## **Overview**

## Overview | Author Study: Kate Chopin



# Author Study: Kate Chopin

by Kimba Rael, Gayle Jones Westerberg, Tara Henderson, Curtis Garcia, Annette Chavez, Maia Goodman, and Mary Rubadeau

This module draws from a National Endowment for the Humanities unit plan for Kate Chopin's The Awakening and blends this focus with additional study of three of Chopin's short stories: "The Story of an Hour," "Desiree's Child," and "The Storm." Through the study of one author, students will explore the ways in which authors use characters to shape themes for larger social and political commentary. Additionally, students will relate other literary elements and movements to Chopin's work including setting, dialect, literary realism, and literary criticism. This module follows previous work over the year using different critical lenses as a culminating activity in the spring.

Grades: 11 12

Discipline: ELA

Teaching Task: Task Template 21 (Informational or Explanatory and

Analysis)

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## Section 1: What Task?

## **TEACHING TASK**

## *Task Template 21 — [3 Levels]*

## Informational & Analysis

L1: How does Kate Chopin use character development to shape themes for larger social and political commentary? After reading The Awakening, "The Story of an Hour," "Desiree's Child," and "The Storm", write an article that addresses the question and analyzes character development specifically in relation to other characters in the texts and generally in relation to social and political contexts, providing examples to clarify your analysis. What conclusion or implications can you draw? A bibliography, or works cited, is required.

#### STUDENT BACKGROUND

As we conclude our exploration of critical lenses, we will embark upon an author study of Kate Chopin. Through the study of one author, we will explore the ways in which authors use characters to shape themes for larger social and political commentary. Additionally, we will relate other literary elements and movements to Chopin's work including setting, dialect, literary realism, and literary criticism.

## **EXTENSION**

Rubric							
Scoring Elements	Not Yet		Approaches Expectations		Meets Expectations		Advanced
	1	1.5	2	2.5	3	3.5	4
Focus	Attempts to address prompt, but lacks focus or is off-task.		Addresses prompt appropriately, but with a weak or uneven focus.		Addresses prompt appropriately and maintains a clear, steady focus.		Addresses all aspects of prompt appropriately and maintains a strongly developed focus.
Controlling Idea	Attempts to establish a controlling idea, but lacks a clear purpose.		Establishes a controlling idea with a general purpose.		Establishes a controlling idea with a clear purpose maintained throughout the response.		Establishes a strong controlling idea with a clear purpose maintained throughout the response.
Reading/Research	Attempts to present information in response to the prompt, but lacks connections or relevance to the purpose of the prompt. (L2) Does not address the credibility of sources as prompted.		Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness. (L2) Begins to address the credibility of sources when prompted.		Presents information from reading materials relevant to the prompt with accuracy and sufficient detail. (L2) Addresses the credibility of sources when prompted.		Accurately presents information relevant to all parts of the prompt with effective selection of sources and details from reading materials. (L2) Addresses the credibility of sources and identifies salient sources when prompted.
Development	Attempts to provide details in response to the prompt, including retelling, but lacks sufficient development or relevancy. (L2) Implication is missing, irrelevant, or illogical. (L3) Gap/unanswered question is missing or irrelevant.		Presents appropriate details to support the focus and controlling idea. (L2) Briefly notes a relevant implication or (L3) a relevant gap/unanswered question.		Presents appropriate and sufficient details to support the focus and controlling idea. (L2) Explains relevant and plausible implications, and (L3) a relevant gap/unanswered question.		Presents thorough and detailed information to strongly support the focus and controlling idea. (L2) Thoroughly discusses relevant and salient implications or consequences, and (L3) one or more significant gaps/unanswered questions.
Organization	Attempts to organize ideas, but lacks control of structure.		Uses an appropriate organizational structure to address the specific requirements of the prompt, with some lapses in coherence or awkward use of the organizational structure.		Maintains an appropriate organizational structure to address the specific requirements of the prompt.		Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific prompt.

Conventions	Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, and mechanics. Sources are used without citation.	Demonstrates an uneven command of standard English conventions and cohesion. Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently cites sources.	Demonstrates a command of standard English conventions and cohesion, with few errors. Response includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt. Cites sources using an appropriate format with only minor errors.	Demonstrates and maintains a well-developed command of standard English conventions and cohesion, with few errors. Response includes language and tone consistently appropriate to the audience, purpose, and specific requirements of the prompt.  Consistently cites sources using appropriate format.
Content Understanding	Attempts to include disciplinary content in explanations, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.	Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.	Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.	Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.

#### **STANDARDS**

## Common Core Anchor Standards — Reading

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

**R.CCR.2**: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**R.CCR.4:** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

R.CCR.6: Assess how point of view or purpose shapes the content and style of a text.

**R.CCR.10:** Read and comprehend complex literary and informational texts independently and proficiently.

## Common Core Anchor Standards — Writing

**W.CCR.2:** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**W.CCR.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.CCR.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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

**W.CCR.10**: 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 tasks, purposes, and audiences.

## Colorado — Reading, Writing and Communicating - (Reading for All Purposes)

RWC.11.2.1: Complex literary texts require critical reading approaches to effectively

interpret and evaluate meaning.

**RWC.11.2.1.A.III:** Use Key Ideas and Details to: Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). (CCSS: RL.11-12.3)

**RWC.11.2.1.B.III:** Use Craft and Structure to: Explain the influence of historical context on the form, style, and point of view of a written work.

**RWC.11.2.1.C.II:** Use Integration of Knowledge and Ideas to: Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics. (CCSS: RL.11-12.9)

**RWC.11.2.3:** Knowledge of language, including syntax and grammar, influence the understanding of literary, persuasive, and informational texts.

Custom Standards

#### Section 2: What Skills?

## Selected Skills

## Setting the Purpose

TASK ANALYSIS: Ability to use the prompt to establish a purpose for approaching the texts.

## Reading Process

**IDENTIFYING KEY VOCABULARY IN CONTEXT:** Ability to identify strategies for and utilize how to develop vocabulary understandings through context.

**READING FOR LITERARY DEVICES:** Ability to identify and evaluate the effect of authors' choices for setting, character development, and other literary elements.

**CLOSE READING:** Ability to closely read chunked sections of text multiple times for deepening understandings.

**ANALYZING TEXT:** Explain the influence of historical context on the form, style, and point of view of a written work.

**FUNCTIONAL LANGUAGE ANALYSIS:** Ability to evaluate the construction of meaning through syntax, grammar, and word choice; specifically: experiential, interpersonal, and textual meanings.

## Transition to Writing

**BRIDGING DISCUSSION:** Discuss how two or more texts from the same period treat similar themes or topics.

## Writing Process

THESIS: Ability to establish a thesis.

**DRAFT DEVELOPMENT:** Ability to construct an initial draft with an emerging line of thought and structure and make clarifying warrants, connections and provide supportive textual examples as evidence.

**PEER EDITING AND REVISION:** Ability to proofread a peer's writing and make meaningful revision suggestions for a piece to make it more effective and substantiated.

## Section 3: What Instruction?

#### MiniTasks

## Setting the Purpose

TASK ANALYSIS: Ability to use the prompt to establish a purpose for approaching the texts.

#### **NOTES**

Working with the person next to you, describe the key elements you will be reading for while studying the texts of Kate Chopin?

Pacing: 15 minutes

Scoring Guide: work meets expectations if:

No Scoring

#### **Teaching Strategies:**

Present the task to students.

Have students think, pair, share to report out the key elements we will investigate while working on the module.

Take group notes as a recorder on the board.

Have students write key elements on a bookmark for the novella.

## Reading Process

**IDENTIFYING KEY VOCABULARY IN CONTEXT:** Ability to identify strategies for and utilize how to develop vocabulary understandings through context.

#### LIST

Create a list of words we define and the context clues associated with each one (including page numbers)

Pacing: on-going throughout reading portion of the module

## Scoring Guide: work meets expectations if:

no scoring: formative only; however, will be measured with examples on an assessment at the end of the reading portion of the module.

#### **Teaching Strategies:**

Prior to all reading sections, the teacher will select key academic words that are critical to understanding the text.

Teacher will introduce each word and ask students to work in pairs to identify contextual information to assist in identifying the meaning of the word. Students will share to context clues with the class.

This process will continue with at minimum 1-2 words each day.

#### Notes:

Word selection should be based upon student need and academic (tier 2) options.

**READING FOR LITERARY DEVICES:** Ability to identify and evaluate the effect of authors' choices for setting, character development, and other literary elements.

#### SHORT CONSTRUCTED RESPONSE

Short reflective entry for each text:

In what ways do Chopin's texts reflect attributes of literary realism, local color, and/or regionalism? What effects do these choices have on meaning and aesthetics? How does the setting and culture of each text work as an important component of each protagonist's transformation?

(questions adapted from the EDSITEment Lesson 2)

Pacing: 1 day for each text (4 days total, but could be combined with other activities)

### Scoring Guide: work meets expectations if:

 Answers questions with supporting textual evidence from each text that demonstrates understanding of the literary device under study (setting, regionalisms, dialect, and character development)

#### **Teaching Strategies:**

For the Awakening, follow the EDSITEment lesson 2:

Activity 1. Chopin, Realism, and Local Color in late 19th Century America Have students visit one or more of the following sites (you might break them into groups to work on different sites), which detail aspects of Realism, Local Color, and Regionalism:

Realism in American Literature, 1860-1890, a resource available through Literary resources on the Net from EDSITEment-reviewed Internet Public Library Regionalism and Local Color Fiction, 1865-1895, a resource available through Literary resources on the Net from EDSITEment-reviewed Internet Public Library American Realism, from EDSITEment-reviewed American Collection, which has an extensive definition of the literary movement.

Introduction to Literature in the American South (via Documenting the American South), particularly the section on Local Color, which lists the following as the "primary subject matter of this fictional movement:"

Peculiarities of speech quaint local customs distinctive modes of thought and stories about human nature

This section draws from the Encyclopedia of Southern Culture edited by Charles Reagan Wilson and William Ferris. Copyright (c) 1989 by the University of North Carolina Press, which is used by permission by Documenting the American South. The Regionalism section of Introduction to Literature in the American South has a particularly poignant description of the rise of local color and regionalist literature: The South played a major role in the local color movement that followed the Civil War. Although the beginning of the movement is usually dated from the first publication in the Overland Monthly in 1868 of Bret Harte's stories of California mining camps, a disproportionate number of contributors of local color stories to national magazines were southerners. The genesis of the local color movement was not surprising. The outcome of the Civil War signified the victory of nationalism over regional interests. With the increasing move toward urbanization and industrialization following the war and the concurrent diminishing of regional differences, it is not surprising that there was a developing nostalgia for remaining regional differences. Local color writing, which was regionally, and often rurally, based and usually took the form of short stories intended for mass consumption, met a need for stories about simpler times and faraway places.

This section draws from the Encyclopedia of Southern Culture edited by Charles Reagan Wilson and William Ferris. Copyright (c) 1989 by the University of North Carolina Press, which is used by permission by Documenting the American South. Historical and Literary Contexts, through EDSITEment resource Scribbling Women (while this is ostensibly about Chopin's story "At the 'Cadian Ball," the background information is still applicable to The Awakening)

Students should research the attributes of realism, local color, and/or regionalism. Working in groups (group size as appropriate for class size), students should find a passage in the novel that exhibits one or more aspects of these styles. Students should list why the passage reflects realism, local color, or regionalism; they should read the passage closely, giving detailed evidence. Each group should present their passage and their findings while the instructor lists the passages and their attributes on the board. At the end of the class activity, several passages from the novel will be available for further discussion.

Teachers might want to lead the class through an example of the exercise using one passage (perhaps selected from one below). In this case, the teacher would lead a class analysis first, and then establish groups to perform the activity on their own. Possible questions to explore as students encounter different passages may include: How is the setting of the novel described? What are some unique features of the setting?

What are some attributes of Creole culture or behavior that are foreign to Edna or exclude her? What is Edna's background—how is she different?

How did the setting and culture create the environment that allowed for Edna's "awakening" while also condemning the choices that she made? Is there evidence of contradictory beliefs in the Creole culture that Chopin described?

What does Madame Ratignolle mean when she says to Robert of Edna: "She is not one of us; she is not like us. She might make the unfortunate blunder of taking you seriously" (beginning of Chapter VIII; page 64 Penguin Classics edition)? How is Edna different? What instances are there where Edna's "outsider" role affects or hinders her participation in Creole society?

### Selected Passages

The following passages are only a few of many that students might examine in context of realism, local color, or regionalism.

Edna is a Protestant from Kentucky, and her "outsider" status in the predominantly Catholic, Creole society that she finds herself in helps illuminate the Creole culture in Louisiana. Chapter IV—especially the last few paragraphs—speaks specifically to some of the cultural differences Edna encounters, including an "entire absence of prudery," reconciled "with a lofty chastity which in the Creole women seems to be inborn and unmistakable."

In Chapter V, Edna, "with excessive naïveté," proposes that she might "make Alphonse jealous"—a statement that amuses the Creoles in her presence, who know "the Creole husband is never jealous." These statements are embedded in a discussion of Robert's affections towards Edna, who knows that "he had often spoken words of love to Madame Ratignolle, without any thought of being taken seriously." Edna expresses relief that he "had not assumed a similar role toward herself. It would have been unacceptable and annoying."

Note that Edna's "awakening" starts in Chapter VI—"A certain light was beginning to dawn dimly within her—the light which, showing the way, forbids it." In what way does the local culture both allow and forbid her awakening? How does the region play a role in Edna's transformation?

Chapter VII has several significant passages, including Edna's recollection of her life in Kentucky and how she met and married her husband. This passage about Leónce—which begins (if searching via an e-text) "Her marriage to Leónce Pontellier was purely an accident"—is wonderful for exploring the reaction of Realism to the dangers of Sentimentalism. Edna's sweeping passion for Leónce (and his for her) is later cooled by realities: "She grew fond of her husband, realizing with some unaccountable satisfaction that no trace of passion or excessive and fictitious warmth colored her affection, thereby threatening its dissolution." Chopin is not only commenting on Edna and Leónce's relationship—she is also attacking sentimentalist literature that preceded the move towards realism. More details about sentimentalist literature can be found under the "Types: Sentimentalism" section of The Early American Novel: Introductory Notes, a resource available through Literary Resources on the Net from EDSITEment-reviewed Internet Public Library.

**CLOSE READING:** Ability to closely read chunked sections of text multiple times for deepening understandings.

#### SHORT CONSTRUCTED RESPONSE

For the Awakening: Analyze Edna Pontellier's character development specifically in relation to other characters in the novella and generally in relation to women's roles in 19th-century America (from EDSITEment Lesson 3)

For "The Story of an Hour:" Underline 5 phrases that you feel are significant to the text as whole. (Discussion prompt) What is the setting? What choices does the author make in regards to the setting? What effect do these choices have on interpretation? Is there an epiphany? What words does the author use to accentuate this?

For "The Storm:" What language choices does the author make to connect elements of the setting to the character's changes in the text?

For "Désirée's Baby:"

How is language used to represent stereotypes of character and social beliefs/concerns of the period?

Pacing: 4-6 class periods (1-2 for each text)

#### Scoring Guide: work meets expectations if:

Character Chart is completed using textually supported entries for each element (textual support could also come from research into context)

Response following discussion re: "The Story of an Hour" cites specific language from the text to support interpretations of setting, theme, and the use of epiphany. No scoring for other texts: based upon literature discussions that draw from paired discussions of re-reading of texts.

### **Teaching Strategies:**

From the EDSITEment page Lesson 3 for The Awakening:

Activity 1. Kate Chopin's Characters

Students will track other characters in the novel, charting their relationship to Edna Pontellier. Chopin uses Edna's relationships to others to help explain what roles she does not want to fall into—an 'old maid' like Mademoiselle Reisz, a 'perfect mother' like Madame Ratignolle, a mistress to Alcee Arobin, and so on. Using one of the following e-text versions of The Awakening, students can perform a search using some of the names in order to better find passages specific to the characters they are examining. Two e-texts are available for use:

The Awakening available through the Library of Southern Literature (via Documenting the American South)

The Awakening made available by UVA's E-Text Center, a resource available through EDSITEment-approved Center for Liberal Arts

[Note: if using this edition to run searches, select the option "The Entire Work" so that the searches are not limited by chapter]

[Technical Instructions: In a web browser, you perform a text search by selecting the Edit menu, then selecting Find, then typing or pasting the search term into the box] Instructions: Use the following table (by printing out this page), or download the "Activity 1. Kate Chopin's Characters" PDF file or an online MarcoPolo interactive (requires Flash).

In the "description of character" column, note specific attributes of that character as described in The Awakening. In the second column, describe their relationship to Edna—what role do they serve in her life? How are the two characters alike or different? In the third column, explain what the character does—what is their role in society? Can they be classified as a "type" of person? What is their social status? Table for character descriptions:

Character Name:

Description of Character (who they are as a person)

Relationship to Edna? (who they are in relation to Edna)

Role, job, or place in society? (who they are in society)

Madame Ratignolle

Mademoiselle Reisz

Mariequita

(see Chapter 12)

"lady in black"

Madame Lebrun

"the lovers" (young couple)

Quadroon Nurse

Using the chart, students will profile the characters by writing down specific details about the various women characters in the text. How are the characters in these scenes portrayed? What is their relationship to Edna? What is their social status? Students should describe the characters' beliefs (especially about the role of women in society) or place in society as they can best deduce by the evidence. If they had to choose one or two words to describe that character's "type," what would those words be?

After students fill out the chart, they should—either in groups or as an entire class—compare the various characters' status, situation, and choices in life to that of Edna Pontellier. Is this lifestyle appropriate to the kind of life Edna wants to lead? Why or why not? In other words, how does the presence of the female character show a path that Edna could pursue, and what might some reasons be that Edna does not follow that path?

How do the following male characters help establish Edna's options in life? Does her relationship with any of them push her towards becoming like one of the other women in the list?

Leónce Pontellier (Edna's husband)

Raoul and Etienne Pontellier (Edna's children)

#### Robert Lebrun

Alcée Arobin

Discussions will occur in small groups, pairs, or discussion seminars in which student discuss passages they locate and the importance of each to the text. These will occur for each short story. The prompt questions will be used to stimulate deeper exploration of the text, but many text dependent questions will arise from delving into the rationale and word choice of the phrases selected by the students. Each text, when being discussed, will first be analyzed by students for 5 passages to underline that are significant to the piece as a whole. Students will then share their findings in small groups or pairings. Then, each group will select 1-2 significant moments and 1-2 moments they question or feel uncertain about. These will be shared out with the larger group and discussed for textual evidence and substantiation. This conversation will be supported by a written evaluation of conclusions that are drawn by individual students following the discussion. This culminating writing can occur either in class or as homework.

#### Notes:

The questions provided in the prompt are a mere sample of possible text dependent questions that could be used to stimulate close reading.

**ANALYZING TEXT:** Explain the influence of historical context on the form, style, and point of view of a written work.

#### SHORT CONSTRUCTED RESPONSE

How does The Awakening speak to the roles of women and the conventions of literature at the end of the 19th century?

Pacing: 2- 60 minute class periods

#### Scoring Guide: work meets expectations if:

Presentations and notes are accurate according to the information. The short constructed response will make at least three connections between the context and the events in the text.

#### **Teaching Strategies:**

•\*\*Present the following information and complete web searches in pairs to identify context

Taken directly from the EDSITEment unit:

Activity 1. Chopin in Context

The following information is useful for introducing and contextualizing the novel for students. The teacher may want to use these resources as the stage for a web

research exercise, allowing some students to research aspects of Chopin's life, her environs and culture influences. Alternatively, the teacher might introduce the activities below with a brief lecture, drawing from the following resources.

Introducing Kate Chopin:

Chronology of her life with EDSITEment resource Kate Chopin: A Re-Awakening About Kate Chopin, via Documenting the American South

Biography of Kate Chopin through EDSITEment resource Scribbling Women (free registration required)

Geography: A map of Louisiana (circa 1895) is available via EDSITEment-reviewed American Memory Project.

American Authors on the Web, via EDSITEment-reviewed Center for the Liberal Arts, links to Dr. Ewell's Kate Chopin page, which has several images of Chopin, as well as the setting she wrote about—Grand Isle. (Note: the images include a hurricane map—in 1893 a large hurricane swept through that region.)

EDSITEment-reviewed Xpeditions has a map of Louisiana available. Grand Isle (not labeled on the map) is almost due South of New Orleans, on the Gulf Coast. Yahoo Maps, available via EDSITEment-reviewed resource Internet Public Library, has a map of Grand Isle (use the zoom feature to get a broader context of its location).

#### Creoles:

Chopin's novel, while universal in its themes, depends heavily on Louisiana Creole culture for its effect. French Creoles in Louisiana: An American Tale, curriculum developed by Harriet J. Bauman for the Yale-New Haven Teachers Institute, has a great deal of useful information about Creole culture, available through Domestic Goddesses: AKA Scribbling Women (a link from EDSITEment-reviewed Kate Chopin: A Re-Awakening). The Encyclopedia of Cajun Culture, available through EDSITEment-reviewed Internet Public Library, has brief essays on a variety of relevant topics, including the meaning of Creole and Cajun.

Students may wish to compare Chopin's representation of Creole culture with George Cable's Who Are the Creoles?, which was published in 1883 (and available through the American Memory Project). Cable's article is lengthy, but the first few pages provide some description of Louisiana, and images (engravings) of old New Orleans and other sites are interspersed throughout the remainder of the article (which deals predominantly with the history of Louisiana Creole culture). The article extends from page 384 to page 398. The introduction and Section VII: "What is a Creole?" (which begins on page 395) serves as perhaps the most useful for reference or review.

•\*\*Following the EDSITEment lesson, students will share the knowledge they gained through mini-presentations done in a "stations" format in which students will rotate through the presentation stations and take notes on various aspects. Partners will then return to their group and share the notes gathered.

Students will then complete a short constructed response to connect the context with events and characters from the novel

#### Notes:

The small group rotations allows students to present without feeling the pressure of presenting before the whole class.

#### **Accomodations and Interventions:**

Students connections will be followed by an evaluation of causation by the advanced students.

**FUNCTIONAL LANGUAGE ANALYSIS:** Ability to evaluate the construction of meaning through syntax, grammar, and word choice; specifically: experiential, interpersonal, and textual meanings.

#### **NOTES**

Notes and Annotation:

Pacing: 2-4 class periods

### Scoring Guide: work meets expectations if:

No scoring at this time. This is the first time it is introduced, so it is only informal to determine readiness of depth of evaluation.

## **Teaching Strategies:**

As a class, the teacher will read and think aloud through the excerpt from T. Powell (2009) regarding the Africanist presence in The Awakening (see attached). Students will build of of the Anti-canon (See attached article) work of Huckleberry Finn to determine hidden ideologies in the language of text.

Students will then take notes through direct instruction about the principles of Functional Language Analysis (Fang and Schleppegrell, 2008. Students will then evaluate the grammar of a section of The Awakening or "Desiree's Baby" for positioning of the subject, particularly the use of grammar in creating "metaphysical condensation" (qtd in Powell, 276). Students will analyze the text to locate additional examples0 particularly in the undiscussed text, "Desiree's Baby."

#### Notes:

Based upon the work of Fang and Schleppegrell (2008)

## Transition to Writing

BRIDGING DISCUSSION: Discuss how two or more texts from the same period treat similar

#### themes or topics.

#### **NOTES**

How do two or more texts from the same period treat similar topics?

Pacing: 3-4 60 minute class periods

### Scoring Guide: work meets expectations if:

Scoring based upon relevance and substantiation of ideas if scoring is used.

#### **Teaching Strategies:**

Students will lead Socratic seminar discussion of the text in which students develop their own text-based questions following a similar line of thought as the prompt.

Students will work on text-based questions in the class prior.

This will be followed by a gallery walk in which students respond to the following posted around the room: social commentary, gender lens, social class lens, realism, political commentary. Students will be asked to relate the topic to any or all of the txts under study by Kate Chopin. The idea is to informally assess the students ability to make connections on their own between the texts and the larger ideas under study.

#### Notes:

Be sure to have poster-sixed paper for posting around the room for the gallery walk

#### **Accomodations and Interventions:**

One strategy to possibly use is to not allow any verbal communication during the gallery walk process, only written communication. This can also be done using a site like Edmodo or Blogger for facilitating the conversation with various postings for the students to respond to.

## Writing Process

THESIS: Ability to establish a thesis.

#### SHORT CONSTRUCTED RESPONSE

Position statement:

"Write 1-3 sentence thesis statement which establishes the focus and purpose of your work."

Pacing: Homework +1- 60 minute class period

Scoring Guide: work meets expectations if:

- Writes a concise summary statement or draft opening that:
- Provides direct answer to main prompt.
- Establishes claim or position for the paper.
- Identifies key points that support development of argument.

#### **Teaching Strategies:**

Students will develop a thesis statement as homework. During class, students will all write their thesis statements on the board/walls and use a gallery walk technique in which they read and comment for revision on each others' thesis statements.

Students will then revise their individual thesis statements for effectiveness.

**DRAFT DEVELOPMENT:** Ability to construct an initial draft with an emerging line of thought and structure and make clarifying warrants, connections and provide supportive textual examples as evidence.

#### LONG CONSTRUCTED RESPONSE

Initial Draft:

"Write an initial draft complete with opening, development of warrants, connections within and amongst texts, and utilize supportive and relevant textual evidence."

Cite as necessary

Pacing: over three nights as homework leading with one 60 minute period in class

#### Scoring Guide: work meets expectations if:

- Provides complete draft with all parts.
- Supports the stated position with clarifying warrants, evidence, and citations in each section.

#### **Teaching Strategies:**

Have students develop an initial outline, which includes specific textual passages as support. (prior to class)

Using a writer's workshop model, have each student orally walk-through their argument to develop and articulate understandings prior to writing.

**PEER EDITING AND REVISION:** Ability to proofread a peer's writing and make meaningful revision suggestions for a piece to make it more effective and substantiated.

#### LONG CONSTRUCTED RESPONSE

Edit a classmate's draft according to the peer editing form

Pacing: 1-2 60 minute class periods

## **Scoring Guide: work meets expectations if:**

All areas of the peer editing form are responded to and comments written. Following revisions, student provides draft free from distracting errors.

## **Teaching Strategies:**

Review elements of peer editing form.

Students will use the remainder of class to review a peer's paper according to the peer editing form

#### Notes:

see attached peer editing form

### Resources

## **Uploaded Files**

 $(http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/19526/1766512302\_Mar\_14\_2012\_131410809.pdf) \\$ 

Defining features of Academic Language document.

 $(http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/19526/1596438958\_Apr\_28\_2013\_170622220.docx) (http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/19526/1596438958\_Apr\_28\_2013\_170622220.docx) (http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/19526/1596438958\_Apr\_28\_2013\_170622220.docx) (http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/19526/1596438958\_Apr\_28\_2013\_170622220.docx) (http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/19526/1596438958\_Apr\_28\_2013\_170622220.docx) (http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/19526/1596438958\_Apr\_28\_2013\_170622220.docx) (http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/19526/1596438958\_Apr\_28\_2013\_170622220.docx) (http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/19526/1596438958\_Apr\_28\_2013\_170622220.docx) (http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/19526/1596438958\_Apr\_28\_2013\_170622220.docx) (http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/19526/1596438958\_Apr\_28\_2013\_Apr_28\_2013\_Apr_28\_2$ 

Peer Editing Form

## Keywords

#### Links\*

I @ Colorado Academic Standards (N/A)

(http://www.cde.state.co.us/cdeassess/UAS/CoAcademicStandards.html)

Many of these standards are already inside Module Creator, but this link provides access to printable and searchable standards.

I CDE Standards Implementation Toolkit (1410L)

(http://www.cde.state.co.us/sitoolkit/index.htm)

This page includes the Discipline Concept Maps, the Vertical Progressions, and the Elementary Concept Connections.

Academic Language Standards (1210L)

(http://www.wida.us/standards/elp.aspx)

I Macademic Language (1290L)

(http://www.wida.us/aboutUs/AcademicLanguage)

Document explaining Academic Language for use inside your module.

🛚 🍏 <u>"Désirée's Baby" text (N/A)</u>

(http://www.katechopin.org/pdfs/desirees-baby.pdf)

I in the Story of an Hour" text (N/A)

(http://www.katechopin.org/pdfs/Kate%20Chopin,%20The%20Story%20of%20an%20Hour.pdf)

## **I** ■ "The Storm" text (N/A)

(http://classiclit.about.com/od/stormkatechopin/a/aa\_thestorm\_kchopin.htm)

## The Awakening text (1240L)

(http://docsouth.unc.edu/southlit/chopinawake/menu.html)

## EDSITEment Unit Plan for The awakening (1430L)

(http://edsitement.neh.gov/curriculum-unit/kate-chopins-awakening#sect-theunit)

# 

(http://www.tandfonline.com/doi/abs/10.1080/00144940903250292?journalCode=vexp20#.UYCmn1E|2V Article analyzing the Africanist presence for use with Functional Language Analysis

\* These Lexile measures were computed automatically and did not undergo human review. They are not certified measures and should not be published or recorded in any way.

## Other Resources

Reading in Secondary Content Areas: A Language-Based Pedagogy Z. Fang and M.J. Schleppegrell(2008)

For the functional language analysis

## Section 4: What Results?

Classroom Assessment Rubric							
Not Yet							
Focus Attempts to address prompt but lacks focus or is off-task.							
Reading/Research	Attempts to present information relevant to prompt.						
Controlling Idea	Controlling idea is weak and does not establish a purpose and/or address a research question.						
Development	Tends to retell rather than present information in order to answer questions, solve problems; lacks details to develop topic. *L2 Implications are weak or not relevant to topic. L3 Does not identifies a relevant gap or unanswered question.						
Organization	Applies an ineffective structure; composition does not address requirements of the prompt.						
Conventions Demonstrates a weak command of standard English conventions; lacks cohesion; languag tone are inappropriate to audience and purpose.							
	Meets Expectations						
Focus	Addresses prompt with a focused response.						
Reading/Research	Presents and applies relevant information with general accuracy.						
Controlling Idea	Establishes a controlling idea that states the main purpose and/or question for the tasks. L2 Addresses the credibility of sources.						
Development	Presents sufficient information in order to examine or convey topics or issues, answer questions, solve problems; identifies salient themes or features; explains key information with sufficient detail. *L2 Discusses relevant implications to topic. L3 Identifies a gap or unanswered question.						
Organization	Applies a generally effective structure to address specific requirements of the prompt.						
Conventions	Demonstrates a command of standard English conventions and cohesion; employs language and tone appropriate to audience and purpose.						

## Classroom Assessment Task

No Classroom Assessment Task for this module

# Exemplar Work

**Uploaded Files** 

# Comments

Author Notes

Other Comments

# **Author Study: Kate Chopin**

by 27674

LDC Jurying Team Reviewed by **Teaching Task** Good To Go Task Clarity Not Scored Work In Progress Exemplar

> Task is worded precisely to give students a clear purpose for writing and unambiguous directions.

• Prompt, texts, content, and student product are tightly aligned (are close to a "perfect fit").

Content

Work In Progress Exemplar 2

Addresses "big ideas" or enduring understandings central to the discipline.

Engages students in complex, higher order thinking skills specific to the discipline.

Good To Go

Texts

\( \rightarrow A \) lot of texts. What is time frame for completing the reading?

Not Scored Work In Progress Good To Go

• Are engaging, tightly relevant (indispensable), and authentic.

Are tightly aligned to the task purpose.

Not Scored

· Represent central modes of discourse in the discipline.

Student Work

Not Scored Work In Progress Good To Go

• Is appropriate for the discipline, content, and challenge of the task.

 Is intellectually challenging and accessible to all students, requiring them to apply CCSS writing skills to demonstrate their achievement.

Exemplar

Exemplar 3

#### Module

What Skills

Good To Go 2 Not Scored Work In Progress

• Skills list is relevant to teaching task, (including prompt, content, discipline, text(s), and student product).

Skills are clustered and sequenced to support the teaching task.

Exemplar 2

Skills list is tightly aligned to the task and the demands of the texts.

 Skills are clustered and sequenced to support access to the texts and completion of the teaching task product.

■ What Instruction pwould be nice to have the pacing Good To Go Not Scored Work In Progress Mini-tasks and scoring guides relate to skills list. Mini-tasks support the skills, texts, and teaching task, (including prompt, content, discipline, text(s), and student product) Instructional strategies support the mini-tasks and completion of the teaching task, (including prompt, content, discipline, text(s), and student product). Pacing is realistic. • Materials, references, and supports used in instruction are attached, linked, or cited in enough detail to allow other teachers to obtain them. Exemplar 2 • The mini-tasks and instructional strategies are coherent, tightly aligned to the skills, and well designed to support student success on the teaching task. • The mini-tasks and instructional strategies explicitly build student capacity to understand and analyze complex texts. What Results on student work attached Not Scored Work In Progress Good To Go Exemplar Teacher Work Not Scored Good To Go Work In Progress Exemplar 1 Module is annotated with sufficient detail so others can use it. Annotation helps make module clear and easy to use.

#### Holistic

Teaching Task Hol	Not Scored	Work In Progress	Good To Go	Exemplar
Module Holistic Sc	Not Scored	Work In Progress	Good To Go	Exemplar

# **Annotations**

No annotations for this section.

Task

No annotations for this section.

Skills

No annotations for this section.

# **Instructions**

Have students write key elements on a bookmark for the novella

is there a list of the elements teacher wants elicited?

nalyze Edna Pontellier's character development specifically in relation to other characters in the novella and generally in relation to women's roles in 19th-century America (from

EDSITEment Lesson 3)

so they've already done this before? cause not really teaching it....

# Results

No annotations for this section.

## **Overview**

## Overview | Rethinking Ophelia



# Rethinking Ophelia

by Kimba Rael, Cole Larsen, Annette Chavez, Andrea Martinez, Gilbert Apodaca, Michelle Devine, Curtis Garcia, Gayle Jones Westerberg, Janice Price, and Tara Henderson

This unit begins with a reading of Hamlet through the gender and social class theoretical lenses. The module will serve as the culminating writing for the entire unit; although, it is not inclusive of the actual reading of Hamlet. The purpose of the module is to examine the role of Ophelia in Hamlet based upon the social perceptions found in the readings. The unit is taught during the second quarter following work on multiple perspectives.

**Grades:** 11 12

Discipline: ELA

Teaching Task: Task Template 14 (Informational or Explanatory and

Description)

Course: Honors

#### Author Information:

Kimba Rael (Centennial School District)

Cole Larsen (Centennial School District)

Annette Chavez (Centennial School District)

Andrea Martinez (Centennial School District)

Gilbert Apodaca (Centennial School District)

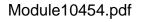
Michelle Devine (Washington)

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## Section 1: What Task?

## **TEACHING TASK**

## Task Template 14 — [1 Level]

## Informational & Description

L1: How can a gender theoretical lens shape the way Ophelia is perceived in Hamlet? After reading Hamlet and other essays, write a literature review of each of the three essays that describes and analyzes the content of each reading from a gender perspective and addresses the question. Support your discussion with evidence from the text(s).

#### STUDENT BACKGROUND

Over the past several weeks, we have delved into the literary critics world of multiple perspectives. Theoretical lenses have illuminated social and cultural patterns and perpetuations of various ideologies that wait softly below the surfaces of texts. While reading Shakespeare's Hamlet, you were invited to read the text through the gender and social class lenses. We will embark upon a contemporary exploration of Ophelia and the social perceptions of her character by examining literary nonfiction critiques of her character.

## **EXTENSION**

Rubric							
Scoring Elements	Not Yet		Approaches Expectations		Meets Expectations		Advanced
	1	1.5	2	2.5	3	3.5	4
Focus	Attempts to address prompt, but lacks focus or is off-task.		Addresses prompt appropriately, but with a weak or uneven focus.		Addresses prompt appropriately and maintains a clear, steady focus.		Addresses all aspects of prompt appropriately and maintains a strongly developed focus.
Controlling Idea	Attempts to establish a controlling idea, but lacks a clear purpose.		Establishes a controlling idea with a general purpose.		Establishes a controlling idea with a clear purpose maintained throughout the response.		Establishes a strong controlling idea with a clear purpose maintained throughout the response.
Reading/Research	Attempts to present information in response to the prompt, but lacks connections or relevance to the purpose of the prompt. (L2) Does not address the credibility of sources as prompted.		Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness. (L2) Begins to address the credibility of sources when prompted.		Presents information from reading materials relevant to the prompt with accuracy and sufficient detail. (L2) Addresses the credibility of sources when prompted.		Accurately presents information relevant to all parts of the prompt with effective selection of sources and details from reading materials. (L2) Addresses the credibility of sources and identifies salient sources when prompted.
Development	Attempts to provide details in response to the prompt, including retelling, but lacks sufficient development or relevancy. (L2) Implication is missing, irrelevant, or illogical. (L3) Gap/unanswered question is missing or irrelevant.		Presents appropriate details to support the focus and controlling idea. (L2) Briefly notes a relevant implication or (L3) a relevant gap/unanswered question.		Presents appropriate and sufficient details to support the focus and controlling idea. (L2) Explains relevant and plausible implications, and (L3) a relevant gap/unanswered question.		Presents thorough and detailed information to strongly support the focus and controlling idea. (L2) Thoroughly discusses relevant and salient implications or consequences, and (L3) one or more significant gaps/unanswered questions.
Organization	Attempts to organize ideas, but lacks control of structure.		Uses an appropriate organizational structure to address the specific requirements of the prompt, with some lapses in coherence or awkward use of the organizational structure.		Maintains an appropriate organizational structure to address the specific requirements of the prompt.		Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific prompt.

Conventions	Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, and mechanics. Sources are used without citation.	Demonstrates an uneven command of standard English conventions and cohesion. Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently cites sources.	Demonstrates a command of standard English conventions and cohesion, with few errors. Response includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt. Cites sources using an appropriate format with only minor errors.	Demonstrates and maintains a well-developed command of standard English conventions and cohesion, with few errors. Response includes language and tone consistently appropriate to the audience, purpose, and specific requirements of the prompt. Consistently cites sources using appropriate format.
Content Understanding	Attempts to include disciplinary content in explanations, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.	Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.	Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.	Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.

#### **STANDARDS**

## Common Core Anchor Standards — Reading

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

**R.CCR.2**: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**R.CCR.4:** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

R.CCR.6: Assess how point of view or purpose shapes the content and style of a text.

**R.CCR.10:** Read and comprehend complex literary and informational texts independently and proficiently.

## Common Core Anchor Standards — Writing

**W.CCR.2:** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**W.CCR.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.CCR.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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

**W.CCR.10**: 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 tasks, purposes, and audiences.

Colorado — Reading, Writing and Communicating - (Reading for All Purposes)

RWC.11.2.1.A.I: Use Key Ideas and Details to: Cite strong and thorough textual evidence to

support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (CCSS: RL.11-12.1)

Custom Standards

#### Section 2: What Skills?

## Selected Skills

## Understanding the Prompt

**CONSIDERING THE PROMPT:** Ability to identify the key aspects of the prompt.

## Activating Prior Knowledge

**REVIEWING THE GENDER LENS:** Ability to apply the gender lens to text.

## Reading Process

**WORKS CITED OF SELECTED TEXT:** Ability to correctly format a works cited page according to the MLA style guide.

**ACTIVE READING:** Ability to identify the central point and main supporting elements of a text. L2 In your discussion, address the credibility and origin of the essays. L3 Identify any gaps or unanswered questions.

**ESSENTIAL VOCABULARY:** Ability to identify and master terms essential to understanding a text.

**NOTE-TAKING AND ANNOTATION:** Ability to select passages relevant to the task for use in the literature review and analysis.

## Transition to Writing

**RECONSIDERING THE PROMPT:** Ability to break the prompt into the individual components necessary to answer effectively.

## Writing Process

THESIS: Ability to establish a well-crafted thesis statement.

**PLANNING:** Ability to develop a line of thought and text structure appropriate to a literary review/ informational analysis.

**DEVELOPMENT:** Ability to construct an initial draft with an emerging line of thought and structure. (L2) identifies thorough and purposeful textual evidence.

**REVISION:** Ability to refine text, so that literature review summaries explicitly connect with the analysis, and correctly use in-text citation.

**EDITING:** Ability to proofread and format a piece to make it more effective.

**COMPLETION:** Ability to submit final piece that meets expectations.

#### Section 3: What Instruction?

#### MiniTasks

#### Understanding the Prompt

#### **CONSIDERING THE PROMPT:** Ability to identify the key aspects of the prompt.

#### **NOTES**

In groups, underline the genre(s) the prompt wants you to write in, star the verbs of what you will be doing, and circle the content you will be using.

Pacing: 20 min.

#### Scoring Guide: work meets expectations if:

Formative:

needs to underline: literary review, describes, and analyzes.

needs to star: describes, analyzes, and addresses.

needs to circle: Hamlet and other essays, from the gender perspective, the question (How can a gender theoretical lens shape the way Ophelia is perceived in Hamlet?)

#### **Teaching Strategies:**

Think, pair, share

## Activating Prior Knowledge

#### **REVIEWING THE GENDER LENS:** Ability to apply the gender lens to text.

#### SHORT CONSTRUCTED RESPONSE

Discuss the gender lens and how a reader uses it to evaluate text.

Pacing: 20 min.

#### Scoring Guide: work meets expectations if:

Response adequately explains the purpose and process of using the gender lens by stating an adequate definition and provides an example from Hamlet or another text previously discussed.

#### **Teaching Strategies:**

In pairs, write on a small white board, or similar, a response to the prompt. Compare answers amongst groups and discuss as a whole class.

#### Notes:

This is a review of a previously discussed term. The intention is not new learning, but a review of a term that was in use during the past two units.

### Reading Process

**WORKS CITED OF SELECTED TEXT:** Ability to correctly format a works cited page according to the MLA style guide.

#### LIST

Works Cited:

"For each text, create a works cited entry that incorporates all necessary components of a properly formatted item."

Pacing: 15 min.

#### Scoring Guide: work meets expectations if:

- Identifies author, title, publisher, date, and any other needed information (for example, the volume for a periodical or the editor for an anthology).
- Correctly formatted

#### **Teaching Strategies:**

- Provide MLA style guide and discuss why each element of citation is needed.
- First, cite one source, Hamlet, whole group. Remind students about formatting: alphabetical, reverse paragraph structure, and spacing.

**ACTIVE READING:** Ability to identify the central point and main supporting elements of a text. L2 In your discussion, address the credibility and origin of the essays. L3 Identify any gaps or unanswered questions.

#### SHORT CONSTRUCTED RESPONSE

Short reflective entry for each text:

"What is this article about and what does it tell me about Ophelia and social perceptions of her role/ women, give supporting details?

L2 In your discussion, address the credibility and origin of the essay.

L3 Identify any gaps or unanswered questions.

Pacing: 1 class period per essay

#### Scoring Guide: work meets expectations if:

Answers questions with credible response.

#### **Teaching Strategies:**

- Invite students to share and discuss their answers for each text in a literature discussion group
- After the discussion, allow them to add to their entries.
- Discuss any issues or areas of confusion that arose with the reading of each article.
   Model using think aloud for especially confusing passages such as with "On Ophelia's Madness"
- Have students mark the text with sticky notes (different colors, for example Yellow means you have a question, start these with "I wonder..."; Blue means you don't understand, start these with "I don't understand..."; Green you make a connection, start these with "This reminds me of..."; Red can be a conclusion, start these with "I think...")

or

Annotate directly on the copy of the essay

#### **NOTES**

sticky ntes

Scoring Guide: work meets expectations if:

None

# **ESSENTIAL VOCABULARY:** Ability to identify and master terms essential to understanding a text.

#### **LIST**

"In your Reader's Response Journal, list and describe/define words, and phrases that challenge your understanding of the texts."

Pacing: on-going when reading at home: 10 minutes start of each class upon return

#### Scoring Guide: work meets expectations if:

- Completes mini-task.
- Shares during class discussion time.

#### **Teaching Strategies:**

• Make pictorial representations or use graphic organizers to illustrate vocabulary terms (e.g. word mapping).

- Write definitions in their own words.
- Select key terms discussed as a group and create vocabulary cards: Front side contains the word and a graphic representation/ the back side contains the definition or description, a sentence depicting the words meaning and the contextual sentence.

**NOTE-TAKING AND ANNOTATION:** Ability to select passages relevant to the task for use in the literature review and analysis.

#### **NOTES**

Notes and Annotation:

"For each text, take notes and/or annotate elements relevant to the task. Make sure you have the information to do a citation when needed to avoid plagiarism."

Pacing: 1 class period

#### Scoring Guide: work meets expectations if:

- Identifies relevant elements quotes and explanations.
- Includes necessary citation information to support facts, questions, etc. (for example, page numbers for a long text, clear indication when quoting directly).

#### **Teaching Strategies:**

- Teach strategies for note taking and/or annotation.
- Check that early student work is in MLA format.
- Explain textual evidence choices to a partner for feedback regarding ability of the text to support purpose.

## Transition to Writing

**RECONSIDERING THE PROMPT:** Ability to break the prompt into the individual components necessary to answer effectively.

#### LIST

"Review the task and identify key points and information from text(s) that will help you address the task."

Scoring Guide: work meets expectations if:

No Scoring

#### **Teaching Strategies:**

- Review the task and discussion-based strategies, such as seminar.
- Small group discussion using question.

# Writing Process

THESIS: Ability to establish a well-crafted thesis statement.

#### SHORT CONSTRUCTED RESPONSE

Thesis statement:

Develop a thesis statement that incorporates your entry point into the analysis.

Pacing: 1 class period

#### Scoring Guide: work meets expectations if:

- Writes a concise summary statement or draft opening.
- Provides direct answer to main prompt requirements.
- Establishes a thesis (focusing idea).
- Identifies key points that support development of argument.

#### **Teaching Strategies:**

- Students will write a thesis statement as homework the night before.
- All students will write their thesis statements on the board.
- With their own markers, all students will comment on each others thesis statement regarding the effectiveness of each thesis, the relevancy to the task, and the grammatical correctness.
- •Students will read the comments on their thesis statement.
- •Whole class discussion while reviewing each statement and the quality of the comments.
- •Students will then revise or rewrite their individual thesis statement.

**PLANNING:** Ability to develop a line of thought and text structure appropriate to a literary review/ informational analysis.

#### **OUTLINE**

Outline/organizer:

"Create an outline or organizer based on your notes and reading in which you state your claim, sequence your points, and note your supporting evidence."

Pacing: Homework

#### Scoring Guide: work meets expectations if:

- Creates an outline or organizer.
- · Supports thesis.
- Uses evidence from texts analyzed earlier.

#### **Teaching Strategies:**

- Discuss the characteristics of a literature review
- Discuss possible textual structures to use to meet the demands of the prompt. For example, the first three sections of the body could each summarize and analyze the gender viewpoint being perpetuated one for each essay and then a final section could be dedicated to answering the question; or the questions could be woven throughout each section as each essay is described and analyzed from the perspective of the question.

**DEVELOPMENT:** Ability to construct an initial draft with an emerging line of thought and structure. (L2) identifies thorough and purposeful textual evidence.

#### LONG CONSTRUCTED RESPONSE

Initial Draft:

"Write an initial draft complete with opening, development, and closing; insert and cite textual evidence in-text."

Pacing: 1 day in class, two night homework

#### Scoring Guide: work meets expectations if:

- Provides complete draft with all parts.
- Thesis is supported in the later sections with evidence and citations.
- All aspects of prompt are addressed: description, analysis, and response to question

**REVISION**: Ability to refine text, so that literature review summaries explicitly connect with the analysis, and correctly use in-text citation.

#### LONG CONSTRUCTED RESPONSE

Multiple Drafts:

Use strategies which refine the work's logic, reasoning, and organization of ideas/points. Use textual evidence carefully, with accurate citations. Decide what to include and what not to include.

Pacing: 1 class period

#### Scoring Guide: work meets expectations if:

- Provides complete draft with all parts.
- Supports the opening in the later sections with evidence and citations.
- Improves earlier edition.

#### **Teaching Strategies:**

- Peer conferencing in the model of writing studio.
- Each peer reads their partner's paper to them aloud making suggestions for clarity and development of ideas. The students who wrote the paper will write any notations, comments, or corrections directly on the draft essay.
- A new draft will be re-written for homework.

#### **EDITING:** Ability to proofread and format a piece to make it more effective.

#### LONG CONSTRUCTED RESPONSE

Correct Draft:

Revise draft to have sound spelling, capitalization, punctuation and grammar. Adjust formatting as needed to provide clear, appealing text.

Pacing: Homework: three nights

#### Scoring Guide: work meets expectations if:

- Provides draft free from distracting surface errors.
- Uses format that supports purpose.

#### **Teaching Strategies:**

#### **COMPLETION:** Ability to submit final piece that meets expectations.

#### LONG CONSTRUCTED RESPONSE

Turn in your complete set of drafts, plus the final version of your work.

#### Scoring Guide: work meets expectations if:

• Submits final work for evaluation on time.

#### Resources

#### Selected Articles



### I Shakespeare's HAMLET.

(http://modulecreator.com/ModuleCreator/#page=login&moduleId=10454&scrollTo=articles) Explicator (Summer2002)—Gooch, Michael

Analyzes Ophelia's possession of Hamlet's book in the play 'Hamlet.' Assumption about the book; Perception about Ophelia.

1070L

# Androgynous "union" and the woman in Hamlet.

(http://modulecreator.com/ModuleCreator/#page=login&moduleId=10454&scrollTo=articles) Shakespeare Studies (1995)—Stone, James W.

Explores the various ways androgyny is represented in William Shakespeare's `Hamlet.' Collapse of moral difference and meaning; Hamlet's thoughts as feminine; Hamlet's soliloquies touched with misogynistic animus; Laertes as Hamlet's mimetic double; Conscience as masculine `resolution' to do one's duty; Inability to excise the woman in Hamlet.

1500L

# **Uploaded Files**



# WIDA DefiningFeatures AcademicLanguage[1].pdf

(http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/10454/1766512302\_Mar\_14\_2012\_13165778.pdf)

Defining features of Academic Language document.

## Keywords

#### Links\*



#### Academic Language Standards (1210L)

(http://www.wida.us/standards/elp.aspx)

## Colorado Academic Standards (N/A)

(http://www.cde.state.co.us/cdeassess/UAS/CoAcademicStandards.html)

This link includes a printable version of the standards as well as an online searchable version.



Academic Language (1290L)

(http://www.wida.us/aboutUs/AcademicLanguage/)

Document that features Academic Language to be used in your module

Between "Girl Power" and "Reviving Ophelia": Constituting the Neoliberal Girl Subject by Marnina Gonick (N/A)

(http://www.jstor.org/stable/4317205)

NWSA Journal, Vol. 18, No. 2 (Summer, 2006), pp. 1-23

I on Ophelia's Madness by Carroll Camden (N/A)

(http://www.jstor.org/stable/2867895)

Shakespeare Quarterly, Vol. 15, No. 2 (Spring, 1964), pp. 247-255

I 🍏 Shakespeare's Gentle Heroine by Bertha Vanderlyn (N/A)

(http://www.jstor.org/stable/25587073)

Fine Arts Journal, Vol. 14, No. 3 (Mar., 1903), pp. 91-94

\* These Lexile measures were computed automatically and did not undergo human review.

They are not certified measures and should not be published or recorded in any way.

### Other Resources

**I** ● Hamlet

Cambridge Scholar edition

## Section 4: What Results?

Classroom Assessment Rubric			
	Not Yet		
Focus	Attempts to address prompt but lacks focus or is off-task.		
Reading/Research	Attempts to present information relevant to prompt.		
Controlling Idea	Controlling idea is weak and does not establish a purpose and/or address a research question.		
Development	Tends to retell rather than present information in order to answer questions, solve problems; lacks details to develop topic. *L2 Implications are weak or not relevant to topic. L3 Does not identifies a relevant gap or unanswered question.		
Organization	Applies an ineffective structure; composition does not address requirements of the prompt.		
Conventions	Demonstrates a weak command of standard English conventions; lacks cohesion; language and tone are inappropriate to audience and purpose.		
	Meets Expectations		
Focus	Addresses prompt with a focused response.		
Reading/Research	Presents and applies relevant information with general accuracy.		
Controlling Idea	Establishes a controlling idea that states the main purpose and/or question for the tasks. L2 Addresses the credibility of sources.		
Development	Presents sufficient information in order to examine or convey topics or issues, answer questions, solve problems; identifies salient themes or features; explains key information with sufficient detail. *L2 Discusses relevant implications to topic. L3 Identifies a gap or unanswered question.		
Organization	Applies a generally effective structure to address specific requirements of the prompt.		
Conventions	Demonstrates a command of standard English conventions and cohesion; employs language and tone appropriate to audience and purpose.		

# Classroom Assessment Task

No Classroom Assessment Task for this module

# Exemplar Work

# **Uploaded Files**

Ophelia Student Work.pdf (Not Yet)

 $(http://literacybytechnology.s3.amazonaws.com/worksampleuploads/10454/19558668\_Jan\_18\_2013\_134123135.pdf)\\$ 

# Comments

Author Notes

Other Comments

# The Declaration of Independent Sentiments



Library of Congress LC-MSS-34355-36

# Information Sheet for Argumentation Module

Module title:	The Declaration of Independent Sentiments
Module description (overview):	This module asks students to perform a close reading of two important Humanities Texts: the Declaration of Independence (1776) and the Declaration of Sentiments (1848). For this reason, Skills Cluster 2: Reading Process will be repeated during the instructional process for this module. The Paideia Seminar discussion will focus on the Declaration of Sentiments (adopted at the Women's Right Convention held at Seneca Falls, NY); although, students will be encouraged to refer to both texts during the discussion. In the essay itself, students should refer to both texts in extensive detail in making their arguments.
Template task (include number, type, level):	Collection 2 Task 4: [Insert optional question] After reading (literature or informational texts), write a/an (essay or substitute) in which you compare (content) and argue (content). (Argumentation/Comparison)
	NOTE: This module is designed to teach and assess the Core Content College and Career Readiness Anchor Standards identified in the LDC standards as well as those for "Speaking and Listening" including a formal and rigorous dialogue about concepts and ideas. Common Core "Reading" and "Writing" standards are practiced and assessed around the Paideia Seminar discussion.
Teaching task:	Should the Declaration of Sentiments (Seneca Falls 1848) be read as an extension of the Declaration of Independence (Philadelphia 1776) or an entirely separate document? After reading The Declaration of Independence and the Declaration of Sentiments, write an essay in which you compare the two and argue one point of view or the other. Support your position with evidence from the texts.
Grade(s)/Level:	Grades 11-12
Discipline: (e.g., ELA, science, history, other?)	Humanities
Course:	Humanities (or American History)
Author(s):	Terry Roberts (with Laura Billings, Eleanor Dougherty, Melissa Hedt, Brooke Mabry)
Contact information:	troberts@paideia.org

# Section 1: What Task?

#### **TEACHING TASK**

Teaching task:	Should the Declaration of Sentiments (Seneca Falls 1848) be read as an extension of the Declaration of Independence (Philadelphia 1776) or an entirely separate document? After reading the Declaration of Independence and the Declaration of Sentiments, write an essay in which you compare the two and argue one point of view or the other. Support your position with evidence from the texts.
Reading texts:	The Declaration of Independence (Philadelphia 1776) The Declaration of Sentiments (Seneca Falls 1848)
Background to share with students:	The battle for women's rights and women's suffrage continued throughout the western world during the 19 <sup>th</sup> and 20 <sup>th</sup> centuries. The American women's rights movement—led by Elizabeth Cady Stanton and Susan B. Anthony—met in a famous convention at Seneca Falls, NY in July 1848. At that meeting, the delegates debated and signed both a Set of Resolutions specific to the time and place as well as a general Declaration of Sentiments modeled on the Declaration of Independence by Thomas Jefferson, written 72 years before. The fight for women's suffrage would continue for 71 more years, until the passage of the 19 <sup>th</sup> Amendment to the U. S. Constitution in 1919. Seen in this light, the 1848 Declaration of Sentiments marked the halfway point between the original Declaration of Independence and the 19 <sup>th</sup> Amendment to the Constitution.
Extension:	(Mandatory in Paideia modules: authentic audience for written product) The final, publishable drafts of the student papers will be collected and published for the following audiences: one copy for each student, one copy for circulation in the teacher's classroom, one copy for circulation in the school media center, and one copy for each of the local state and federal representatives.

#### COMMON CORE STATE STANDARDS

Standards	Speaking and Listening Anchor Standards (refer to grade level standards)
source:	
NUMBER	CONTENT STANDARDS
I	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

### COMMON CORE STATE STANDARDS (Refer to grade level standards.)

READING STANDARDS (Refer to grade level standards.)				
"Built-in" Reading Standards	"When Appropriate" Reading Standards			
I- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the test.	3- Analyze how and why individuals, events, and ideas develop and interact over the course of a text.			
2- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	5- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., section, chapter, scene, or stanza) relate to each other and the whole.			
4- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	6- Assess how point of view or purpose shapes the content and style of a text.			
10- Read and comprehend complex literary and informational texts independently and proficiently.	7- Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.			
	8- Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.			
	9- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.			
	FOR ARGUMENTATION			
"Built-in" Writing Standards	"When Appropriate" Writing Standards			
I- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	2- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.			
4- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	3- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.			
5- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	6- Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.			
9- Draw evidence from literary or informational texts to support analysis, reflection, and research.	7- Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.			
10- 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 tasks, purposes, and audience.	8- Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.			

### LDC/PAIDEIA SPEAKING AND LISTENING RUBRIC

Scoring Elements	Not Yet	Meets Expectation	Advanced
Attention	Occasionally turns and talks to person sitting nearby while another person is speaking	Looks at the person speaking during most of the discussion  Rarely talks while another is speaking	Looks at the person speaking during the discussion  Does not talk while another is speaking
Engagement	Does not take notes related to the ideas being discussed	Occasionally takes notes related to the ideas being discussed  Gives way to another as a way of sharing the talk time	Consistently takes notes related to the ideas being discussed  Gives way to another as a way of sharing the talk time
Articulation	Makes barely audible statements	Makes clear and accurate statements; generally speaks at appropriate pace, volume; uses relevant vocabulary and grammar	Makes clear and accurate statements; consistently speaks at appropriate pace, volume; uses relevant vocabulary and grammar
Explanation	Makes simple, somewhat unrelated or repetitive points/ statements	Provides points/ statements about the discussion topic noting details related to sequence, category, purpose, or point of view.	Provides insight related to fallacies within the text; Tests assumptions and explores inferences Refers to the text or another relevant source
Expansion	Draws conclusions based on a single perspective	Refers to the text or another relevant source	Illuminates relevance; Notes positive/negative implications Acknowledges difference in own perspectives—before and now Adds to previous statement by offering a more global/holistic interpretation
Connection	Does not ask questions  Does not refer to what else has been said	Considers another point of view and acknowledges personal bias Asks authentic questions Paraphrases what else has been said	Refers to another facet of an idea or another's comment Considers multiple points of view and acknowledges personal bias Asks authentic, thought-provoking, open-ended questions

# Section 2: What Skills?

SKILL	DEFINITION
SKILLS CLUSTER 1:	PREPARATION FOR MODULE
I. Task Analysis	Ability to understand and explain the task's prompt and rubric.
SKILLS CLUSTER 2: READIN	G PROCESS (PRE-SEMINAR)
I.Background Information	Ability to identify basic contextual information.
2. Inspectional read	Ability to identify structural components of the seminar text.
3. Essential vocabulary	Ability to identify and master terms essential to understanding a text.
4. Analytical Read	Ability to read for meaning and inference.
SKILLS CLUSTER 3: DIALOG	GUE PROCESS (PAIDEIA SEMINAR)
1. Pre-Seminar Process	Ability to reflect on personal communication habits and select appropriate speaking and listening goals.
2. Seminar	Ability to think critically and collaboratively in a group about concepts and ideas of a text through a structured Socratic seminar or other discussion-based strategy.
3. Post-Seminar Process	Ability to self-assess on speaking and listening skills practiced in the seminar and note relevant communication goals for future discussions.
SKILLS CLUSTER 4: WRITIN	G PROCESS
1. Note-taking	Ability to select important facts and passages for use in one's own writing.
2. Initiating the Task (Controlling Idea)	Ability to establish a controlling idea and consolidate information relevant to task.
3. Planning	Ability to develop a line of thought and text structure appropriate to an argumentation task.
4. Initial draft & Development	Ability to construct an initial draft with an emerging line of thought and structure. (L2) Ability to explain relevant and plausible implications (L2) Ability to address the credibility and origin of sources in view of your research topic. (L3) Ability to identify gaps or unanswered questions.
5. Revision	Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.
6. Editing	Ability to proofread and format a piece to make it more effective.
7. Completion	Ability to submit final work that is on task.

# Section 3: What Instruction?

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING (PRODUCT "MEETS EXPECTATIONS" IF IT)	INSTRUCTIONAL STRATEGIES			
SKILLS CLUS	SKILLS CLUSTER I: PREPARING FOR THE TASK						
Day I	I. Task analysis Ability to understand and explain the task's prompt	Bullets In your own words, what are the important features of a good response to	None	Share examples of types of compositions students will produce (either from past students or from professional writers).			
	and rubric.	this prompt?		Identify or invite students to identify key features of examples.			
				Pair students to share and improve their individual bullets.			
				Create a classroom list: Choose one student to share a few ideas on the board, and ask others to add to it.			
SKILLS CLUST	ER 2: READING PROCESS (PR	E-SEMINAR)					
Day I-2	Pay 1-2  Background Information See teacher notes. Ability to identify basic  Notes In your notes, capture context for text: name, date, place of author; key	In your notes, capture context for text:	■ Complete and accurate background information is noted.	<ul> <li>Determine essential facts necessary to understand context of key text.</li> <li>Share with students either via short lecture, power</li> </ul>			
	contextual information.	text genre and structure as appropriate.		point, video, or reading. Have students do additional research as appropriate.			
Days 1-2	I. Inspectional reading:  Declaration of Independence Ability to identify structural components of the seminar text.	Labeling text and identifying genre Label the parts of the text by numbering the paragraphs of the text. Note which are the longest and shortest paragraphs and discuss the different paragraph types. Discuss as a class how the text might be divided into sections based on an initial inspection.	■ Structural features of the text are visible and clear.	<ul> <li>Each student has a copy of the printed text.</li> <li>Have students number the paragraphs and discuss how to divide the text up into different sections.</li> <li>Discuss what is a "Declaration," how it was written and why it was signed by delegates.</li> </ul>			

On-going	2. Essential vocabulary:  Declaration of Independence Ability to identify and master terms essential to understanding a text.	Vocabulary list In your notebook, list words and phrases essential to the text. Add definitions, and (if appropriate) notes on connotation in this context.	<ul> <li>Lists appropriate phrases.</li> <li>Provides accurate definitions.</li> </ul>	<ul> <li>Note list of vocabulary words associated with this text in the Appendices.</li> <li>Read the text aloud slowly while students identify any other word or phrases to be discussed.</li> <li>After scoring, ask some students to share definitions of terms that others overlooked or misunderstood.</li> <li>After scoring, be willing to provide direct instruction or guide a close reading if needed to work through a key phrase most students missed.</li> </ul>
Day 2-3	Analytical Read: Declaration of Independence Ability to read the entire text carefully and construct a surface understanding of the elements of the text.	Close reading and summary of text sections Collaborate with your fellow students (in groups of three to) to take turns reading paragraphs aloud, pausing after each of the six sections as identified by your teacher to compose a short summary of that section. Mark your own copy of the text with questions you may want to ask during the class seminar.	■ Each student has both a well-marked up copy of the seminar text and a separate summary of each of the six sections of the text.	■ Divide students into groups of three and have them read the entire text together aloud, taking turns with each paragraph. As they read, have them pause after each of the following sections to work together to compose a summary of that section: I. Paragraph one; 2. Paragraph two; 3. The 26 arguments; 4. Paragraph beginning "In every stage"; 5. Paragraph beginning "Nor have We"; and 6. Paragraph beginning "We therefore."  ■ Discuss briefly the purpose of the six sections with the entire class.
Day 3	Inspectional Read: Declaration of Sentiments Ability to identify structural components of the seminar text.	Labeling text and identifying genre Label the parts of the text by numbering the paragraphs of the text. Note which are the longest and shortest paragraphs and discuss the different paragraph types. Discuss as a class how the text might be divided into sections based on an initial inspection.	Structural features of the text are visible and clear.	<ul> <li>Each student has a copy of the printed text.</li> <li>Have students number the paragraphs and discuss how to divide the text up into different sections.</li> <li>Revisit what is a "Declaration," how this declaration was written and why it was signed by delegates.</li> <li>Share appropriate background information on the Woman's Right Convention of 1848.</li> </ul>
On-going	Essential Vocabulary: Declaration of Sentiments Ability to identify and master terms essential to understanding a text.	Vocabulary list In your notebook, list words and phrases essential to the texts. Add definitions, and (if appropriate) notes on connotation in this context.	<ul> <li>Lists appropriate phrases.</li> <li>Provides accurate definitions.</li> </ul>	<ul> <li>Note list of vocabulary words associated with this text in the Appendices. Discuss in particular the definition(s) of the word "sentiment."</li> <li>Read the text aloud slowly while students identify any other words or phrases to be discussed.</li> <li>After scoring, ask some students to share definitions of terms that others overlooked or misunderstood.</li> <li>After scoring, be willing to provide direct instruction or guide a close reading if needed to work through a key phrase most students missed.</li> </ul>

Day 4-5	Analytical Read: Declaration of Sentiments Ability to read the entire text carefully and construct a surface understanding of the elements of the text.	Close reading and summary of text sections Collaborate with your fellow students (in groups of three to) to take turns reading paragraphs aloud, pausing after each of the six sections as identified by your teacher to compose a short summary of that section. Mark your own copy of the text with questions you may want to ask during the class seminar.	■ Each student has both a well-marked up copy of the seminar text and a separate summary of each of the six sections of the text.	■ Divide students into groups of three and have them read the entire text together aloud, taking turns with each paragraph. As they read, have them pause after each of the following sections to work together to compose a summary of that section: I. Paragraph one; 2. Paragraph two; 3. Paragraph three plus the I6 facts or arguments; 4. Paragraph beginning "Now, in view of this"; 5. Paragraph beginning "In entering upon:; and 6. Paragraph beginning "Firmly relying."  ■ Discuss briefly the purpose of the six sections with the entire class.
SKILLS CLUS	STER 3: DIALOGUE PROCESS (S	EMINAR)		
Day 6	I. Pre-Seminar Process Ability to reflect on personal communication habits and select appropriate speaking and listening goals.	Self-assessment  Based on the list of Speaking and Listening behaviors, note in writing a goal for your personal participation in the upcoming dialogue. See Appendix.	■ Chooses appropriate individual process goal based on past seminar performance	PLEASE use the Seminar Process Script in the Appendix along with the Speaking and Listening Skills List.  Teacher should identify a collection of appropriate speaking and listening goals for the group. Students select what they will work on individually and note it in writing on the Seminar Process Assessment sheet included in the Appendices to this module. The group participation goal is discussed and posted where all can see.
Day 6	Seminar: Ability to think critically and collaboratively in a group about concepts and ideas of a text through a structured Paideia seminar.	Participate in the Seminar and focus on your goals.	No scoring	PLEASE use the Seminar Plan in the Appendix.
Day 6	Post-Seminar: Ability to self-assess on speaking and listening skills practiced in the seminar and note relevant communication goals for future discussions.  JSTER 3: TRANSITION TO V	Self-Assessment  Reflect back on your participation goal, then finish filling out the Seminar Process Assessment form; write a short reflective work on your seminar performance in detail.	<ul> <li>Answers task by filing in form completely.</li> <li>Writes in detail about seminar participation</li> </ul>	PLEASE use the Seminar Process Script in the Appendix.  Have a few representative students share their goal for speaking and listening and their performance. Likewise, may ask the entire goal to reflect on the entire dialogue process, i.e. the group effort. In whatever format is preferred, both individual and group reflections should be archived for reference at the beginning of the next Seminar.

Day 7	I. Tasks Analysis and Response Ability to re-examine the writing task in the context of the seminar and note relevant elements from the seminar.	Short response In a quick write, write your first reaction to the task prompt. After re-examining the prompt, note everything that you heard, said, or thought during the seminar that is related to the task. (Do not worry about grammar, punctuation, or spelling at this point.)	No scoring	<ul> <li>Link this task to earlier class content.</li> <li>Discuss student quick-write responses with the whole class.</li> <li>Clarify timetable and support plans for the task</li> </ul>
SKILLS CLUS	STER 4: WRITING PROCESS			
Days 7 and 8	1. Note-taking Ability to select important facts and passages for use in one's own writing.	Notes From the story, make a list of the elements that look most important for answering the prompt. Do what you need to do to avoid plagiarism.  L2* What implications can your draw? (Tasks 11,12)  L3 Why is it important in the process of inquiry to "identify gaps" or "unanswered questions" about the topic?	<ul> <li>Identifies relevant elements.</li> <li>Includes information to support accurate citation (for example, page numbers for a long text, clear indication when quoting directly.</li> </ul>	■ Teach a model format for note taking. ■ Check that early student work is in the assigned format (or in another format that gathers the needed information effectively).
Day 8	2. Initiating the Task (Controlling idea) Ability to establish a controlling idea and consolidate information relevant to task.	Opening paragraph Write an opening paragraph that includes a controlling idea and sequences the key points you plan to make in your composition	<ul> <li>Writes a concise summary statement or draft opening.</li> <li>Provides direct answer to main prompt requirements.</li> <li>Establishes a controlling idea.</li> <li>Identifies key points that support development of argument.</li> </ul>	<ul> <li>Offer several examples of opening paragraphs.</li> <li>Ask class to discuss what makes them strong or weak.</li> <li>Review the list that students created earlier to identify needed elements (from Cluster I, skill 2).</li> </ul>
Day 9	3. Planning Ability to develop a line of thought and text structure appropriate to an information/ explanation task.	Outline/organizer Create an outline based on your notes and reading in which you state your claim, sequence your points, and note your supporting evidence.	<ul> <li>Creates an outline or organizer.</li> <li>Supports controlling idea.</li> <li>Uses evidence from texts read earlier.</li> </ul>	<ul> <li>Provide and teach one or more examples of outlines or organizers.</li> <li>Invite students to generate questions in pairs about how the format works, and then take and answer questions.</li> </ul>
Days 9 and 10	4. Initial Draft and Development Ability to construct an initial draft with an emerging line of thought and structure.	Draft Write an initial draft complete with opening, development, and closing; insert and cite textual evidence. L2 Address the credibility and origin of sources in view of your research topic. L3 Identify gaps or unanswered questions.	<ul> <li>Provides complete draft with all parts.</li> <li>Supports the opening in the later sections with evidence and citations.</li> </ul>	■ Encourage students to re-read prompt partway through writing, to check that they are on-track.

Days II and I2	5. Revision Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.	Multiple drafts Refine composition's analysis, logic, and organization of ideas/points. Use textual evidence carefully, with accurate citations. Decide what to include and what not to include.	<ul> <li>Provides complete draft with all parts.</li> <li>Supports the opening in the later sections with evidence and citations.</li> <li>Improves earlier edition.</li> </ul>	<ul> <li>Model useful feedback that balances support for strengths and clarity about weaknesses.</li> <li>Assign students to provide each other with feedback on those issues.</li> </ul>
Day 13	6. Editing Ability to proofread and format a piece to make it more effective.	Correct Draft Revise draft to have sound spelling, capitalization, punctuation and grammar. Adjust formatting as needed to provide clear, appealing text.	<ul> <li>Provides draft free from distracting surface errors.</li> <li>Uses format that supports purpose.</li> </ul>	<ul> <li>Briefly review selected skills that many students need to improve.</li> <li>Teach a short list of proofreading marks.</li> <li>Assign students to proofread each other's texts a second time.</li> </ul>
Day 14	7. Completion Ability to submit final piece that meets expectations	Final Work Turn in your complete set of drafts, plus the final version of your piece	Demonstrates that composition is on task and ready for evaluation.	Celebrate!

#### MATERIALS, REFERENCES, AND SUPPORTS

FOR TEACHERS	FOR STUDENTS
For more information about Inspectional and Analytical Reading, See Adler & Van Doren, How To Read A Book.	
For details about planning, facilitating and assessing Paideia Seminar, see Teaching Thinking through Dialogue ( <a href="https://www.paideia.org">www.paideia.org</a> )	

### Section 4: What Results?

#### STUDENT WORK SAMPLES

[Include at least two samples of student work at each scoring level.]

### CLASSROOM ASSESSMENT TASK (OPTIONAL: MAY BE USED AS PRE-TEST OR POST-TEST)

Classroom assessment task	After reading the following quote from the "Resolutions" passed at the 1848 Seneca Falls Woman's Rights Convention, write a fully developed paragraph in which you analyze why the delegates chose to make this their first resolution:
	"Resolved, That such laws as conflict, in any way, with the true and substantial happiness of woman, are contrary to the great precept of nature, and of no validity; for this [law of Nature] is superior in obligation to any other."
Background to share with students (optional):	At the same 1848 Woman's Rights Convention, the delegates passed a set of "Resolution" in addition to the Declaration of Sentiments. These "Resolutions" are interesting in their own right and serve as a sort of preface to the Declaration of Sentiments.
Reading texts:	"Resolutions" from the 1848 Woman's Rights Convention held in Seneca Fall. Note that the "Resolutions" are a separate text from the Declaration of Sentiments.

#### INFORMATIONAL OR EXPLANATORY CLASSROOM ASSESSMENT RUBRIC

	LDC Informational/Explanatory Classroom Assessment MEETS EXPECTATIONS							
Focus	Addresses prompt with a focused response.							
Reading/Research	Presents and applies relevant information with general accuracy.							
Controlling Idea	Establishes a controlling idea that states the main purpose and/or question for the tasks.							
Development	Presents sufficient information in order to examine or convey topics or issues, answer questions, solve problems; identifies salient themes or features; explains key information with sufficient detail.							
Organization	Applies a generally effective structure to address specific requirements of the prompt.							
Conventions	Demonstrates a command of standard English conventions and cohesion; employs language and tone appropriate to audience and purpose.							
	NOT YET							
Focus	Attempts to address prompt but lacks focus or is off-task.							
Reading/Research	Attempts to present information relevant to prompt.							
Controlling Idea	Controlling idea is weak and does not establish a purpose and/or address a research question.							
Development	Tends to retell rather than present information in order to answer questions, solve problems; lacks details to develop topic. *L2 Implications are weak or not relevant to topic.							
Organization	Applies an ineffective structure; composition does not address requirements of the prompt.							
Conventions	Demonstrates a weak command of standard English conventions; lacks cohesion; language and tone are inappropriate to audience and purpose.							

# Teacher Work Section

Here are added thoughts about teaching this module.

Note that the Declaration of Independence was the product of a small committee of writers, primarily Thomas Jefferson, who created a formal justification for the 13 colonies' political separation from England.

Further note that the Declaration of Sentiments was also the product of a small group of writers, who then submitted the draft document to the entire 1848 Woman's Rights Convention.

Appendix

The attached materials support teaching this module.

# $\label{lem:condition} \mbox{Vocabulary from the } \mbox{\it Declaration of Independence}$

Text-Specific Vocabulary	High-Frequency Words
Impel	Dissolve
Self-evident	Mankind
Endowed	Consent
Unalienable	Deriving
Instituted	Abolish
Prudence	Transient
Usurpations	Constrains
Despotism	Tyrant
Refuted	Convulsions
Relinquish	Endeavoured
Inestimable	Obstructed
Depository	Jurisdiction
Abolishing	Emigration
Ravaged	Allegiance
Insurrections	
Redress	
Magnanimity	
Disavow	
Conjured	
Acquiesce	
Rectitude	
Levy	

Archaic Words	
Laws of Nature	
Hath	
Shewn	
Sufferance	
Hither	
Perfidy	
Brethren	
Consanguinity	

# Vocabulary from the Declaration of Sentiments

Note: this list would also include many words and phrases from the Declaration of Independence list above if this text were read independently, without reference to the Declaration of Independence.

Text-Specific Vocabulary	High-Frequency Words					
Sentiments	Candid					
	Irresponsible					
Chastisement	Guardianship					
Remuneration	Monopolized					
Theology	Subordinate					
Prerogative						
Abject						
Degradation						
Fraudulently						
Instrumentality						
-						

Archaic Words	
Hitherto Apostolic Disfranchisement	

#### SEMINAR PLAN QUESTIONS/PROCESS

#### I CLASS PERIOD

<u>Pre-Seminar Process</u>-Prepare participants to participate in seminar discussion with a version of the following script:

"A Paideia Seminar is a time when we talk with each other about important ideas. This is a civil dialogue where we think together in a collaborative fashion.

"The purpose of seminar is to arrive at a fuller understanding of some important ideas, including: (list 2-3 key ideas in text). In other words, we are working to come to a better understanding of what we think as individuals, what others in this room think about the and what (give text title) says..

"In Paideia Seminar we have specific roles and responsibilities. As participants, I am asking you to think, listen, and speak candidly about your thoughts, reactions, and ideas. Let me say this again, you job here is to think, to listen, and to share your thoughts.

"You do not need to raise your hands in order to speak; rather, the discussion is collaborative in that you try to stay focused on the speaker and wait your turn to talk.

"Because this is a discussion about ideas, you may see something differently from someone else and I encourage you to express that. Try to agree and disagree in a courteous, thoughtful manner. For example, you might say, 'I disagree with Joanna because I read the text (cite specifically) in this way...,' focus on the ideas involved, not personal stances. Pay attention to your tone and you can also do this well by using each other's names. Remember the goal is for all of us to better understand this text and the ideas.

"As the facilitator, my job is to ask challenging, open-ended questions. I will also take notes to keep up with the talk and flow of ideas."

"Now, let's think about how we talk with each other in a whole class discussion. I'd like you to do a short self-assessment about your speaking and listening habits. You know yourself better than anyone. Think about how you usually participate in a large group discussion? How do you usually talk? Are you better at listening?

"Consider this list of personal participation goals listed on the board/ handout skills list."

- Ask a question
- Look at the person speaking
- Refer to the text
- Agree and disagree respectfully
- Speak out of uncertainty

"Please choose one goal from the list that's most appropriate for you today. We'll all commit to focusing on these goals during our discussion. Write down/highlight your goal on paper."

**Seminar Questions** 

Reiterate that our purpose is to discuss Government, Gender, Liberty, Society.

Invite participants to take a few minutes to look back at their notes on their text and/or graphic organizer. Remind participants to use agreed about upon structural reference (from Inspectional Read) when referring to the text.

Opening Question – (Identify main ideas from the text):

What one sentence in the Declaration of Sentiments' argument for women's rights do you find most convincing? (round-robin response) Why? (spontaneous discussion)

Core Questions - (Focus/analyze textual details):

Why do you think the authors chose to title this document a *Declaration of Sentiments*, rather than some other title?

The section of the Declaration that introduces the list of evidence reads: "The history of mankind is a history of repeated injuries and usurpations on the part of man toward woman, having in direct object the establishment of an absolute tyranny over her." Based on this text, do you agree with this statement? Why or why not?

Of the 16 "facts" that are listed "to prove this" statement, which do you think is most compelling?

Who do you think is the "He" so often referred to in the 16 "facts"?

In what ways is the Declaration of Sentiments modeled on the Declaration of Independence? (volunteer to list the similarities on the board?) Why do you think the authors chose to create such a similar document?

In what ways is the Declaration of Sentiments different from the Declaration of Independence? (volunteer to list the differences on the board?) Why do you think the authors chose to depart from the model in these ways?

Closing Question – (Personalize and apply the textual ideas):

If you had been a delegate to the 1848 Woman's Rights Convention (note that there were male delegates), would you have signed this document? Why or why not?

<u>Post-Seminar Process</u> – Assess individual and group participation with an appropriate version of the following script:

"Thank you for your focused and thoughtful participation in our seminar.

"Please take a few minutes to reflect on how you did with your personal process goal you set prior to beginning the discussion. Briefly note in writing to what extent you met the goal. In addition, note why you think you performed as you did.

"Would someone share what you set for your goal and how your did? (invite 3-4 participants to share)

"Given your performance today, please jot down what goal you might productively set for yourself in our next seminar. (If you have time, ask for whole group reflection and assess on how the collective process went.)

"As always, our goal is continuous improvement: both as individual seminar participants and as an evolving seminar group. Thanks again for your participation."

### **Paideia Seminar Speaking and Listening Skills List**

Name	 	 
Text Title		

Before: Please select (underline or circle from left column) one or two skills that you will focus on during this seminar.

After Seminar: Please self-assess your participation in this Paideia Seminar by circling the number you would rate yourself.

#### 0 = I did not do this during Paideia seminar. 10 = I this well during Paideia seminar.

Skills						Rating	g				
Attention							-				
I look at the person speaking during											
the discussion.	0	1	2	3	4	5	6	7	8	9	10
I do not talk while another is											
speaking.											
	0	1	2	3	4	5	6	7	8	9	10
Engagement											
I take notes related to the ideas being											
discussed.											
I give way to others as a way of	0	1	2	3	4	5	6	7	8	9	10
sharing the talk time.											
Articulation											
I make clear and accurate											
statements.	0	1	2	3	4	5	6	7	8	9	10
I speak at appropriate pace &											
volume.											
I use relevant vocabulary and											
grammar.											
	0	1	2	3	4	5	6	7	8	9	10
Explanation (Justification)											
I provide insight about the discussion											
topic.											

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I refer to the text or another relevant											
source.	0	1	2	3	4	5	6	7	8	9	10
Expansion I consider another point of view. I add to a previous statement by offering a more global/holistic interpretation.											
Connection I refer to another comment. I consider multiple points of view. I ask thought-provoking, open-ended questions.											