

## Unit 7

# The Blessings of Liberty

Voices for Social Justice and Equal Rights in America

## Teacher Guide



GRADE 6 Core Knowledge Language Arts®

Core Knowledge®





## Unit 7

# The Blessings of Liberty

Voices for Social Justice and Equal Rights in America

Teacher Guide

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# *The Blessings of Liberty: Voices for Social Justice and Equal Rights in America*

## Teacher Guide

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## Alignment to the Common Core State Standards

The following chart indicates which lessons in *The Blessings of Liberty: Voices for Social Justice and Equal Rights in America* unit address content from the Common Core State Standards (CCSS).

| Unit 7: The Blessings of Liberty                     |                                                                                                                                                                                                                                                                         | Lessons |   |   |   |   |   |   |   |
|------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|---|---|---|---|---|---|---|
|                                                      |                                                                                                                                                                                                                                                                         | 1       | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| <b>Reading Standards for Literature</b>              |                                                                                                                                                                                                                                                                         |         |   |   |   |   |   |   |   |
| <b>Key Ideas and Details</b>                         |                                                                                                                                                                                                                                                                         |         |   |   |   |   |   |   |   |
| <b>STD RL.6.1</b>                                    | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.                                                                                                                                                   |         |   |   |   |   |   |   |   |
| <b>STD RL.6.2</b>                                    | Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.                                                                                              |         |   |   |   |   |   |   |   |
| <b>STD RL.6.3</b>                                    | Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.                                                                                                |         |   |   |   |   |   |   |   |
| <b>STD RL.6.4</b>                                    | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.                                                                                 |         |   |   |   |   |   |   |   |
| <b>STD RL.6.5</b>                                    | Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.                                                                                               |         |   |   |   |   |   |   |   |
| <b>STD RL.6.6</b>                                    | Explain how an author develops the point of view of the narrator or speaker in a text.                                                                                                                                                                                  |         |   |   |   |   |   |   |   |
| <b>STD RL.6.7</b>                                    | Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch. |         |   |   |   |   |   |   |   |
| <b>STD RL.6.8</b>                                    | (Not applicable to literature)                                                                                                                                                                                                                                          |         |   |   |   |   |   |   |   |
| <b>STD RL.6.9</b>                                    | Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.                                                                                     |         |   |   |   |   |   |   |   |
| <b>Range of Reading and Level of Text Complexity</b> |                                                                                                                                                                                                                                                                         |         |   |   |   |   |   |   |   |
| <b>STD RL.6.10</b>                                   | By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.                                                             |         |   |   |   |   |   |   |   |
| <b>Reading Standards for Informational Text</b>      |                                                                                                                                                                                                                                                                         |         |   |   |   |   |   |   |   |
| <b>STD RI.6.1</b>                                    | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.                                                                                                                                                   |         | ✓ | ✓ | ✓ | ✓ |   |   |   |
| <b>STD RI.6.2</b>                                    | Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.                                                                                                       | ✓       | ✓ | ✓ | ✓ | ✓ |   |   |   |
| <b>STD RI.6.3</b>                                    | Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).                                                                                                                      |         | ✓ | ✓ | ✓ | ✓ |   |   |   |

| Unit 7: The Blessings of Liberty |                                                                                                                                                                               | Lessons |   |   |   |   |   |   |   |
|----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|---|---|---|---|---|---|---|
|                                  |                                                                                                                                                                               | 1       | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| <b>STD RI.6.4</b>                | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.                                             | ✓       | ✓ | ✓ | ✓ | ✓ |   |   |   |
| <b>STD RI.6.5</b>                | Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.                  |         | ✓ | ✓ | ✓ | ✓ |   |   |   |
| <b>STD RI.6.6</b>                | Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.                                                                          | ✓       | ✓ | ✓ | ✓ | ✓ |   |   |   |
| <b>STD RI.6.7</b>                | Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.   | ✓       |   |   |   |   |   |   |   |
| <b>STD RI.6.8</b>                | Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.                     |         | ✓ | ✓ | ✓ | ✓ |   |   |   |
| <b>STD RI.6.9</b>                | Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).                                 |         | ✓ |   | ✓ | ✓ |   |   |   |
| <b>STD RI.6.10</b>               | By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. | ✓       | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

## Writing Standards

### Text Types and Purposes: Argument

|                    |                                                                                                                                            |  |   |   |   |  |   |   |  |
|--------------------|--------------------------------------------------------------------------------------------------------------------------------------------|--|---|---|---|--|---|---|--|
| <b>STD W.6.1</b>   | Write arguments to support claims with clear reasons and relevant evidence.                                                                |  | ✓ | ✓ | ✓ |  | ✓ | ✓ |  |
| <b>STD W.6.1.a</b> | Introduce claim(s) and organize the reasons and evidence clearly.                                                                          |  | ✓ | ✓ |   |  |   |   |  |
| <b>STD W.6.1.b</b> | Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. |  |   | ✓ | ✓ |  | ✓ |   |  |
| <b>STD W.6.1.c</b> | Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.                                                   |  |   |   |   |  | ✓ |   |  |
| <b>STD W.6.1.d</b> | Establish and maintain a formal style.                                                                                                     |  |   |   |   |  | ✓ |   |  |
| <b>STD W.6.1.e</b> | Provide a concluding statement or section related to the opinion presented.                                                                |  |   |   |   |  | ✓ |   |  |

### Text Types and Purposes: Informative/Explanatory

|                    |                                                                                                                                                                                                                                                                                     |  |   |   |   |   |   |   |  |
|--------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|---|---|---|---|---|---|--|
| <b>STD W.6.2</b>   | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.                                                                                                           |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |  |
| <b>STD W.6.2.a</b> | Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |  |
| <b>STD W.6.2.b</b> | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.                                                                                                                                                                |  |   |   |   |   |   |   |  |

| Unit 7: The Blessings of Liberty               |                                                                                                                                                                                                                                                                                            | Lessons |   |   |   |   |   |   |   |
|------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|---|---|---|---|---|---|---|
|                                                |                                                                                                                                                                                                                                                                                            | 1       | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| <b>STD W.6.2.c</b>                             | Use appropriate transitions to clarify the relationships among ideas and concepts.                                                                                                                                                                                                         |         |   |   |   |   |   |   |   |
| <b>STD W.6.2.d</b>                             | Use precise language and domain-specific vocabulary to inform about or explain the topic.                                                                                                                                                                                                  |         |   |   |   |   |   |   |   |
| <b>STD W.6.2.e</b>                             | Establish and maintain a formal style.                                                                                                                                                                                                                                                     |         |   |   |   |   |   |   |   |
| <b>STD W.6.2.f</b>                             | Provide a concluding statement or section that follows from the information or explanation presented.                                                                                                                                                                                      |         |   |   |   |   | ✓ |   |   |
| <b>Text Types and Purposes: Narrative</b>      |                                                                                                                                                                                                                                                                                            |         |   |   |   |   |   |   |   |
| <b>STD W.6.3</b>                               | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.                                                                                                                           |         |   |   |   |   |   |   |   |
| <b>STD W.6.3.a</b>                             | Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.                                                                                                                      |         |   |   |   |   |   |   |   |
| <b>STD W.6.3.b</b>                             | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.                                                                                                                                                                    |         |   |   |   |   |   |   |   |
| <b>STD W.6.3.c</b>                             | Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.                                                                                                                                                    |         |   |   |   |   |   |   |   |
| <b>STD W.6.3.d</b>                             | Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.                                                                                                                                                                        |         |   |   |   |   |   |   |   |
| <b>STD W.6.3.e</b>                             | Provide a conclusion that follows from the narrated experiences or events.                                                                                                                                                                                                                 |         |   |   |   |   |   |   |   |
| <b>Production and Distribution of Writing</b>  |                                                                                                                                                                                                                                                                                            |         |   |   |   |   |   |   |   |
| <b>STD W.6.4</b>                               | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)                                                                   |         | ✓ | ✓ | ✓ |   | ✓ | ✓ |   |
| <b>STD W.6.5</b>                               | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 on page 53.) |         | ✓ | ✓ | ✓ |   | ✓ | ✓ |   |
| <b>STD W.6.6</b>                               | Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.                                                      |         |   |   |   |   |   |   | ✓ |
| <b>Research to Build and Present Knowledge</b> |                                                                                                                                                                                                                                                                                            |         |   |   |   |   |   |   |   |
| <b>STD W.6.7</b>                               | Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.                                                                                                                                                              |         | ✓ |   |   |   |   |   |   |
| <b>STD W.6.8</b>                               | Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.                                |         |   |   |   |   |   |   |   |

| Unit 7: The Blessings of Liberty           |                                                                                                                                                                                                                                             | Lessons |   |   |   |   |   |   |   |
|--------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|---|---|---|---|---|---|---|
|                                            |                                                                                                                                                                                                                                             | 1       | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| <b>STD W.6.9</b>                           | Draw evidence from literary or informational texts to support analysis, reflection, and research.                                                                                                                                           |         |   |   |   |   |   |   |   |
| <b>STD W.6.9.a</b>                         | Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”). |         |   |   |   |   |   |   |   |
| <b>STD W.6.9.b</b>                         | Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).                  |         |   |   |   |   |   | ✓ |   |
| <b>Range of Writing</b>                    |                                                                                                                                                                                                                                             |         |   |   |   |   |   |   |   |
| <b>STD W.6.10</b>                          | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.                       |         | ✓ | ✓ | ✓ |   | ✓ | ✓ |   |
| <b>Speaking and Listening Standards</b>    |                                                                                                                                                                                                                                             |         |   |   |   |   |   |   |   |
| <b>Comprehension and Collaboration</b>     |                                                                                                                                                                                                                                             |         |   |   |   |   |   |   |   |
| <b>STD SL.6.1</b>                          | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.                 | ✓       | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| <b>STD SL.6.1.a</b>                        | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.                           | ✓       | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| <b>STD SL.6.1.b</b>                        | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.                                                                                                                            | ✓       | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| <b>STD SL.6.1.c</b>                        | Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.                                                                                        | ✓       | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| <b>STD SL.6.1.d</b>                        | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.                                                                                                                  | ✓       | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| <b>STD SL.6.2</b>                          | Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.                                                                | ✓       |   |   |   |   |   |   |   |
| <b>STD SL.6.3</b>                          | Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.                                                                                              |         |   |   |   |   |   | ✓ |   |
| <b>Presentation of Knowledge and Ideas</b> |                                                                                                                                                                                                                                             |         |   |   |   |   |   |   |   |
| <b>STD SL.6.4</b>                          | Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.                     |         |   |   |   |   |   | ✓ | ✓ |
| <b>STD SL.6.5</b>                          | Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.                                                                                                           |         |   |   |   |   |   |   | ✓ |

| Unit 7: The Blessings of Liberty       |                                                                                                                                                                                                           | Lessons |   |   |   |   |   |   |   |
|----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|---|---|---|---|---|---|---|
|                                        |                                                                                                                                                                                                           | 1       | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| <b>STD SL.6.6</b>                      | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 on page 53 for specific expectations.)    |         |   |   |   |   |   | ✓ | ✓ |
| <b>Language Standards</b>              |                                                                                                                                                                                                           |         |   |   |   |   |   |   |   |
| <b>Conventions of Standard English</b> |                                                                                                                                                                                                           |         |   |   |   |   |   |   |   |
| <b>STD L.6.1</b>                       | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.                                                                                                    |         |   |   | ✓ |   |   | ✓ | ✓ |
| <b>STD L.6.1.a</b>                     | Ensure that pronouns are in the proper case (subjective, objective, possessive).                                                                                                                          |         |   |   |   |   |   |   |   |
| <b>STD L.6.1.b</b>                     | Use intensive pronouns (e.g., myself, ourselves).                                                                                                                                                         |         |   |   |   |   |   |   |   |
| <b>STD L.6.1.c</b>                     | Recognize and correct inappropriate shifts in pronoun number and person.                                                                                                                                  |         |   |   |   |   |   |   |   |
| <b>STD L.6.1.d</b>                     | Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).                                                                                                                  |         |   | ✓ |   |   |   | ✓ | ✓ |
| <b>STD L.6.1.e</b>                     | Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.                                 |         |   |   |   |   |   |   |   |
| <b>STD L.6.2</b>                       | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.                                                                                        |         |   |   |   |   |   | ✓ |   |
| <b>STD L.6.2.a</b>                     | Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.                                                                                                           |         |   |   |   |   |   |   |   |
| <b>STD L.6.2.b</b>                     | Spell correctly.                                                                                                                                                                                          |         |   |   |   |   | ✓ | ✓ | ✓ |
| <b>Knowledge of Language</b>           |                                                                                                                                                                                                           |         |   |   |   |   |   |   |   |
| <b>STD L.6.3</b>                       | Use knowledge of language and its conventions when writing, speaking, reading, or listening.                                                                                                              |         |   |   |   |   |   | ✓ | ✓ |
| <b>STD L.6.3.a</b>                     | Vary sentence patterns for meaning, reader/listener interest, and style.*                                                                                                                                 |         |   |   |   |   |   |   |   |
| <b>STD L.6.3.b</b>                     | Maintain consistency in style and tone.*                                                                                                                                                                  |         |   |   |   |   |   |   |   |
| <b>Vocabulary Acquisition and Use</b>  |                                                                                                                                                                                                           |         |   |   |   |   |   |   |   |
| <b>STD L.6.4</b>                       | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i> , choosing flexibly from a range of strategies.                            | ✓       | ✓ | ✓ | ✓ | ✓ |   |   | ✓ |
| <b>STD L.6.4.a</b>                     | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.                                             | ✓       | ✓ | ✓ | ✓ | ✓ |   |   | ✓ |
| <b>STD L.6.4.b</b>                     | Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience</i> , <i>auditory</i> , <i>audible</i> ).                                             |         | ✓ |   |   | ✓ |   |   | ✓ |
| <b>STD L.6.4.c</b>                     | Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. | ✓       | ✓ | ✓ | ✓ | ✓ |   |   | ✓ |

| Unit 7: The Blessings of Liberty                                |                                                                                                                                                                                                              | Lessons |   |   |   |   |   |   |   |
|-----------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|---|---|---|---|---|---|---|
|                                                                 |                                                                                                                                                                                                              | 1       | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| <b>STD L.6.4.d</b>                                              | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).                                                              | ✓       | ✓ | ✓ | ✓ | ✓ |   |   | ✓ |
| <b>STD L.6.5</b>                                                | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.                                                                                                          |         |   |   |   |   |   |   |   |
| <b>STD L.6.5.a</b>                                              | Interpret figures of speech (e.g., personification) in context.                                                                                                                                              |         |   |   |   |   |   |   |   |
| <b>STD L.6.5.b</b>                                              | Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.                                                                        |         |   |   |   |   |   |   |   |
| <b>STD L.6.5.c</b>                                              | Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i> , <i>scrimping</i> , <i>economical</i> , <i>unwasteful</i> , <i>thrifty</i> ).        |         |   |   |   |   |   |   |   |
| <b>STD L.6.6</b>                                                | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. | ✓       | ✓ | ✓ | ✓ | ✓ |   |   | ✓ |
| <b>Reading Standards for Literacy in History/Social Studies</b> |                                                                                                                                                                                                              |         |   |   |   |   |   |   |   |
| <b>Key Ideas and Details</b>                                    |                                                                                                                                                                                                              |         |   |   |   |   |   |   |   |
| <b>STD RH.6-8.1</b>                                             | Cite specific textual evidence to support analysis of primary and secondary sources.                                                                                                                         |         | ✓ | ✓ | ✓ | ✓ |   |   |   |
| <b>STD RH.6-8.2</b>                                             | Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.                                            | ✓       | ✓ | ✓ | ✓ | ✓ |   |   |   |
| <b>STD RH.6-8.3</b>                                             | Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).                                          |         |   |   |   |   |   |   |   |
| <b>Craft and Structure</b>                                      |                                                                                                                                                                                                              |         |   |   |   |   |   |   |   |
| <b>STD RH.6-8.4</b>                                             | Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.                                                           | ✓       | ✓ | ✓ | ✓ | ✓ |   |   |   |
| <b>STD RH.6-8.5</b>                                             | Describe how a text presents information (e.g., sequentially, comparatively, causally).                                                                                                                      |         | ✓ | ✓ |   |   |   |   |   |
| <b>STD RH.6-8.6</b>                                             | Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).                                                             | ✓       | ✓ | ✓ | ✓ | ✓ |   |   |   |
| <b>STD RH.6-8.7</b>                                             | Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.                                                                      | ✓       |   |   |   |   |   |   |   |
| <b>STD RH.6-8.8</b>                                             | Distinguish among fact, opinion, and reasoned judgment in a text.                                                                                                                                            |         | ✓ |   |   |   |   |   |   |
| <b>STD RH.6-8.9</b>                                             | Analyze the relationship between a primary and secondary source on the same topic.                                                                                                                           |         |   |   |   | ✓ |   |   |   |
| <b>Range of Reading and Level of Text Complexity</b>            |                                                                                                                                                                                                              |         |   |   |   |   |   |   |   |
| <b>STD RH.6-8.10</b>                                            | By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.                                                               |         |   |   |   |   |   |   |   |

| Unit 7: The Blessings of Liberty                                                                 |                                                                                                                                                                                                          | Lessons |   |   |   |   |   |   |   |
|--------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|---|---|---|---|---|---|---|
|                                                                                                  |                                                                                                                                                                                                          | 1       | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| <b>Reading Standards for Literacy in Science and Technical Subjects</b>                          |                                                                                                                                                                                                          |         |   |   |   |   |   |   |   |
| <b>STD RST.6-8.1</b>                                                                             | Cite specific textual evidence to support analysis of science and technical texts.                                                                                                                       |         |   |   |   |   |   |   |   |
| <b>STD RST.6-8.2</b>                                                                             | Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.                                                                 |         |   |   |   |   |   |   |   |
| <b>STD RST.6-8.3</b>                                                                             | Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.                                                                                |         |   |   |   |   |   |   |   |
| <b>STD RST.6-8.4</b>                                                                             | Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 6–8 texts and topics</i> . |         |   |   |   |   |   |   |   |
| <b>STD RST.6-8.5</b>                                                                             | Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.                                                  |         |   |   |   |   |   |   |   |
| <b>STD RST.6-8.6</b>                                                                             | Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.                                                                                 |         |   |   |   |   |   |   |   |
| <b>Integration of Knowledge and Ideas</b>                                                        |                                                                                                                                                                                                          |         |   |   |   |   |   |   |   |
| <b>STD RST.6-8.7</b>                                                                             | Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).              |         |   |   |   |   |   |   |   |
| <b>STD RST.6-8.8</b>                                                                             | Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.                                                                                                        |         |   |   |   |   |   |   |   |
| <b>STD RST.6-8.9</b>                                                                             | Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.                                          |         |   |   |   |   |   |   |   |
| <b>STD RST.6-8.10</b>                                                                            | By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.                                                                |         |   |   |   |   |   |   |   |
| <b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b> |                                                                                                                                                                                                          |         |   |   |   |   |   |   |   |
| <b>STD WHST.6-8.1</b>                                                                            | Write arguments focused on discipline-specific content.                                                                                                                                                  |         | ✓ | ✓ | ✓ |   | ✓ | ✓ |   |
| <b>STD WHST.6-8.1.a</b>                                                                          | Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.                                  |         | ✓ | ✓ |   |   |   |   |   |
| <b>STD WHST.6-8.1.b</b>                                                                          | Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.                                         |         |   | ✓ | ✓ |   | ✓ |   |   |
| <b>STD WHST.6-8.1.c</b>                                                                          | Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.                                                                   |         |   |   |   |   | ✓ |   |   |
| <b>STD WHST.6-8.1.d</b>                                                                          | Establish and maintain a formal style.                                                                                                                                                                   |         |   |   |   |   | ✓ |   |   |
| <b>STD WHST.6-8.1.e</b>                                                                          | Provide a concluding statement or section that follows from and supports the argument presented.                                                                                                         |         |   |   |   |   | ✓ |   |   |

| Unit 7: The Blessings of Liberty               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Lessons |   |   |   |   |   |   |   |
|------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|---|---|---|---|---|---|---|
|                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 1       | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| <b>STD WHST.6-8.2</b>                          | Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |         |   |   |   |   |   |   |   |
| <b>STD WHST.6-8.2.a</b>                        | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.                                                                                                                                                                                                                                                                                                                                                                                          |         |   |   |   |   |   |   |   |
| <b>STD WHST.6-8.2.b</b>                        | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |         |   |   |   |   |   |   |   |
| <b>STD WHST.6-8.2.c</b>                        | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |         |   |   |   |   |   |   |   |
| <b>STD WHST.6-8.2.d</b>                        | Use precise language and domain-specific vocabulary to inform about or explain the topic.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |         |   |   |   |   |   |   |   |
| <b>STD WHST.6-8.2.e</b>                        | Establish and maintain a formal style and objective tone.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |         |   |   |   |   |   |   |   |
| <b>STD WHST.6-8.2.f</b>                        | Provide a concluding statement or section that follows from and supports the information or explanation presented.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |         |   |   |   |   |   |   |   |
| <b>STD WHST.6-8.3</b>                          | (See note; not applicable as a separate requirement)<br>Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results. |         |   |   |   |   |   |   |   |
| <b>Production and Distribution of Writing</b>  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |         |   |   |   |   |   |   |   |
| <b>STD WHST.6-8.4</b>                          | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |         | ✓ | ✓ | ✓ |   | ✓ | ✓ |   |
| <b>STD WHST.6-8.5</b>                          | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.                                                                                                                                                                                                                                                                                                                                                                                                                                                 |         |   |   |   |   |   | ✓ |   |
| <b>STD WHST.6-8.6</b>                          | Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |         |   |   |   |   |   |   | ✓ |
| <b>Research to Build and Present Knowledge</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |         |   |   |   |   |   |   |   |
| <b>STD WHST.6-8.7</b>                          | Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.                                                                                                                                                                                                                                                                                                                                                                                                                                                        |         | ✓ | ✓ | ✓ |   | ✓ | ✓ |   |

| Unit 7: The Blessings of Liberty |                                                                                                                                                                                                                                                                                             | Lessons |   |   |   |   |   |   |   |
|----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|---|---|---|---|---|---|---|
|                                  |                                                                                                                                                                                                                                                                                             | 1       | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| <b>STD WHST.6-8.8</b>            | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |         |   | ✓ |   |   |   |   |   |
| <b>STD WHST.6-8.9</b>            | Draw evidence from informational texts to support analysis reflection, and research.                                                                                                                                                                                                        |         |   | ✓ |   |   |   |   |   |
| <b>Range of Writing</b>          |                                                                                                                                                                                                                                                                                             |         |   |   |   |   |   |   |   |
| <b>STD WHST.6-8.10</b>           | Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.                                                                                  |         | ✓ | ✓ | ✓ |   | ✓ | ✓ |   |

# Introduction

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## Unit 7: *The Blessings of Liberty: Voices for Social Justice and Equal Rights in America*

### Welcome

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This introduction includes the necessary unit-specific background information to teach *The Blessings of Liberty: Voices for Social Justice and Equal Rights in America* unit in the Core Knowledge Language Arts® (CKLA) program. **For detailed information about the CKLA approach to instruction, including reading, writing, grammar, morphology, spelling, speaking and listening, fluency, differentiation of instruction, and resources available in Grade 6 CKLA, see the Introduction to CKLA on pages 10–23 of the Unit 1 Teacher Guide.**

Lessons and activities address various aspects of a comprehensive language arts curriculum aligned to the Common Core State Standards–English Language Arts (CCSS–ELA): reading, writing, spelling, grammar, and morphology. When applicable, Grade 6 also covers Reading Standards for Literacy in History/Social Studies, Science, and Technical Subjects (CCSS–RH and CCSS–RST). Lesson 8 contains a Unit Assessment that assesses all of the skills taught in the unit. **Unit 7 contains 8 daily lessons, each of which will require a total of 90 minutes, i.e., in schools in which 45 minutes daily is allocated for English instruction, teachers will typically need to allocate 2 instructional days for each lesson.**

This unit contains two Pausing Points that may be used for differentiated instruction and have been included on the Pacing Guide on page 14. We have included an optional Mid-Unit Comprehension Check, which can be given at the end of Lesson 4 (PP.1), and an optional End-of-Unit Comprehension Check (PP.2), which could be included at the end of the unit as part of the Pausing Point Activities. These assessments allow you to assess students’ general comprehension of the reading and help to inform your decisions about grouping and support. If you decide to administer these assessments, be sure to allocate an additional 45 minutes for each of these assessments. Following the completion of *The Blessings of Liberty: Voices for Social Justice and Equal Rights in America* lessons, several culminating activities are suggested from which teachers may choose.

**It is recommended that you spend no more than 17 instructional days total on this unit. Please refer to the Pacing Guide on page 14 for guidance.**

### Why *The Blessings of Liberty: Voices for Social Justice and Equal Rights in America* Is Important

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This unit focuses on movements for justice, rights, and freedom in the United States by addressing historical subjects through language arts. It examines the dialogue that has evolved between the ideas enshrined by the Constitution of the United States and subsequent political, social, and legal movements and texts. The unit asks students to consider the ways in which the United States has lived up to its ideal of creating a “more perfect union” and how

people and organizations have called attention to areas where it has fallen short. In particular, students will focus on the issues of racial and gender discrimination and equality, with an emphasis on voting rights for Black Americans and women.

In terms of literary skills, students will focus on identifying and correcting vague pronouns, frequently confused words, prefixes and suffixes, and root words derived from Latin and Greek. Students will also write and present a persuasive speech. This unit promotes the idea that free speech and the discussion of ideas are powerful tools in the creation of a “more perfect union” and gives students the opportunity to research, draft, listen to, and speak about political, social, and moral issues as part of wider debates.

Students will read selected texts from the Core Knowledge Reader *The Blessings of Liberty: Voices for Social Justice and Equal Rights in America*. These texts include essays, speeches, and articles written about injustice or discrimination against groups and individuals left out of the promises of freedom and equality for all made by the U.S. Constitution and its amendments.

In Lesson 1, students will consider the Preamble to the Constitution and the promises it makes about the values the Constitution seeks to uphold. By the end of the unit, students will have had several opportunities to consider how well these promises have been kept and the way people have continued to strive to ensure the United States lives up to them. Students will be encouraged to reflect on how many of the issues raised by the unit’s reading are still relevant today. Such issues include racial discrimination and the suppression of voting rights. Students will be asked to consider why it is that some of these issues have been slow to be fully realized in American life.

## Teaching and Discussing Sensitive Topics

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*The Blessings of Liberty: Voices for Social Justice and Equal Rights in America* unit addresses many issues of injustice, including historical and present-day cultural, racial, and gender discrimination. These topics are often emotionally charged and may be challenging to teach to middle school students. **We strongly encourage you to consult the following additional resources, among others, before and during your teaching of this unit.**

### *Important Note on the Language of Race: Changes Across Time*

Many of the texts used in this unit were written in the 19th or early 20th century. In referring to racial identity, speakers and writers in these texts use terms that were accepted in their times but in many cases are no longer accepted today. In the primary sources used in the Reader, for the sake of historical accuracy, the terms used by writers and speakers to refer to race have not been changed. In the introductory texts that provide background information, the authors of the Reader have aimed to use terms to denote race and ethnicity that are generally accepted now. Links to the following websites are available in the CKLA Online Resources, which may be found at <https://www.coreknowledge.org/language-arts/>.

**Embrace Race** This organization provides free resources, including video clips, blog posts, and “tip sheets” for talking with students about race, racism, and how to make changes. There are live and recorded video clip conversations with individuals who have experience and expertise in talking with students about race. You can register for upcoming conversations, as well as watch previously recorded clips.

**Facing History and Ourselves** This organization provides several free resources, including teaching strategies, to support history education that helps students and educators to think and talk about historical injustices and the relationship between history and our lives.

**Civil Rights Teaching** This organization offers lesson materials and readings that promote various interpretations of the civil rights movement and frame it as the long-term efforts of many committed activists and other participants. These resources challenge ideas of civil rights as the product of a few gifted leaders and instead promote it as a movement made up by many people fighting for a common cause.

**Learning for Justice** The mission of Learning for Justice is to help teachers and schools educate children and youth to be active participants in a diverse democracy. Their website provides free resources to educators—teachers, administrators, counselors, and other practitioners—who work with children from kindergarten through high school.

### *Sharing Experiences in the Classroom*

Some students in the classroom who come from varying backgrounds or claim varying identities may enjoy the opportunities this unit provides to relate and share their own experiences with the class, while others may not. Teachers are encouraged to use their own judgment and may wish to speak ahead of time with students and parents to discover how students feel about sharing their own experiences in class.

### *Advance Preparation for Unit 7*

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- Teachers should prepare to show a YouTube version of the Schoolhouse Rock video *The Preamble of the Constitution*.
- At some points in the lessons, teachers may also wish to display important passages from the Declaration of Independence, the Preamble, and the Constitution itself.

Links to the materials above are available in the Online Resources which may be found at <https://www.coreknowledge.org/language-arts/>.

### *Core Content Objectives Addressed in Core Knowledge Language Arts During Previous Grades*

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Students who have participated in Core Knowledge Language Arts (CKLA) instruction in Grades K–5 will already have considerable background knowledge for this unit, as highlighted below. For students who have not received prior CKLA instruction, introductory knowledge with particular focus on the bolded objectives below will be highlighted in the Core Connections section of Lesson 1. Schools or students who have used one or more elements of the Core Knowledge curriculum have already been introduced in earlier grades to the names of the “more familiar” civil rights leaders. For this reason, this unit chooses to introduce civil rights leaders and thinkers who may be less familiar.

## **Fighting for a Cause (Grade 2)**

Students will already have studied Susan B. Anthony, Mary McLeod Bethune, Eleanor Roosevelt, Jackie Robinson, Rosa Parks, and Martin Luther King Jr. All of these leaders were ordinary people who worked to make the United States “a more perfect union.”

- Explain that members of one powerful group often denied certain rights to members of other groups.
- Describe how the desire for equal rights led to the establishment of organizations and movements, including the civil rights movement.
- Explain why fighting for important causes has helped to change laws and improve the lives of many people.
- Explain the terms *inequality* and *discrimination*.
- Explain the concepts of *nonviolence* and *civil rights*.

## **Brown Girl Dreaming (Grade 4)**

- Discuss the concepts of *identity* and *values*.
- Demonstrate understanding of the terms *discrimination*, *segregation*, and *civil rights*.

## **They Call Me Güero (Grade 5)**

- Explain the term *border kid* and describe how that status may affect one’s life and identity.

NOTE: Students who have also used the Core Knowledge History and Geography (CKHG) instructional materials in the following grade levels will have had additional exposure to other individuals and movements advocating for equal rights and fair treatment of all Americans:

## **Making the Constitution (Grade 2)**

## **Immigration and Citizenship (Grade 2)**

## **Civil Rights Leaders (Grade 2)**

## **The U.S. Constitution (Grade 4)**

## **Early Presidents and Social Reformers (Grade 4)**

## **Pacing Guide**

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The following is an overview and pacing guide to teaching the eight lessons of this unit. If possible, we encourage teachers to allocate additional time to administer the optional Mid-Unit and End-of-Unit Comprehension Checks.

| Lesson 1                       |                                                                                                                                                                                   | Lesson 2                                                                                              |                                                             | Lesson 3                                                                                                |
|--------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
| Day 1                          | Day 2                                                                                                                                                                             | Day 3                                                                                                 | Day 4                                                       | Day 5                                                                                                   |
| <b>Core Connections</b> 45 min | <b>Reading</b> 45 min<br>Partner: "Reform for African Americans: Standing Up to 'Jim Crow'" and "Three Important Amendments to the U.S. Constitution"<br>Word Work: <i>Rights</i> | <b>Reading</b> 45 min<br>Whole Group: "Of Our Spiritual Strivings"<br>Word Work: <i>Opportunities</i> | <b>Morphology</b> 15 min<br>Introduce Greek and Latin Roots | <b>Reading</b> 45 min<br>Read-Aloud: "Let Woman Choose Her Own Vocation"<br>Word Work: <i>Obstacles</i> |
|                                |                                                                                                                                                                                   |                                                                                                       | <b>Writing</b> 30 min<br>Write a Persuasive Speech: Plan    |                                                                                                         |

| Lesson 3                                                                                                          | Lesson 4                                                                                                                                                                    |                                                                    | Lesson 5                                                                                                |                                                                                                       |
|-------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|
| Day 6                                                                                                             | Day 7                                                                                                                                                                       | Day 8                                                              | Day 9                                                                                                   | Day 10                                                                                                |
| <b>Grammar</b> 15 min<br>Introduce Vague Pronouns<br><br><b>Writing</b> 30 min<br>Write a Persuasive Speech: Plan | <b>Reading</b> 45 min<br>Partners: "Speech to the House Judiciary Committee" and "Speech at the Eleventh National Women's Rights Convention"<br>Word Work: <i>Commenced</i> | <b>Grammar</b> 15 min<br>Introduce Frequently Confused Words       | <b>Reading</b> 45 min<br>Read-Aloud: "We Cannot Keep the Women Ignorant"<br>Word Work: <i>Establish</i> | <b>Reading</b> 45 min<br>Close Reading: "The Meaning of Woman Suffrage"<br>Word Work: <i>Feminist</i> |
|                                                                                                                   |                                                                                                                                                                             | <b>Writing</b> 30 min<br>Write a Persuasive Speech: Plan and Draft |                                                                                                         |                                                                                                       |
|                                                                                                                   |                                                                                                                                                                             | <b>OPTIONAL:</b> Mid-Unit Comprehension Check                      |                                                                                                         |                                                                                                       |

| Lesson 6                                                                                                            |                                                           | Lesson 7                                                                                                  |                                                          | Lesson 8                                                    |
|---------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|----------------------------------------------------------|-------------------------------------------------------------|
| Day 11                                                                                                              | Day 12                                                    | Day 13                                                                                                    | Day 14                                                   | Day 15                                                      |
| <b>Spelling</b> 15 min<br>Introduce Spelling Words<br><br><b>Writing</b> 30 min<br>Write a Persuasive Speech: Draft | <b>Writing</b> 45 min<br>Write a Persuasive Speech: Draft | <b>Grammar</b> 15 min<br>Practice Identifying and Correcting Vague Pronouns and Frequently Confused Words | <b>Spelling</b> 15 min<br>Practice Spelling Words        | <b>Spelling</b> 15 min<br>Assessment                        |
|                                                                                                                     |                                                           | <b>Writing</b> 30 min<br>Write a Persuasive Speech: Share, Evaluate, Revise                               | <b>Writing</b> 30 min<br>Write a Persuasive Speech: Edit | <b>Writing</b> 30 min<br>Write a Persuasive Speech: Publish |

| Lesson 8                           |
|------------------------------------|
| <b>Day 16</b>                      |
| <b>Unit Assessment</b> 35 min      |
| <b>Unit Feedback Survey</b> 10 min |

| Pausing Points                     |                                    |
|------------------------------------|------------------------------------|
| Day 1                              | Day 2                              |
| <b>Culminating Activity</b> 45 min | <b>Culminating Activity</b> 45 min |

## Core Connections

Core Connections in Lesson 1 provides a broad overview of relevant background knowledge for the Student Reader, *The Blessings of Liberty: Voices for Social Justice and Equal Rights in America*. Considering prior knowledge needed for comprehension is consistent with the CCSS three-part model concerning text complexity (specifically with regard to the qualitative dimension of knowledge demands). Students who had CKLA in earlier grades have had

exposure to this relevant background knowledge (see section titled Core Content Objectives Addressed in Core Knowledge Language Arts During Previous Grades). For those students, Core Connections will serve largely as a review of important related content. Students who did not have CKLA in earlier grades might not have prior knowledge of this related content. For those students, Core Connections provides foundational background knowledge about topics addressed in this unit. Core Connections ensures that all students have adequate background knowledge for the unit.

During Core Connections in Unit 7, students will learn about the idea of a “more perfect union” as stated in the Preamble to the Constitution. Students will identify and discuss where the United States has lived up to this ideal and where it has room to grow.

## Reading

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### *The Blessings of Liberty: Voices for Social Justice and Equal Rights in America*

**Unit 7 Reading Lessons include comprehensive instruction in reading comprehension, vocabulary, and word work. For detailed information about these components, including reading groupings and comprehension question types, see pages 15–19 of the Introduction to CKLA in the Unit 1 Teacher Guide.**

This unit is one of eight CKLA Grade 6 units. It uses a Core Knowledge Reader, published by the Core Knowledge Foundation. It includes complex text and prepares students in Grade 6 for the increased vocabulary and syntax demands aligned texts will present in later grades. The Reader exposes students to elements of historical background, focusing on instances of discrimination and injustice in the past that have been addressed and confronted. It provides students with primary-source excerpts, including relevant historical documents, and introduces them to the differences between primary and secondary sources, partially through secondary-source introductions to each primary source. Each of these texts provides students with opportunities to encounter and analyze elements of persuasive writing including claims, reasoning, and evidence.

The CKLA Grade 6 materials are designed to address all CCSS ELA standards at this grade level. To achieve this goal of addressing all required standards, this Teacher Guide calls for students to read only designated selections from *The Blessings of Liberty: Voices for Social Justice and Equal Rights in America* during their 90-minute language arts instruction. If your schedule during other parts of the school day permits, we encourage you to guide your students in choosing additional selections from the book to read, as they will gain an even deeper understanding of the content and issues addressed.

While the selections that students will read are each relatively short, they include complex ideas and text that prepare students for the increased demands and vocabulary in Grade 6 and beyond. If you find that your students complete a particular day’s reading activities in less than the allotted time, consider having your students practice rereading the selections aloud, read additional selections not included in this unit, and/or use the remaining time to devote to the writing lessons, as needed.

## Writing

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In this unit, students write and publish a persuasive speech on a topic related to justice or equality.

**For detailed information about the CKLA approach to writing and the writing process, see pages 19–20 of Introduction to CKLA in the Unit 1 Teacher Guide.**

## Grammar

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In this unit, students will work on grammar skills involving the identification and correction of vague pronouns and frequently confused words.

Students are expected to apply these grammar skills to oral activities, the unit writing project, and other writing throughout Grade 6.

## Morphology

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In this unit, students will study roots derived from Greek and Latin.

Students are expected to apply these morphology skills to oral activities, the unit writing project, and other writing throughout Grade 6.

## Spelling

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During this unit’s spelling lessons, students will practice spelling words related to the content of *The Blessings of Liberty: Voices for Social Justice and Equal Rights in America* as well as words related to the morphology features taught and commonly misspelled words as identified in the Core Knowledge Sequence.

Lesson 6 introduces spelling words and provides definitions for context. Students will not be responsible for identifying the meaning of each word on the spelling assessment. However, it is important that students know the definitions as they practice spelling so they have context for the words. After Lesson 6, students will take home an Activity Page listing the spelling words. The Activity Page includes an optional activity to practice writing the spelling words and learning their meanings. In Lesson 7, students will practice spelling the words by completing sentences that use the words.

In Lesson 8, students will complete a spelling assessment. In addition to writing the words during the assessment, students will write a dictated sentence related to one or more of the words. The lessons include guidelines for administering the assessment and for analyzing spelling errors.

**For detailed information about the CKLA approach to spelling, see page 20 of Introduction to CKLA in the Unit 1 Teacher Guide.**

## Speaking and Listening

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This unit allows for numerous speaking and listening opportunities, including read-alouds, class discussions, and small-group and partner activities. **For detailed information about the CKLA approach to speaking and listening, see pages 20–21 of Introduction to CKLA in the Unit 1 Teacher Guide.**

## Fluency

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While many students will have achieved adequate fluency by Grade 6, CKLA continues to provide resources to help students improve automaticity and fluency for better reading comprehension.

CKLA provides three opportunities for teachers to assess fluency during the year to determine which students can benefit from additional fluency support—in the Beginning-of-Year Assessment at the end of Unit 1 and in the Unit Assessments at the end of Units 4 and 8.

For students requiring additional fluency support, the optional Fluency Supplement, consisting of a variety of reading selections, is provided online. You may choose and use the selections at your discretion, in any order or frequency. You will find the Fluency Supplement in the Ancillary Materials online at <https://www.coreknowledge.org/free-resource/ckla-ancillary-materials-sixth-grade/>.

**For additional information about fluency resources in Grade 6 CKLA, see page 21 of Introduction to CKLA in the Unit 1 Teacher Guide.**

## Assessment

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This unit includes a variety of assessment tools, including formative and summative assessments and progress-monitoring assessments targeting specific skills. **For an overview of assessment in CKLA, see pages 21–22 of the Introduction to CKLA in the Unit 1 Teacher Guide.**

## Activity Book

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The Unit 7 Activity Book provides additional practice for students in reading comprehension, writing, grammar, spelling, and morphology, as well as student resources, enrichment pages, and opportunities for you to conduct formative assessments. Students will complete some Activity Pages in class as part of lessons and other Activity Pages for homework. Homework is assigned regularly and takes various forms.

The Activity Book also includes Student Resources, which contain a glossary of words in the Unit 7 reading selections, the Individual Code Chart, and resources for the unit writing project, including the writing process diagram and editing symbols.

**For detailed information about resources in the Activity Book, see pages 12–13 of Introduction to CKLA in the Unit 1 Teacher Guide.**

## Teacher Resources

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At the back of this Teacher Guide, you will find a section titled Teacher Resources. In this section, information is included about the following:

- Glossary for *The Blessings of Liberty: Voices for Social Justice and Equal Rights in America*

- The Writing Process
- Persuasive Speech Rubric
- Persuasive Speech Peer Review Checklist
- Persuasive Speech Editing Checklist
- Proofreading Symbols
- Permission Slip for Digital Publishing
- Optional Fluency Assessment Guide
- Fluency Assessment Scoring Sheet
- Activity Book Answer Key

## Recommended Resources

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You should consider various times throughout the day when you might infuse the curriculum with authentic domain-related literature. If you are able to do so, you may recommend students select books from this trade book list.

You might also consider creating a classroom lending library, allowing students to borrow domain-related books to read at home with their families.

- Beals, Melba Pattillo. *Warriors Don't Cry*. Simon and Schuster, 2007. ISBN: 9781416948827
- Burg, Shana. *A Thousand Never Evers*. Yearling, 2009. ISBN: 9780440422099
- Conkling, Winifred. *Sylvia and Aki*. Random House, 2013. ISBN: 9781582463452
- Draper, Sharon M. *Stella by Starlight*. Atheneum/Caitlyn Dlouhy Books, 2016. ISBN: 9781442494985
- Freedman, Russell. *Freedom Walkers*. Holiday House, 2009. ISBN: 9780823421954
- Levine, Kristin. *The Lions of Little Rock*. Penguin Young Readers, 2013. ISBN: 9780142424353
- Lewis, Barbara A. *The Kid's Guide to Service Projects*. Free Spirit Publishing, 2009. ISBN: 9781575423388
- Magoon, Kekla. *Fire in the Streets*. Aladdin, 2013. ISBN: 9781442422315
- Magoon, Kekla. *The Rock and the River*. Aladdin, 2010. ISBN: 9781416978039
- Manzano, Sonia. *The Revolution of Evelyn Serrano*. Scholastic, 2014. ISBN: 9780545325066
- Moore, Wes. *The Other Wes Moore: One Name, Two Fates*. Random House, 2011. ISBN: 9780385528207

- Moore, Yvette. *Freedom Songs*. Penguin Young Readers, 1992. ISBN: 9780140360172
- Nelson, Vaunda Micheaux. *No Crystal Stair*. Lerner Publishing Group, 2018. ISBN: 9781541514911
- Partridge, Elizabeth. *Marching for Freedom*. Penguin Young Readers, 2009. ISBN 9780670011896
- Reynolds, Jason; Kendi, Ibram X.; Cherry-Paul, Sonja; Baker, Rachelle. *Stamped (For Kids): Racism, Antiracism, and You*. Little, Brown Books for Young Readers, 2021. ISBN: 9780316167581
- Sharenow, Robert. *My Mother the Cheerleader*. HarperCollins, 2009. ISBN: 9780061148989
- Talley, Robin. *Lies We Tell Ourselves*. Harlequin, 2016. ISBN: 9780373212040
- Wiles, Deborah. *Revolution*. Scholastic, 2017. ISBN: 9780545106085
- Williams-Garcia, Rita. *One Crazy Summer*. HarperCollins, 2011. ISBN 9780060760908

## Related Resources for Culturally Responsive Teaching

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The following organizations and resources have been identified to support culturally responsive, inclusive, and accurate teaching of the material in this unit. For specific links to all of these materials, see the Online Resources which may be found at <https://www.coreknowledge.org/language-arts/>.

**Embrace Race** is an extensive annotated list of children’s books for students ranging in age from preschool and up that may be used as a starting point for discussions about race. You may want to include some of these books in your classroom library while you are teaching this unit.

**Facing History and Ourselves** is a nonprofit international educational and professional development organization with the mission to engage students of diverse backgrounds in an examination of racism, prejudice, and anti-Semitism in order to promote the development of a more humane and informed citizenry.

**Learning for Justice** provides free resources for social justice and antibias education to help teachers and schools supplement curriculum, inform teaching practices, and create inclusive school communities where all students are valued. Below are some of the specific resources provided on the Learning for Justice website.

- **Social Justice Standards** provide a road map for antibias education.
- **Let’s Talk** facilitates discussions about race, racism, and other difficult topics with students that you can also use to build competency when discussing other types of discrimination, such as gender bias, ableism, and religious or anti-LGBT persecution.

- ***Teaching the Movement*** provides resources for teaching about the civil rights movement in the United States.
- ***Critical Practices*** offers practical strategies for accomplishing academic and social-emotional goals side by side.
- **Civil Rights Done Right** is a set of resources and curriculum improvement strategies to support educators in cultivating a deeper understanding of civil rights history.

# Lesson 1

| AT A GLANCE CHART                        |                     |                                                                                                                                                              |                                                                                                                                             |
|------------------------------------------|---------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|
| Lesson                                   | Time                | Activity                                                                                                                                                     | Materials                                                                                                                                   |
| <b>DAY 1:</b><br><b>Core Connections</b> | 45 min              | Introduce the Preamble to the Constitution                                                                                                                   | Schoolhouse Rock video “The Preamble to the Constitution”<br><br>Text of the Preamble to the U.S. Constitution<br><br>Activity Page 1.2     |
| <b>DAY 2:</b><br><b>Reading</b>          | 40 min<br><br>5 min | Partner: “Reform for African Americans: Standing Up to ‘Jim Crow’” and “Three Important Amendments to the U.S. Constitution”<br><br>Word Work: <i>Rights</i> | <i>The Blessings of Liberty: Voices for Social Justice and Equal Rights in America</i> , pages 1–2 and 46–53<br><br>Activity Pages 1.3, 1.4 |
| <b>Take-Home Material</b>                | *                   | Reading                                                                                                                                                      | <i>The Blessings of Liberty: Voices for Social Justice and Equal Rights in America</i><br><br>Activity Pages 1.1, SR.1                      |

## Primary Focus Objectives

*By the end of this lesson, students will be able to:*

### Core Connections

Describe the origin and function of the U.S. Constitution.

Consider the ways in which the United States has lived up to, or fallen short of, the ideals expressed in the Preamble to the Constitution.

### Reading

Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (RI.6.2, RI.6.4, RI.6.6, RI.6.7, RI.6.10; RH.6-8.2, RH.6-8.4, RH.6-8.6, RH.6.8.7)

### Language

Use strategies such as using context clues as well as reference sources such as print or online dictionaries to determine or clarify the meaning of words. (L.6.4, L.6.4.a, L.6.4.c, L.6.4.d)

Acquire and use accurately grade-appropriate general academic and domain-specific words. (L.6.6)

## Speaking and Listening

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. (SL.6.1, SL.6.1.a–d)

Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. (SL.6.2)

## Academic Vocabulary

Academic vocabulary words support reading comprehension and may appear across a variety of materials, in language arts and in content areas. Understanding academic vocabulary may contribute to improved performance on assignments and assessments, as these words appear often in directions. Where applicable, general academic words are used throughout the unit, as they refer to all subjects—reading, writing, grammar, morphology, and spelling. They may appear in directions, assessments, spelling lists, Activity Pages, and discussion questions, among other places.

These words are underlined in lessons the first time they occur. You may wish to define these words and use them intentionally throughout the unit so students hear them used in multiple ways; it is not necessary to teach the words ahead of time.

Following the word list is a chart of applicable Spanish cognates. Providing Spanish cognates may support Spanish-speaking students in comprehending the words in English.

1. **argument, *n.*** the part of a written essay or speech that states a position or opinion on a subject and then supports it with reasons and evidence; also sometimes called a claim
2. **audience, *n.*** the reader(s) of a text
3. **chart, *n.*** information in the form of a graph, table, or diagram
4. **claim, *n.*** an arguable stance or position on a topic
5. **conflict, *n.*** a struggle between characters or a problem characters are trying to overcome
6. **draft, *n.*** an early version of a written text
7. **edit, *v.*** to make a text ready for publication by making improvements and corrections
8. **event, *n.*** an important occurrence
9. **evidence, *n.*** information that supports or proves an argument or claim
10. **prefix, *n.*** word or part of a word placed at the start of another word or root that changes its meaning
11. **primary source, *n.*** original, firsthand information such as speeches, letters, diaries, and interviews recorded or written by the person who experienced the events about which the source is written
12. **publish, *v.*** to present a written work to an audience
13. **reasoning, *n.*** the thinking or logic that supports a claim or argument
14. **root, *n.*** word or word part from which other words are formed by adding a prefix or suffix

15. **secondary source, n.** information that was created later by someone who did not experience firsthand the events about which the source is written
16. **suffix, n.** word or part of a word placed at the end of another word or root that changes its meaning

**Spanish Cognates for Academic Vocabulary in *The Blessings of Liberty: Voices for Social Justice and Equal Rights in America***

*el conflicto*

*publicar*

*editar*

*el razonamiento*

*el prefijo*

*el sufijo*

## ADVANCE PREPARATION

### Core Connections

- Be prepared to play the Schoolhouse Rock video *The Preamble to the Constitution* and to display a text copy of the Preamble to the Constitution in the classroom. Links to both are available in the online resources: <https://www.coreknowledge.org/language-arts/>.

**Note to Teacher:** Students will not have time in class to read and discuss all the selections in the Student Reader. Nevertheless, it will be beneficial to students' understanding of the material if they do read some of the sections not covered in class. In particular, the section "The Progressive Era: Muckrakers and Urban Reformers" provides a good deal of background and contextual information for the material covered in class. We strongly encourage you to suggest that students read some or all of these selections at home. Invite students to summarize the information they have read at the beginning of each lesson the next day.

In addition to the selections from *The Blessings of Liberty: Voices for Social Justice and Equal Rights in America* that students will be reading in class, it is suggested that you have them read some of the other texts in the Reader at home. Look over the selections under the Reader's table of contents headings "Reform for African Americans" and "Women's Suffrage," and choose a variety of selections that you think would be of interest to your students and broaden their understanding of these issues. Display these selections on the board or chart paper, and leave them displayed throughout the unit. At the end of each Reading Lesson, assign or allow students to choose to read one of the listed selections. Either before or after each subsequent Reading Lesson, invite students to share what they learned in their homework reading.

### Reading

- Write the purpose for reading on the board/chart paper: *Summarize the reading and identify the central idea.*
- Make copies of the Glossary on Activity Page SR.1 for the students to take home during this unit.

## Fluency (Optional)

- Choose and make copies of a text selection from the online Fluency Supplement to distribute and review with students who need additional fluency practice or to use as fluency assessment. If you choose to assess students, use the Optional Fluency Assessment Guide in Teacher Resources. See the introduction of this Teacher Guide for more information on using the Fluency Supplement.

### DAY 1

## CORE CONNECTIONS

45 minutes

### Introduce the Preamble to the Constitution

15 minutes

- Write the following question on the board: *What is the United States Constitution?*
- Encourage students to tell you what they already know about the Constitution. Record student answers on the board. Students may suggest that it is a document created long ago by the founders of the United States that describes how the U.S. government works.
- Ask other students to add more information or comment on the answers that have already been given. If necessary, prompt students to think about the Constitution in terms of *who*, *what*, *where*, *why*, and *when* questions:
  - Who wrote the Constitution?
  - What does it say/do?
  - Where was it written? Why was it written? When was it written?

**Note to Teacher:** If you would like to provide more specific information to students, you may want to tell them that the U.S. Constitution was written by the Constitutional Convention to replace the first plan for the American government, the Articles of Confederation. It was based on a model written by convention delegate James Madison. The document was fully ratified, or approved, in 1788.

- Next, write the word *preamble* on the board. Point out, or underline, the prefix *pre-*, and remind students that this prefix means “before.” Tell students that the root word *amble* means “to go.” Tell students to put the meanings of the root and prefix together. Ask: *What might the word preamble mean?* Students should suggest that it is an introduction or passage that goes before the main text.
- Tell students that they are going to watch a short video introducing the Preamble to the Constitution. Play the Schoolhouse Rock video *The Preamble to the Constitution* for students.
- Direct students to the text of the Preamble that you prepared in advance, and allow the students to read it.

### Explore Terminology

25 minutes

- Point out the phrase “to form a more perfect union” in the Preamble. Ask: What might the authors have meant by the term *perfect union*? Record student answers on the board.

**SUPPORT:** Remind students that to understand the meaning of a phrase, they can break it apart into individual words and examine each one. For instance, prompt students to think about what a union is in terms of the United States. Point out that *union* and *united* both start with *uni-*. Lead students to tell you that *union* means “together as one.” Ask students to identify what is being brought together (the states). Then ask what it means for something to be perfect (“the best it can possibly be”) and finally what it could mean for something to be more perfect (“closer to perfection than it was before”).

- Remind students that the first plan for our government, the Articles of Confederation, had many issues. Most importantly, it did not give the national government enough power to handle problems that came up in the first years of the new nation.
- Have students work in pairs to complete Activity Page 1.2. Point out that the Activity Page features a two-column chart. Tell the students that they will identify and discuss with their partners the goals the Preamble to the Constitution set for the government of the United States. After students have discussed with their partners, they will list ways in which they perceive the United States as a more perfect union in the right column of the chart and ways that the United States presently still falls short of being a more perfect union in the left column.
- If possible, reference current events at the national, state, and local levels, that could be listed in either column.

**SUPPORT:** Model the process of filling in the Activity Page by writing “The United States has held democratic elections since its founding” in the left column and “Earlier in U.S. history, many people, including women and minorities, were excluded from voting” in the right column. Point out that you chose these examples because the first shows that the U.S. government has worked as designed, while the second shows an example of where it has fallen short of its ideals. Continue to facilitate discussion on these topics. Other ideas for discussion include political discord between the two parties, social problems such as poverty and joblessness, etc.

- After students have completed the Activity Page, ask for volunteers to share some of their answers with the class. Have the class discuss these answers. Ask students if they agree with the points other students made and to explain why.

## Wrap Up

5 minutes

- Have students summarize what they discussed about the Preamble to the Constitution, the concept of a more perfect union, and how the United States embodies or falls short of this goal.
- Display the text of the Preamble. Ask students to point out words that might give them a clue about what issues the people included in this unit may be concerned with. Students may suggest “justice,” “tranquility,” “welfare,” and “liberty” as examples.
- Tell students they will read the Thirteenth, Fourteenth, and Fifteenth Amendments to the U.S. Constitution.
  - o Ask volunteers to describe what they think an amendment is. (an official change to the original words of the U.S. Constitution)

- o Explain that the Thirteenth, Fourteenth, and Fifteenth Amendments were passed after the Civil War (1861–1865) as part of an attempt to eradicate inequality in the United States and to overturn policies that had kept millions of Black Americans enslaved.
- o Before students read, prompt them to share why they think lawmakers and people in the government at the time decided it was important to make official changes to the Constitution regarding issues of equality.

## DAY 2

### READING

45 minutes

**Partner: “Reform for African Americans: Standing Up to ‘Jim Crow’” and “The Reconstruction Amendments”** [pages 46–53]

### Introduce the Reader

5 minutes

- Ensure each student has a copy of the Reader, *The Blessings of Liberty: Voices for Social Justice and Equal Rights in America*.
- Read the title with students, and explain that this Reader is a work of nonfiction that contains articles, speeches, interviews, and arguments detailing efforts to fight injustice and to reform systems in the United States.
- Have students turn to the table of contents. Point out that the Reader is organized by sections: “The Progressive Era,” “Reform for African Americans,” and “Women’s Suffrage.” Each section contains related texts that deal with a different era, theme, or problem. Ask students to describe some of the themes they think they may be reading about, based on the section and chapter titles. You can also ask students to see if there are any events or names they recognize.
- Ask students to share any other thoughts they have about the Reader.
- Point out that in each chapter, there is a brief introduction to provide context for the material. This introduction is not part of the primary and secondary documents included here but provides important background for understanding the context and meaning of the texts.

### Introduce “Reform for African Americans: Standing Up to ‘Jim Crow’” and “The Reconstruction Amendments”

5 minutes

- Tell students that today they will be reading about the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution. Point out that the root word *amend* means “to change.” The suffix *-ment* means “the action or process of.” Tell students that an amendment is a change to the Constitution. Point out that there have been 27 amendments to the Constitution.
- Ask students to suggest reasons why they think the Constitution has been changed or amended. Write suggestions on the board. Ask students how they think the amendment process could be linked to the idea of creating a “more perfect union.”

- Point out that changes to the Constitution are not easy to make. Ask students why the founding fathers might have wanted to make it difficult to make amendments to the Constitution.

**Note to Teacher:** Before students begin reading “Reform for African Americans: Standing Up to ‘Jim Crow,’” you should read aloud, or prompt students to read silently, “Introduction” and “The Language of Race” on pages 1 and 2 of the Reader. Be sure to reinforce to students that many of the terms they may encounter in the texts that refer to race and racial identity are now considered outdated and offensive. Briefly discuss with students reasons why the use of certain terms changes over time (for instance, because of the decline of legal categories associated with segregation and because of increasing opportunities for Black Americans to define themselves and their own identity in public life).

## Core Vocabulary

- Have students turn to page 46 of *The Blessings of Liberty: Voices for Social Justice and Equal Rights in America*. Preview the core vocabulary words before reading the chapter.

**Note to Teacher:** Some teachers prefer to introduce vocabulary word(s) just before students read the page(s) on which the word(s) occur, rather than preview all of the words at once before reading the chapter.

- Begin by telling students that the first vocabulary word they will encounter in the selection is *rights*.
  - Have students find the word on page 1 of the Reader.
  - Explain that the glossary contains definitions of all the vocabulary words in this Reader. Have students refer to the glossary on Activity Page SR.1. Point out that these words are listed in alphabetical order. Have students find the word, and ask a student to read its definition.
  - Explain the following:
    - The part of speech follows each word in an abbreviated format as follows: noun–*n.*; verb–*v.*; adjective–*adj.*; adverb–*adv.*
    - Alternate forms of the word appearing in the chapter may follow the definition. They may be a different part of speech than the original word.
  - Then have students reference Activity Page 1.3 while you read each word and its meaning, noting the following:
    - The page number (for the first occurrence of the word in the selection) appears in bold print after the definition.
    - Words are listed in the order in which they appear in the selection.
1. **right, *n.*** a moral and legal entitlement (**rights**) (1)
  2. **enslave, *v.*** to put under the control of another person or people without pay or freedom (**enslaved**) (47)
  3. **separate, *adj.*** kept apart from something else (**48**)

4. **humiliation, *n.*** embarrassment; shame (48)
5. **empowerment, *n.*** the power to act (49)
6. **immunity, *n.*** protection from a penalty under the law (**immunities**) (52)

| Vocabulary Chart for “Reform for African Americans: Standing Up to ‘Jim Crow’” and “The Reconstruction Amendments” |                                 |                                                             |
|--------------------------------------------------------------------------------------------------------------------|---------------------------------|-------------------------------------------------------------|
| Vocabulary Type                                                                                                    | Tier 3<br>Domain-Specific Words | Tier 2<br>General Academic Words                            |
| Core Vocabulary                                                                                                    | immunity                        | empowerment<br>enslave<br>humiliation<br>rights<br>separate |
| Spanish Cognates for Core Vocabulary                                                                               |                                 | humillación                                                 |
| Multiple-Meaning Core Vocabulary Words                                                                             |                                 | separate                                                    |
| Sayings and Phrases                                                                                                |                                 |                                                             |

- Read the purpose for reading from the board/chart paper:

Summarize the reading and identify the central idea.

## Read “Reform for African Americans: Standing Up to ‘Jim Crow’” 10 minutes

- Have students turn to page 46.
- Tell students that before they read the amendments, you are going to read aloud an introductory passage on page 46 of the Reader. The passage is called “Standing Up to ‘Jim Crow.’” Tell students that they should follow along as you read.
- Tell students that this introduction is categorized as a secondary source, while the amendments are primary sources. Tell students that a primary source comes from someone directly involved in the topic or event it deals with. A diary in which someone records the events of their day is a primary source. A law (such as the amendments) is a primary source. A speech given by a person about events they personally experienced is a primary source. On the other hand, a secondary source is written by someone not involved in those events. A summary of a speech someone else made is a secondary source. News reports on the television, in newspapers and online are secondary sources, except when a reporter is reporting live from a scene; then it is a primary source. A history book written about a subject is a secondary source. Both primary and secondary sources

are valuable when learning about a topic. Secondary sources often explain or tie together events that have happened.

- Read “Reform for African Americans: Standing Up to ‘Jim Crow’” aloud.
- After you have finished reading, ask the class to answer the following questions:
  - o What were Jim Crow laws? (They were a set of laws passed in the South designed to undermine or undo the constitutional amendments passed after the Civil War and to keep Black Americans separate from whites.)
  - o What was the promise made after the Civil War, and how was it broken? (The promise was that rights and equality would be extended to Black Americans. This promise was made in the constitutional amendments. It was broken by the Jim Crow system.)
  - o Did all the people who opposed Jim Crow agree with each other about what to do? (No, they did not.)
  - o What did they agree on? (They agreed that Jim Crow was wrong and that the United States had to live up to the promise made to Black Americans after the Civil War.)

## Read “The Reconstruction Amendments”

15 minutes

Pair students to read the selections together. You may wish to use any or all of the following pairings: strong readers with readers who need more support, readers of similar skill levels, or English learners with native speakers. Student pairings should change throughout the year. As students read, circulate among the class, monitoring students’ focus and progress. Use the support notes listed under each amendment below to help focus and support students’ reading as needed.

Assign each pair one of the amendments to read. Pairs should not read all the amendments. The class will come together at the end of the lesson. Allow each pair to share what they learned about the amendment they read.

Explain to students that they should read the text silently and then aloud to each other. Tell students that as they read, they should use the questions on Activity Page 1.4 to guide their discussion of the amendment they are reading. As students discuss, they should answer the questions on the page.

### Thirteenth Amendment

**SUPPORT:** The following supports are recommended for the Thirteenth Amendment.

- Point out that the word “jurisdiction” means the area controlled by a certain authority. In this case it means any piece of land governed by the United States, including territories such as Puerto Rico or Guam that are not states but are nevertheless governed by the United States.
- Remind students that the Thirteenth Amendment was drafted and passed during the Civil War (1861–65) and ratified seven months after it ended. Ratification is the process by which an amendment is passed by two-thirds majorities in the House and Senate and then signed by the states, having passed a vote of state legislatures. The amendment was written to bring an end to slavery.

- The amendment also provided a legal framework that replaced temporary actions taken in wartime, such as the Emancipation Proclamation (1863) that freed slaves in Confederate states.

**Note to Teacher:** You may wish to call attention to the caveat, or exception, in the Thirteenth Amendment that involuntary servitude is still allowed for people convicted of crimes and imprisoned. Invite students to comment on this exception—do they consider this type of labor fair?

## *Fourteenth Amendment*

**SUPPORT:** The following supports are recommended for the Fourteenth Amendment.

- The “immunities” are those things the Constitution forbids the government from inflicting on its citizens, such as forcing people to host soldiers in their homes or throwing citizens in prison without a fair trial.
- Point out that the amendment prohibits federal and state governments alike from taking certain actions.
- Although formerly enslaved people were made free by the Thirteenth Amendment, it was not made clear what their legal status would be. Some of those who wanted to end slavery still did not believe that Black Americans should be treated as equal to whites. The Fourteenth Amendment made those Americans born in the United States citizens, setting up the system of “birthright citizenship” that continues today.
- Native Americans were not covered under the Fourteenth Amendment when it was written. At the time, people argued that Native Americans had their own tribal governments. It was not until 1924 that Native Americans gained citizenship.

## *Fifteenth Amendment*

**SUPPORT:** The following supports are recommended for the Fifteenth Amendment.

- You may wish to point out that another question surrounding the legal status of formerly enslaved people was whether they should have the right to vote. States that had previously kept much of their Black American population enslaved feared allowing former slaves to vote and run for election. For this reason, many Southern political elites tried to prevent Black Americans from voting.

## **Discuss “The Reconstruction Amendments” and Wrap Up the Lesson    5 minutes**

- Bring the class back together, and remind students of the purpose for reading:

|                                                      |
|------------------------------------------------------|
| Summarize the reading and identify the central idea. |
|------------------------------------------------------|

- Provide students with an example of a summary:

The secondary source “Reform for African Americans: Standing Up to ‘Jim Crow’” explains how, in spite of constitutional amendments, Black Americans still suffered from discrimination and rights violations. Southern states passed “Jim Crow” laws to ensure

continued separation of the races. In response, many reformers, including Ida B. Wells and W. E. B. Du Bois, devoted themselves to fighting for justice.

- Next, call on one pair of students that read the Thirteenth Amendment to determine the central idea of the amendment and to summarize what the amendment says. Ask students if there are any changes they would make to the summary. Then, repeat the process with pairs that read the Fourteenth and Fifteenth Amendments.
- When the summaries are complete, have students identify the central idea of today's reading by asking them why these three amendments were made to the Constitution. These amendments were added to put an end to slavery and to secure constitutional rights for Black Americans. The central idea is to insure the civil rights of Black Americans.
- Wrap up by asking students to share how they think these amendments sought to create a "more perfect union."

### Word Work: *Rights*

5 minutes

1. In the selection, you read, "For millions of African Americans, the end of the Civil War meant the promise of equal rights and freedom."
2. Say the word *rights* with me.
3. *Rights* means moral or legal entitlements to something or to be treated in a certain way.
4. We had to protest so that we would no longer be denied our rights.
5. What are some other examples of moral and legal entitlements to fair or just treatment? [Ask two or three students to use the target word in a sentence. If necessary, guide and/or rephrase students' responses to make complete sentences: "Civil \_\_\_\_\_ are guarantees that we will be treated justly and equally as citizens."]
6. What part of speech is the word *rights*?
  - o noun

### *Because, But, So*

[Use a *Because, But, So* activity for follow-up. Display the following sentence frames.]

The rights of individuals are important because \_\_\_\_\_.

The rights of individuals are important, but \_\_\_\_\_.

The rights of individuals are important, so \_\_\_\_\_.

[Have students turn to their partners and take turns completing the sentences.] Make sure sentences demonstrate the meaning of the word *rights*. [Invite students to share their answers. Possible answers include "The rights of individuals are important because they protect everyone equally," "The rights of individuals are important, but the rights of some individuals were not always protected," "The rights of individuals are important, so we will speak out if individual rights are violated."]

## Take-Home Material

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### Reading

- Distribute copies of Letter to Family on Activity Page 1.1 for students to share with their families.
- Have students take home the glossary on Activity Page SR.1 for use as a reference during this unit.
- Allow students to choose and read for homework one of the additional reading selections that you listed from *The Blessings of Liberty: Voices for Social Justice and Equal Rights in America*.

### Fluency

- For students who need extra fluency support, have them take home an optional online fluency selection.

# Lesson 2

| AT A GLANCE CHART            |                     |                                                                                  |                                                                                                                                     |
|------------------------------|---------------------|----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| Lesson                       | Time                | Activity                                                                         | Materials                                                                                                                           |
| <b>DAY 1:<br/>Reading</b>    | 40 min<br><br>5 min | Whole Group: "Of Our Spiritual Strivings"<br><br>Word Work: <i>Opportunities</i> | <i>The Blessings of Liberty: Voices for Social Justice and Equal Rights in America</i> , pages 78–82<br><br>Activity Pages 2.1, 2.2 |
| <b>DAY 2:<br/>Morphology</b> | 15 min              | Introduce Greek and Latin Roots: <i>annus, omnis, thermos</i>                    | Greek and Latin Roots Chart<br><br>Activity Page 2.3                                                                                |
| <b>Writing</b>               | 30 min              | Write a Persuasive Speech: Plan                                                  | Characteristics of Persuasive Speech Chart<br><br>Activity Page 2.4                                                                 |
| <b>Take-Home Material</b>    | *                   | Reading, Morphology, Writing                                                     | <i>The Blessings of Liberty: Voices for Social Justice and Equal Rights in America</i><br><br>Activity Pages 2.3, 2.4               |

## Primary Focus Objectives

*By the end of this lesson, students will be able to:*

### Reading

Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. (RI.6.1, RI.6.2, RI.6.3, RI.6.4, RI.6.5, RI.6.6, RI.6.8, RI.6.9, RI.6.10; RH.6-8.1, RH.6-8.2, RH.6-8.4, RH.6-8.5, RH.6-8.6, RH.6-8.8)

### Writing

Write an argument to support a claim with clear reasons and evidence. (W.6.1, WHST.6-8.1)

Introduce claim(s) and organize the reasons and evidence clearly. (W.6.1.a, WHST.6-8.1.a)

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (W.6.2, W.6.2a, W.6.4, W.6-8.4)

Develop and strengthen writing as needed by planning and revising as needed. (W.6.5)

Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. (W.6.7, WHST.6-8.7)

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.6.10, WHST.6–8.10)

## Language

Use strategies such as using context clues, Greek and Latin roots and affixes, as well as reference sources such as print or online dictionaries to determine or clarify the meaning of words. (L.6.4, L.6.4.a–d)

Acquire and use accurately grade-appropriate general academic and domain-specific words. (L.6.6)

## Speaking and Listening

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. (SL.6.1, SL.6.1.a–d)

# ADVANCE PREPARATION

## Reading

- Display the purpose for reading: *Identify a persuasive argument from today's reading and evaluate it based on claims, reasoning, and evidence.*

## Morphology

- Prepare and display the Greek and Latin Roots Chart for *annus*, *omnis*, *thermos*.

## Writing

- Prepare and display the Characteristics of Persuasive Speech Chart on Writing Lesson page 45.

## Fluency (Optional)

- Choose and make copies of a text selection from the online Fluency Supplement to distribute and review with students who need additional fluency practice or to use as fluency assessment. If you choose to assess students, use the Optional Fluency Assessment Guide in Teacher Resources. See the introduction of this Teacher Guide for more information on using the Fluency Supplement.

## READING

45 minutes

**Whole Group: “Of Our Spiritual Strivings”** [pp. 78–82]

## Review

5 minutes

- Remind students that in the previous lesson, they read the Thirteenth, Fourteenth, and Fifteenth Amendments to the U.S. Constitution. Prompt students to briefly recall their summaries of what these amendments were designed to do and in what context they were written. (Students should state the purpose of these amendments was to ban slavery in the United States and to grant Black Americans citizenship and equality before the law. The Fifteenth Amendment gave Black American men the right to vote.)
- Point out to students that these constitutional amendments are laws. Laws determine what people and organizations (including governments) can and cannot do. But laws alone cannot always control people’s thinking or behavior. Some people and organizations break laws or ignore them. As an example, point out that it is very common for people to drive at speeds over the legal speed limit. This is against the law, but some people do it anyway. The fact that some are caught and punished for speeding does not mean that nobody speeds. Explain that, likewise, it turned out that the constitutional amendments did not stop some people and organizations from treating Black Americans as inferior.

**Note to Teacher:** If you had students read an optional selection from *The Blessings of Liberty: Voices for Social Justice and Equal Rights in America*, allow time now or at the end of this lesson to invite them to share what they learned and how it contributes to today’s topic.

## Introduce “Of Our Spiritual Strivings”

10 minutes

- Tell students they will read a section from W. E. B. Du Bois’s book *The Souls of Black Folk*. The selection is titled “Of Our Spiritual Strivings.” Point out to students that Du Bois was a historian, writer, and campaigner for the rights of Black Americans. He was the first Black man to receive a PhD (doctorate) from Harvard University. One of Du Bois’s most influential historical works is his history of the Reconstruction period and the Civil War, *Black Reconstruction in America, 1860–1880*. Du Bois’s work pointed out that Black Americans had played a decisive role in freeing themselves from enslavement and tried to build a new democracy based on equality in America. As a campaigner for the rights of Black Americans, Du Bois was a founding member of the National Association for the Advancement of Colored People (NAACP).

**Note to Teacher:** You may have students answer the questions on Activity Page 2.2 together as a class while reading or at the end of the lesson as part of the wrap-up.

- Read aloud the introductory section, “W. E. B. Du Bois and the Color Line,” on page 78. Point out that this introduction explains who the author is and the context in which he wrote the text. Explain that, like the introduction in the previous lesson, this is a secondary source. The text students will read later is a primary source.

**SUPPORT:** If necessary, ask students to recall the definitions of primary and secondary sources. Primary sources are written by people witnessing or experiencing the events firsthand. Secondary sources are produced after the events in question by people trying to explain them.

**SUPPORT:** Remind students that the term *colored*, as used in the name of the NAACP, is no longer considered an acceptable term, although it was more commonly used at the time Du Bois was writing. Also point out the difference between the terms *prejudice*, *discrimination*, and *racism*. Prejudice is a biased opinion based on a preconceived idea rather than on experience. Discrimination is the unjust treatment of a group of people, often based on race, age, or gender. Racism is prejudice and discrimination directed at a people based on their race.

- Ask students the following comprehension questions after you have read the introductory passage:
  - What did Du Bois think had happened to the South after enslaved people had been freed? (He thought it made southern whites even more racist than before.)
  - What was the Niagara Movement? (The Niagara Movement was a movement to argue for full civil rights and an end to racial discrimination against Black Americans.)
  - How did Du Bois's ideas contrast with those of Booker T. Washington, as presented in the Reader? (Du Bois argued more forcefully for full civil rights).
  - What organization came out of the Niagara Movement? (The National Association for the Advancement of Colored People (NAACP) was formed partly as a result of the Niagara Movement.)
  - What other causes did Du Bois champion? (Du Bois also championed women's rights and Black arts and literature).

### Core Vocabulary

- Have students turn to page 79 of *The Blessings of Liberty: Voices for Social Justice and Equal Rights in America*. Preview the core vocabulary words before reading the chapter.

**Note to Teacher:** Some teachers prefer to introduce vocabulary word(s) just before students read the page(s) on which the word(s) occur, rather than preview all of the words at once before reading the chapter.

- Begin by telling students that the first vocabulary word they will encounter in the selection is *hesitant*.
- Have students find the word on page 79 of the Reader.
- Explain that the glossary contains definitions of all the vocabulary words in this Reader. Have students refer to the glossary on Activity Page SR.1. Point out that these words are listed in alphabetical order. Have students find the word, and ask a student to read its definition.
- Explain the following:
  - The part of speech follows each word in an abbreviated format as follows: noun–*n.*; verb–*v.*; adjective–*adj.*; adverb–*adv.*
  - Alternate forms of the word appearing in the chapter may follow the definition. They may be a different part of speech than the original word.
- Then have students reference Activity Page 2.1 while you read each word and its meaning, noting the following:

- o The page number (for the first occurrence of the word in the selection) appears in bold print after the definition.

- o Words are listed in the order in which they appear in the selection.

1. **hesitant, *adj.*** slow to act because of fear or uncertainty (**half-hesitant**) (79)
2. **outrage, *n.*** an action causing great shock or anger; an offense (**outrages**) (79)
3. **dazzling, *adj.*** extraordinary; impressive (80)
4. **opportunity, *n.*** a chance or possibility to do something (**opportunities**) (80)
5. **consciousness, *n.*** the state of being aware, especially of oneself (**double-consciousness, self-consciousness**) (80)
6. **bleach, *v.*** to whiten by exposure to sun or chemicals (81)
7. **emancipation, *n.*** the process of freeing someone from slavery or social constraints (81)

| Vocabulary Chart for “Of Our Spiritual Strivings” |                                           |                                                          |
|---------------------------------------------------|-------------------------------------------|----------------------------------------------------------|
| Vocabulary Type                                   | Tier 3<br>Domain-Specific Words           | Tier 2<br>General Academic Words                         |
| Core Vocabulary                                   | consciousness<br>emancipation             | bleach<br>dazzling<br>hesitant<br>opportunity<br>outrage |
| Spanish Cognates for Core Vocabulary              | consciencia<br>emancipación               | oportunidad                                              |
| Multiple-Meaning Core Vocabulary Words            |                                           |                                                          |
| Sayings and Phrases                               | it dawned upon me<br>make your blood boil |                                                          |

- Read the purpose for reading from the board/chart paper:

Identify a persuasive argument from today’s reading and evaluate it based on claims, reasoning, and evidence.

- Review the following Academic Vocabulary terms:

**argument, *n.*** the part of a written essay or speech that states a position or opinion on a subject and then supports it with reasons and evidence; also sometimes called a claim

**claim, n.** an arguable stance or position on a topic

**evidence, n.** information that supports or proves an argument or claim

**reasoning, n.** the thinking or logic that supports a claim or argument

**SUPPORT:** Define for students the following terms in the purpose for reading. An argument refers to a set of reasons given to persuade others to agree with a particular idea. A claim is a main idea in an argument. Claims are supported by evidence and explained through reasoning. For example, in an argument about racism, the sentence “Racism prevents people from achieving their full potential” is a claim.

## Read “Of Our Spiritual Strivings”

20 minutes

Have individual students take turns reading the selection aloud. You may also alternate between having students read aloud and read silently. Occasionally pause to ask questions in order to check for understanding and draw students’ attention to key vocabulary and concepts. Use the guided reading supports listed below for this purpose. Tell students that when they finish reading, they will use Activity Page 2.2 to help them identify and evaluate Du Bois’s argument.

**Note to Teacher:** In referring to racial identity, many writers, including W. E. B. Du Bois, used terms for ethnicity such as *Negor* that were acceptable in their times but are not considered acceptable today.

[Have a student read to the end of the first paragraph.]

### [page 33]

**Inferential** What does Du Bois mean by the “other world”?

- o He means the people on the other side of the “color line,” that is, white people.

**SUPPORT:** The word *compassionately* typically means to be looked on with kindness and care, but here Du Bois suggests that he is looked at in a patronizing way by people who are taking pity on him for being a Black man.

**Inferential** Du Bois says that people really mean to ask him, “How does it feel to be a problem?” Why is this question “unasked”?

- o Students may suggest that it is unasked because it is impolite, because it reveals racism, or because it is uncomfortable to talk about.

**SUPPORT:** Tell students that Mechanicsville, Virginia, was the site of a Civil War battle in 1862.

**Inferential** Why might someone tell Du Bois they “fought at Mechanicsville”?

- o They are telling him they fought in the Civil War and are implying that they fought for his rights, on the Union side.

[Have a student read to the sentence ending “refused it peremptorily, with a glance.”]

**Literal** What sort of boyhood did Du Bois have if it was “rollicking”?

- o Du Bois’s childhood was likely adventurous, free-spirited, noisy, and exciting.

**Inferential** What does Du Bois imply is the reason the girl refused his visiting card?

- o He implies that she refused because he is Black.

**Inferential** Why does Du Bois mention the story of the girl and the visiting card?

- o He notes it as the first time he realized he was on the outside of the rest of the group and was being treated differently because of his skin color.

**SUPPORT:** A visiting card, sometimes referred to as a calling card, was a small card that could be left at the home of someone you had visited if they were not at home. In the days before widespread telephone communication, such cards were used to let people know that someone had tried to visit them so that a return visit or alternative arrangement could be made. Today, many businesses and professionals still use business cards with their name and contact details, which can be handed out and kept in a similar way.

**Inferential** Based on what you have read so far, what is Du Bois’s argument?

- o Du Bois argues that racism works like a barrier that keeps Black people separate from and unequal to other people in society.

**SUPPORT:** Explain that a veil is a thin fabric worn over the face. The wearer of the veil can see through it, but the wearer is obscured from being seen clearly by those on the outside.

**CHALLENGE:** Ask students why they think Du Bois chose to use the veil as a metaphor in his argument about race relations. Do students think it is an effective metaphor? Have students explain their reasoning. (Students may say that since the veil obscures the wearer, it works as a metaphor to show how racism keeps white people from really “seeing” Black people; meanwhile, Black people are able to see others but are kept separate.)

**Evaluative** Why do you think Du Bois uses a childhood story as part of his argument?

- o Answers will vary, but students may say that it makes him sympathetic because he is relating a childhood experience. He is asking the audience to sympathize or empathize with the sadness of a child realizing that others do not view him as a peer.

**SUPPORT:** Remind students that the argument is the set of reasons and evidence that Du Bois is using to try to convince his audience. Remind students that these essays were written only 40 years after the Civil War and that Du Bois was born only three years after the abolition of slavery in the United States.

**SUPPORT:** Remind students that a topic is what a text is mostly about. Explain how topic sentences function in an argument: a topic sentence is an expression of the main idea, topic, or claim in an argument paragraph. The other sentences in the paragraph support the topic sentence, often by supporting the argument with reasoning and evidence such as facts. Ask students to think about how Du Bois’s story functions as a way to explore his topic.

[Have a student read to the end of the paragraph.]

**Literal** What does Du Bois mean when he says he held those on the other side of the veil in contempt?

- o He means he hated them or wanted nothing to do with the white world.

**Inferential** How did Du Bois express his contempt?

- o He scored higher than white students at exams, beat them in footraces, and sometimes got into fights.

**Inferential** What are the “prizes” that Du Bois pledged to take from those on the other side of the color line?

- o He wanted to seize opportunities normally reserved for whites.

[Have a student read to the end of the paragraph ending “being torn asunder.”]

**SUPPORT:** A seventh son was believed to have special powers. Du Bois says that the power Black Americans have is to see themselves as the victims of a racist system.

**SUPPORT:** The double-consciousness Du Bois describes is to have an idea of yourself as a person while at the same time also an understanding of yourself as defined differently by a racist society.

**Literal** Something that is reconciled is made whole by bringing together pieces. What is something that is unreconciled?

- o If something is unreconciled, the pieces or parts are not brought together.

**Inferential** How does Du Bois argue that Black Americans are able to keep going in this oppressive situation?

- o They can do so by persevering through “dogged strength alone.”

[Have a student read to the end of the next paragraph, which ends at the top of page 34.]

### [pages 33–34]

**Literal** What is Du Bois’s opinion of America?

- o He thinks America has a lot to “teach the world and Africa”; he has a positive view of America and believes it should be a place where Black Americans can live without prejudice.

**SUPPORT:** Point out that bleach is a cleaning solution that makes things whiter. Du Bois uses the metaphor of “bleaching” as a way to express the notion that Black people should not strive to become “white” and lose their identity.

[Have a student read to the end of the next paragraph, ending “fearfully, like a dream...”]

### [page 34]

**Inferential** Du Bois discusses the belief held by some that ending slavery would bring an end to the villainies and sorrows of Black Americans. Does Du Bois think this was the case? How does his reasoning support his argument that Black Americans are separated by a veil or color line?

- o He does not. He contrasts the fervent hope that freedom would come at last (and when it did, it came “like a dream”) with what he has already expressed is the reality: that the “color line” keeps Black Americans separate even though slavery has ended.

**SUPPORT:** Du Bois, like many Americans of his time, uses Christian themes to explain his thoughts and feelings, and so he refers to “Israelites” and other ideas from Christian theology. The Israelites had to wander in the desert for 40 years after their escape from slavery in Egypt.

[Have a student read to the end of the passage.]

**SUPPORT:** *Swarthy* means “dark-skinned.” Here it refers to the skin color of people of African descent.

**Inferential** Why does Du Bois mention that 40 years have passed?

- o Forty years is a long time for the promises of freedom to remain unfulfilled. It is the majority of an adult lifetime.

**Inferential** What does Du Bois mean by a “swarthy spectre” at the “Nation’s feast”?

- o He means that the position of Black people in American society is unchanged. Black Americans remain in their “accustomed seat.” Racial separation and scorn or pity for Black people is where it always has been in America.

**SUPPORT:** If needed, tell students that a specter is a ghost or spirit.

**Inferential** What is the “shadow of a deep disappointment”?

- o It is the disappointment felt by Black Americans who have still not been able to experience freedom decades after they were “freed.”

## Discuss “Of Our Spiritual Strivings” and Wrap Up the Lesson

10 minutes

Bring students back together and remind them of the purpose for reading:

Identify a persuasive argument from today’s reading and evaluate it based on claims, reasoning, and evidence.

- To wrap up the reading, have students complete Activity Page 2.2 in small groups or as a class.
- After students have finished the Activity Page, ask for volunteers to identify a persuasive argument in the text and then to evaluate its claims, reasoning, and evidence. For instance, prompt students to recognize that Du Bois argues that Black Americans are separated from white society by a “veil” or a “color line” based on unfair perceptions that they are lesser or “problematic.” Ask students to pick out examples of Du Bois’s claims, reasoning, and evidence he uses to back up this idea. You can use the answers to Activity Page 2.2 in the Activity Book Answer Key, pages 144–145, to help guide the discussion.

**SUPPORT:** Point out that the credibility of a source or an argument does not mean that its ideas must be taken as absolutely true or cannot be disagreed with. We have to decide for ourselves what we think about an issue from viewpoints taken from several credible sources. Students

can ask themselves the following questions when deciding whether or not a source is credible: Does the source have authority on the subject? (The source should have sufficient knowledge, education, or personal experience with the subject.) Are the facts accurate? (If you're not sure, you can check the source against other sources of information.)

- End by asking the group the following questions.

**Evaluative** Do you think Du Bois's argument is credible? What makes you think as you do?

- o Answers may vary but should include consideration of Du Bois as a reliable source, his personal experience with racism, and the information and facts he includes to support his argument.

**Evaluative** What credibility do you think Du Bois had with the audience he was addressing at the time? What sorts of people might be more or less inclined to listen to Du Bois than others?

- o Answers will vary but should include that Du Bois's credibility comes from his experience as a Black American, a campaigner, and an academic. Other Black Americans, people interested in Du Bois's own life and struggles, and people who value the input of academics and researchers are more likely to listen to Du Bois. People who hold racist points of view would be less inclined to think Du Bois is credible. People who do not consider themselves racist but do not have the same personal experiences with racism as Du Bois may also be less inclined to believe Du Bois because they lack personal experience and understanding of his topic.

**Evaluative** Do you think laws such as the amendments you read in the previous lesson will be enough to change the attitudes Du Bois describes? If not, what do you think would work?

- o Answers will vary. Have volunteers share their answers.

**Note to Teacher:** As time allows, students can form their own arguments to the last question. Encourage students to write a one-sentence claim and share it with the class. Then ask what kind of reasoning and evidence students would need to find to support that claim.

**Note to Teacher:** Point out to students that they are exposed to arguments every day in the media, online, in the news, in politics, in social media, in advertisements, and even in conversations with friends and family. For an additional activity on evaluating arguments, see Pausing Point page 115.

## Word Work: Opportunities

5 minutes

1. In the selection, you read, "all their dazzling opportunities, were theirs, not mine."
2. Say the word *opportunities* with me.
3. *Opportunities* are chances or possibilities to do something.
4. The city youth center provides many opportunities for kids to participate in summer activities.
5. What are some other examples of opportunities? [Ask two or three students to use the target word in a sentence. If necessary, guide and/or rephrase students' responses to

make complete sentences: “If you want to become good at your favorite sport, it helps to have many \_\_\_\_\_ to play and practice.”]

6. What part of speech is the word *opportunities*?
- o noun

## Appositive Sentences

Use an *Appositive* activity for follow-up. Explain to students that an appositive can be a phrase in a sentence that defines a person, place, or thing. Show the following example of a sentence with the appositive phrase underlined: The revelation, a sudden realization, caused me to change my life. The appositive phrase “a sudden realization” defines the noun *revelation*. Point out the commas. Explain that is separated from the rest of the sentence by commas. Cover or cross out the phrase and read aloud the sentence without the phrase to show that it can be removed from the sentence without making the sentence incomplete. Provide the following sentence frame for the word *opportunities*, and have students fill in the appositive phrase: *If the school provides opportunities, \_\_\_\_\_, for students to get tutoring help, then more students are likely to succeed.* Invite students to share their answers.

**CHALLENGE:** Students who have a solid understanding of appositives may benefit from being challenged to complete the activity without a sentence frame.

## DAY 2

### MORPHOLOGY

15 minutes

**Greek and Latin Roots: *annus*, *omnis*, *thermos***

### Introduce Greek and Latin Roots

15 minutes

- Add the Greek and Latin roots *annus*, *omnis*, and *thermos* to the poster displayed in the classroom.
- Direct students’ attention to the Greek and Latin Roots Chart. Point to the roots, and discuss their meanings: *annus* (year), *omnis* (all), and *thermos* (heat).

| Root    | Word        | Meaning                                          |
|---------|-------------|--------------------------------------------------|
| annus   | annual      | happens every year                               |
| annus   | anniversary | a celebration every year                         |
| annus   | annal       | a record of events in a year                     |
| omnis   | omnibus     | a collection of all the works of a single author |
| omnis   | omnipotent  | all powerful                                     |
| omnis   | omnivorous  | eats everything                                  |
| thermos | thermostat  | controls heat                                    |
| thermos | thermometer | measures heat                                    |
| thermos | hypothermia | losing heat                                      |

- Tell students that the root *annus* means “year.” It is found in words dealing with things that happen in a year or yearly.
- Using the poster, say the words *annual*, *anniversary*, and *annal*, with their definitions. As you say the words, point out how the root word fits into the word.
- Tell students that the root *omnis* means “all.” It is found in words that refer to all of something.
- Direct students’ attention to the poster again, this time reading the examples and definitions for *omnibus*, *omnipotent*, and *omnivorous*.
- Tell students that the root *thermos* means “heat.” It is found in words dealing with heat and the measurement of heat.
- Point out the examples *thermostat*, *thermometer*, and *hypothermia*, along with their definitions. Again, show how the root *thermos* fits into these words.
- Ask students if they know any other examples of words that use these roots, such as *biannual* (happening twice a year), *omnipresent* (present everywhere), or *thermos* (a flask that holds hot liquid), and write or display them on the board. For each example, point out how the root word fits into the word to make a new word, and review with students what that root word means.
- Have students turn to Activity Page 2.3. Briefly review the directions, and do the first exercise together. Tell students to complete the Activity Page for homework.

## WRITING

30 minutes

### Write a Persuasive Speech: Plan

#### Review

5 minutes

Remind students that they wrote a persuasive argument about the leadership qualities of Julius Caesar in Unit 5. Prompt students to recall the elements of persuasive writing, and write them on the board: a claim/argument, reasons and evidence, and a conclusion that usually includes a call to action.

#### Introduce

10 minutes

- Tell students that in this unit they will use what they learned about writing persuasive arguments to write and deliver a persuasive speech on a topic related to civil rights or equality. Remind students that they have just read a persuasive argument by W. E. B. Du Bois, which they can refer to as an example of this type of writing.
- Explain that persuasive writing and persuasive speaking share some similarities but that there are also differences. Prompt students to share what they think some of those similarities and differences might be, and write them on the board.

- Ask students to share any details they recall about the speeches Brutus and Mark Antony gave at Caesar’s funeral in Unit 5. What did the speakers do to try to convince or persuade their audience to agree with their argument? Write examples on the board. (Examples may include that Brutus appealed to the crowd’s sense of duty as Romans and their love of Roman republican government; Antony appealed to the crowd as a friend of theirs who had also benefited from Caesar’s conquests and gifts; Brutus held himself above the crowd while Antony joined them).
- Ask students to recall a time they heard a speech they thought was particularly persuasive. Then ask students to list what they think the characteristics of persuasive speaking are. How is it similar to persuasive writing? How is it different?
- Direct students to the Characteristics of Persuasive Speech Chart. Ask students to brainstorm the characteristics of persuasive speech, and list the characteristics on the chart. Add any additional characteristics students missed as listed in the chart below.

| Characteristics of Persuasive Speech                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Hook</li> <li>• Three significant points*</li> <li>• Signpost language</li> <li>• Visuals</li> <li>• Outline structure</li> <li>• Repetition*</li> <li>• Parallel ideas or structure*</li> <li>• Clear transitions</li> <li>• Claim or thesis</li> <li>• Reasoning</li> <li>• Evidence</li> <li>• Concluding statement</li> <li>• Response to counterarguments</li> <li>• Opinions</li> <li>• Call to action</li> <li>• Appeal to logic, emotion, or ethics</li> </ul> |

- Discuss the characteristics that are starred in the chart. Explain that these are particular to persuasive speaking.
  - o Speakers generally only mention three significant points when making their persuasive argument. More than this would be too long or confusing to most listeners.
  - o Repetition of important words and phrases that support the speaker’s argument can help listeners focus on and connect to the desired topic. In Dr. Martin Luther King Jr.’s “I Have a Dream” speech, he repeats the phrase “I have a dream.”

- o Like repetition, speakers use parallel ideas or structure to help listeners focus on their topic. In “I have a Dream,” King uses parallel structure in the following lines:
  - o “. . . the sons of former slaves and the sons of former slave owners . . .”
  - o “. . . they will not be judged by the color of their skin but by the content of their character . . .”
  - o “. . . little black boys and little black girls will be able to join hands with little white boys and little white girls . . .”

**Note to Teacher:** As time allows, you can have students listen for repetition and parallel ideas in Dr. Martin Luther King Jr.’s “I Have a Dream” or in Amanda Gorman’s 2021 inaugural poem “The Hill We Climb.” Links to both are available in the Online Resources which may be found at <https://www.coreknowledge.org/language-arts/>.

## Choose a Topic

10 minutes

- Tell students that they will choose a topic related to a civil rights or equality issue for a persuasive speech. Students’ chosen topic should be something controversial, that is, something that people disagree on.
- Point out the examples on Activity Page 2.4. Tell students that they can choose one of these questions to develop their topics. Students may also create their own questions, using the reading in this unit or their own interests as inspiration.

**SUPPORT:** Assist students who may require extra support in choosing topics by discussing elements of civil rights or equality issues already covered in the reading (such as racism or other prejudices) or a subject students themselves are interested in.

**Note to Teacher:** It may be worth reminding students that while their subject should be “controversial,” this does not mean that persuasive arguments should aim to stoke controversy for its own sake.

## Wrap Up

5 minutes

If time permits, ask students to share their chosen topics with the class. Write examples on the board, and ask students to comment on how they think some of those topics could be made into effective persuasive arguments (for instance, with a certain type of evidence or a reasoning strategy).

## Take-Home Material

### Reading

- Allow students to choose and read for homework one of the additional reading selections that you listed from *The Blessings of Liberty: Voices for Social Justice and Equal Rights in America*.

## ***Morphology***

- Have students take home Morphology Activity Page 2.3 and complete it for homework.

## ***Writing***

- If students did not have time to complete Activity Page 2.4 during the Writing Lesson, have them complete it for homework.

## ***Fluency (Optional)***

- Have students take home a text selection from the Online Fluency Supplement if you are choosing to provide additional fluency practice.

# Lesson 3

## AT A GLANCE CHART

| Lesson                          | Time            | Activity                                                                                                              | Materials                                                                                                                       |
|---------------------------------|-----------------|-----------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| <b>DAY 1:</b><br><b>Reading</b> | 40 min<br>5 min | Read-Aloud: “‘Let Woman Choose Her Own Vocation’: Speech by Maggie Lena Walker (1912)”<br>Word Work: <i>Obstacles</i> | <i>The Blessings of Liberty: Voices for Social Justice and Equal Rights in America</i> , pages 86–93<br>Activity Pages 3.1, 3.2 |
| <b>DAY 2:</b><br><b>Grammar</b> | 15 min          | Introduce Vague Pronouns                                                                                              | Vague Pronouns Chart<br>Activity Page 3.3                                                                                       |
| <b>Writing</b>                  | 30 min          | Write a Persuasive Speech: Plan                                                                                       | Concept Map<br>Activity Pages 2.4, 3.4, 3.5                                                                                     |
| <b>Take-Home Material</b>       | *               | Reading, Grammar, Writing                                                                                             | <i>The Blessings of Liberty: Voices for Social Justice and Equal Rights in America</i><br>Activity Pages 3.3, 3.4, 3.5          |

## Primary Focus Objectives

*By the end of this lesson, students will be able to:*

### Reading

Analyze in detail how a key idea is introduced, illustrated, and elaborated in a text. (RI.6.1, RI.6.2, RI.6.3, RI.6.4, RI.6.5, RI.6.6, RI.6.8, RI.6.10; RH.6-8.1, RH.6-8.2, RH.6-8.4, RH.6-8.5, RH.6-8.6, RH.6-8.10)

### Writing

Write an argument to support a claim with clear reasons and evidence. (W.6.1, WHST.6-8.1)

Introduce and support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. (W.6.1.a-b, WHST.6-8.1.a-b, WHST.6-8.9)

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (W.6.2, W.6.2.a, W.6.4, WHST.6-8.4)

Develop and strengthen writing as needed by planning and revising as needed. (W.6.5)

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. (WHST.6-8.7, WHST.6-8.8)

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.6.10, WHST.6–8.10)

## Language

Demonstrate command of the conventions of English grammar and usage. (L.6.1)

Recognize and correct vague pronouns. (L.6.1.d)

Use strategies such as using context clues as well as reference sources such as print or online dictionaries to determine or clarify the meaning of words. (L.6.4, L.6.4.a, L.6.4.c, L.6.4.d)

Acquire and use accurately grade-appropriate general academic and domain-specific words. (L.6.6)

## Speaking and Listening

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. (SL.6.1, SL.6.1.a–d)

# ADVANCE PREPARATION

## Reading

- Write the purpose for reading on the board/chart paper: *Explain how the key idea that women should be allowed to take control of their own economic and political destiny is introduced, illustrated, and elaborated in today's reading.*

## Grammar

- Prepare and display the Vague Pronouns Chart, found on page 59.

## Writing

- Prepare and display the Concept Map on Activity Page 3.5.

## Fluency (Optional)

- Choose and make copies of a text selection from the online Fluency Supplement to distribute and review with students who need additional fluency practice or to use as fluency assessment. If you choose to assess students, use the Optional Fluency Assessment Guide in Teacher Resources. See the introduction of this Teacher Guide for more information on using the Fluency Supplement.

**Read-Aloud: “‘Let Woman Choose Her Own Vocation’: Speech by Maggie Lena Walker (1912)”** [pages 86–93]

## Review

5 minutes

- Remind students that in the previous lesson, they read W. E. B. Du Bois’s description of how Black Americans were denied opportunities and equality by the “color line” of white racism.
- Tell students that they will be reading about economic opportunities that were denied to Black Americans. The author of this source, Maggie Walker, founded a savings bank to serve Black Americans. Walker was born in Richmond, Virginia, in 1864. Her mother was a former slave and assistant cook in the mansion of Elizabeth Van Lew. Van Lew was a Richmond woman who had spied for the Union in the Civil War. From a young age, Maggie Lena Walker was involved with the Independent Order of St. Luke, a society that operated as a financial institution for Black Americans to save and receive money for burial expenses and other needs. Walker used her work with the order to support the creation of a newspaper, the *St. Luke Herald*, in 1902, and a savings bank, the St. Luke Penny Savings Bank, in 1903, to promote and expand opportunities for Black Americans to take control of their own finances. Links to additional information about her are available in the Online Resources, which may be found at <https://www.coreknowledge.org/language-arts/>.
- Explain to students how a savings bank works, or invite a student volunteer to explain it.
- Point out that putting money into a bank is a way of keeping it safe. The bank holds the customers’ deposited money and manages it. If the bank is well run and responsible, people will be able to withdraw (take out) their money again whenever they like. Usually, over time a savings account accrues interest, a small amount of additional money, to encourage people to keep their money in the bank.
- The bank offers other services as well, such as loans. A loan is an amount of money borrowed by a customer with the expectation that they will pay it back to the bank later. A loan is charged interest, which is a fee paid to the bank over time for the privilege of borrowing the money.
- After explaining how a bank works, ask students the following questions:
  - How might the ability to save money in a bank affect your social or economic power?  
  
(People who save have greater financial security and access to other financial services such as loans.)
  - Why would Black Americans have wanted banks of their own? (White-owned banks may not have treated them fairly or allowed them to use their services at all).

- o How might Black-owned banks impact other Black-owned businesses? (Savings and loans would be able to provide capital or money, to set up, run, or expand African American-owned businesses).
- o Why would access to Black-owned banks and businesses be helpful for Black women? (It might offer additional opportunities not available through white-owned businesses).

**Note to Teacher:** If you had students read an optional selection from *The Blessings of Liberty: Voices for Social Justice and Equal Rights in America*, allow time now or at the end of this lesson to invite them to share what they learned and how it contributes to today's topic.

## Introduce “Let Woman Choose Her Own Vocation”

10 minutes

- Tell students they will read a speech by Maggie Lena Walker, called “Let Woman Choose Her Own Vocation.” The speech was given in 1912 to the Negro Young People’s Christian and Educational Congress.
- To provide background for students, first read aloud the passage “Maggie Walker and the Economic Empowerment of the Black Community” that starts on page 86 of the Reader. Remind students once more that this passage is a secondary source because it was written after the events described. Then read the introduction to “Let Woman Choose Her Own Vocation” on page 89. Tell students that the speech is a primary source. Remind students that when Walker was speaking, in 1912, women in the United States did not have the right to vote. This right was only granted when the Nineteenth Amendment was ratified in 1920.
- After reading these two sections, ask students the following comprehension questions:
  - o Why was Maggie Walker motivated to start her own business? (As a married woman she was not allowed to teach, and as a Black woman she was restricted in using white businesses.)
  - o Why did Walker set up a savings bank first? (She did it to allow the Black community to save money and to “take the nickels and turn them into dollars.”)
  - o What else did Walker help set up? (She helped set up a newspaper and a department store.)
  - o Did Walker want to use the bank to help individuals or the community as a whole? (She wanted to help the community.)

## Core Vocabulary

- Have students turn to page 94 of *The Blessings of Liberty: Voices for Social Justice and Equal Rights in America*. Preview the core vocabulary words before reading the chapter.

**Note to Teacher:** Some teachers prefer to introduce vocabulary word(s) just before students read the page(s) on which the word(s) occur, rather than preview all of the words at once before reading the chapter.

- Begin by telling students that the first vocabulary word they will encounter in the selection is *obstacles*.

- Have them find the word on page 89 of the Reader.
  - Explain that the glossary contains definitions of all the vocabulary words in this Reader. Have students refer to the glossary on Activity Page SR.1. Point out that these words are listed in alphabetical order. Have students find the word, and ask a student to read its definition.
  - Explain the following:
    - o The part of speech follows each word in an abbreviated format as follows: noun–*n.*; verb–*v.*; adjective–*adj.*; adverb–*adv.*
    - o Alternate forms of the word appearing in the chapter may follow the definition. They may be a different part of speech than the original word.
  - Then have students reference Activity Page 3.1 while you read each word and its meaning, noting the following:
    - o The page number (for the first occurrence of the word in the selection) appears in bold print after the definition.
    - o Words are listed in the order in which they appear in the selection.
1. **obstacle, *n.*** something that blocks the way or prevents progress (**obstacles**) (89)
  2. **urge, *v.*** to persuade or encourage someone to do something (**urges**) (89)
  3. **launch, *v.*** to start; to spring forward (89)
  4. **confine, *v.*** to restrict or limit (90)
  5. **resent, *v.*** to feel bitter or angry about (**resented**) (91)
  6. **manual, *adj.*** (of work) done with the hands or physical body (92)
  7. **occupation, *n.*** a job; a kind of work (**occupations**) (93)

| Vocabulary Chart for “Let Woman Choose Her Own Vocation”: Speech by Maggie Lena Walker (1912)” |                                 |                                                 |
|------------------------------------------------------------------------------------------------|---------------------------------|-------------------------------------------------|
| Vocabulary Type                                                                                | Tier 3<br>Domain-Specific Words | Tier 2<br>General Academic Words                |
| Core Vocabulary                                                                                | manual<br>occupation            | confine<br>launch<br>obstacle<br>resent<br>urge |
| Spanish Cognates for Core Vocabulary                                                           | manual<br>ocupación             | lanzar<br>obstáculo                             |
| Multiple-Meaning Core Vocabulary Words                                                         | manual                          | launch<br>resent                                |
| Sayings and Phrases                                                                            | launch out                      |                                                 |

- Read the purpose for reading on the board/chart paper:

Explain how the key idea that women should be allowed to take control of their own economic and political destiny is introduced, illustrated, and elaborated in today’s reading.

## Read “Let Woman Choose Her Own Vocation”: Speech by Maggie Lena Walker (1912)”

20 minutes

Read the selection aloud as students follow along in their Readers, or have students take turns reading sections aloud. Pause to read and discuss the corresponding guided reading supports. Guided reading supports in brackets are directional and not intended to be read aloud. All other phrases and sentences are intended to be read aloud verbatim. Whenever asking a guided reading support question, explicitly encourage students to refer to the text and reread prior to offering an answer.

Have students preview the questions on Activity Page 3.2. As students listen, tell them to think about these questions that explore the connections between gender, culture, and entrepreneurship revealed in the text. Students will revisit and complete the Activity Page when they wrap up the lesson.

**Note to Teacher:** In the interest of time, you may have students read portions of the selection silently and then discuss the questions.

[Have a student read to the end of the second paragraph on page 37, ending “make life’s way less rugged.”]

**SUPPORT:** Remind students of the definition of *entrepreneur*: a person who organizes and operates their own business.

**Stop and Jot:** Have students stop and jot a *who, what, when, where, why, or how* question about the idea of “the woman in business.” As time allows, invite a few students to share their questions and discuss answers. Explain that sometimes students will need to keep reading in order to find an answer.

[page 37]

**Literal** What are examples of “the domestic duties of home”?

- o Students should mention examples such as cooking, cleaning, and washing.

**Inferential** Why does Walker mention the idea that hundreds of thousands of women want to make bread, cook meals, and rear families?

- o She does not want to insist that domestic work is a bad thing or that women cannot take pride and joy in it.

**Inferential** Walker mentions the reasons why other women want to become professionals. What are the reasons she gives?

- o Women want to earn money to help support members of their family, such as “aged fathers and mothers” and “younger sisters and brothers.”

**Evaluative** Why do you think Walker connects the idea of women earning money to women supporting families?

- o Answers may include that she is trying to convince a contemporary audience that women in the workplace will not cause women to neglect their family duties but rather will strengthen their ability to do so.

[Have a student read the next two paragraphs, ending with “depths she dared not venture.”]

**SUPPORT:** A vocation is not just a job. *Vocation* comes from Latin and means “to call” or “to speak,” and so a vocation is also something that can be considered a “calling.” A calling is something you are meant to do, something that gives your life purpose.

**Inferential** How does Walker believe women’s relationships with men will change if they join the workforce?

- o She thinks women will likely be able to achieve independence from men by earning their own money.

**Evaluative** How do you think the author’s ideas about Black women’s chances of employment and independence compare with the realities of independence for Black Americans as a whole at that time?

- o Student answers may say that it suggests that Black women are hampered both by racism and by expectations that only men should work. Black women are doubly frustrated if they want to live independent lives as individuals because they face discrimination by being both Black and female.

**SUPPORT:** The phrase “undiscovered country” comes from Shakespeare’s *Hamlet*, although Hamlet uses the phrase to refer to death. It means a place nobody knows about. The phrase shows Walker’s familiarity with important literature.

[Have a student read the next paragraph, which ends with “and honest to them as to the men.”]

**Literal** What caused women to begin working, according to the author?

- o It was caused by a need, or a “growing necessity.”

**Literal** How does the author say men responded to women in the workplace?

- o They responded with anger and “severe condemnation.”

**SUPPORT:** A pulpit is a platform used by preachers when addressing their congregations. The phrase “thunders of the pulpit” suggests that preachers were not happy about women in the workplace.

**SUPPORT:** When Walker says “Capital,” she means business owners, those who own the physical and financial assets that determine what gets produced in a society such as the United States.

**CHALLENGE:** Ask students to consider Walker’s argument that Capital (meaning business owners) took advantage of women’s desperation by paying them less money. Have students write a sentence explaining why this might contribute to men’s unhappiness about women working.

- Student answers should show understanding that if women are being paid less to do jobs previously done by men, this undercuts men’s opportunities and causes them to be resentful of working women.

**Inferential** What action does Walker say her audience should take in order to win workplace rights and higher wages for themselves?

- o Walker asks them to vote, or to force “Capital to hear them at the ballot box.”

[Have a student read to the end of the third paragraph on page 38, ending “Brain conquereth all things...”]

**[page 38]**

**Inferential** Why does Walker mention that “size of body amounts to so little”?

- o Walker is referring to attitudes that claim that women cannot do the work of men because they tend to be physically smaller.

**SUPPORT:** The words *omniscient* and *omnipotent* contain the root word *omnis*, which means “all.”

**Inferential** Why does Walker put forth the idea that the brain is more important than the body?

- o Walker believes women can work just as well as men because it is the brain that matters more than the body.

[Have a student read the next two paragraphs, ending with “the occupations of Negro Women.”]

**Note to Teacher:** Remind students that, as a product of her time, Walker uses the term “Negro” to refer to Black Americans. This word is no longer considered acceptable.

**Literal** What comparison does Walker make between men and women’s brains?

- o Walker says they’re exactly the same.

**Literal** If women are as smart as men, what does Walker say is holding them back from success in business?

- o Walker attributes it to a lack of opportunity.

[Have a student read the next two paragraphs, ending on “out of employment all over the land?”]

**Inferential** According to Walker, what sort of work was done by Black women in her time?

- o Black women did simple or menial work that didn’t pay very well.

**Inferential** What opinion does Walker have of the sort of work Black women are allowed to do? Cite examples from the text.

- o Walker thinks it is a waste of their potential. She argues that even if Black women are sent to school, they are only allowed to do work that requires no education, such as domestic service.

**Inferential** For whom were Black women expected to work?

- o They were expected to work for white people.

**Inferential** If white women are “crowding Negro women out,” what is happening to jobs for Black women?

- o There are fewer available jobs for Black women and probably lower wages, too.

[Have a student read to the end of the passage.]

**Inferential** Why does Walker see a bank as a necessary tool?

- o Walker argues that business requires money as well as brains and energy, and a bank can be a supply of money and a place to store it.

**Inferential** Why does Walker want to stoke the fires of “race unity”?

- o Walker believes that the only way for Black Americans to develop their own communities, challenge inequality, and win opportunities and independence is for Black communities to work together for Black-owned businesses and institutions like banks. She implies that they will never get opportunities from whites but will have to build their own.

**Note to Teacher:** Suggest that during the Pausing Point students may begin to research the history of Black entrepreneurship, particularly with regard to Black women, in the United States.

## Discuss “‘Let Woman Choose Her Own Vocation’: Speech by Maggie Lena Walker (1912)” and Wrap Up the Lesson

5 minutes

Direct students’ attention to the purpose for reading:

Explain how the key idea that women should be allowed to take control of their own economic and political destiny is introduced, illustrated, and elaborated in today’s reading.

To wrap up, complete Activity Page 3.2 as a class, and then have students answer the following questions.

1. **Inferential** What is the key idea of the text?
  - o Black women need to take their destiny into their own hands by becoming businesspeople.
2. **Inferential** How does Walker develop this idea?
  - o Walker shows how various economic and social factors prevent Black women from achieving independence.
3. **Evaluative** How do you think the strategy outlined in this text could be successful in achieving independence for Black women, and in what ways might it be unsuccessful?
  - o Answers may vary but could include that successful independent businesses run by Black women might allow them to earn money and independence regardless of what white people think about them or their custom; it might be unsuccessful if white business owners and white society disapprove of the competition and work to shut it down; it might be unsuccessful because economic power alone might not translate into political or social power.

## Word Work: *Obstacles*

5 minutes

1. In the selection, you read, “She saw clearly the obstacles they faced—both because they were women and because they were black.”
2. Say the word *obstacles* with me.
3. *Obstacles* are things that block the way or prevent progress.
4. Obstacles in the path prevented the explorers from venturing into unknown territory.
5. What are some other examples of obstacles? [Ask two or three students to use the target word in a sentence. If necessary, guide and/or rephrase students’ responses to make complete sentences: “If you can eliminate the \_\_\_\_\_ in your path, you will be successful.”]
6. What part of speech is the word *obstacles*?
  - o noun

## Making Choices

[Use a *Making Choices* activity for follow-up.] I am going to read several sentences. If the example I read is about something that blocks the way or prevents something from happening say that is *obstacles*. If the sentence I read is not about taking a risk, say that is *not obstacles*.

1. A tree fell in the road.
  - o *obstacles*
2. Sheila got a great new job.
  - o *not obstacles*
3. I don't have enough money to pay for soccer camp.
  - o *obstacles*
4. Officials cleared the course before the race.
  - o *not obstacles*

## DAY 2

### GRAMMAR

15 minutes

#### Introduce Vague Pronouns

15 minutes

- Remind students that a pronoun is a word that can take the place of a noun. As an example, tell the class that the word *table* is a noun. The noun *table* can be replaced by the pronoun *it*. A person's name, such as *Mark* or *Jessica*, is a proper noun. These nouns can be replaced by *he* or *she*.

**SUPPORT:** Display a list of common pronouns if students need a reminder: *I, me, you, he, him, she, her, they, them, we, us, it, this, that*.

- Point out that because pronouns replace the specific information carried by a noun (which tends to name something directly and clearly), sometimes pronouns can be vague. A pronoun could be vague because it could refer to several things in the same sentence. A vague pronoun isn't clear about which noun it refers to.
- Display the following Vague Pronouns Chart, and discuss the examples of vague pronouns.

| Sentence                                                                                                          | Vague pronoun | Why is it vague?                                                                               |
|-------------------------------------------------------------------------------------------------------------------|---------------|------------------------------------------------------------------------------------------------|
| Felipe and Ben were playing football when he scored a goal.                                                       | he            | "He" could mean either Felipe or Ben.                                                          |
| Selina never finished her homework, and it made her parents angry.                                                | it            | It isn't clear whether "it" refers to Selina's homework or the fact that she didn't finish it. |
| Lots of people like to drive fast in traffic, and this frustrates me.                                             | this          | It isn't clear whether "this" refers to driving fast or traffic.                               |
| The Raptors and the Knights flipped a coin to see who would get the ball first, and they didn't like the results. | they          | It isn't clear whether "they" refers to one of the teams or both teams.                        |

- Go through each example with the class, pointing out the vague pronoun and explaining why these pronouns are considered vague.
- Tell the class that there are several ways to fix vague pronouns.
- The first is to replace the vague pronoun with a noun. Pointing to the first example on the poster, tell students that the vague pronoun *he* could be replaced with *Felipe* or *Ben*, depending on whether Felipe or Ben scored the goal.
- In the case of a sentence with two parts, you can combine the parts into a single, clearer sentence. Pointing to the second example on the poster, tell students that the sentence could be rewritten as, "The fact that Selina never finished her homework made her parents angry."
- Tell students that a vague pronoun can also be strengthened by adding a noun to it. Using the third example on the poster, tell students that the sentence can be rewritten as, "Lots of people like to drive fast in traffic, and this habit of theirs frustrates me."
- When there are two nouns and only one pronoun, it is important for readers to understand which of the nouns the pronoun refers to. The fourth example should be rewritten to specify which team. "The Raptors and the Knights flipped a coin to see who would get the ball first, and the Raptors didn't like the results."
- Have students turn to Activity Page 3.3. Briefly review together the directions, and run through how to complete the exercises by identifying the vague pronouns in the sentences. Ask students to complete the exercises for homework.

**Write a Persuasive Speech: Plan**

**Finalize Topic**

**5 minutes**

- Remind students that in the previous lesson, they began choosing the topic for their persuasive speeches. Tell students to review Activity Page 2.4 to revisit their ideas and finalize their topic.

**Develop a Claim**

**10 minutes**

- Tell students that, like persuasive writing, persuasive speeches have to make claims. Making a claim can also be called *stating a thesis*. Remind students that a claim or thesis is a main idea that is supported with evidence and reasoning.
- Tell students to turn to Activity Page 3.4. This Activity Page will help students to develop a claim or thesis by connecting the topic and the student's opinion to a supporting statement.
- Point out and read through the example provided on the Activity Page: "Women should receive equal pay for equal work because the ability to do a job well depends on skill, not gender." Explain how the claim and the developing information are separated by the word *because*. The first part of the sentence states the claim; the second develops the idea.

**SUPPORT:** Ask students who may require further support to work in pairs, with one person making a claim and the other asking a question about the claim as a prompt to encourage development of the claim.

**Develop Background**

**10 minutes**

- Explain that developing background is necessary to support a claim. Tell students that a listener may not know anything about a topic and that a persuasive speech might be their first and only opportunity to learn about an important issue.
- Tell students that background can be thought of as the answer to several questions: *who, what, when, where, why, and how*.
- Remind students that their persuasive speeches are about issues in the real world. The issues are not abstract problems; they are challenges that real people face. Providing detailed background for claims helps the speaker to be more convincing by proving that their argument is connected to a real issue.
- Tell students to turn to the Concept Map on Activity Page 3.5. Using the Concept Map that is on display, model how to fill it in by writing a claim or thesis at the center of the map. Then point out that each radiating circle poses one of the questions containing some background to support the claim. For instance, suggest that your claim will be that women should receive equal pay for equal work. Then point out that you can answer the question *when* with *now* because there are still instances when women are not paid the same as men.

- Ask students to fill in their own concept maps. Tell students to complete the exercise for homework if necessary. Encourage students to use online resources to verify their own responses. For instance, students could check their responses against news articles, academic papers, or encyclopedia articles with more information on world events and struggles.

**SUPPORT:** Provide support to students by posing the *who*, *what*, *when*, *where*, *why*, and *how* questions to them directly. Tell students that they can also ask these questions of themselves, as if they were a listener wondering why the claim matters.

## Wrap Up

5 minutes

If time allows, ask students to share some of their claims, developments, and background on Activity Page 3.5 with the class.

## Take-Home Material

### Reading

- Allow students to choose and read for homework one of the additional reading selections that you listed from *The Blessings of Liberty: Voices for Social Justice and Equal Rights in America*.

### Grammar

- Have students take home Grammar Activity Page 3.3 and complete it for homework.

### Writing

- If students did not complete Activity Pages 3.4 and 3.5 during the Writing Lesson, have them complete them for homework.

### Fluency (Optional)

- Have students take home a text selection from the Online Fluency Supplement if you are choosing to provide additional fluency practice.

# Lesson 4

## AT A GLANCE CHART

| Lesson                          | Time            | Activity                                                                                                                                                                                                                | Materials                                                                                                                                                             |
|---------------------------------|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>DAY 1:</b><br><b>Reading</b> | 40 min<br>5 min | Partners: “Speech to the House Judiciary Committee by Mary Ann Shadd Cary (1874)” and “Speech at the Eleventh National Women’s Rights Convention by Frances Ellen Watkins Harper (1886)”<br>Word Work: <i>Commenced</i> | <i>The Blessings of Liberty: Voices for Social Justice and Equal Rights in America</i> , pages 113–125<br>Text of the Fourteenth Amendment<br>Activity Pages 4.1, 4.2 |
| <b>DAY 2:</b><br><b>Grammar</b> | 15 min          | Introduce Frequently Confused Words                                                                                                                                                                                     | Frequently Confused Words Chart<br>Activity Page 4.3                                                                                                                  |
| <b>Writing</b>                  | 30 min          | Write a Persuasive Speech: Plan and Draft                                                                                                                                                                               | Activity Page 4.4<br>Writing Journal                                                                                                                                  |
| <b>Take-Home Material</b>       | *               | Reading, Grammar, Writing                                                                                                                                                                                               | <i>The Blessings of Liberty: Voices for Social Justice and Equal Rights in America</i><br>Activity Pages 4.3, 4.4                                                     |
| <b>Optional</b>                 | *               | Mid-Unit Comprehension Check                                                                                                                                                                                            | Activity Page PP.1                                                                                                                                                    |

## Primary Focus Objectives

By the end of this lesson, students will be able to:

### Reading

Determine a central idea of a text and how it is conveyed through particular details; provide a summary of a text distinct from personal opinions or judgments. (RI.6.1, RI.6.2, RI.6.3, RI.6.4, RI.6.5, RI.6.6, RI.6.8, RI.6.9, RI.6.10; RH.6-8.1, RH.6-8.2, RH.6-8.4, RH.6-8.6, RH.6-8.10)

### Writing

Write an argument to support a claim with clear reasons and evidence. (W.6.1, W.6.2, W.6.2a, WHST.6–8.1)

Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. (W.6.1.b, WHST.6–8.1.b)

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (W.6.4, W.6–8.4)

Develop and strengthen writing as needed by planning and drafting. (W.6.5)

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. (WHST.6–8.7)

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.6.10, WHST.6–8.10)

## Language

Demonstrate command of the conventions of English grammar and usage. (L.6.1)

Use known strategies such as using context clues as well as reference sources such as print or online dictionaries to determine or clarify the meaning of words. (L.6.4, L.6.4.a, L.6.4.c, L.6.4.d)

Acquire and use accurately grade-appropriate general academic and domain-specific words. (L.6.6)

## Speaking and Listening

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. (SL.6.1, SL.6.1.a–d)

# ADVANCE PREPARATION

## Reading

- Prepare to display the text of the Fourteenth Amendment, available in Online Resources, which may be found at <https://www.coreknowledge.org/language-arts/>.
- Write the purpose for reading on the board/chart paper: *Provide a summary of today's reading that does not include any personal opinions or judgments.*

## Grammar

- Prepare and display the Frequently Confused Words Chart.

## Fluency (Optional)

- Choose and make copies of a text selection from the online Fluency Supplement to distribute and review with students who need additional fluency practice or to use as fluency assessment. If you choose to assess students, use the Optional Fluency Assessment Guide in Teacher Resources. See the introduction of this Teacher Guide for more information on using the Fluency Supplement.

## READING

45 minutes

**Partners: “Speech to the House Judiciary Committee by Mary Ann Shadd Cary (1874)” and “Speech at the Eleventh National Women’s Rights Convention by Frances Ellen Watkins Harper (1886)”** [pages 113–125]

## Review

5 minutes

- Direct students to the text of the Fourteenth Amendment. Remind students that they read and discussed the Fourteenth Amendment in the first lesson, and briefly review what students learned about the amendment.
- Tell students that today they are going to be reading some speeches from the movement to secure equal rights for women. Explain that there are issues with the way the Fourteenth Amendment was written. Point out the terms “all persons” and “male inhabitants” in Sections 1 and 2 of the amendment, respectively.
- Ask students which of these terms should carry more weight when interpreting the meaning of the amendment: “all persons” or “male inhabitants”? Why? Write student answers on the board.
- Then ask students which of the terms they think would fit best with the idea of a “more perfect union.”

**Note to Teacher:** If you had students read an optional selection from *The Blessings of Liberty: Voices for Social Justice and Equal Rights in America*, allow time now or at the end of this lesson to invite them to share what they learned and how it contributes to today’s topic.

**Introduce “Speech to the House Judiciary Committee by Mary Ann Shadd Cary (1874)” and “Speech at the Eleventh National Women’s Rights Convention by Frances Ellen Watkins Harper (1886)”**

10 minutes

- Tell students they will read two speeches: one given by Mary Ann Shadd Cary in 1874 to the House Judiciary Committee and another given by Frances Ellen Watkins Harper to the Eleventh National Women’s Rights Convention in 1886. Provide the following biographical information about each woman. Links to additional information are available in the Online Resources, which may be found at <https://www.coreknowledge.org/language-arts/>.
  - o Mary Ann Shadd Cary was a Black woman born in Delaware in 1823. Delaware at the time was a slave state, and Shadd Cary’s family moved to free Pennsylvania when she was young. Shadd Cary and her family worked with the “underground railroad” that helped enslaved people escape from enslavement and find freedom in the northern United States or Canada. Shadd Cary worked as a teacher and writer, and she was active in the movement to secure rights for women. She helped found the Colored Women’s Progressive Franchise Association, which organized Black women to campaign for the vote.

- o Frances Ellen Watkins Harper was born in Baltimore, Maryland, in 1825. She was a teacher, writer, poet, and campaigner who advocated for the abolition of slavery and for women’s rights. She was the first Black woman to publish a short story in America, and she helped to found the American Woman Suffrage Association and the National Association of Colored Women’s Clubs.
- To provide background information for students before they read the speeches, read aloud the introductory passages: “Mary Ann Shadd Cary: ‘Strike Out the Word *Male*’” (page 113) and “Francis Ellen Watkins Harper: ‘We Are All Bound Up Together’” (page 120). Tell students to follow along in their Readers as you read these passages aloud. Remind students that these introductions are secondary sources.
- After you have read the introductions, ask student volunteers to summarize the information in their own words. Then ask the following questions:
  - o How did Mary Ann Shadd Cary work toward a “more perfect union”? (Students’ answers might include: She helped oppose slavery; she recruited Black soldiers for the Union army in the Civil War; she joined the women’s suffrage movement to campaign for women’s right to vote.)
  - o What did Shadd Cary like about the amendments after the Civil War, and what did she dislike? (She liked that they ended slavery and extended rights to Black Americans, but she disliked that they excluded women from voting.)
  - o In what way was Shadd Cary a good person to speak about legal issues to the House Judiciary Committee? (Among other things, she was a lawyer.)
  - o Why does the text present a poem written by Frances Ellen Watkins Harper? (It shows how she used poetry to support her cause.)
  - o Why might Harper have focused on women’s rights after 1864? (Slavery ended in 1865, but women’s rights remained an issue).
- Have students turn to page 116 to begin reading “Speech to the House Judiciary Committee by Mary Ann Shadd Cary (1874).”

### Core Vocabulary

- Have students turn to page 116 of *The Blessings of Liberty: Voices for Social Justice and Equal Rights in America*. Preview the core vocabulary words before reading the chapter.

**Note to Teacher:** Some teachers prefer to introduce vocabulary word(s) just before students read the page(s) on which the word(s) occur, rather than preview all of the words at once before reading the chapter.

- Begin by telling students that the first vocabulary word they will encounter in the selection is *secure*.
- Have students find the word on page 116 of the Reader.

- Explain that the glossary contains definitions of all the vocabulary words in this Reader. Have students refer to the glossary on Activity Page SR.1. Point out that these words are listed in alphabetical order. Have students find the word, and ask a student to read its definition.
  - Explain the following:
    - o The part of speech follows each word in an abbreviated format as follows: noun–*n.*; verb–*v.*; adjective–*adj.*; adverb–*adv.*
    - o Alternate forms of the word appearing in the chapter may follow the definition. They may be a different part of speech than the original word.
  - Then have students reference Activity Page 4.1 while you read each word and its meaning, noting the following:
    - o The page number (for the first occurrence of the word in the selection) appears in bold print after the definition.
    - o Words are listed in the order in which they appear in the selection.
1. **secure, v.** to succeed in obtaining something (**securing**) (116)
  2. **significance, adj.** importance (117)
  3. **complexion, n.** the color and appearance of a person’s skin, especially their face (117)
  4. **indebted, adj.** owing thanks or gratitude to someone for a favor or service (118)
  5. **compel, v.** to urge strongly or forcefully to do something (**compelled**) (119)
  6. **disregard, v.** to ignore or pay little attention to (**disregarded**) (117)

| Vocabulary Chart for “Speech to the House Judiciary Committee” and “Speech at the Eleventh National Women’s Rights Convention” |                                 |                                                           |
|--------------------------------------------------------------------------------------------------------------------------------|---------------------------------|-----------------------------------------------------------|
| Vocabulary Type                                                                                                                | Tier 3<br>Domain-Specific Words | Tier 2<br>General Academic Words                          |
| Core Vocabulary                                                                                                                | complexion                      | compel<br>disregard<br>indebted<br>secure<br>significance |
| Spanish Cognates for Core Vocabulary                                                                                           | complexión                      | significado                                               |
| Multiple-Meaning Core Vocabulary Words                                                                                         |                                 | indebted<br>secure                                        |
| Sayings and Phrases                                                                                                            | crowning glory                  |                                                           |

- Read the purpose for reading from the board/chart paper:

Provide a summary of today’s reading that does not include any personal opinions or judgments.

## Read “Speech to the House Judiciary Committee by Mary Ann Shadd Cary (1874)” and “Speech at the Eleventh National Women’s Rights Convention by Frances Ellen Watkins Harper (1886)” 20 minutes

Pair students to read the selections together. You may wish to use any or all of the following pairings: strong readers with readers who need more support, readers of similar skill levels, or English learners with native speakers. Student pairings should change throughout the year.

Explain that both students will read the first paragraph of the speech silently and that then one partner should read that paragraph aloud. Next, they will both read the second paragraph silently, and then the other partner will read that paragraph aloud, and so on.

Allow students to ask their partners for help to sound out or define words as necessary.

When students are done reading both speeches, tell them to use the questions on Activity Page 4.2 to help them write a summary of one of the speeches. You may assign pairs to summarize a specific speech or let students choose which speech to summarize.

As students read, circulate among the class, monitoring students’ focus and progress. Use the prompts and supports below to help students as needed.

## *Speech to the House Judiciary Committee by Mary Ann Shadd Cary (1874)*

**Note to Teacher:** Remind students if necessary that the term *colored*, although used by a Black woman in this speech, is no longer considered an acceptable term.

**SUPPORT:** If needed, remind students that to solicit is to ask for something. *Affiliation* means membership in, or association with, a group.

**Inferential** Summarize the main evidence Shadd Cary uses to support her argument that women should be able to vote.

- o Answers will vary, but students may mention that the author says that, like men, women are subject to the government, but women have not given their “consent” to be governed because they do not have the right to vote, as men do.

**Stop and Jot:** Have students stop and jot a *who, what, when, where, why, or how* question about the idea that “the crowning glory of American citizenship is that it may be shared equally by people of every nationality, complexion, and sex.” As time allows, invite a few students to share their questions and discuss answers. Explain that sometimes students will need to keep reading in order to find an answer.

**SUPPORT:** The third paragraph uses the record of Black women’s contributions to the Civil War effort as a persuasive strategy. Many women, both Black and white, performed vital supporting roles in the war, from nursing soldiers to spying on the enemy.

**SUPPORT:** Fratricide is the killing of a brother; the Civil War is “fratricidal” because, in some instances, one brother may have lived in a northern state and fought for the North, while another brother lived in a southern state and fought for the South.

## *Speech at the Eleventh National Women’s Rights Convention by Frances Ellen Watkins Harper (1886)*

**SUPPORT:** A looking glass is a mirror.

**SUPPORT:** To be fettered is to be in chains.

**SUPPORT:** Enlightenment is an intellectual awakening.

**Stop and Jot:** Have students stop and jot a *who, what, when, where, why, or how* question about the line “You white women speak here of rights. I speak of wrongs.” As time allows, invite a few students to share their questions and discuss answers. Explain that sometimes students will need to keep reading in order to find an answer.

**SUPPORT:** Ishmael is a figure in the Bible, the son of Abraham and Hagar. It was prophesied that Ishmael would fight everyone and everyone would fight him. The reference is to a situation in which you are opposed to everyone and everyone is opposed to you.

**SUPPORT:** The *Dred Scott* decision is a notorious Supreme Court judgment. Issued in 1857, the decision held that Dred Scott, an enslaved man who escaped to a state in which slavery was illegal, was not entitled to his freedom and had to be returned to enslavement. It also declared that Black people were not and never could be citizens.

**Literal** Summarize what Harper believes will limit the success of the “grand and glorious revolution.”

- o Harper believes that the nation will be unsuccessful until racial and class discrimination and prejudice are entirely eliminated.

**SUPPORT:** The “great peril” is the Civil War, which could have ended with the United States permanently divided into two countries.

## Discuss “Speech to the House Judiciary Committee by Mary Ann Shadd Cary (1874)” and “Speech at the Eleventh National Women’s Rights Convention by Frances Ellen Watkins Harper (1886)” and Wrap Up the Lesson

5 minutes

Bring students back together, and remind them of their purpose for reading:

Provide a summary of today’s reading that does not include any personal opinions or judgments.

- Invite pairs to share the summaries they wrote on Activity Page 4.2.
- As a class, evaluate the summaries with the following questions.
  - o Does the summary include all of the speaker’s important points? If not, what needs to be added?
  - o Does the summary include any minor details that are not important to understanding the speech and could be eliminated?
  - o Does the summary give the speaker’s opinion on the subject? Does the summary give the students’ opinion on the subject?

**SUPPORT:** Explain that it is good to give the speaker’s opinion because that is content directly from the speech. However, the summary writer’s personal opinion, whether it agrees or disagrees with the speaker, should not be included. If necessary, help students differentiate between the speaker’s opinion and the summary writer’s personal opinion in a summary.

As a final wrap-up, ask students to think about the following question.

1. **Evaluative** Which of these speeches do you think was more effective, or are they equally effective for different purposes? Explain your answers.
  - o Student answers will vary but should be based on elements of the speeches, such as how suited they are to the audience, rhetorical techniques, and strength of argument.

## Word Work: Commenced

5 minutes

1. In “Speech at the Eleventh National Women’s Rights Convention” you read, “This grand and glorious revolution which has *commenced*.”
2. Say the word *commenced* with me.
3. *Commenced* means begun, or began.
4. When the starter fired her gun, the race commenced.

5. What are some other examples of something that has begun? [Ask two or three students to use the target word in a sentence. If necessary, guide and/or rephrase students' responses to make complete sentences: "Once the fight had \_\_\_\_\_, the knights led the charge."]
6. What part of speech is the word *commenced*?
  - o verb

### ***Because, But, So***

[Use a *Because, But, So* activity for follow-up. Display the following sentence frames.]

The journey commenced because \_\_\_\_\_.

The journey commenced, but \_\_\_\_\_.

The journey commenced, so \_\_\_\_\_.

Turn to your partner, and take turns completing the sentences. Make sure your sentences demonstrate the meaning of the word *commenced*. [Invite students to share their answers. Possible answers include "The journey commenced because we were ready to go," "The journey commenced, but we were unprepared," "The journey commenced, so we decided to pace ourselves."]

## **DAY 2**

### **GRAMMAR**

**15 minutes**

**Frequently Confused Words: *accept/except; principal/principle***

### **Introduce Frequently Confused Words**

**15 minutes**

- Direct students to the Frequently Confused Words Chart.
- Remind students that in English, there are many words that are easily confused for one another. They may be confused because they look or sound similar or even because they have similar but distinct meanings. In this lesson, students will learn to distinguish between two sets of frequently confused words: *accept/except* and *principal/principle*.
- Direct students' attention to the chart below.

| Word      | Definition                                                 | Example                                                        |
|-----------|------------------------------------------------------------|----------------------------------------------------------------|
| accept    | to agree to something                                      | I <u>accepted</u> the nomination to run for president.         |
| except    | apart from                                                 | All of us won prizes, <u>except</u> for John.                  |
| principal | first or most important; the top administrator at a school | The president was the <u>principal</u> figure in negotiations. |
| principle | an ideal or strong belief                                  | We believe in the <u>principle</u> that all people are equal.  |

- Read through the chart with students, including the definitions and examples for each.
- Tell students that along with their different spellings, *accept* and *except* sound subtly different. You might suggest that students memorize the following spelling trick: *except* has an x in it and starts with an “x” sound, so to leave something out (or “cross” it out), you “x” it out.
- Point out that the main difference between *principal* and *principle*, aside from meaning, is spelling. The words sound exactly the same. You might suggest the following spelling trick: *principal* is spelled with a, the first letter of the alphabet, and means “first” or “most important.”
- Tell students to turn to Activity Page 4.3. Read the instructions together, and tell students that you will complete the first exercise as a class. Read the sentence, and ask students to identify which word they should circle to complete the sentence correctly. Have students explain their reasoning.
- Ask students if they can come up with any good tricks to memorize and distinguish between these frequently confused words on the Activity Page. Write any tricks students find helpful on the board.
- Circulate around the room to be certain that students understand the directions. Tell students to complete the remainder of the Activity Page for homework.

## WRITING

30 minutes

### Write a Persuasive Speech: Plan and Draft

#### Introduce Extended Reasoning

10 minutes

- Tell students that today they will be developing some extended reasoning for the claims they will make in their persuasive speech. Remind students that to extend something is to make it longer. Extended reasoning draws out the reasoning in an argument to more fully explain why the claim is valid.

- Tell students to turn to the Reasoning Strategies on Activity Page 4.4. Explain that students can use the sentence frames to practice extending their reasoning. Point out that, as each frame suggests, the purpose of extending reasoning is to make it easier for a listener to agree with a claim.

**Note to Teacher:** Because time is short in this session, encourage students to concentrate on developing one of the frames as well as they can and then complete the others for homework as needed.

## Review Extended Reasoning

15 minutes

- Remind students that in Unit 5, they wrote persuasive essays on Julius Caesar and leadership. Point out that some of the reasoning strategies students used in those essays can be reused for their new persuasive speeches.
- Tell students to return to their Unit 5 work on reasoning strategies and find any reasoning frames they think will be useful.
- Remind students that they can rearrange, revise, or reuse any of these strategies as desired.

## Wrap Up

5 minutes

- If time allows, ask some students to share one of their extended reasoning frames from Activity Page 4.4 with the class.

**Note to Teacher:** Tell students that they can complete the Activity Page and begin drafting their persuasive speeches in their Writing Journals for homework.

## Take-Home Material

### Reading

- Allow students to choose and read for homework one of the additional reading selections that you listed from *The Blessings of Liberty: Voices for Social Justice and Equal Rights in America*.

### Grammar

- Have students take home Grammar Activity Page 4.3 and complete it for homework.

### Writing

- If students did not complete Activity Page 4.4 during the Writing Lesson, have them complete it for homework. Students may also begin drafting their persuasive speeches in their Writing Journals.

### Fluency (Optional)

- Have students take home a text selection from the Online Fluency Supplement if you are choosing to provide additional fluency practice.

## Mid-Unit Comprehension Check

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- You may wish to pause one day before proceeding to Lesson 5 so you can assess students' comprehension of the content presented in the reading in the first half of this unit.
- During your next ELA period, administer the Mid-Unit Comprehension Check on Activity Page PP.1. This assessment will take approximately 30–45 minutes for students to complete.
- You may choose to collect the assessments so a grade can be assigned, and/or you may review the answers with students after they complete the assessment.
- You may use the remainder of the period for remediation and/or enrichment, including having students reread reading passages or making use of the Pausing Point activities on Activity Pages PP.3– PP.5.

# Lesson 5

## AT A GLANCE CHART

| Lesson                          | Time            | Activity                                                                       | Materials                                                                                                                                                         |
|---------------------------------|-----------------|--------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>DAY 1:</b><br><b>Reading</b> | 40 min<br>5 min | Read-Aloud: “We Cannot Keep the Women Ignorant”<br>Word Work: <i>Establish</i> | <i>The Blessings of Liberty: Voices for Social Justice and Equal Rights in America</i> , pages 133–134<br><i>Declaration of Independence</i><br>Activity Page 5.1 |
| <b>DAY 2:</b><br><b>Reading</b> | 40 min<br>5 min | Close Reading: “The Meaning of Woman Suffrage”<br>Word Work: <i>Feminist</i>   | <i>The Blessings of Liberty: Voices for Social Justice and Equal Rights in America</i> , pages 135–139<br>Activity Pages 5.2, 5.3                                 |

## Primary Focus Objectives

*By the end of this lesson, students will be able to:*

### Reading

Analyze how individual parts of a text contribute to the development of the ideas.

Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. (RI.6.1, RI.6.2, RI.6.3, RI.6.4, RI.6.5, RI.6.6, RI.6.8, RI.6.9, RI.6.10; RH.6-8.1, RH.6-8.2, RH.6-8.4, RH.6-8.6, RH.6-8.9, RH.6-8.10)

### Speaking and Listening

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly. (SL.6.1, SL.6.1.a–d)

### Language

Use strategies such as using context clues as well as reference sources such as print or online dictionaries to determine or clarify the meaning of words. (L.6.4, L.6.4.a, L.6.4.b, L.6.4.c, L.6.4.d)

Acquire and use accurately grade-appropriate general academic and domain-specific words. (L.6.6)

## ADVANCE PREPARATION

### Reading

- Write the purpose for reading for Day 1 and Day 2 on the board/chart paper:
  - Day 1: *Analyze how specific sentences and paragraphs in the text contribute to the understanding of Mabel Ping-Hua Lee's life and achievements.*
  - Day 2: *Identify a persuasive argument from today's reading and evaluate it based on claims, reasoning, and evidence.*
- Prepare and display the text of the Declaration of Independence (you can access it in the Online Resources, which may be found at <https://www.coreknowledge.org/language-arts/>).

### Fluency (Optional)

- Choose and make copies of a text selection from the online Fluency Supplement to distribute and review with students who need additional fluency practice or to use as fluency assessment. If you choose to assess students, use the Optional Fluency Assessment Guide in Teacher Resources. See the introduction of this Teacher Guide for more information on using the Fluency Supplement.

## DAY 1

### READING

45 minutes

**Read-Aloud: “Mabel Ping-Hua Lee: ‘We Cannot Keep the Women Ignorant’”**  
[pages 133–134]

### Review

5 minutes

- Direct students to the Declaration of Independence that is displayed in the classroom. Have students focus on these lines: “We hold these truths to be self-evident, that all **men** are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.”
- Emphasize to the class the use of the word *men* rather than *humans* or *people*.
- Ask the class to respond to the following questions:
  - Do you think that the authors of the Declaration of Independence meant only men, or do they use *men* to refer to all humans?
  - If the authors did mean only men, do we have the right to interpret their words differently if it helps us to establish “a more perfect union”? Why or why not?
  - Encourage students to explain their reasoning, and discuss briefly with the class.

**Note to Teacher:** As you read, ask students to consider the extent to which Black men were included in the word *men* as used in the Declaration of Independence. Were women included

under the language of the Declaration of Independence? If you pursue this line of questioning, ask students how the Fifteenth Amendment addressed these issues and what this reveals about the attitudes of those who wrote it.

**Note to Teacher:** If you had students read an optional selection from *The Blessings of Liberty: Voices for Social Justice and Equal Rights in America*, allow time now or at the end of this lesson to invite them to share what they learned and how it contributes to today's topic.

## Introduce Mabel Ping-Hua Lee: “We Cannot Keep the Women Ignorant”

10 minutes

- Tell students they will read a secondary source titled “We Cannot Keep the Women Ignorant” that includes biographical information about writer and activist Mabel Ping-Hua Lee.
- To provide background information, read aloud the introductory section “Women’s Suffrage: Fighting for the Right to Vote” beginning on page 94 in the Reader. After you have finished reading, ask for student volunteers to summarize the key points of the passage in their own words. Then ask the following questions:
  - What rights were denied to women? (Student answers should include: Women were denied the right to attend college, to work in different jobs, to own property, to vote.)
  - Why did many women become involved in politics in the 1800s? (They became involved through the abolitionist movement.)
  - What is distinct about activists like Frances Ellen Watkins Harper and Mabel Ping-Hua Lee compared with more familiar activists such as Susan B. Anthony? (The former are women of color.)
  - When was the Nineteenth Amendment passed, and what did it do? (It was passed in 1920 and gave women the right to vote.)

## Core Vocabulary

- Have students turn to page 133 of *The Blessings of Liberty: Voices for Social Justice and Equal Rights in America*. Preview the core vocabulary words before reading the chapter.

**Note to Teacher:** Some teachers prefer to introduce vocabulary word(s) just before students read the page(s) on which the word(s) occur, rather than preview all of the words at once before reading the chapter.

- Begin by telling students that the first vocabulary word they will encounter in the selection is *immigrants*.
- Have students find the word on page 133 of the Reader.
- Explain that the glossary contains definitions of all the vocabulary words in this Reader. Have students refer to the glossary on Activity Page SR.1. Point out that these words are listed in alphabetical order. Have students find the word, and ask a student to read its definition.

- Explain the following:
    - o The part of speech follows each word in an abbreviated format as follows: noun–*n.*; verb–*v.*; adjective–*adj.*; adverb–*adv.*
    - o Alternate forms of the word appearing in the chapter may follow the definition. They may be a different part of speech than the original word.
  - Then have students reference Activity Page 5.1 while you read each word and its meaning, noting the following:
    - o The page number (for the first occurrence of the word in the selection) appears in bold print after the definition.
    - o Words are listed in the order in which they appear in the selection.
1. **immigrant, *n.*** a person who moves to a new country (**immigrants**) (133)
  2. **exclusion, *n.*** the process of keeping something or someone out of a group (133)
  3. **naturalize, *v.*** to be admitted to a country as a citizen other than by birth (**naturalized**) (133)
  4. **advocate, *n.*** someone who campaigns for something (133)
  5. **establish, *v.*** to set up (134)
  6. **clinic, *n.*** a medical center (134)

| Vocabulary Chart for “We Cannot Keep the Women Ignorant” |                                 |                                                            |
|----------------------------------------------------------|---------------------------------|------------------------------------------------------------|
| Vocabulary Type                                          | Tier 3<br>Domain-Specific Words | Tier 2<br>General Academic Words                           |
| Core Vocabulary                                          | naturalized                     | advocate<br>clinic<br>establish<br>exclusion<br>immigrants |
| Spanish Cognates for Core Vocabulary                     | naturalizada/naturalizado       | clínica<br>establecer<br>exclusión<br>immigrantes          |
| Multiple-Meaning Core Vocabulary Words                   |                                 | advocate                                                   |
| Sayings and Phrases                                      |                                 |                                                            |

- Read the purpose for reading from the board/chart paper:

Analyze how specific sentences and paragraphs in the text contribute to the understanding of Mabel Ping-Hua Lee's life and achievements.

## Read Mabel Ping-Hua Lee: "We Cannot Keep the Women Ignorant" 15 minutes

Read the selection aloud as students follow along in their Readers, pausing to read and discuss the corresponding guided reading supports. Guided reading supports in brackets are directional and not intended to be read aloud. All other phrases and sentences are intended to be read aloud verbatim. Whenever asking a guided reading support question, explicitly encourage students to refer to the text and reread prior to offering an answer.

**Note to Teacher:** In the interest of time, you may have students read portions of the selection silently and then discuss the questions.

[page 133]

**SUPPORT:** Remind students that the text they are reading is a secondary source.

**Literal** What would you expect to find in a place called Chinatown?

- o You would expect to find Chinese people, culture, traditions, and food.

**Evaluative** How do you think Mabel Ping-Hua Lee's early life may have convinced her of the power of community?

- o She and her family were recent immigrants, but they settled in an area where lots of other Chinese immigrants also lived. Students may suggest that this means that the community had to support itself and its members.

**CHALLENGE:** You may wish to encourage students to research the history of Chinese immigration to the United States and prepare a presentation describing how many Chinese people came to America to work on railroads in the 19th century and why laws like the Chinese Exclusion Act were passed.

**SUPPORT:** Exclusion means to keep something apart or away from something else. In this case, it means keeping Chinese people from immigrating to the United States.

**SUPPORT:** To become a naturalized citizen is to be granted citizenship in a foreign country.

**Evaluative** Given that Chinese people were prohibited from entering the country or becoming citizens, what do you think the attitudes of white Americans were toward Chinese people at the time?

- o Student answers should explain that the attitudes are likely to have been very negative.

**Inferential** The text includes this sentence: "Even as a high school student, Mabel Ping-Hua Lee was an active advocate for women's rights." Why does the text mention that Lee was an activist "even as a high school student"?

- o It shows she was interested in women's rights even as a teenager. It is unusual for teens to be so active in political movements, so it shows how aware and driven Lee was.

**Inferential** How does the newspaper headline “Chinese Girl Wants Vote” portray Lee? Is it meant to be interpreted as positive, negative, or something else? Explain your reasoning.

- o Student answers will vary but may include: It portrays Lee as something unusual (a “Chinese girl”) with an unusual demand; it portrays her as an oddity the newspaper doesn’t know how to address; it is a positive headline because it clearly states who she is and what she wants; it is a negative headline because it singles her out as both “Chinese” and a “girl,” which means she is meant to be dismissed.

**SUPPORT:** Barnard College is a women’s liberal arts college in New York, founded in 1889.

**SUPPORT:** A doctoral degree is the highest form of academic qualification. University professors usually need a doctoral degree to teach.

**Inferential** This paragraph mentions Lee’s academic qualifications and interests. How does this information provide background for Lee’s beliefs about women’s rights?

- o It shows that Lee was both intelligent and motivated and wanted to live her own life and pursue her own interests. It also shows she had a strong academic background.

**Inferential** Why might the Chinese Students’ Alliance have been a useful organization for people who wanted change, like Lee?

- o It allowed people in similar situations to communicate and organize across the nation. It provided an organizational structure through which they could help each other and advocate for change.

**Evaluative** Why do you think so many Chinese students returned to China after completing their studies?

- o Student answers will vary but may include: They were not allowed to become American citizens; they found or felt that their education and expertise were more valued in China than in America; they may have preferred to live in their ancestral country rather than face racism and segregation in America.

**Inferential** What do Lee’s activities after her father’s death demonstrate about her beliefs and motivations?

- o She worked to serve the Chinese community and provide things such as health care and education that had been denied by the American authorities. She wanted to serve and to help the community thrive in difficult circumstances.

## Discuss Mabel Ping-Hua Lee: “We Cannot Keep the Women Ignorant” and Wrap Up the Lesson

10 minutes

Bring the class back together, and remind them of the purpose for reading:

Analyze how specific sentences and paragraphs in the text contribute to the understanding of Mabel Ping-Hua Lee’s life and achievements.

Wrap up the reading by discussing the following questions:

1. **Evaluative** How does the sentence “Mabel Ping-Hua Lee’s parents emphasized the importance of education” affect the meaning of the rest of the passage?
  - o Students may suggest that Lee’s life was structured by her parents’ positive example; the rest of the text shows her parents’ influence through her academic achievements; it emphasizes the decisive role of strong parenting in producing committed activists.
2. **Inferential** Why might Lee’s parents have emphasized the importance of education?
  - o Possible responses: They wanted to secure a better future for their daughter; they wanted to help her integrate into American society; they valued education; they wanted to prove that they and their daughter were as good as anyone else
3. **Evaluative** How does the treatment of Chinese immigrants relate to other instances of discrimination in the United States, past and present?
  - o Students may point out that other racial, gender, or religious groups have been singled out and had their rights restricted and that they have to work with their own communities to fight for change.

As a final wrap-up point, explain that in the United States in the 21st century, efforts to restrict or suppress citizenship and voting rights, especially for minority groups, are unfortunately still alive and well. In the late 2010s, some people began to argue that birthright citizenship, enshrined in the Fourteenth Amendment, should end. Ask students to think about whether a democracy, which seeks to be a more perfect union, should be working instead to make voting easier for everyone.

**Note to Teacher:** You may wish to use the Pausing Point to have students conduct independent research on the history of voter suppression in the United States. If needed, provide students with a definition of *suppression*: the act of putting down by authority.

## Word Work: *Establish*

5 minutes

1. In “Mabel Ping-Hua Lee: ‘You Cannot Keep the Women Ignorant’” you read, “She went on to establish a community center.”
2. Say the word *establish* with me.
3. *Establish* means to set something up.
4. We will use this money to establish a new school.
5. What are some other examples of setting something up? [Ask two or three students to use the target word in a sentence. If necessary, guide and/or rephrase students’ responses to make complete sentences: “The mayor wants to \_\_\_\_\_ a new library.”]
6. What part of speech is the word *establish*?
  - o verb

## Synonyms and Antonyms

[Use a *Synonyms and Antonyms* activity for follow-up.] What are some synonyms, or words and phrases that have a similar meaning, of *establish*? [Prompt students to provide words such as *start*, *found*, and *set up*.] What are some antonyms, or words and phrases that have the opposite meaning, of *establish*? [Prompt students to provide words such as *end*, *demolish*, and *abolish*. As students discuss synonyms and antonyms, guide them to use the target word in a complete sentence, such as: “A synonym of *establish* is *begin*.”]

### DAY 2

## READING

45 minutes

**Close Reading: “The Meaning of Woman Suffrage” by Mabel Ping-Hua Lee (1914)** [pages 135–139]

### Review

5 minutes

- Review with students the information they have learned about the women’s suffrage movement. Ask what women’s suffrage means, who wanted it, and what they did to get it. Refer back to the readings on Day 1 of Lesson 5, both the introductory passage you read aloud and the secondary source about the life and work of Mabel Ping-Hua Lee.

**Note to Teacher:** If you had students read an optional selection from *The Blessings of Liberty: Voices for Social Justice and Equal Rights in America*, allow time now or at the end of this lesson to invite them to share what they learned and how it contributes to today’s topic.

### Introduce “The Meaning of Woman Suffrage” by Mabel Ping-Hua Lee (1914)

10 minutes

- Tell students they will read a text written by Mabel Ping-Hua Lee in 1914. Point out that Lee was Chinese American and was concerned with women’s rights in both China and the United States. Mention that women’s rights was and continues to be a cause that crosses national barriers.
- As background information, tell students that the introduction to “The Meaning of Woman Suffrage” beginning on page 135 is a secondary source. After you have finished reading, ask students to answer the following questions to demonstrate their comprehension:
  - In what way was China in a time of change when this article was written? (China had a democratic revolution in 1911, which overthrew the old imperial system.)
  - Why was Lee concerned with women’s rights in this context? (She thought that women’s participation in democracy would make the new democratic China much stronger.)
  - Why was Lee writing about events in China? (She was Chinese American; she was writing an article for an organization of Chinese students in America.)

## Core Vocabulary

- Have students turn to page 135 of *The Blessings of Liberty: Voices for Social Justice and Equal Rights in America* and preview the Core Vocabulary words using the routine established in Lessons 1–5.
- emperor, *n.*** the powerful ruler of an empire (**emperors**) (135)
  - economic, *adj.*** relating to the creation of money (135)
  - feminist, *n.*** an advocate or supporter of women’s rights and equality (**feminists**) (136)
  - merit, *n.*** a quality that deserves praise (**merits**) (136)
  - acceptance, *n.*** the act of being admitted to a group (136)
  - inferior, *adj.*** lower in rank or order (137)
  - prosperity, *n.*** the condition of being successful, particularly with money (139)

| Vocabulary Chart for “The Meaning of Woman Suffrage” by Mabel Ping-Hua Lee (1914) |                                 |                                               |
|-----------------------------------------------------------------------------------|---------------------------------|-----------------------------------------------|
| Vocabulary Type                                                                   | Tier 3<br>Domain-Specific Words | Tier 2<br>General Academic Words              |
| Core Vocabulary                                                                   | economic<br>emperor<br>feminist | acceptance<br>inferior<br>merit<br>prosperity |
| Spanish Cognates for Core Vocabulary                                              | económico<br>emperador          | aceptación<br>mérito<br>prosperidad           |
| Multiple-Meaning Core Vocabulary Words                                            |                                 | merit<br>acceptance                           |

- Read the purpose for reading on the board/chart paper:

Identify a persuasive argument from today’s reading and evaluate it based on claims, reasoning, and evidence.

- Review the following Academic Vocabulary terms:

**argument, *n.*** the part of a written essay or speech that states a position or opinion on a subject and then supports it with reasons and evidence; also sometimes called a claim

**claim, *n.*** an arguable stance or position on a topic

**evidence, n.** information that supports or proves an argument or claim

**reasoning, n.** the thinking or logic that supports a claim or argument

## Read “The Meaning of Woman Suffrage” by Mabel Ping-Hua Lee (1914)

20 minutes

The practice of close reading involves directing students’ attention to specific aspects of a text. The guided reading supports in this close reading of “The Meaning of Woman Suffrage” are intended to provide this focus and are labeled as follows:

- **VOC** indicates questions or comments that focus on vocabulary to explain meanings or check student understanding and may highlight multiple-meaning words or idioms.
- **SYN** indicates questions or comments that focus on syntax to explain complex sentences and syntactic structure.
- **COMP** indicates questions or comments that focus on students’ understanding of the text. These questions require text-based responses and are sequenced to build a gradual understanding of the key details of the text. Students may provide multiple responses using different pieces of evidence, grounding inferences logically in the text.
- **LIT** indicates questions or comments that focus on literary devices, which are techniques an author uses to produce a specific effect, such as alliteration, similes, metaphors, etc.

Not all question types will be included in each close reading lesson.

These labels and their explanations are for your reference and are not intended to be shared with students. Also, guided reading supports in brackets are intended to guide you in facilitating discussion and should not be read verbatim to students. Guided reading supports not presented in brackets should be read aloud verbatim.

There are many ways for students to respond to the questions. Vary how you elicit students’ responses to promote student engagement. For example:

- Have students work in pairs. Following each question, direct students to consult with their partner about the correct response before one student responds.
- Have students work in small groups of three or four students. Following each question, direct students to consult with others in their group about the correct response before one student responds.
- Following a question, have all students provide a written response before one student responds orally.

**SUPPORT:** If students forget the meanings of any of the vocabulary terms discussed on Day 1 of Lesson 5, refer them to Activity Page 5.1 or the glossary on Activity Page SR.1.

Have students read aloud or read silently. Pause at each point indicated to explain or clarify the text.

[Have students read the first paragraph.]

**LIT/Literal** What technique does Lee employ when using the words *misapplications*, *manifold*, *misconceptions*, and *misunderstood*?

- o Lee uses a technique called alliteration.

**LIT/Inferential** Why does Lee use alliteration at the start of her article?

- o This alliteration is meant to amuse and to draw the reader's attention to the argument.

**SUPPORT:** Remind students that suffrage is the right to vote, so woman suffrage is the right of women to vote.

**COMP/Inferential** What does Lee mean when she claims that woman suffrage is something someone can mention to produce laughter among the audience?

- o Lee means it is not treated seriously, that it is treated as a joke or an easy punchline.

**COMP/Evaluative** How does the idea that woman suffrage is a joke relate to interpretations of the Declaration of Independence's reference to men?

- o It is related in that the idea that men have rights is viewed as normal, but the idea that women have the same rights is not considered normal.

[Have students read the second paragraph.]

**VOC/Inferential** What does Lee mean when she calls women's mothers "primitive"?

- o Lee means that their ancestors, including their mothers, were considered simple or unsophisticated.

**LIT/Literal** What is another way of saying "tragic enough to be comic"?

- o Student answers may include "so sad it's funny."

**SUPPORT:** The feminist movement, or feminism, is the political movement to secure equal rights for women.

**Stop and Jot:** Have students stop and jot a *who*, *what*, *when*, *where*, *why*, or *how* question about the idea that "woman suffrage ... is the application of democracy to women." As time allows, invite a few students to share their questions and discuss answers. Explain that sometimes students will need to keep reading in order to find an answer.

**COMP/Evaluative** What role does the sentence "woman suffrage ... is the application of democracy to women" perform in this argument?

- o It is a claim or thesis that defines the nature and purpose of the feminist movement and voting rights for women. It argues that feminism is the application of democracy to women, and winning the vote is the fulfillment of this goal.

[Have students read the third paragraph.]

**COMP/Inferential** Why does Lee claim her ideas are a "purely scientific attitude"?

- o Student answers may include that Lee wants to sound reasonable or convincing or that she wants to adopt a sort of moral high ground; she is proposing that nobody will know how well-suited women are to the responsibility of voting until it has been tried; she is calling the opponents of woman suffrage unscientific.

**SUPPORT:** The phrase “economic independence” means the ability for people to control their own finances through the right to own their own property and earn their own wages or operate their own business. This is in contrast to, for example, women’s property being owned and controlled by their fathers or husbands or refusing to allow Black women to earn money by working in particular jobs.

**SUPPORT:** The “three Rs” is an old way of describing the basic skills of literacy and numeracy: “reading,” “writing,” and “arithmetic.” You may wish to point out that this is really only one “r,” and the phrase may have originated as a joke.

**COMP/Evaluative** What role does the passage about women’s education perform in this argument?

- o It is evidence that previous ideas about women’s abilities proved to be untrue. It supports her claim that women are capable of voting by showing that arguments against women’s rights have been proven wrong before.

[Have a student read the fourth paragraph.]

**VOC/Literal** In your own words, summarize the three “conceptions” of a woman’s role in this argument.

- o Student answers may include that the first conception is that women should stay at home, the second is that women should choose between the home and a career, and the third is that women should be able to have an independent life, whatever it is they choose.

**SYN/Inferential** Why does Lee proceed from discussing conceptions of a woman’s role to arguing for economic independence?

- o Because economic independence is the key to women being able to live however they choose, the discussion of the conceptions sets up the next phase of the argument.

[Have students read the fifth and sixth paragraphs.]

**COMP/Literal** What reason does Lee give for the current state of women’s intellectual development?

- o Women have not been given the same professional training and education as men.

**SUPPORT:** Something systematized is something made into a system, ordered and given structure. Systematized work is work that is structured (factory or office work) with a clear purpose and rules.

**COMP/Evaluative** What does the sentence beginning with “If man had no systematized work...” reveal about Lee’s beliefs on the differences between men and women?

- o Lee believes men and women are different only insofar as men have been given more opportunities for advancement and development than women.

[Have students read the seventh paragraph.]

**SUPPORT:** Comradeship is a relationship between equals.

**COMP/Inferential** What argument is Lee making about marriage and giving professions to women?

- o Lee is arguing that professional women will have better and happier marriages because they will be intellectual equals of their partners. She is arguing that women in the workplace will benefit rather than harm marriages.

**SUPPORT:** Tell students that to do something for mercenary purposes is to do something for personal gain.

**COMP/Evaluative** Why does Lee make this argument about marriage? What do you think this argument is a response to?

- o Lee is responding to arguments that oppose feminism on the grounds that women in the workplace will ruin marriages. She is directly responding to criticisms of the feminist movement. She is arguing that it will actually benefit marriages.

[Have students read the eighth paragraph.]

**COMP/Evaluative** How does Lee compare the impact of professions for women on children as opposed to marriages?

- o Student answers should mention that they are similar because Lee says that professions for women would benefit both marriages and children; she argues that they have the same benefit, which is women's intellectual development.

[Have students read the ninth paragraph.]

**SUPPORT:** Mabel Ping-Hua Lee a Chinese American, is writing in reaction to the Chinese democratic revolution of 1911 as much as to the situation in the United States in the same time period. The revolution had overthrown the centuries-old imperial system and replaced it with a new democratic government. This is why she refers to China in the final paragraph.

**COMP/Evaluative** Lee says, "We cannot keep the women ignorant." What does this phrase imply about the power people have to change things?

- o Student answers will vary but may include Lee's use of the word *keep* means that people can decide to let women's intellectual development stagnate; that is, people have the power to change the situation if they choose.

**COMP/Inferential** Why does Lee say that "the feministic movement is not one for privileges to women"?

- o Lee is arguing that the purpose of feminism is equality for women, not to make women a privileged class over men. She is responding to a common criticism of feminism.

## Discuss “The Meaning of Woman Suffrage” by Mabel Ping-Hua Lee (1914) and Wrap Up the Lesson

5 minutes

Remind students of the purpose for reading:

Identify a persuasive argument from today’s reading and evaluate it based on claims, reasoning, and evidence.

Use Activity Page 5.3 to guide students to identify and evaluate an argument from the text. You may choose to let students work together in pairs and then share their answers or to complete the page together as a class. You can use the answers to the Activity Page on Activity Book Answer Key page 147 to guide the discussion.

### Word Work: *Feminist*

5 minutes

1. In the selection, you read, “The feminists want nothing more than the equality of opportunity for women.”
2. Say the word *feminist* with me.
3. *Feminist* means an advocate or supporter of women’s rights and equality.
4. The feminists organized a rally to promote women’s voting rights.
5. What are some other examples of being an advocate or supporter of women’s rights and equality? [Ask two or three students to use the target word in a sentence. If necessary, guide and/or rephrase students’ responses to make complete sentences: “The new government placed an influential feminist at the head of its women’s rights campaign.”]
6. What part of speech is the word *feminist*?
  - o noun

### Appositive Sentences

[Use an *Appositive* activity for follow-up. Explain to students that an appositive can be a phrase in a sentence that defines a person, place, or thing. Show the following example of a sentence with the appositive phrase underlined: The linguist, an expert in languages, studied the way languages evolve over time.] The appositive phrase “an expert in languages” defines the noun *linguist*. [Point out the commas.] It is separated from the rest of the sentence by commas. [Cover or cross out the phrase, and read aloud the sentence without the phrase.] It can be removed from the sentence without making the sentence incomplete. [Provide the following sentence frame for the word *feminist*, and have students fill in the appositive phrase: *He was considered a feminist, \_\_\_\_\_, because he argued for a woman’s right to own property.* Invite students to share their answers.]

**CHALLENGE:** Students who have a solid understanding of appositives may benefit from being challenged to complete the activity without a sentence frame.

## Take-Home Material

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### Reading

- Allow students to choose and read for homework one of the additional reading selections that you listed from *The Blessings of Liberty: Voices for Social Justice and Equal Rights in America*.

### Fluency (Optional)

- Have students take home a text selection from the Online Fluency Supplement if you are choosing to provide additional fluency practice.

# Lesson 6

| AT A GLANCE CHART                                  |        |                                  |                                                       |
|----------------------------------------------------|--------|----------------------------------|-------------------------------------------------------|
| Lesson                                             | Time   | Activity                         | Materials                                             |
| <b>DAY 1:</b><br><b>Spelling</b><br><b>Writing</b> | 15 min | Introduce Spelling Words         | Spelling Word List<br>Activity Page 6.1               |
|                                                    | 30 min | Write a Persuasive Speech: Draft | Activity Pages 6.2, 6.3<br>Writing Journals           |
| <b>DAY 2:</b><br><b>Writing</b>                    | 45 min | Write a Persuasive Speech: Draft | Activity Page 6.4<br>Writing Journals                 |
| <b>Take-Home Material</b>                          | *      | Spelling, Writing                | Activity Pages 6.1, 6.2, 6.3, 6.4<br>Writing Journals |

## Primary Focus Objectives

*By the end of this lesson, students will be able to:*

### Writing

Write an argument to support a claim with clear reasons and evidence. (W.6.1, W.6.2, W.6.2a, WHST.6–8.1)

Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. (W.6.1.b, WHST.6–8.1.b)

Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. (W.6.1.c, WHST.6–8.1.c)

Establish and maintain a formal style. (W.6.1.d, WHST.6–8.1.d)

Provide a concluding statement or section that follows from the argument presented. (W.6.1.e, W.6.2.f, WHST.6–8.1.e)

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (W.6.4, WHST.6–8.4)

Develop and strengthen writing as needed by planning and drafting. (W.6.5, WHST.6–8.5)

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. (WHST.6–8.7)

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.6.10, WHST.6–8.10)

## Speaking and Listening

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. (SL.6.1, SL.6.1.a–d)

## Language

Use phonics and syllabication to spell words correctly. (L.6.2.b)

# ADVANCE PREPARATION

## Spelling

- Produce and display the Spelling Word List and the Definition Chart shown on pages 91 and 92.

## Writing

- If you choose to make the optional persuasive speech videos available for students to watch, locate the links in the Online Resources, which may be found at <https://www.coreknowledge.org/language-arts/>.

## Fluency (Optional)

- Choose and make copies of a text selection from the online Fluency Supplement to distribute and review with students who need additional fluency practice or to use as fluency assessment. If you choose to assess students, use the Optional Fluency Assessment Guide in Teacher Resources. See the introduction of this Teacher Guide for more information on using the Fluency Supplement.

## DAY 1

# SPELLING

15 minutes

## Introduce Spelling Words

## Introduce Spelling Words

15 minutes

- Explain that students will practice twelve words. These words do not follow a single spelling pattern. Tell students they will be assessed on these words and will write a dictated sentence including one or more of these words in Lesson 8.
- Introduce the words displayed in the classroom. First say the word aloud, and then sound out each syllable, naming each letter aloud as you write it. Continue syllable by syllable until the word is spelled correctly. You may wish to use the pronunciation chart to guide students in saying the words.

|               |               |
|---------------|---------------|
| 1. cooperate  | 7. transport  |
| 2. interrupt  | 8. superior   |
| 3. privilege  | 9. annual     |
| 4. separate   | 10. omnivore  |
| 5. substitute | 11. thermal   |
| 6. woman      | 12. amendment |

### Pronunciation/Syllabication Chart

The following chart includes pronunciation and syllabication information for the spelling words. The first column lists the words. The second column breaks the words into decodable sounds based on the Core Knowledge code approach to decoding words. The third column lists syllable types in each word. This information is provided so you can present new spelling words in a way that calls upon and reinforces the manner in which students were taught to decode and encode in the earlier grades.

Remind students they can refer to the Individual Code Chart, which lists each sound in the English language, followed by all the possible ways that the given sound could be spelled; the spellings for each sound are listed in the order of frequency with which they occur in English, from most frequent to least frequent spelling. The Individual Code Chart is located in the Activity Book (Activity Page SR.4) and in the Yearlong Teacher Resources, in the Grade 6 Ancillary Materials.

As you introduce and write each word, it may be helpful if you point out particular spelling patterns within each word and show students where these spellings are reflected on the Individual Code Chart. For example, you might note that the word *privilege* ends with an /ij/ sound in the final syllable but is spelled “ege.”

If you are unfamiliar with the CKLA phonics approach and/or have limited phonics training, you may also find the following materials in the Yearlong Teacher Resources helpful: “Using Chunking to Decode Multisyllable Words” and “Sound and Spelling of Schwa.” CKLA uses a sound-spelling notation that follows linguistic and dictionary conventions, making each notation easier to see and read. For example, the word *costly* is notated as /kost\*lee/. The Yearlong Teacher Resources are in the Ancillary Materials. You will find a link to them in the Online Resources: <https://www.coreknowledge.org/free-resource/ckla-ancillary-materials-sixth-grade/>.

| Word      | CK Code          | Syllable Type            |
|-----------|------------------|--------------------------|
| cooperate | /koe*aw*pə*raet/ | open*open*schwa*silent e |
| interrupt | /in*tə*rəpt/     | closed*schwa*schwa       |
| privilege | /pri*və*lij/     | open*schwa*closed        |

| Word       | CK Code                 | Syllable Type                |
|------------|-------------------------|------------------------------|
| separate   | /sep*rət/               | closed*schwa                 |
| substitute | /səb*stə* <u>toot</u> / | schwa*schwa*silent e         |
| woman      | /wə*mən/                | schwa*schwa                  |
| transport  | /trans*port/            | closed*r-controlled          |
| superior   | /soo*pir*ee*ər/         | open*r-controlled*open*schwa |
| annual     | /an*yəl/                | closed*schwa                 |
| omnivore   | /awm*ni*voor/           | closed*open*r-controlled     |
| thermal    | /thər*məl/              | schwa*schwa                  |
| amendment  | /ə*mend*mənt/           | schwa*closed*schwa           |

- After writing and pronouncing the words, use the Definition Chart to define each word and provide an example of how to use it in a sentence.

| Spelling Word | Definition                    | Example Sentence                                       |
|---------------|-------------------------------|--------------------------------------------------------|
| cooperate     | to work together              | We had to cooperate to finish the project.             |
| interrupt     | to pause or stop something    | I hit the button to interrupt the machine's drilling.  |
| privilege     | a special right               | It is a privilege to be able to drive a car.           |
| separate      | different; individual         | The clothes were sorted into separate boxes.           |
| substitute    | to swap one thing for another | We had to substitute turkey for beef.                  |
| woman         | a human adult female          | Our new boss was a woman rather than a man.            |
| transport     | a means of moving around      | A bus is a form of public transport.                   |
| superior      | better than something else    | I thought the new cakes tasted superior to the others. |
| annual        | every year                    | To pass this class you have to take an annual exam.    |

| Spelling Word | Definition                                    | Example Sentence                                                        |
|---------------|-----------------------------------------------|-------------------------------------------------------------------------|
| omnivore      | a person or animal who eats all kinds of food | Most humans are omnivores because they eat fruit, vegetables, and meat. |
| thermal       | related to heat                               | Thermal energy is generated by heat.                                    |
| amendment     | a change to a text                            | I made an amendment to the draft to improve my argument.                |

- Tell students the word list will remain on display until the assessment so they can refer to it until then.
- Have students take home Activity Page 6.1 to practice the spelling words.

## WRITING

30 minutes

### Write a Persuasive Speech: Draft

#### Review Evidence

10 minutes

- Remind students that claims and reasoning require supporting evidence if the audience is to be persuaded by the argument.
- Tell students that evidence can take many forms: facts, statistics, expert quotations, supporting data, examples, visuals, and so on. Invite students to call out any other examples of evidence they might be aware of (such as the results of experiments).
- Explain that to find evidence for their own persuasive speeches, students can do independent research or consult the Reader, if the subject matter of their claim relates to the topics there.
- Tell students to turn to Activity Page 6.2, which has frames that will help them connect their claims to supporting evidence. Have students fill out these frames on the Activity Page as they conduct their research. Explain that they can incorporate this information in their drafts if they choose.

**Note to Teacher:** As necessary, allow students to work together or alone to conduct research using computer equipment, and be sure to monitor computer use.

- Remind students that, as they learned in Unit 5, supporting evidence must be referenced with a proper citation. Tell students that each citation needs the title of the work cited, author, and page number or URL (Internet address) for each piece of evidence.

#### Model Transitioning Between Reasoning and Evidence

10 minutes

- Tell students that just as with a persuasive essay, a persuasive speech needs to transition seamlessly between reasoning and evidence.

- Have students turn to Activity Page 6.3, which provides a sample of how to transition between reasoning and evidence.
- Model transitions by reading the example out loud. Point out that the example is structured with problem-solution and cause-and-effect reasoning. Point out that the evidence offered consists of facts and statistics, with citations.
- Mention that the author adapts their paragraph to a speech (rather than an essay) by using rhetorical techniques such as repetition (the word “problem”), signpost language (such as “one,” leaving the listener to expect a “two” and “three”), and the use of parallel structure (“Parental, family, or medical leave” rather than “giving birth or taking care of children, family leave, or getting sick”).

**Note to Teacher:** While students do not need to memorize the names of specific rhetorical techniques, they should be able to recognize some of the techniques and use them in their own speeches. Links to videos with additional examples of rhetorical techniques are available in the Online Resources: <https://www.coreknowledge.org/free-resource/ckla-unit-7-blessings-of-liberty/online-resources/>.

- Tell students to use the example as guidance to fill in their own model transition on the lines provided.

**SUPPORT:** For students who may need more help, have them work with you in a group to rehearse how the example models a transition and how they can adopt the same method. Encourage students to take out the specific information from the model and apply their own reasoning and examples.

## Draft

5 minutes

- Tell students to use their evidence and reasoning structures and the rest of the planning activities they have completed in this unit to continue drafting their persuasive speeches in their Writing Journals. Encourage students to develop paragraphs for at least one of their reasons.
- Students should continue drafting for homework.

## Wrap Up

5 minutes

Have several students share items on Activity Pages 6.2 and 6.3 with the class.

## DAY 2

## WRITING

15 minutes

### Write a Persuasive Speech: Draft

## Introduce Hooks and Concluding Statements

5 minutes

- Tell students that to finish drafting their persuasive speeches, they will need to develop hooks to gain the attention of listeners. Students will also need to sum up their arguments for listeners with concluding statements.

- o Tell students that the purpose of a hook is to provide a story or a piece of information that will immediately grab, or “hook,” a listener’s attention. A good hook will make the listener want to know more and will help them remember the information once the speaker has finished speaking.
- o Tell students that a good concluding statement, meanwhile, allows speakers to finish with a summary of their main points. It also provides an opportunity to tell their audience what they would like them to do about the problem they have just described—this is referred to as a “call to action.”
- Ask students to turn to Activity Page 6.4, where they will find a series of sentence frames that prompt them to write hooks and concluding statements. Read through and discuss the prompts and instructions.

## Draft Hooks

10 minutes

- Have students work independently to draft their own hooks and concluding statements on Activity Page 6.4.
- As students write, circulate throughout the room, monitoring students’ progress and providing guidance and support as needed.

**SUPPORT:** Encourage students who might benefit from additional help to work together to brainstorm and discuss what information or stories they could use as hooks and what call to action or summary would make for a good concluding statement. Tell students they can rehearse their ideas out loud if it would be useful.

**Note to Teacher:** Students should use their Activity Pages to develop their hooks and concluding statements and then finish their drafts in their Writing Journals for homework.

## Take-Home Material

### Spelling

- Have students take home Spelling Activity Page 6.1 to practice spelling words.

### Writing

- Have students take home Writing Activity Pages 6.2 and 6.3 to complete.
- If students did not complete Activity Page 6.4 during the Writing Lesson, have them complete it for homework.
- Students should take home their Writing Journals to continue writing their persuasive speech drafts for homework.

### Fluency (Optional)

- Have students take home a text selection from the Online Fluency Supplement if you are choosing to provide additional fluency practice.

# Lesson 7

## AT A GLANCE CHART

| Lesson                           | Time   | Activity                                                                         | Materials                                                                    |
|----------------------------------|--------|----------------------------------------------------------------------------------|------------------------------------------------------------------------------|
| <b>DAY 1:</b><br><b>Grammar</b>  | 15 min | Practice Identifying and Correcting Vague Pronouns and Frequently Confused Words | Vague Pronouns Chart<br>Frequently Confused Words Chart<br>Activity Page 7.1 |
| <b>Writing</b>                   | 30 min | Write a Persuasive Speech: Share, Evaluate, Revise                               | Activity Pages 7.2, 7.3<br>Writing Journal                                   |
| <b>DAY 2:</b><br><b>Spelling</b> | 15 min | Practice Spelling Words                                                          | Activity Page 7.4                                                            |
| <b>Writing</b>                   | 30 min | Write a Persuasive Speech: Edit                                                  | Activity Pages 7.5, SR.3                                                     |
| <b>Take-Home Material</b>        | *      | Grammar, Spelling, Writing                                                       | Activity Pages 7.1, 7.4<br>Writing Journal                                   |

## Primary Focus Objectives

*By the end of this lesson, students will be able to:*

### Writing

Write an argument to support a claim with clear reasons and evidence. (W.6.1, W.6.2, W.6.2.a, WHST.6–8.1)

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (W.6.4, WHST.6–8.4)

Develop and strengthen writing as needed by revising and editing. (W.6.5, WHST.6–8.5)

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. (WHST.6–8.7)

Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”). (W.6.9.b; WHST.W.6.9.b)

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.6.10; WHST.6–8.10)

### Speaking and Listening

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly. (SL.6.1, SL.6.1.a–d)

Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. (SL.6.3)

Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. (SL.6.4)

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (SL.6.6)

## Language

Demonstrate command of the conventions of English grammar and usage when writing and speaking. (L.6.1)

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L.6.2)

Recognize and correct vague pronouns. (L.6.1.d)

Use phonics and syllabication to spell words correctly. (L.6.2.b)

Use knowledge of language and its conventions when writing and presenting a speech. (L.6.3)

## ADVANCE PREPARATION

### *Fluency (Optional)*

- Choose and make copies of a text selection from the online Fluency Supplement to distribute and review with students who need additional fluency practice or to use as fluency assessment. If you choose to assess students, use the Optional Fluency Assessment Guide in Teacher Resources. See the introduction of this Teacher Guide for more information on using the Fluency Supplement.

## DAY 1

## GRAMMAR

15 minutes

### Practice Identifying and Correcting Vague Pronouns and Frequently Confused Words

15 minutes

- Remind students that in Lessons 3 and 4 they learned about vague pronouns and frequently confused words. Display the Vague Pronouns Chart (from Lesson 3) and the Frequently Confused Words Chart (from Lesson 4).
- Ask students what they recall about vague pronouns, and write responses on the board. Then, if needed, clarify that vague pronouns are pronouns used in a way that makes it unclear what they are referring to. Remind students that the word *vague* means “unclear,” so a vague pronoun is unclear about the information it is giving.
- Remind students that the frequently confused words they encountered are *accept/except* and *principal/principle*. If needed, clarify the differences between these words: to accept

is to take something in, while to except is to exclude or leave something out. A principal is the first or most important of something, while a principle is a strongly held belief. Point to these words on the chart to rehearse them.

- To practice distinguishing these frequently confused words, say the following sentence to the class: *The principal believes in the principle of using good manners.* Write the sentence on the board with a write-on line in the place of the words *principal* and *principle*. Ask students to tell you or write on the board which words need to be used to complete the sentence correctly. Then repeat the exercise with the following sentence: *We accept that we need laws, except when they are unjust.*
- Tell students that what unites the vague pronouns and frequently confused words is that they add confusion to a text. Learning how to spot and correct vague pronouns and frequently confused words will allow students to write and speak with greater clarity.
- Have students turn to Activity Page 7.1. Briefly review together the directions. Make it clear that students have to read the paragraph carefully to identify the vague pronouns and frequently confused words. Students must circle the errors and then rewrite the paragraph to correct the errors. Circulate around the room to be certain that students understand the directions. If students do not finish the page during class, tell them to complete it for homework.

**Note to Teacher:** Suggest that students check their writing drafts for any vague pronouns and frequently confused words and make corrections as needed.

## WRITING

30 minutes

### Write a Persuasive Speech: Share, Evaluate, Revise

#### Explain Sharing and Evaluating

5 minutes

- Tell students that the purpose of their persuasive speech is to convince listeners to agree with the claims made in the speech.
- Explain that before students revise their speech, they are going to practice delivering it to a partner or small group. Let students know that they are allowed to read or refer to notes they have made while they are speaking. The partner or small group will give the student feedback, which can then be used to revise the speech.
- Tell students that to provide good feedback, they will have to listen and respond thoughtfully to the speeches of their fellow students. Remind students that when the speech-giver is talking, they should remain silent and listen carefully. Students can also take notes. After the speaker has finished, students should provide feedback. Make sure that feedback is constructive and based around helping the speaker improve their argument, rather than disagreeing with the content itself.

#### Introduce the Rubric

5 minutes

- Review with students the Persuasive Speech Rubric, Activity Page 7.2, for judging their persuasive essays. Read through each section, and answer any questions students may have.

- Tell students that the rubric can be used as a guide to improve their speeches and to make sure they include all the elements they need.
- Remind students that for this assignment they will need to pay attention to both how they have written their speech and how they deliver their speech.

## Practice and Evaluate

10 minutes

- Divide students into pairs or groups, and tell them to read through the Persuasive Speech Peer Review Checklist on Activity Page 7.3. Point out the last row of the chart, and remind students that they will need to evaluate how their partner or group members deliver their speech as well as the components of their speech.
- Ask students to begin the process of reading their speeches aloud to one another while their partners or groups provide feedback using the Peer Review Checklist.

## Revise

10 minutes

- When students are finished sharing and evaluating, they can use feedback from their evaluations and the Persuasive Speech Rubric to begin to revise their speeches.
- Students can complete their revisions and continue to practice their speeches for homework.

## DAY 2

## SPELLING

15 minutes

### Practice Spelling Words

15 minutes

- Tell students they will practice writing spelling words.
- Have students turn to Activity Page 7.4. Explain that students will work with a partner to create sentences for each of these words.
- Remind students that they will complete their spelling assessment during the next lesson.
- Have students take home Activity Page 7.4 to practice the spelling words.

## WRITING

30 minutes

### Write a Persuasive Speech: Edit

## Review

10 minutes

- Remind students that, for homework, they revised their persuasive speeches, using feedback from their classmates.
- Invite several students to share their revisions.

- If any students have not completed their revisions, have them to do so in class before they move on to the editing phase.

**Note to Teacher:** If you had students read an optional speech from *The Blessings of Liberty: Voices for Social Justice and Equal Rights in America*, allow time now or at the end of this lesson to invite them to share what they learned and how it relates to their own speeches.

## Edit

15 minutes

- Ask a student volunteer to read aloud the Persuasive Speech Editing Checklist on Activity Page 7.5.
- Explain that students will use this checklist to edit their own drafts for errors in grammar, spelling, and punctuation.
- Tell students that they should also continue to refer to the Persuasive Speech Rubric (AP 7.2) and Peer Review Checklist (AP 7.3) as they edit their drafts.
- Explain to students that they can use the Proofreading Symbols on Activity Page SR.3 to guide them in spotting errors and making changes as they revise and edit.

**SUPPORT:** After each student has edited their own draft, consider pairing them with another student and having the partners read one another's drafts to check for any errors that might have been missed. Remind students that they can use the work they have been doing in the grammar lessons on vague pronouns and frequently confused words as necessary to spot and fix these types of errors.

**Note to Teacher:** If students do not finish editing their drafts in their Writing Journals in class, they may do so for homework.

## Wrap Up

5 minutes

Ask volunteers to share some of the errors they found in their drafts and explain how they edited them.

## Take-Home Material

### Grammar

- Have students take home Grammar Activity Page 7.1 and complete it for homework.

### Spelling

- Have students complete Activity Page 7.4 for homework.

### Writing

- Students who have not finished revising or editing in class may do so in their Writing Journals for homework.

### Fluency (Optional)

- Have students take home a text selection from the Online Fluency Supplement if you are choosing to provide additional fluency practice.

# Lesson 8

## AT A GLANCE CHART

| Lesson                                                                 | Time   | Activity                           | Materials                |
|------------------------------------------------------------------------|--------|------------------------------------|--------------------------|
| <b>DAY 1:</b><br><b>Spelling</b><br><b>Writing</b>                     | 15 min | Spelling Assessment                | Activity Page 8.1        |
|                                                                        | 30 min | Write a Persuasive Speech: Publish | Activity Pages 8.2, SR.5 |
| <b>DAY 2:</b><br><b>Unit Assessment</b><br><b>Unit Feedback Survey</b> | 35 min | Assessment                         | Activity Page 8.3        |
|                                                                        | 10 min | Survey                             | Activity Page 8.4        |

## Primary Focus Objectives

*By the end of this lesson, students will be able to:*

### Writing

Publish writing. (W.6.6; WHST.6–8.6)

### Speaking and Listening

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. (SL.6.1, SL.6.1.a–d)

Present claims, sequencing ideas logically and using pertinent facts and details; use appropriate eye contact, volume, and clear pronunciation. (SL.6.4)

Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. (SL.6.5)

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (SL.6.6)

### Language

Demonstrate command of the conventions of English grammar and usage. (L.6.1)

Recognize and correct vague pronouns. (L.6.1.d)

Use phonics and syllabication to spell words correctly. (L.6.2.b)

Use knowledge of language and its conventions when writing, speaking, reading, or listening. (L.6.3)

Use strategies such as using context clues, Greek or Latin affixes and roots, as well as reference sources such as print or online dictionaries to determine or clarify the meaning of words. (L.6.4, L.6.4.a–d)

Acquire and use accurately grade-appropriate general academic and domain-specific words. (L.6.6)

ADVANCE PREPARATION

Writing

- Prepare to instruct students in giving their persuasive speeches.
- If students will need recording or viewing equipment for their speeches, arrange to have it available for class.
- Check your school’s policy regarding online publication of student work. If you choose to have students publish their writing on an online platform, customize the Permission Slip for Digital Publishing on Teacher Resources page 140 and Activity Page SR.5 for parents to sign and return.

DAY 1

SPELLING15 minutes

Assessment15 minutes

- Have students turn to Activity Page 8.1 for the spelling assessment.
- Using the following list, read the words one at a time in the following manner: Say the word, use it in a sentence, and then repeat the word.
- Tell students that at the end you will review the list once more.
- Remind students to pronounce and spell each word syllable by syllable.

|               |                                                                           |
|---------------|---------------------------------------------------------------------------|
| 1. cooperate  | We agreed to <u>cooperate</u> on the big project.                         |
| 2. interrupt  | I had to <u>interrupt</u> the mayor’s speech with important news.         |
| 3. privilege  | It is a <u>privilege</u> to have lots of friends.                         |
| 4. separate   | We had to keep the dogs and cats <u>separate</u> from each other.         |
| 5. substitute | The team’s star player was replaced with a <u>substitute</u> at halftime. |
| 6. woman      | <u>Woman</u> suffrage is a way to expand democracy.                       |

|               |                                                                                              |
|---------------|----------------------------------------------------------------------------------------------|
| 7. transport  | Trains are my favorite form of <u>transport</u> .                                            |
| 8. superior   | The expensive cheese was not <u>superior</u> in flavor.                                      |
| 9. annual     | You will have to perform at the <u>annual</u> concert.                                       |
| 10. omnivore  | A bear is considered an <u>omnivore</u> .                                                    |
| 11. thermal   | The <u>thermal</u> paste had melted in the extreme heat.                                     |
| 12. amendment | The Thirteenth <u>Amendment</u> to the U.S. Constitution ended slavery in the United States. |

- After reading all of the words, review the list slowly, reading each word once more.
- Have students write the following sentence as dictated.

|                                                                         |
|-------------------------------------------------------------------------|
| The woman will cooperate with other lawmakers to write a new amendment. |
|-------------------------------------------------------------------------|

- Repeat the sentence slowly several times, reminding students to check their work for appropriate capitalization and punctuation.
- Collect all spelling assessments to grade later. Use of the template provided below is highly recommended to identify and analyze students' errors.

### Spelling Analysis Chart

[illegible]

- It may be helpful to refer back to the Pronunciation/Syllabication [Chart](#).

| Word       | CK Code          | Syllable Type                |
|------------|------------------|------------------------------|
| cooperate  | /koe*aw*pə*raet/ | open*open*schwa*silent e     |
| interrupt  | /in*tə*rəpt/     | closed*schwa*schwa           |
| privilege  | /pri*və*lij/     | open*schwa*closed            |
| separate   | /sep*rət/        | closed*schwa                 |
| substitute | /səb*stə*toot/   | schwa*schwa*silent e         |
| woman      | /wə*mən/         | schwa*schwa                  |
| transport  | /trans*port/     | closed*r-controlled          |
| superior   | /soo*pir*ee*ər/  | open*r-controlled*open*schwa |
| annual     | /an*yəl/         | closed*schwa                 |
| omnivore   | /awm*ni*voor/    | closed*open*r-controlled     |
| thermal    | /thər*məl/       | schwa*schwa                  |
| amendment  | /ə*mend*mənt/    | schwa*closed*schwa           |

- Students might make the following errors:
  - privilege: using *lige* or *lij* for /lij/
  - annual: using *yul* for /yəl/
  - thermal: using *mil* for /məl/
- Also, examine the dictated sentence for errors in capitalization and punctuation.
- Although any of the above student-error scenarios may occur, misspellings may be due to many other factors. You may find it helpful to use the analysis chart to record any student errors. For example:
  - Is the student consistently making errors on specific vowels? Which ones?
  - Is the student consistently making errors at the ends of the words?
  - Is the student consistently making errors in multisyllable words but not single-syllable words?

**Write a Persuasive Speech: Publish**

**Publish**

30 minutes

- Tell students that to publish something is to make it available to the public. One way of publishing a speech is to present it to an audience. Tell students that they will be publishing their speeches by delivering them to the class.
- Tell students to use Activity Page 8.2 to plan how they intend to deliver their speeches, and to practice their speeches.
- You may give students several options to deliver their speech:
  - Students can deliver the speech to the class.
  - Students can deliver their speech to another class, such as a social studies class or to younger students.
  - Students can record their speech digitally using a smartphone or computer camera and post it to view on YouTube, another digital platform, a podcast, or a private internal platform used by your school.

**Note to Teacher:** Check your school’s policy regarding online publication of student work. If speeches will be recorded and shared publicly on any online platform such as YouTube, you will **need** to get written parental permission to do so. If your school does not already have a permission slip for online publication available, you can use Activity Page SR.5 to create a customized permission slip that parents can sign and return. **If there are any doubts about student safety or privacy**, choose an alternate method of publishing speeches.

**Note to Teacher:** As time allows, you may have students begin to present their speeches in class. If school recording and media equipment is available, students can use this time to record their speeches. Speeches that aren’t delivered or viewed during this class time may be delivered during the Pausing Point.

- Make sure each student has a copy of Activity Page 8.3. You may have collected this Activity Page from students at the beginning of the unit.
- Tell students they will read two selections, answer questions about each, and respond to a writing prompt. In the next sections, students will answer grammar and morphology questions evaluating the skills they have practiced in this unit.
- Encourage students to do their best.
- Once students have finished the assessment, encourage them to review their papers quietly, rereading and checking their answers carefully.
- Circulate around the room as students complete the assessment to ensure everyone is working individually. Assist students as needed, but do not provide them with answers.
- This is a good opportunity to use the Tens scoring system to gather formative assessment data.

## Reading Comprehension

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The reading comprehension section of the Unit Assessment contains two selections and accompanying questions. The first selection is an informational text, “Lynch Law in America” by Ida B. Wells, about lynching and the role of this practice in maintaining racist systems in America. The second selection is the speech “An Appeal to Colored Women to Vote and Do their Duty in Politics” by Mary Church Terrell, calling on Black women to use their vote and use it wisely.

These texts were created using guidance from the Common Core State Standards (CCSS) and recommendations from Student Achievement Partners (AchieveTheCore.org). These texts are considered worthy of students’ time to read and meet the expectations for text complexity at Grade 6. The texts feature core content and domain vocabulary from *Blessings of Liberty* unit that students can draw on in service of comprehending the text.

The questions pertaining to these texts are aligned to the CCSS and are worthy of students’ time to answer. Questions have been designed so they do not focus on minor points in the text, but rather, they require deep analysis. Thus, each item might address multiple standards. In general, the selected-response items address Reading standards, and the constructed-response item addresses Writing standards. To prepare students for CCSS-aligned assessments, such as those developed by the Partnership for Assessment of Readiness for College and Careers (PARCC) and SmarterBalanced, some items replicate how technology may be incorporated in those assessments, using a paper-and-pencil format.

## Quantitative and Qualitative Analysis of Text

The texts used in the reading comprehension assessment, “Lynch Law in America” (informational text) and “An Appeal to Colored Women to Vote and Do their Duty in Politics” (speech), have been profiled for text complexity using the quantitative measures described in the Common Core State Standards for English Language Arts, Supplement to Appendix A, “New Research on Text Complexity,” (CoreStandards.org/resources). Both selections fall within the Common Core Grades 5–6 Band.

## Reading Comprehension Item Annotations and Correct Answer and Distractor Rationales

\* To receive a point for a two-part question, students must correctly answer both parts of the question.

| Item                                                    | Correct Answer(s)                                                                                                                                                                                                                                                   | Standards                                                       |
|---------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|
| <b>*1</b><br><b>Part A</b><br><b><i>Inferential</i></b> | B                                                                                                                                                                                                                                                                   | RI.6.1, RI.6.2,<br>RI.6.4, RH.6–8.4                             |
| <b>*1 Part B</b><br><b><i>Inferential</i></b>           | D                                                                                                                                                                                                                                                                   | RI.6.1, RI.6.2,<br>RI.6.4, RI.6.6,<br>RH.6–8.4                  |
| <b>2</b><br><b><i>Inferential</i></b>                   | Student answers should suggest that Wells means that the right to vote, enshrined in law, didn’t last long and didn’t have much of an effect. She believes it didn’t achieve what it set out to do.                                                                 | RI.6.1, RI.6.2,<br>RI.6.4, RI.6.6,<br>RH.6–8.4                  |
| <b>3</b><br><b><i>Literal</i></b>                       | Student answers will vary but they should show that Wells argues that the purpose of organizations such as the KKK was to use violence to uphold white supremacy. She develops this by arguing that violence was used, and then spread, until the aim was achieved. | RI.6.1, RI.6.2,<br>RI.6.3, RI.6.4,<br>RI.6.5, RI.6.6,<br>RI.6.8 |
| <b>4</b><br><b><i>Evaluative</i></b>                    | Student answers should explain that Wells is arguing that ideas about white women’s honor, including ideas held by white women themselves, are used against Black Americans and to uphold white supremacy.                                                          | RI.6.1, RI.6.2,<br>RI.6.3, RI.6.4,<br>RI.6.5, RI.6.6,<br>RI.6.8 |

|                                                         |                                                                                                                                                                                                                                                                                                         |                                                  |
|---------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|
| <b>5</b><br><b><i>Inferential</i></b>                   | A                                                                                                                                                                                                                                                                                                       | RI.6.1, RI.6.2,<br>RI.6.4, RH.6–8.4,<br>RH.6–8.6 |
| <b>*6</b><br><b>Part A</b><br><b><i>Inferential</i></b> | C                                                                                                                                                                                                                                                                                                       | RI.6.1, RI.6.4,<br>RH.6–8.4                      |
| <b>*6</b><br><b>Part B</b><br><b><i>Inferential</i></b> | A                                                                                                                                                                                                                                                                                                       | RI.6.1, RI.6.2                                   |
| <b>7</b><br><b><i>Literal</i></b>                       | She compares them by saying that Black women are doubly oppressed on grounds of race as well as gender. She suggests that white women have it easier than Black women for this reason.                                                                                                                  | RI.6.2, RI.6.6,<br>RI.6.8, RH.6–8.2              |
| <b>8</b><br><b><i>Evaluative</i></b>                    | The author is talking about the power that voting can bring to Black women, but she refers only to their ability to replace bad “men” with good “men.” This suggests that the author does not think that women will be able to take power themselves, which might be seen as complicating the message.  | RI.6.2, RI.6.6,<br>RI.6.8, RH.6–8.2,<br>RH.6–8.6 |
| <b>9</b><br><b><i>Evaluative</i></b>                    | Student summaries should explain how these paragraphs suggest that Black women can use their political activities to select and promote particular candidates in the primary process and keep an eye on legislation passed by states to try to influence politics beyond their participation as voters. | RI.6.2, RI.6.3,<br>RI.6.6, RI.6.8,<br>RH.6–8.3   |
| <b>10</b><br><b><i>Inferential</i></b>                  | C                                                                                                                                                                                                                                                                                                       | RI.6.4, RH.6–8.4,<br>RH.6–8.6                    |

## Writing Prompt Scoring

The writing prompt addresses CCSS W.6.4, W.6.9a, W.6.9b

| Score    | 4                                                                                                                                                                                                                                                                                      | 3                                                                                                                                                                                                                                                                                                 | 2                                                                                                                                                                                                                                                      | 1                                                                                                                                                                    |
|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Criteria | Clear differences between how the two passages are effective pieces of persuasive writing are discussed. The answer clearly makes a judgment about which is more effective. The answer effectively analyzes the use of claims, evidence, analysis, and the development of an argument. | The answer discusses some ways in which the texts are more or less effective as persuasive writing. The answer's judgment about which is more effective may be unclear. The answer touches on elements of persuasive writing like claims, evidence, analysis, and the development of an argument. | Answer has not properly compared the two texts. Answer states something about their effectiveness as persuasive writing but does not do so clearly. Answer fails to thoroughly address claims, evidence, analysis, and the development of an argument. | Answer fails to compare the two texts or assess their value as persuasive writing. Answer does not address the use of persuasive techniques or does so only briefly. |

## Grammar Answer Key

1. accept
2. except
3. principal
4. principle
5. accepts
6. except
7. principle
8. Example: The principal was unhappy with the students.
9. Example: I live by the principle that money has to be carefully managed.
10. Example: I cannot accept praise for my accomplishments.
11. Example: Everyone is happy except for Tomas.

12. Example: Jamal, Pete, and Gregorio were happy because one of them/Jamal/Pete/Gregorio had scored the winning goal.
13. Example: Everyone was cold, and the fact that the bus was late frustrated them.
14. Example: Prizes, rewards, accolades, and praise give me no pleasure, and I've never liked them.

### *Morphology Answer Key*

1. A
2. C
3. B
4. every year
5. a tool to measure temperature/heat
6. eats all kinds of food

## UNIT FEEDBACK SURVEY

10 minutes

At the conclusion of the unit, have students complete the Unit Feedback Survey on Activity Page 8.4. Make sure students know that you respect their opinions and will take seriously all constructive feedback. Please take time to review and react upon students' responses and comments. Consider how you might teach the next unit differently to improve learning and students' experiences.

# Pausing Point

---

## Culminating Activities

The following activities are offered should you choose to pause at one or two points during the teaching of this unit. During that time, we recommend that you use one or more of the Culminating Activities described below or an activity you create.

## End-of-Unit Comprehension Check

---

Use the first day of the Pausing Point to administer the assessment of general comprehension and content knowledge acquired by reading “Mabel Ping-Hua Lee: ‘We Cannot Keep the Women Ignorant’” and “‘The Meaning of Woman Suffrage’ by Mabel Ping-Hua Lee (1914)” in Lesson 5. Make sure each student has a copy of Activity Page PP.2. You may have collected this Activity Page from students at the beginning of the unit.

- Allow students as much time as they need to complete the assessment during the second Pausing Point day. In most cases, this assessment will take 30 to 45 minutes.
- Tell students to read and answer the questions about what they have learned when reading the texts. Encourage students to do their best and review their work once they have finished.
- Circulate around the room as students complete the assessment to ensure that everyone is working individually.
- Answers for the End-of-Unit Comprehension Check can be found in the Activity Book Answer Key on page 151 of this guide.

Use the following Remediation and Enrichment suggestions to plan activities for the remainder of the first Pausing Point day.

## Pausing Point for Differentiation of Instruction

---

Please use the final two days of this unit to address results of the Unit Assessment (for reading comprehension; fluency, if applicable; grammar; and morphology) and spelling assessments. Use each student’s scores on the Unit Assessment to determine which remediation and/or enrichment opportunities will benefit particular students. In assigning these remediation and/or enrichment activities, you may choose to have students work individually, in small groups, or as a whole class.

## Remediation

---

### *Reading Comprehension*

It is important to understand that poor performance on the Reading Comprehension section of the Unit Assessment may be attributable to any number of factors. To ascertain which remediation efforts will be most worthwhile, it is highly recommended that you ask

any student who performed poorly on this section to read at least one of the assessment passages aloud to you orally, one on one. As the student reads, make note of any words the student struggles with or reads incorrectly. If the student occasionally misreads words in the text, analyze the types of errors in code knowledge, and consult the CKLA Decoding and Encoding Remediation Supplement. This online publication provides further guidance in assessing, analyzing, and remediating specific decoding skills so targeted remediation can be provided. If the student frequently misreads words in the text, this is indication of a more global decoding problem that may require further assessment and remediation by a reading specialist. The Decoding and Encoding Remediation Supplement can be accessed online in the Grade 6 Ancillary Materials at: <https://www.coreknowledge.org/free-resource/ckla-ancillary-materials-sixth-grade/>.

If the student does not misread words but reads haltingly, a lack of fluency may impede comprehension. Administer the optional fluency assessment to verify whether the student's reading rate is below the norm. If so, remediation efforts should be targeted at building fluency.

Once the student finishes reading the passage(s) aloud, ask the comprehension questions orally. Analyze whether the student makes errors on the same questions answered incorrectly on the written assessment, as well as the type of questions answered incorrectly. Does the student have difficulty answering particular types of questions? If so, guided rereading of specific chapters in a small-group setting with other students who are struggling may be helpful. Choose chapters that were not already used for small-group instruction, and provide specific guidance as to how to use clues in the text to arrive at the correct answer.

Good performance on the informational passage requires that students make use of the domain-specific vocabulary and knowledge presented throughout the unit. Students who performed poorly on the informational passage may benefit from rereading chapters from the unit, with more intensive focus on the domain vocabulary.

## **Fluency**

Students who struggle with fluency will benefit from having multiple opportunities to reread a particular text. If students demonstrate a need for remediation related to fluency, you may have them either reread selections from the Reader or choose an excerpt from the *Online Fluency Supplement*.

## **Grammar and Morphology**

For additional practice with the grammar and morphology skills taught in this unit, you may wish to have students complete the Grammar and Morphology Pausing Point Activity Pages provided in the Activity Book (PP.3–PP.5).

If students demonstrate a need for remediation in the foundational grammar and morphology skills required for the lessons in Grade 6, consult the CKLA Grade 5 Skills Strand materials for additional grammar and morphology lessons and activities. Alternatively, for students who demonstrate a general proficiency in grammar and morphology but who demonstrate a need for remediation in connection with specific skills covered in this unit, you may provide a more targeted remediation by reteaching only the lessons for those skills.

## Spelling

If students demonstrate a need for remediation in spelling but they exhibit general proficiency in code knowledge, have them use the Individual Code Chart to assist in spelling unfamiliar words, syllable by syllable.

If students exhibit specific code knowledge problems, as revealed by the spelling assessment analyses, they may benefit from remediation to target specific letter-sound correspondences. See the Decoding and Encoding Remediation Supplement.

## Writing

Redirect students to Activity Page 7.2 (Persuasive Speech Rubric), Activity Page 7.5 (Persuasive Speech Editing Checklist), and their completed persuasive speech. Provide time during the Pausing Point for students to revise and rewrite their persuasive speech using all of the above tools. The Persuasive Speech Rubric and Persuasive Speech Editing Checklist are included in the Teacher Resources section of this Teacher Guide for your reference.

If possible, meet briefly with each student to review their plans for revision and provide additional guidance.

Evaluate students' work after revisions are complete using the Persuasive Speech Rubric and Persuasive Speech Editing Checklist. Meet briefly with each student to provide feedback.

## Enrichment

---

If students have mastered the skills in the unit, their experience with the unit concepts may be enriched by the following activities. Please preview in advance any third-party resources, i.e. links to websites other than the Core Knowledge Foundation, to determine suitability for the students with whom you work.

## Publishing

- Students can use multimedia to publish or enhance the speeches they wrote for their writing project. (SL.6.5) Examples for such an activity include using audiovisual equipment to record and edit together a selection of student speeches for presentation to the rest of the class, using audio recording and editing equipment to record and distribute the speeches as a podcast, and recording speeches using audiovisual equipment and uploading the edited results to YouTube or another sharing site. Remember that if you decide to upload any student material to YouTube or another sharing site, you **must** get written and signed parental permission to do so. A customizable permission slip is provided in the Teacher Resources in this guide and in the Student Resources on Activity Page SR.5.

## Reading and Research

- Students may do further research on one or more of the authors or concepts presented in the unit. For instance, students could research the controversy between W. E. B. Du Bois and Booker T. Washington and others who thought like them and make a judgment about which side of the disagreement they agree with more, if any. Students may present their reports to the rest of the class or consider holding a debate to discuss their ideas.

- Students may read aloud a primary source from the text, using the strategies of oral interpretation.
- Students may create an annotated timeline of the development of an issue in the text, such as civil rights or voting rights for women. Encourage students to use the Reader and other work they have done to develop as full and inclusive a timeline as possible and decorate it with images from their own research into these issues.

### *Evaluating Real-World Arguments*

- Students can evaluate a real-world argument in a speech, in the news, or on social media. You may allow students to choose their own argument or provide them with one of the following from the Online Resources, found at <https://www.coreknowledge.org/language-arts/>: Nobel Peace Prize acceptance speech by Malala Yousafzai; “Racism Has a Cost for Everyone” by Heather C. McGhee; “I Have a Dream” by Martin Luther King, Jr.; “Women’s Rights Are Human Rights” by Hillary Rodham Clinton.
  - o Have students identify the claim. Then have students evaluate the argument by answering the following questions:
  - o Who is making the claim? Does this person or source have the authority, experience, or education to be considered a reliable source? How do you know?
  - o What evidence and reasoning is provided to support the claim? Can you verify the facts against other sources?

### *Writing*

- Students may create a “constructed dialogue” based on quotations from primary sources on a similar topic from the student Reader. Students should create a dialogue between two historical figures, imagining what those figures would have said about a certain topic. Students may pick topics from the past or imagine how historical figures would respond to a relevant present-day topic. It may be helpful for students to work with a partner, with each partner assuming the role of one of the historical figures. As an option, students can read or perform their constructed dialogue to the class.
- Students may write a letter across time to one of the featured people in the text, chronicling the development and status of the cause since the time of the person’s death to the present day.

# Teacher Resources

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In this section you will find:

- Glossary for *The Blessings of Liberty: Voices for Social Justice and Equal Rights in America* (pages 117–118)
- The Writing Process (page 119)
- Persuasive Speech Rubric (page 120)
- Persuasive Speech Peer Review Checklist (page 121)
- Persuasive Speech Editing Checklist (page 122)
- Proofreading Symbols (page 123)
- Permission Slip for Digital Publishing (page 124)
- Optional Fluency Assessment Guide (pages 125–126)
- Fluency Assessment Scoring Sheet (page 127)
- Activity Book Answer Key (pages 128–136)

## Glossary for *The Blessings of Liberty: Voices for Social Justice and Equal Rights in America*

---

### A

**acceptance, n.** the act of being admitted to a group

**advocate, n.** someone who campaigns for something

### B

**bleach, v.** to make white by exposure to sun or chemicals

### C

**clinic, n.** a medical center

**compel, v.** to urge strongly or forcefully to do something (**compelled**)

**complexion, n.** the color and appearance of a person's skin, especially their face

**confine, v.** to restrict or limit

**consciousness, n.** the state of being aware, especially of oneself (**double-consciousness, self-consciousness**)

### D

**dazzling, adj.** extraordinary; impressive

**disregard, v.** to ignore or pay little attention to (**disregarded**)

### E

**economic, adj.** relating to the creation of money

**emancipation, n.** the process of freeing someone from slavery or social constraints

**emperor, n.** the powerful ruler of an empire (**emperors**)

**empowerment, n.** the power to act

**enslave, v.** to put under the control of another person or people without pay or freedom (**enslaved**)

**establish, v.** to set up

**exclusion, n.** the process of keeping something or someone out of a group

### F

**feminist, n.** an advocate or supporter of women's rights and equality (**feminists**)

### H

**hesitant, adj.** slow to act because of fear or uncertainty (**half-hesitant**)

**humiliation, n.** embarrassment; shame

### I

**immigrant, n.** a person who moves to a new country (**immigrants**)

**immunity, n.** protection from a penalty under the law (**immunities**)

**indebted, adj.** owing thanks or gratitude for a favor or service

**inferior, adj.** lower in rank or order

### L

**launch, v.** to start; to spring forward

### M

**manual, adj.** (of work) done with the hands or physical body

**merit, n.** a quality that deserves praise (**merits**)

## N

**naturalize, v.** to be admitted to a country as a citizen other than by birth (**naturalized**)

## O

**obstacle, n.** something that blocks the way or prevents progress (**obstacles**)

**occupation, n.** a job; a kind of work (**occupations**)

**opportunity, n.** a chance or possibility to do something (**opportunities**)

**outrage, n.** an action causing great shock or anger; an offense (**outrages**)

## P

**prosperity, n.** the condition of being successful, particularly with money

## R

**resent, v.** to feel bitter or angry about (**resented**)

**right, n.** a moral and legal entitlement (**entitlements**)

## S

**secure, v.** to succeed in obtaining something (**securing**)

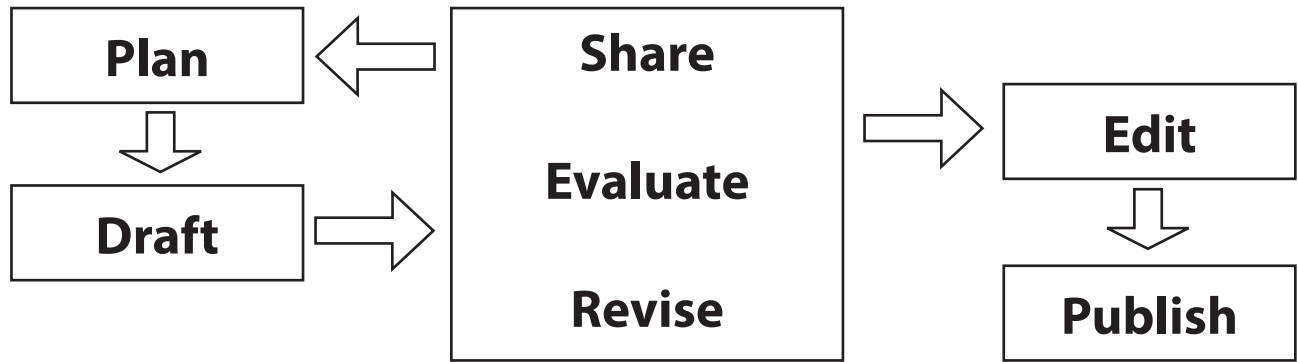
**separate, adj.** kept apart from something else

**significance, adj.** importance

## U

**urge, v.** to persuade or encourage someone to do something (**urges**)

## The Writing Process



## Persuasive Speech Rubric

|                                | Exemplary                                                                                        | Strong                                                                                             | Developing                                                                                 | Beginning                                                                                    |
|--------------------------------|--------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|
| <b>Addressing the Question</b> | A social issue related to injustice or inequality is clearly identified.                         | A social issue related to injustice or inequality is identified.                                   | A social issue related to injustice or inequality is identified but unclear.               | A social issue related to injustice or inequality is not identified.                         |
|                                | Relationships between claims and reasons are strongly evaluated.                                 | Relationships between claims and reasons are mostly evaluated.                                     | Relationships between claims and reasons are evaluated but unclear.                        | Relationships between claims and reasons are not evaluated.                                  |
|                                | Argument is coherent and clear throughout.                                                       | Argument is mostly coherent and clear.                                                             | Argument is sometimes coherent or clear.                                                   | Argument is neither coherent nor clear.                                                      |
| <b>Style</b>                   | Reasoning thoroughly and effectively connects claims and evidence.                               | Reasoning mostly connects claims to evidence.                                                      | Reasoning sometimes connects claims to evidence.                                           | Reasoning is absent or does not connect claims to evidence.                                  |
|                                | Evidence is thoughtfully deployed and properly cited.                                            | Evidence is partially deployed and cited.                                                          | Evidence is sometimes referred to and/or cited.                                            | Evidence and/or citations are missing.                                                       |
| <b>Structure</b>               | Introduction clearly states a thesis and effectively addresses the urgency of the problem.       | Introduction makes a claim and provides some explanation for why this is an issue to be addressed. | Introduction mentions a social issue and may provide some evidence for its relevance.      | Introduction fails to coherently describe a social issue or its relevance.                   |
|                                | A strong hook provides compelling evidence or narrative.                                         | A hook creates some interest for the listener.                                                     | An attempt at hooking the listener with evidence or story is made.                         | No hook or compelling evidence is present.                                                   |
|                                | A clear concluding statement summarizes the argument and provides a compelling "call to action." | A concluding statement mostly summarizes the argument and asks for some action to be taken.        | A concluding statement briefly touches on the argument, but the call to action is unclear. | A concluding statement does not touch on the argument, and/or the call to action is missing. |
| <b>Speaking</b>                | Speech is spoken clearly at an appropriate volume and pace.                                      | Speech is mostly spoken clearly at an appropriate volume and pace.                                 | Speech is not always spoken clearly at an appropriate volume and pace.                     | Speech is unclear or at a volume and pace that is difficult to understand.                   |

*You may correct capitalization, punctuation, and grammar errors while you are revising. However, if you create a final copy of your writing to publish, you will use an editing checklist to address those types of mistakes after you revise.*

# Persuasive Speech Peer Review Checklist

Complete this checklist as you read the draft of the research essay written by a classmate.  
Y = yes   N = no   SW = somewhat

Author's Name: \_\_\_\_\_ Reviewer's Name: \_\_\_\_\_

- \_\_\_\_\_ The speech has a clear introduction that states the argument.
- \_\_\_\_\_ The beginning includes a hook that grabs the listener's attention.
- \_\_\_\_\_ The speech includes a response to possible counterarguments.
- \_\_\_\_\_ The speech ends with a concluding statement and a call to action.
- \_\_\_\_\_ A formal style is maintained throughout the speech.
- \_\_\_\_\_ The speech is spoken clearly at a pace and volume that is easy to understand.

| Ways in Which Your Speech Meets the Requirements of the Assignment | Ways in Which You Can Better Meet the Requirements of the Assignment |
|--------------------------------------------------------------------|----------------------------------------------------------------------|
|                                                                    |                                                                      |

## Persuasive Speech Editing Checklist

| Persuasive Essay Editing Checklist                                                                                                                                                                                                                                                                                                                   | After reviewing for each type of edit, place a check mark here. |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|
| <b>Vocabulary</b>                                                                                                                                                                                                                                                                                                                                    |                                                                 |
| <ul style="list-style-type: none"> <li>I have used words and phrases to clarify relationships between claims, evidence, and reasoning.</li> <li>I have used transition words and phrases correctly (<i>but, then, so, therefore, next, subsequently, afterwards, following</i>).</li> </ul>                                                          |                                                                 |
| <b>Format</b>                                                                                                                                                                                                                                                                                                                                        |                                                                 |
| <ul style="list-style-type: none"> <li>I have clearly divided my speech into paragraphs.</li> <li>My speech has a clear introduction, clear body paragraphs, and a clear conclusion.</li> <li>I have titled my writing.</li> <li>I have included the proper heading, including my name, my teacher's name, the class title, and the date.</li> </ul> |                                                                 |
| <b>Grammar</b>                                                                                                                                                                                                                                                                                                                                       |                                                                 |
| <ul style="list-style-type: none"> <li>I have avoided the use of vague pronouns.</li> <li>I have used frequently confused words correctly (<i>accept/except; principal/principle</i>).</li> </ul>                                                                                                                                                    |                                                                 |
| <b>Spelling</b>                                                                                                                                                                                                                                                                                                                                      |                                                                 |
| <ul style="list-style-type: none"> <li>I have correctly spelled words throughout.</li> <li>I have correctly spelled words with the roots <i>thermos, annus, and omnis</i>.</li> <li>I have correctly spelled words with the prefixes <i>trans-, sub-, super-, and inter-</i> and the suffixes <i>-al</i> and <i>-ial</i>.</li> </ul>                 |                                                                 |
| <b>Punctuation</b>                                                                                                                                                                                                                                                                                                                                   |                                                                 |
| <ul style="list-style-type: none"> <li>I have employed end marks (periods, question marks, exclamation points), commas, and quotation marks to the best of my ability.</li> </ul>                                                                                                                                                                    |                                                                 |

## Proofreading Symbols

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|              |                                   |
|--------------|-----------------------------------|
| ^            | Insert                            |
| ⊙            | Insert period                     |
| ^,           | Insert comma                      |
| ^'           | Insert apostrophe                 |
| #            | Insert space                      |
| ¶            | New paragraph                     |
| no ¶         | No new paragraph                  |
| ○            | Close up the space                |
| <u>b</u> cap | Capitalize                        |
| B lc         | Make lowercase (small letter)     |
| e            | Delete                            |
| rwd.         | Reword                            |
| ←            | Move according to arrow direction |
| ↻            | Transpose                         |
| [            | Move to the left                  |
| ]            | Move to the right                 |
| ^a           | Add a letter                      |

## Permission Slip for Digital Publishing

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As part of our Unit 7 writing project, students are writing and presenting persuasive speeches. Students have the option to digitally record their speeches and upload them to a digital platform to share with their peers.

-----

I [parent/guardian name] \_\_\_\_\_  
give permission for my child [name] \_\_\_\_\_  
to digitally record and publish their work on the following online platform:

\_\_\_\_\_.

Parent/guardian signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Optional Fluency Assessment Guide

If you wish to assess a student's fluency at any time during the year, you may select a reading passage from the *Fluency Supplement* in the Ancillary Materials. A link is provided here: <https://www.coreknowledge.org/free-resource/ckla-ancillary-materials-sixth-grade/>.

### Administration Instructions

- Print out the student copy of your selected fluency passage. Students will read from this copy.
- Print out the Recording Copy of your selected fluency passage for each student you wish to assess. You will create a running record as you listen to each student read orally.
- Explain that the student will read a selection aloud while you take some notes. Encourage the student not to rush and to read at their regular pace.
- Read the title of the selection aloud for the student, as the title is not part of the assessment.
- Begin timing when the student reads the first word of the selection. As the student reads aloud, make a running record on the Recording Copy of the text using the following guidelines:

|                               |                                                                                                                       |
|-------------------------------|-----------------------------------------------------------------------------------------------------------------------|
| <b>Words read correctly</b>   | No mark is required.                                                                                                  |
| <b>Omissions</b>              | Draw a long dash above the word omitted.                                                                              |
| <b>Insertions</b>             | Write a caret (^) at the point where the insertion was made. If you have time, write down the word that was inserted. |
| <b>Words read incorrectly</b> | Write an "X" above the word.                                                                                          |
| <b>Substitutions</b>          | Write the substitution above the word.                                                                                |
| <b>Self-corrected errors</b>  | Replace original error mark with an "SC."                                                                             |
| <b>Teacher-supplied words</b> | Write a "T" above the word (counts as an error).                                                                      |

- When one minute has elapsed, draw a vertical line on the Recording Copy to mark the student's place in the text at that point. Allow the student to finish reading the selection aloud.
- Assess the student's comprehension of the selection by asking them to respond orally to the questions provided in the *Fluency Supplement*.

### Scoring Instructions

- Use one Fluency Assessment Scoring Sheet for each student taking the assessment.
- To calculate a student's W.C.P.M. (Words Correct per Minute) score, use the information you recorded on the Recording Copy, and follow these steps. You may wish to have a calculator available.

1. Count Words Read in One Minute. This is the total number of words that the student read or attempted to read in one minute. It includes words that the student read correctly as well as words that the student read incorrectly. Write the total in the box labeled Words Read in One Minute.
2. Count the Uncorrected Mistakes in One Minute. You noted these in the running record. They include words read incorrectly, omissions, substitutions, and words that you had to supply. Write the total in the box labeled Uncorrected Mistakes in One Minute on the scoring sheet. (A mistake that the student self- corrects is not counted as a mistake.)
3. Subtract Uncorrected Mistakes in One Minute from Words Read in One Minute to get Words Correct. Write the number in the box labeled W.C.P.M. Although the analysis does not include any words the student read correctly (or incorrectly) after one minute, you may use this information from the Recording Copy for anecdotal purposes.

As you evaluate W.C.P.M. scores, here are some factors to consider.

It is normal for students to show a wide range in fluency and in W.C.P.M. scores. A student's W.C.P.M. score can be compared with the score of other students in the class (or grade level) and also with the national fluency norms for Grade 6 obtained by Hasbrouck and Tindal (2006). Hasbrouck and Tindal suggest that a score falling within 10 words above or below the 50th percentile should be interpreted as within the normal, expected, and appropriate range for a student at that grade level at that time of year.

### **Oral Reading Fluency Norms for Grade 6**

| <b>Percentile</b> | <b>Fall W.C.P.M.</b> | <b>Winter W.C.P.M.</b> | <b>Spring W.C.P.M.</b> |
|-------------------|----------------------|------------------------|------------------------|
| 90                | 177                  | 195                    | 204                    |
| 75                | 153                  | 167                    | 177                    |
| 50                | 127                  | 140                    | 150                    |
| 25                | 98                   | 111                    | 122                    |
| 10                | 68                   | 82                     | 93                     |

### **Reference**

Hasbrouck, Jan and Tindal, Gerald A. "Oral reading fluency norms: A valuable assessment tool for reading teachers." *The Reading Teacher* 59 (2006): 636-644.

Fluency Assessment Scoring Sheet

Words Read in One Minute

Uncorrected Mistakes in One Minute

W.C.P.M.

| Percentile                                   | Spring W.C.P.M. |
|----------------------------------------------|-----------------|
| 90th                                         | 204             |
| 75th                                         | 177             |
| 50th                                         | 150             |
| 25th                                         | 122             |
| 10th                                         | 93              |
| Comprehension Questions Total Correct ____/4 |                 |

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**1.2** ACTIVITY PAGE

### A More Perfect Union?

*In the left column, write down ways you think the United States has lived up to its goal of establishing a "more perfect union." In the right column, write ways in which the United States has fallen short of being a "more perfect union."*

| Ways in Which the United States Is a "More Perfect Union"                                                                                                                                                                                                                                                                     | Ways in Which the United States Has Fallen Short of Being a "More Perfect Union"                                                                                                                                                                    |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Possible responses: The U.S. Constitution has been amended, or changed, several times to address new situations; no state has successfully broken away (apart from during the American Civil War); stable transfer of government power after elections; eventual expansion of rights/liberties; regular democratic elections. | Possible responses: Minorities and women denied votes and other rights until 20th century; discrimination still exists; territories still do not have the same rights as states; voter suppression and other measures exist but vary across states. |

Core Knowledge Language Arts | Grade 6

Activity Book | Unit 7 **3**

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**1.4** ACTIVITY PAGE

### "Three Important Amendments to the U.S. Constitution"

*You will work with a partner; your teacher will tell you and your partner which amendment you and your partner will read: Thirteenth, Fourteenth, or Fifteenth. Read its text closely, and answer the questions below. These questions will help you provide an oral summary of the amendment at the end of the lesson.*

- Which amendment were you assigned?  
Students should write the name of the amendment they were assigned: Thirteenth, Fourteenth, or Fifteenth.
- What type of source is the text that you read: primary or secondary?  
It is a primary source.
- How does this amendment change the U.S. Constitution?  
The Thirteenth prohibits slavery. The Fourteenth makes everyone born in the United States a citizen. The Fifteenth gives African American men the right to vote.
- Who benefits from this amendment?  
Answers will vary but might include anyone enslaved or formerly enslaved for the Thirteenth; anyone born in the United States for the Fourteenth; and African American men for the Fifteenth.

Core Knowledge Language Arts | Grade 6

Activity Book | Unit 7 **7**

- Who is not specifically covered by the text of this amendment?  
Answers will vary but may include: imprisoned people in the Thirteenth; Native Americans in the Fourteenth; women in the Fifteenth.
- How could this amendment lead to a "more perfect union"?  
Student answers will vary but should concentrate on the ways in which these amendments expanded people's rights, especially those of Black people who had been previously excluded and/or enslaved.
- Is there more that still needs to be done to ensure that this amendment creates a "more perfect union"?  
Answers will vary but should point out ways in which each amendment might eventually need further clarification or interpretation, such as to include groups not mentioned.

**8** Unit 7 | Activity Book

Grade 6 | Core Knowledge Language Arts

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**2.2** ACTIVITY PAGE

### Tracing and Evaluating an Argument

*Answer these questions as you read to help you trace and evaluate the author's argument.*

- What is Du Bois's main argument or claim?  
Answers may vary but should include that he and other African Americans are viewed as "a problem" and are not treated as equal to white Americans.
- How does the author first introduce this argument?  
He introduces it in the first paragraph by relating his personal experience.
- What technique does the author use to develop this argument in the second paragraph?  
He uses an autobiographical, or personal, story to explain how he first came to experience these differences.

Core Knowledge Language Arts | Grade 6

Activity Book | Unit 7 **11**

4. In what way does this technique help the author convince the audience to believe him?  
The autobiographical anecdote, which includes mention of the author's negative feelings and honesty about his negative response, helps convince the reader that the author is being honest and genuine about his experience and the hurt it caused him.
5. What sort of evidence is not included in Du Bois's argument?  
Answers might include data or statistics, analysis of data, accounts of other peoples' experience, and so on.
6. How does the author develop the argument further in the final paragraphs?  
He relates the story of African Americans in general by explaining how they have been caught between "two persons" that cannot yet be reconciled.
7. What does this argument aim to achieve?  
Answers may vary but should acknowledge that Du Bois is trying to make a direct and emotional appeal to his audience by asking them to understand his plight and that of his fellow African Americans. He is not trying to make a detailed or evidence-rich argument.

12 Unit 7 | Activity Book

Grade 6 | Core Knowledge Language Arts

NAME: \_\_\_\_\_  
 DATE: \_\_\_\_\_

2.3 TAKE-HOME

## Greek and Latin Roots: *annus, omnis, thermos*

Read each word. A Greek or Latin root is underlined in each word. Write what the root means in the second column. In the third column, write the definition of the word. If you're not sure of the definition, you can look it up in a dictionary.

| Word       | Meaning of Root | Definition of the Word                    |
|------------|-----------------|-------------------------------------------|
| thermal    | heat            | relating to heat                          |
| omniscient | all             | all knowing                               |
| semiannual | year            | happening twice a year or every half-year |
| geothermal | heat            | heat created by the Earth                 |
| annuity    | year            | money paid out once a year                |
| omnivore   | all             | animal that eats both plants and animals  |

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3.2 ACTIVITY PAGE

## Gender, Culture, and Entrepreneurship

As you read the selection, answer these questions to consider the links between gender, culture, and entrepreneurship.

1. What sort of work were women expected or allowed to do?  
They did domestic work or looked after children; they did work defined as "women's work" in caring professions or in the home.
2. What sort of pay do you think women received for this work?  
They received little or no pay.
3. What cultural beliefs were behind this sort of "women's work"?  
Some people believed that women are not as smart as men, that women should only look after the home and children, that women should not be ambitious, and/or that women are inferior to men.

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4. What groups in society might support these beliefs?  
Students may suggest men in general; religious or other traditional authorities; male workers; male business owners; women with "traditional" values.
5. Why might women be interested in entrepreneurship?  
They can be their own boss; they can run their business the way they like; if they are shut out of professions, they can start their own; they can use their business to support others.
6. Are there any challenges to using entrepreneurship as a way to secure African American women's independence?  
Students may suggest that businesses may fail; businesses might fall prey to white-owned capital or be shut down by white interests; African American entrepreneurship might not challenge white supremacy or change accepted beliefs.

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### 3.3 TAKE-HOME

#### Vague Pronouns

For each sentence, circle the vague pronoun, and rewrite the sentence so that it is clear.

- All spiders are arachnids, but (they) are not all spiders.  
Accept answers that correctly clarify each sentence. Sample answers  
Provided as follows.  
All spiders are arachnids, but not all arachnids are spiders.
- The competition between Crystal and Vanessa was close, so (she) was elated to find out she won.  
The competition between Crystal and Vanessa was close, so Vanessa was elated to find out she won.
- We asked to go to the park, but (they) wouldn't let us.  
We asked Mom and Dad to go to the park, but they wouldn't let us; We asked to go to the park, but our parents wouldn't let us.

- Jonah and Damarus both knew (he) was in trouble.  
Both Johan and Damarus knew Jonah was in trouble.
- After the bike accident, Janie knew (it) would need stitches.  
After the bike accident, Janie knew her knee would need stitches; After the bike accident, Janie knew she would need stitches.

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### 4.2 ACTIVITY PAGE

#### Summarizing a Text

A summary of a text boils down the arguments, evidence, and reasoning into a simple statement of what the text says. To write your summary, think about how you can write brief statements and descriptions of what the text says. Answer these questions as you read to help you summarize the text.

Student answers should reflect the particular speech they were assigned to summarize.

- Who gave this speech? When and where was the speech given?
- What was the speaker's purpose in giving the speech?
- What arguments or claims did the speaker make?
- What supporting information or details does the speaker provide?

- How does the speaker develop her argument?
- What action does the speaker call for?
- What other details about the speech stand out, if any?

Use your answers to the questions to write a summary of the speech you were assigned. Remember to include all the important points and keep your summary factual and as free from personal opinions or judgments as possible. You do not need to include minor details in your summary.

Accept answers that cover the main points of the speech without superfluous details or personal opinions.

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## 4.3 TAKE-HOME

### Frequently Confused Words: *accept/except* and *principal/principle*

For each sentence, circle the correct word choice.

- I was delighted to accept the prize for spelling.
- Our politicians have to act according to their principals.
- The principal behind these laws is that all people should be treated equally.
- All of us are happy, accept for Siobhan.
- The school principle was proud of her students.
- We all have to follow our own principles, accept when it hurts others.
- Write your own sentence using the word *except* correctly:

\_\_\_\_\_

\_\_\_\_\_

- Write your own sentence using the word *principle* correctly:

\_\_\_\_\_

\_\_\_\_\_

NAME: \_\_\_\_\_  
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## 5.3 ACTIVITY PAGE

### Tracing and Evaluating an Argument

Use these questions as you read to help you identify and evaluate the argument in the text.

- What is the main argument that Lee is making?  
Answers may vary but should include that women have been kept out of both the workplace and political spheres by not being granted the right to work or to vote.
- How does the author first introduce this argument?  
She introduces it by telling the audience that woman suffrage has been treated like a joke and that women are expected not to want anything better for themselves.
- What claims does the author make to develop this argument in the following paragraphs?  
She claims that all women want is equality and that women deserve the same rights as men and can have those rights without destroying the family or society.

- How does the author develop the argument further in the final paragraphs?  
She directly addresses criticisms of woman suffrage and women's work and rebuts them one by one.
- What does this author hope to achieve through this argument?  
The author wants to convince the audience that woman suffrage is a scientific and rigorous position that the audience should support if they believe in science, reason, and progress.
- Though the author is writing about China, how might her arguments also apply to the Fifteenth Amendment?  
Her arguments could be used to challenge the idea that the Fifteenth Amendment's section on voting rights only applies to men.

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## 7.1 TAKE-HOME

### Practice Correcting Vague Pronouns and Frequently Confused Words

This paragraph includes several vague pronouns and frequently confused words. Read and identify the errors, and then write out the paragraph again with all the errors corrected.

Sofia and Kim, along with their class, filed into the auditorium. They were happy to find seats together. The principle, Mrs. Dunway, was giving an award to the student who best upholds the school principals. Principal Dunway called her name, accept Sofia didn't hear it. Only after Kim nudged her did Sofia go up to the stage to except it.

Answers may vary but should show appropriate corrections to the circled errors. Sample answer: Sofia and Kim, along with their class, filed into the auditorium. The two girls were happy to find seats together. The principal, Mrs. Dunway, was giving an award to the student who best upholds the school principles. Principal Dunway called Sofia's name, except Sofia didn't hear it. Only after Kim nudged her did Sofia go up to the stage to accept the award.

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**7.4** TAKE-HOME

## Practice Spelling Words

Write an original sentence for each word to demonstrate your knowledge of its meaning.

|           |            |           |
|-----------|------------|-----------|
| cooperate | substitute | transport |
| interrupt | woman      | omnivore  |
| privilege | superior   | thermal   |
| separate  | annual     | amendment |

- Answers will vary but should demonstrate the meaning of each word.  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_

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**8.1** ASSESSMENT

## Spelling Assessment

Write the spelling words as your teacher calls them out. Then write the sentence your teacher dictates to you.

- cooperate
- interrupt
- privilege
- separate
- substitute
- woman
- transport
- superior
- annual
- omnivore
- thermal
- amendment

The woman will cooperate with other lawmakers to write a new amendment.

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**8.3** ASSESSMENT  
CONTINUED

## Questions

- PART A: What does Wells imply about lynching when she calls it an “unwritten law”?
  - that lynching is constitutional
  - that it is illegal
  - that nobody can find the legal text for it
  - that lynching is legal

PART B: What is implied about lynching when it is referred to as a “law”?

- that it is based on opinion
- that it doesn't have to be followed
- that it is official government policy
- that it has the force of a legal judgment

- Wells says that the “national law” on the right to vote “was short-lived and illusionary.” What does she mean by this?

Student answers should suggest that Wells means that the right to vote, enshrined in law, didn't last long and didn't have much of an effect. She believes it didn't achieve what it set out to do.

- Read this extract from the text. How does Wells support and develop her argument in this passage? Include evidence from the paragraph to support your answer.

The Ku Klux Klans . . . and similar organizations proceeded to beat, exile, and kill Negroes until the purpose of their organization was accomplished and the supremacy of the “unwritten law” was effected. Thus lynchings began in the South, rapidly spreading into the various states until the national law was nullified and the reign of the “unwritten law” was supreme. . .

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Student answers will vary but they should show that Wells argues that the purpose of organizations like the KKK was to use violence to uphold white supremacy.

She develops this by arguing that violence was used, and then spread, until the aim was achieved.

- How does Wells connect race to gender in the final part of her argument?

Student answers should explain that Wells is arguing that ideas about white women's honor, including ideas held by white women themselves, are used against African American people and to uphold white supremacy.

- How does Wells appeal to her audience's ideas about how the American legal system should work?

- She argues that everyone in America is entitled to a fair trial.
- She shows how widely lynching has been used in America.
- She acknowledges how many people want to protect white women.
- She argues that lynching should be made into a written law.

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**8.3**  
CONTINUED

ASSESSMENT

## Questions

6. PART A: What does the author mean by a "share of gray matter"?

A. moral fortitude  
B. legal rights  
☒ C. intelligence  
D. strength

PART B: When does the author think African American women should engage in politics?

☒ A. whenever possible  
B. only where it is illegal  
C. only if they are smart enough  
D. if white people offer protection to do so

7. How does the author compare the rights of white women and African American women?

She compares them by saying that African American women are doubly oppressed on grounds of race as well as gender. She suggests that white women have it easier than African American women for this reason.

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8. In what way might the use of the word "men" in the third paragraph complicate the text's message about women's power?

The author is talking about the power that voting can bring to African American women, but she refers only to their ability to replace bad "men" with good "men."

This suggests that the author does not think that women will be able to take power themselves, which might be seen as complicating the message.

9. In your own words, describe how paragraphs four and five argue that African American women can use their interest in politics to produce political outcomes beyond simply voting.

Student summaries should explain how these paragraphs suggest that African American women can use their political activities to select and promote particular candidates in the primary process and keep an eye on legislation passed by states to try to influence politics beyond their participation as voters.

10. Which of these options provides the best summary of this sentence: "Now that colored women possess the ballot, it will be a terrible reflection upon them, if they do not use it wisely?"

A. African American women have not yet earned the right to vote.  
B. African American women have to look their best when voting.  
☒ C. African American women have to live up to the responsibility of voting.  
D. African American women have no good reason to vote.

Reading Comprehension Score: \_\_\_\_\_ of 10 points.

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**8.3**  
CONTINUED

ASSESSMENT

## Grammar

Choose and circle the correct word from the options to complete each sentence.

- I can't (accept) / except your answer.
- They are free to visit the woods, (accept / except) they can't camp there overnight.
- The (principle / principal) member of the board is the founder.
- We founded this country on the (principle) / principal that all people are born equal.
- The king (accepts) / excepts that he needs to make some changes.
- All the students, (accept / except) for Jonas, were eligible for prizes.
- Is there a (principle) / principal behind your argument, or are you being greedy?

For the next four items, write sentences that use the prompted word correctly.

- principal Example: The principal was unhappy with the students.
- principle Example: I live by the principle that money has to be carefully managed.

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10. accept Example: I cannot accept praise for my accomplishments.

11. except Example: Everyone is happy except for Tomas.

Rewrite each sentence below to correct the vague pronoun.

12. Jamal, Pete, and Gregorio were happy because he had scored the winning goal.

Example: Jamal, Pete, and Gregorio were happy because one of them/Jamal/Pete/Gregorio had scored the winning goal.

13. Everyone was cold because the bus was late, and it frustrated them.

Example: Everyone was cold, and the fact that the bus was late frustrated them.

14. I've never liked prizes, rewards, accolades, and praise, and it gives me no pleasure.

Example: Prizes, rewards, accolades, and praise give me no pleasure, and I've never liked them.

Grammar Score: \_\_\_\_\_ of 14 points.

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**8.3**  
CONTINUED

ASSESSMENT

## Morphology

Write the letter of the correct definition next to each root.

1. omnis A      A. all
2. thermos C      B. year
3. annus B      C. heat

Read each sentence. Use the sentence context and what you know about prefixes, suffixes, and Greek and Latin roots to write the meaning of the underlined word.

4. The annual school picnic takes place each May.

Annual means every year

5. The doctor used a thermometer to check if the patient had a fever.

Thermometer means a tool to measure temperature/heat

6. Apes, like humans, are omnivorous eaters.

Omnivorous means eats all kinds of food

Morphology Score: \_\_\_\_\_ of 6 points.

Total Score for Unit Assessment: \_\_\_\_\_ of 34 points.

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**PP.1**

ASSESSMENT

## Mid-Unit Comprehension Check—*The Blessings of Liberty: Voices for Social Justice and Equal Rights in America*

1. Summarize the intended effects of the Thirteenth, Fourteenth, and Fifteenth Amendments to the U.S. Constitution.

Answers will vary but may include: The Thirteenth Amendment was intended to end slavery; the Fourteenth Amendment was intended to extend citizenship and rights to all people born in the United States; the Fifteenth Amendment was intended to secure the right to vote for African Americans and formerly enslaved people.

Each of the following questions describes an element of the Thirteenth, Fourteenth, or Fifteenth Amendment. Circle the option that fits the description.

2. Has an exception for people in prison

Thirteenth      Fourteenth      Fifteenth

3. Provides voting rights for African American men but not women

Thirteenth      Fourteenth      Fifteenth

4. Establishes that people born in the United States are citizens

Thirteenth      Fourteenth      Fifteenth

5. Prevents states from taking property without due process

Thirteenth      Fourteenth      Fifteenth

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6. What is it that Du Bois refers to as the “veil” or “the color line”?

Answers will vary but may mention that it is the divide between white Americans and African Americans, based on attitudes that view African Americans as a “problem” for the country and keep them from being treated as equals with whites.

7. Which of these statements correctly summarizes why Du Bois describes African Americans living as two different people?

- A. African Americans have to pretend they are not African American to survive.
- B. African Americans all wish they didn't have to live in the United States.
- C. African Americans are forced to choose between fighting white people or submitting to their rule.
- D. African Americans are aware of how they see themselves and how white people see them.

8. Which of these options are examples of “the domestic duties of home”? Pick two.

- A. childcare
- B. banking
- C. mining
- D. business ownership
- E. factory labor
- F. cleaning

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**PP.1**  
CONTINUED

ASSESSMENT

9. In what ways does Maggie Lena Walker think that African American entrepreneurship can be used to liberate African American women?

Student answers will vary but should show understanding that Walker views African American women's entrepreneurship as a way for African American women to earn their own money and run their own lives to escape the double domination of gender and racial prejudice.

10. How does Walker think Capital wants to use women's labor?

- A. to produce goods in the home rather than in factories
- B. to replace all men in the workplace
- C. to drive down everyone's wages
- D. to eliminate the institution of marriage

11. Why does Walker argue that the brain is more important than the body?

She says that men and women have the same brains and that a good brain is more important than a physical body, which means that women can be just as good workers as men.

12. Why did Mary Ann Shadd Cary mention her work in the Civil War in her speech?

She worked to support the Union effort in the war; she mentions this to prove that she and others like her have done their part for liberty and should be rewarded and acknowledged with the right to vote.

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**PP.2** ASSESSMENT

### End-of-Unit Comprehension Check—*The Blessings of Liberty: Voices for Social Justice and Equal Rights in America*

- What is the difference between a primary and a secondary source?  
Answers will vary but may include: A primary source comes directly from the circumstances or events it discusses. It is usually written or produced by someone who was "there at the time." A secondary source is a reflection of events written or produced by someone not involved and at a later date.
- What piece of legislation prevented Mabel Ping-Hua Lee and her family from becoming citizens?  
A. Chinese Exclusion Act  
B. Fourteenth Amendment  
C. the Constitution  
D. Voting Rights Act
- Who or what pushed Lee to pursue education?  
The encouragement of her parents pushed Lee to pursue education.
- In what movement did Lee become involved as a high school student? Pick two.  
A. debt cancellation  
B. women's suffrage  
C. opposition to war  
D. Chinese rights

- What specific problem did Mary Ann Shadd Cary raise in her speech?  
The Fourteenth Amendment established that all Americans have the same rights, except for voting rights, which were reserved for "male inhabitants."
  - Which of these options is an argument made by Frances Ellen Watkins Harper?  
A. Women should be allowed to run America.  
B. America is not equal until African American women can vote.  
C. The Civil War was a big mistake.  
D. There is no real point in voting.
  - What does Harper mean when she says she wants to speak of "wrongs" rather than "rights"?  
Student answers will vary but should show awareness that she is addressing a women's rights conference. She means to speak directly to injustices ("wrongs") rather than high-minded ideas about rights. She uses the phrase to ask white women in attendance to take responsibility for addressing the unequal treatment of African American women.
- Mid-Unit Assessment Score: \_\_\_\_ of 15 points.

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- What happened in China in 1911, and how did this inspire Lee?  
There was a democratic revolution in China in 1911, and this inspired Lee to encourage fellow members of the Chinese American community to fight for women's rights.
- What did Lee do after her father died?  
A. She devoted herself to serving her community.  
B. She stayed in the academic sphere.  
C. She returned to China as a revolutionary.  
D. She abandoned her democratic principles.
- What criticisms of women's rights does Lee argue against?  
She argues against criticisms that suffrage and workplace rights will destroy marriages and harm the family.
- How does Lee define *feminism*?  
She defines it as the movement to give women equal rights with men.
- In your own words, describe why Lee calls her commitment to women's rights a "purely scientific attitude."  
Student answers will vary but should say that the argument is based on the idea that it is not scientific to oppose women's rights until the outcomes have been tested and the results observed.

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**PP.2** ASSESSMENT  
CONTINUED

- How did Lee's background and the nature of her audience encourage her to make this argument on "scientific" grounds?  
Lee was a student and was addressing an audience of students. These are people likely to be interested in scientific and rational arguments based on evidence and experimentation.
- Which of these options correctly summarizes Lee's argument about work and women's intellectual development?  
A. Work will harm women's intellect.  
B. Work will have no effect on women's intellect.  
C. Work will prove women don't have the same intellect as men.  
D. Work will improve women's intellect.
- Which of these options correctly summarizes Lee's argument about work and marriage?  
A. Work will damage marriages.  
B. Work and equality will lead to happier marriages.  
C. Work will mean women don't have to marry.  
D. Work will lead women to submit to their husbands.

End-of-Unit Assessment Score: \_\_\_\_ of 12 points.

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# Activity Book Answer Key

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## PP.3 ACTIVITY PAGE

### Grammar: Vague Pronouns

Each of the following exercises contains two sentences. One of the two sentences has a vague pronoun, and the other does not. Write the letter (A or B) of the sentence that **does not** have a vague pronoun.

- B  
A. Kate loved getting into trouble, and it was fun.  
B. Kate loved getting into trouble; she found trouble fun.
- A  
A. At the fair, the staff makes sure everyone gets a turn on the rides.  
B. At the fair, they make sure everyone gets a turn on the rides.
- B  
A. Oscar and Luis thought about whether he would make it as a soccer star.  
B. Oscar and Luis thought about whether Luis would make it as a soccer star.
- A  
A. Experts say that cars can be extremely dangerous.  
B. Experts say that they can be extremely dangerous.
- B  
A. I was in an accident at a busy store, and it frightened me.  
B. The accident I was in once at a busy store frightened me.

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## PP.4 ACTIVITY PAGE

### Grammar: Frequently Confused Words

For each exercise, write a sentence using the provided word. For the final two exercises, write a sentence that uses both provided words correctly.

Accept answers that use the given word correctly. Sample answers provided.

- accept I accept this award on behalf of my peers.
- principal The principal investigator is a detective.
- except Nobody was happy except the thief.
- principle He refused to sign the contract on principle.
- principal, principle The principal lived by three principles.
- accept, except Almost all adventurers, except those who prefer safety, accept that their lives are risky.

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## PP.5 ACTIVITY PAGE

### Morphology: Greek and Latin Roots

Write the correct word to complete each sentence.

|            |             |
|------------|-------------|
| exothermic | omniscient  |
| annual     | anniversary |

- The experiment produced heat in an exothermic reaction.
- Many people believe in omniscient deities.
- This year will be the couple's tenth anniversary.
- The mayor's birthday party was an annual event.

Read each sentence. Choose one of the words in parentheses to complete each sentence in a way that shows the meaning of the underlined word.

- A thermos is a type of vessel for keeping drinks (warm / tasty)  
warm.
- An annuity pays you money every (year / season) year.
- Something that is omnipresent could be described as (never / always)  
always there.

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## Unit 7

# The Blessings of Liberty

Voices for Social Justice and Equal Rights in America

Teacher Guide

GRADE 6



Core Knowledge®

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