.E.B. Du Bois was born in Massachusetts and became the first black American to earn a Ph.D. from Harvard University in 1895. As a professor at Atlanta University he wrote a collection of essays, *The Souls of Black Folk*, which sought the goal of advancement and equality for blacks in America. As co-founder of the N.A.A.C.P., Du Bois wrote and was editor of their magazine, *Crisis*, for 24 years.
 - D. Booker T. Washington was born a slave in 1856 but worked as a school janitor to pay for his schooling at Hampton Institute. He believed that blacks would only achieve equality through education and hard work. Washington established Tuskegee Institute as a major school. In 1901, after his Atlanta Compromise speech, Washington was invited by President Theodore Roosevelt to the White House because of his persuasive speeches urging blacks to be patient, develop friendly relations with their white neighbors, seek education and use moderation in their demands.
 - E. Jacob Riis, a Danish immigrant, documented the condition of New York City's urban poor through photography and magazine articles. In 1890, his book entitled, "How the Other Half Lives," gained the attention of then New York Police Commissioner, Theodore Roosevelt. Riis pointed out the poverty, ethnic and racial backgrounds of different neighborhoods and unhealthy living conditions that filled the tenements. Through his writing and photos, he made middle class Americans aware of the increasing problems caused by urbanization.
 - F. William Jennings Bryan was America's most famous orator between 1890 and 1925. Nebraska was his home state. Three times he was the Democratic candidate for President but lost each election. He felt that America should adopt a silver rather than gold standard and he denounced imperialism of nations. As a fundamentalist Christian, Bryan drafted legislation to prevent the teaching of Darwin's evolutionary theory in school. People remember Bryan as the prosecution lawyer in the Scopes "Monkey" trial. Bryan won the case but due to a devastating cross-examination by defense attorney, Clarence Darrow, Bryan died less than a week later.
 - G. German Karl Marx wrote against poor and dangerous living conditions of factory workers in large cities. Upon meeting Friedrich Engels, another writer living in England in 1848, Marx wrote *The Communist Manifesto* with Engels' help. The manifesto urged revolution of the

factory workers against the rich owners. Writing and speaking all of his life for revolutionary changes, Karl Marx died in 1883, some 34 years before the idea of *communism* brought revolution to Russia. That form of rule is described as a Marxist government.

- H. Years before Theodore Roosevelt became the 26th U.S. President in 1901, he was famous for writing factual histories of the American West and the War of 1812. In both words and speeches, Teddy Roosevelt celebrated America's beauty and the need to preserve it. During Roosevelt's presidency, the national park system was established.

Lesson One

- I. Second grade Core Knowledge students will have knowledge of Susan B. Anthony. In fourth grade the women's movement in America is covered again mentioning Elizabeth Cady Stanton, Lucretia Mott, Margaret Fuller and Sojourner Truth. The Southern colonies and the introduction of slavery into those states are studied in the third grade and are followed by the Civil Rights movement in the fourth grade. The fifth graders study the injustice to our Native Americans. These lessons focus on unfair conditions which people experienced in American society.
- II. This unit introducing persuasive writing will highlight several of the people who improved American society through their words. Keep paper charts containing student input on classroom walls throughout this unit for continual reference. Worksheet Appendix B is the vocabulary list and should be copied on green paper so it can be easily found. This vocabulary list will be used throughout the unit. The audiocassette, *Great American Women's Speeches*, contains a speech by Susan B. Anthony. Time permitting, this may be used with students.

Lesson Two

- I. Both William Jennings Bryan and Jacob Riis may be unfamiliar Americans to the students. Provide a quick introduction before reading their essays.
- A. Jacob Riis, a Danish immigrant, documented the condition of New York City's urban poor through photography and magazine articles. In 1890, his book entitled, "How the Other Half Lives," gained the attention of then New York Police Commissioner, Theodore Roosevelt. Riis pointed out the poverty, ethnic and racial backgrounds of different neighborhoods and unhealthy living conditions that filled the tenements. Through his writing and photos, he made middle class Americans aware of the increasing problems caused by urbanization.
- B. William Jennings Bryan was America's most famous orator between 1890 and 1925. Nebraska was his home state. Three times he was the Democratic candidate for President but lost each election. He felt that America should adopt a silver rather than gold standard and he denounced imperialism of nations. As a fundamentalist Christian, Bryan drafted legislation to prevent the teaching of Darwin's evolutionary theory in school. People remember Bryan as the prosecution lawyer in the Scopes "Monkey" trial. Bryan won the case but due to a devastating cross-examination by defense attorney, Clarence Darrow, Bryan died less than a week later.

Lesson Three

- I. Booker T. Washington was born a slave in 1856 but worked as a school janitor to pay for his schooling at Hampton Institute. He believed that blacks would only achieve equality through education and hard work. Washington established Tuskegee Institute as a major school. In 1901, after his Atlanta Compromise speech, Washington was invited by President Theodore Roosevelt to the White House because of his persuasive speeches urging blacks to be patient, develop friendly relations with their white neighbors, seek education and use moderation in their demands.
- II. W.E.B. Du Bois was born in Massachusetts and became the first black American to earn a Ph.D. from Harvard University in 1895. As a professor at Atlanta University he wrote a collection of essays, *The Souls of Black Folk*, which sought the goal of advancement and equality for blacks in America. As co-founder of the N.A.A.C.P., Du Bois wrote and was editor of their magazine, *Crisis*, for 24 years.

Lesson Four

- I. Born in slavery, Ida B. Wells became a journalist, writing and speaking against racial injustice following the 1883 Supreme Court ruling against the Civil Rights Act, which had been passed after the Civil War. Ms. Wells documented senseless lynching of black people that took place within the South. Between 1889 and 1918, 2,522 black Americans were lynched, 50 of that number were women. In 1909, she was a co-founder of the N.A.A.C.P. with W.E.B. Du Bois.
- II. German Karl Marx wrote against poor and dangerous living conditions of factory workers in large cities. Upon meeting Friedrich Engels, another writer living in England in 1848, Marx wrote *The Communist Manifesto* with Engels' help. This manifesto urged revolution of the workers, the proletariat, against the rich owners he called the bourgeoisie. Writing and speaking all of his life for revolutionary changes, Karl Marx died in 1883, some 34 years before the idea of *communism* brought revolution to Russia. That form of rule is described as a Marxist government.
- III. An excellent resource containing the entire *Communist Manifesto* with insightful footnotes can be found at web site, <http://www.anu.edu.au/polsci/marx/classics/manifesto.html>

Lesson Five

- I. Years before Theodore Roosevelt became the 26th U.S. President in 1901, he was famous for writing factual histories of the American West and the War of 1812. In both words and speeches, Teddy Roosevelt celebrated America's beauty and the need to preserve it. The national park system was established under his direction.
- II. Students may not realize that until Theodore Roosevelt became President in this century, no one had taken the initiative to set aside and preserve vast areas of America's nature landscape. Without his foresight, private individuals might now own the Grand Canyon or Yellowstone's geysers.

Lesson Six

- I. Students should be given class time to seek help, continue writing or use the computer to make the final copy of the persuasive essay. The crucial objective of this lesson (day) is to continue monitoring student progress on their individual persuasive essays. In addition to this being a writing day, two quizzes (Appendices C and D) could be given assessing the students' understanding of the people noted in this unit and the vocabulary words. Time should be allowed to review the vocabulary words from their Appendix B worksheet.

Lesson Seven

- I. Review information about persuasive writers that the students found difficult in the quiz. All persuasive essays should be completed and ready for final editing and remarks. Essays should be reviewed for incorporation of persuasive elements as well as reasons for writing persuasively.