

## EVIDENCE/ELABORATION, Grades 9-10

### Text Marking 2

**Lesson Title:**

Text-based Analysis: Text-Marking 2 – Argument Text: “Abolish Jim Crow!”

**Lesson Overview:**

The purpose of the lesson is to help students identify arguments, claims, counterarguments, and evidence through text-marking and give them scaffolded practice with academic language.

**Materials Needed:**

Text-Marking 2 Student Handout, “Abolish Jim Crow!” text, PowerPoint Presentation, (optional) multiple colored pens or pencils to differentiate markings

**Common Core Georgia Performance Standards Addressed:**

[ELACC9-10RI1](#) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

[ELACC9-10RI6](#) Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

**Explicit Instruction (steps):**

1. (Optional) The teacher may begin the lesson by letting students know that the text in this lesson deals with racial inequality and that even though it can be a difficult discussion topic, it is important to study this part of our history.
2. Explain what text-marking is, how readers use it, and why readers should use it (see bullets on handout). Emphasize that text-marking is an active reading strategy that helps readers construct meaning from text. Also emphasize that this strategy requires reading text closely and multiple times.
3. Explain and discuss arguments, claims, counterarguments, and evidence.

**Modeled Instruction (steps) Part A:**

1. Read lines 1-51 three times.
2. Teacher models text marking according to the instructions in Part A.
3. Have students mark text with the teacher.
4. Teacher models completing the template with the information from the text. Students complete with teacher. The sample template is not an answer key. There are multiple acceptable responses.

**Guided Instruction (steps) Part B:**

1. Read lines 52-96 with class or in partners.
2. Mark text with whole class or with partners.
3. Whole class or partners complete template with teacher guidance.

**Independent Practice (steps) Part C:**

1. Students independently read and mark lines 97-164.
2. (Optional) Students share and compare markings with partners.
3. Students independently respond on the lines. Response should focus on entire essay and not just the last set of lines. Remind students to use sentence starters from Parts A and B. Remind students to use quotation marks around direct quotes.

**Rubric:**

4 Above Average	The student response provides an accurate analysis of the text and cites convincing textual evidence to support the analysis. The response demonstrates a command of the conventions of Standard English. There may be a few errors in grammar and usage, but meaning is consistently clear.
3 Average	The student response provides an accurate analysis of the text and cites textual evidence to support the analysis. The response demonstrates a command of the conventions of Standard English. There may be errors in grammar and usage, but meaning is consistently clear.
2 Below Average	The student response provides a mostly accurate analysis of the text, and cited textual evidence demonstrates basic comprehension. The response demonstrates an inconsistent command of the conventions of Standard English. There may be patterns of errors in grammar and usage that begin to impede meaning.
1 Below Average	The student response provides a minimally accurate analysis of the text, and cited textual evidence shows limited comprehension. The response demonstrates a limited command of the conventions of Standard English. Multiple errors in grammar and usage frequently impede meaning.