*English Instructional Plan – Grades 9- 12: Paired Passages – The Threat of Conformity and Indifference and the Power of the Individual*

**Primary Strand: 9.5, 10.5, 11.5, 12.5**

**Integrated Strand/s: 9.1, 9.2, 9.8, 10.1, 10.2, 10.8, 11.1, 11.2, 11.8, 12.1, 12.2, 12.8**

**Essential Understanding:**

* understand that an author’s credentials and experiences contribute to his/her viewpoint
* understand that skilled readers of nonfiction texts and technical documents apply different reading strategies.
* understand that media messages are constructed based on varying opinions, values, and viewpoints
* recognize that all media messages are constructed and that, to understand the whole meaning of the message, they should be deconstructed.

**Essential Knowledge, Skills, and Processes:**

* identify an author’s position/argument within informational text
* analyze and synthesize information from multiple texts, while maintaining the intended purpose of each original text
* analyze two or more texts with conflicting information on the same topic and identify how the texts disagree
* analyze how authors use rhetoric
* analyze the author’s intended audience and purpose when evaluating media messages
* make inferences and draw conclusions from complex informational text
* demonstrate comprehension and apply strategies to write about what is read

**Primary SOL:**

* 9.5, 10.5, 11.5, 12.5 Text Analysis

**Reinforced (Related Standard) SOL:**

* 9.1, 10.1, 11.1, 12.1 Communication
* 9.2, 10.2, 11.2, 12.2 Evaluate Media Messages
* 9.8, 10.8, 11.8, 12.8 Research

**Academic Background/Language:**

* Common rhetorical devices used in persuasive speeches (The teacher could lead a lesson on these terms before this lesson if needed).
* Historical background of Elie Wiesel and Martin Luther King, Jr. (The teacher could lead a lesson on these figures before the lesson if needed).

## Materials

* Elie Wiesel’s speech “The Perils of Indifference” accessible for educators and students via CommonLit Online <https://www.commonlit.org/>
* Martin Luther King, Junior’s, “I Have a Dream Speech” accessible for educators and students via CommonLit Online <https://www.commonlit.org/>
* Guided Speech Analysis Handout (Attached)
* Socratic Seminar Guidelines and Questions
* Socratic Seminar Sentence Starters
* Optional: Comparison Analysis Body Paragraph

## Student/Teacher Actions: What should students be doing? What should teachers be doing?

* Class Period 1: Reading, Annotating, and Discussing Speeches (approximately two 60-minute class periods, depending on how much time is allocated to speech analysis and annotating)
* The teacher will introduce lesson’s focus on the paired speeches of humanitarians and social justice activists Elie Wiesel and Martin Luther King, Junior, and tell students these speeches are about the power of an individual to spark and incite change in society.
* The teacher should start this introduction by leading the class through the first steps of a KWL by filling out a class poster of the K- What I Know and the W—What I Want to Know.
* Students will then read and annotate each speech for the speaker’s purpose, the main rhetorical strategies utilized by the speaker to achieve his purpose, and the speech’s main ideas or points. The students should also annotate for why the speaker used such strategies and devices and how their use connects to the speaker’s purpose.
* The students can annotate either on a printed copy or thought Common Lit’s online features.
* Here are some suggestions for scaffolding the instruction for this part of the lesson:
	+ The teacher can model analysis of the speech by reading the speeches out loud to students and annotating with the class using a whiteboard or document camera
	+ The teacher can play these speeches on You Tube for the students as both speeches were meant to be heard by an audience. This option would also benefit English learners and students with disabilities.
	+ The teacher can also complete the Guided Speech Analysis Handout questions with the class as a whole-class activity, going through the questions and the students’ ideas one at a time.
	+ The teacher could also move students into small groups to complete these analysis questions together as a team and then the students can report back to the class with their ideas.
* After this step, the teacher should lead students through closer analysis of the speeches. Here are suggestions for various ways of completing the speech analysis.
	+ The teacher can put student responses on large poster paper on the board.
	+ The teacher could also put student responses on the board by using a projector or Smart Board.
	+ Either way, the students should analyze the speeches side-by-side in a T-Chart format, looking for similarities and differences in the speeches.
* As an exit ticket to check student understanding of the two speeches and the classroom lessons, the students should individually answer the Overall Questions on the Guided Speech Analysis Handout and turn in to the teacher by the end of the class. The teacher can read these responses outside of class time and thus monitor student learning and tailor the following class’s opening discussion appropriately.
* As homework for the next class period, the students should complete the preparation work for a Socratic Seminar on these two speeches, which is explained on the attached Socratic Seminar Guidelines and Questions handout. As an option if students will not be able to complete the preparation work as homework, students could complete the preparation work during the next class period, devoting about 30 – 45 minutes to the task, which would need to added to the lesson plan.
* Day 2: Socratic Seminar (one 60-minute class period)
* The teacher can begin today’s class by referencing the students’ exit tickets and asking the class questions relevant to their answers.
* Next, the teacher should prepare the class for the Socratic Seminar.
* If this is the class’s first Socratic Seminar, the teacher should guide the class in setting norms and expectations for their behavior and participation in the Seminar. The teacher can write these on poster paper for students to view during the Socratic Seminar.
* If the teacher is unfamiliar with Socratic Seminars and their role in the classroom, here is a helpful overview of the educational practice <http://www.readwritethink.org/professional-development/strategy-guides/socratic-seminars-30600.html>
* The teacher can also provide students with the document Socratic Seminar Sentence Starters to aid students in their comfortability participating in the discussion. The teacher could give students a few minutes to read over the Sentence Starters and mark a few that they want to try in the discussion.
* For small classes, one circle is sufficient for the Socratic Seminar. For larger classes (more than 30 students), the teacher can move students into two groups, group A and group B, which allows students more opportunities to participate. Students in group A will form the first Socratic Seminar while students in group B will quietly work on a separate task assigned by the teacher (such as quiet reading, a grammar worksheet, or vocabulary review). The groups will switch after 30 minutes. While this set-up takes more planning on the part of the teacher, Socratic Seminars do benefit from smaller circles and more active participation, which is difficult with a large number of students. There are various other approaches to setting up a Socratic Seminar as well, which can be found with a quick Internet search.
* The teacher will guide the discussion, adjusting the Socratic Seminar as necessary based on student dynamics (posing questions to reticent students, moving stalled discussions forward, monitoring student on-task behavior, and more as necessary).
* The teacher should take notes during the Socratic Seminar, assessing student participation and noting important questions and comments from the students, which will serve as a summative assessment for this lesson. This assessment could be a classwork or quiz grade.
* Since the teacher started the lesson with a KWL, the end of the Socratic Seminar would be the appropriate time for the class to brainstorm the L (what they learned) as a result of this lesson.
* As the exit ticket for the Socratic Seminar, the teacher should ask students to write down one question they still have and one thing they learned in today’s discussion. Students can submit these before the end of class, either on paper or electronically.

**Assessment (Diagnostic, Formative, Summative)**

* Diagnostic: The teacher can complete a diagnostic assessment before lesson by assessing students’ prior knowledge on the Martin Luther King, Jr. and the Civil Rights Movement and Elie Wiesel and the Holocaust through the completion of the KWL.
* Formative assessment during reading and annotating: The teacher should circulate the room while students are reading and annotating to monitor student reading comprehension. The teacher should prompt students with leading and guiding questions if they need additional support.
* Formative assessment during completion of Guided Speech Analysis Handout: While putting the students’ ideas on the board, the teacher can assess the students’ understanding of purpose, rhetorical devices, and connection between devices and purpose, adjusting the lesson as needed.
* Summative assessment during Socratic Seminar assessed via the rubric on Socratic Seminar handout.

**Writing Connections:**

* Students could write and deliver speeches that call for change in the face of indifference and adversity in the 21st century. Students can use Wiesel’s and King’s speeches as a model, utilizing similar rhetorical strategies in their own speeches.
* Students select one question from the Socratic Seminar to respond to in a longer, organized response, either a body paragraph or essay depending on the grade-level of the students. The students should use their notes from the Socratic Seminar to help them write this response, integrating ideas shared during the discussion.

**Extensions and Connections (for all students)**

* Collaboration with history classes also studying these time periods in history: Students could research other speeches delivered by Wiesel and King and analyze the effect of these speeches, considering their purposes, audiences, and historical contexts. Students could also research and analyze a speech given by a contemporary of Wiesel and King and compare it to Wiesel’s or King’s speeches.
* This resource could be taught as a supplementary lesson in a longer unit including a novel-study on a Holocaust or Civil Rights-based text. Recommended readings and films to support this unit on conformity, indifference, and the power of the individual: Night by Elie Wiesel, To Kill a Mockingbird by Harper Lee, The Diary of Anne Frank by Anne Frank, the film Schindler’s List, the film The Boy in the Striped Pajamas, the film The Help.

**Strategies for Differentiation**

* Advanced classes and/or students: For advanced students or 11th and 12th grade classes, students can complete the attached Comparison Analysis Body Paragraph. This writing task aligns with Advanced Placement rhetorical analysis writing style and requirements.
* ELL techniques: The teacher should play the videos of these speeches (available on You Tube), and students can follow along on the printed copy of the speeches. Students can also complete a partner discussion of the speeches before group or whole-class discussion with a structured graphic organizer made by the teacher to align with the speeches’ main ideas.
* SWD: The teacher should play the videos of these speeches, and students can follow along on the printed copy of the speeches. The teacher can change the pace of lesson by devoting more class time to reading and analyzing the speeches, which could be done as a class instead of individually and then in groups. The teacher could also shorten both of these speeches and provide an excerpt to students, if necessary.

*Note: The following pages are intended for classroom use for students as a visual aid to learning.*

**Guided Speech Analysis Handout**

Directions: Answer the following questions after reading and annotating each speech. For a visual comparison, answer the questions in chart format, with corresponding answers side-by-side.

Speech #1- Elie Wiesel’s “Perils of Indifference”

Speech #2- Martin Luther King, Junior’s “I Have a Dream”

Who is speaking?

Who is the intended audience?

When was the speech delivered?

What is the topic of the speech?

What is the organizational structure of the speech?

What is the speaker’s purpose?

List the three most important points of the speech.

Do you think the speech achieved its purpose? Why or why not?

List the three most effective rhetorical strategies or devices utilized by the speaker to achieve his purpose. How did these devices help the speaker achieve his purpose?

**Overall Questions after Class Analysis of Speeches**

Directions: Answer each of the following questions in a well-organized, thoughtful response, drawing upon our class discussion of the speeches.

1. What similarities do you notice about the two speeches? Did the two speakers utilize similar rhetorical strategies to achieve their purposes? How so?
2. What differences do you notice about the two speeches? Did the two speakers utilize dissimilar rhetorical strategies to achieve their purpose? Why?
3. Which speech is more effective in achieving its purpose? Why?
4. What common themes or ideas stand out in the two speeches? Why?

**Socratic Seminar Guidelines and Questions**

Directions: Our class will have a roundtable discussion or Socratic Seminar on the novel now that we have finished reading. Every student must participate to receive credit (see guidelines below).

Step 1- Before we begin our discussion next class, you must carefully read through the questions below and compose responses for all questions that you could share with the class as original ideas. This will be checked for thorough completion.

Step 2- On your own, write two overall questions that you would like to present to the group about the themes and ideas of the threat of conformity and indifference and the power of the individual. These questions should be thought-provoking and motivate your classmates to analyze, synthesize, or apply material from the text. Write these questions on this document.

Step 3- With your ideas, we will have a class discussion. All you need is your copies of the speeches, your annotations and notes from class, a writing utensil, and this handout. When classmates share ideas, listen carefully, formulate your own response to their opinions, and then propose your own idea.

Step 3- While your classmates speak, please listen carefully and respond thoughtfully.

“A” Level Participant

Participant offers enough solid analysis, without prompting, to move the conversation forward

Participant, through her comments, demonstrates a deep knowledge of the text and the question

Participant has come to the seminar prepared, with notes and a marked/annotated text Participant, through her comments, shows that she is actively listening to other participants

Participant offers clarification and/or follow-up that extends the conversation

Participant’s remarks often refer back to specific parts of the text.

“B” Level Participant

Participant offers solid analysis without prompting

Through comments, participant demonstrates a good knowledge of the text and the question

Participant has come to the seminar prepared, with notes and marked/ annotated text

Participant shows that he/she is actively listening to other and offers clarification and/or follow-up

“C” Level Participant

Participant offers some analysis, but needs prompting from the seminar leader

Through comments, participant demonstrates a general knowledge of the text and question

Participant is less prepared, with few notes and no marked/annotated text

Participant is actively listening to others, but does not offer clarification and/or follow-up to others’ comments

Participant relies more upon his or her opinion, and less on the text to drive her comments

“D” or “F” Level Participant

Participant offers little commentary

Participant comes to the seminar ill-prepared with little understanding of the text and question

Participant does not listen to others, offers no commentary to further the discussion

Participant distracts the group by interrupting other speakers or by offering off topic questions and comments.

Participant ignores the discussion and its participants

Questions to Prepare in Advance of the Class Socratic Seminar

1. How does Elie Wiesel in his speech depict the dangers of remaining indifferent in the face of injustice?
2. Why does King discourage people from fighting discrimination with violence in his speech (and in his other speeches, teaching, and leadership, if you have knowledge of them)?
3. How are Wiesel’s and King’s speeches similar in their tone? Explain.
4. How do the lessons and ideas of Wiesel’s and King’s speech relate to the issues of the world today? Which issues? How or why?
5. Are these speeches and their messages still relevant today? Why or why not?
6. What change do both Wiesel and King call for in their speeches? Why?
7. How do people create change today? Cite examples from your personal experiences, reading, history, or current events.

Student’s Own Two Thought-Provoking Questions Prepared in Advance

1. Question:
2. Question:

**Socratic Seminar Sentence Starters**

**Make a Connection**

• This reminds me of…

• This part is similar to…

• This character (fill in name) is like (fill in name) because…

• This is like…

• The difference between this and…

• I also (name something in the text that has also happened to you)…

• I never (name something in the text that has never happened to you)…

• This character makes me think of…

• This setting reminds me of…

**Ask a Question**

• Why did…

• What’s this part about…

• How is this (fill in detail) like this (fill in detail)…

• What would happen if…

• Why…

• Who is…

• What does this section (fill in detail) mean…

• Do you think that…

• I don’t understand the part where…

**Clarify Something**

• Oh, I get that…

• Now I understand why/that…

• This makes sense because…

• I think this means that…

• At first I thought that (fill in detail), but now I think…

• This section is really showing…

**Make a Prediction**

• I predict that…

• I bet that…

• I think that…

• Since this happened (fill in detail), then I think that…

• Reading this part makes me think that this (fill in detail) is about to happen…

• I wonder if…

**Analyze Something**

• The author’s style reminds me of (fill in name) because…

• The tone of this passage is…

• The intended audience seems to be…

• The author’s purpose is to…

• My favorite sentence was “(rewrite sentence),” because…

• The author’s diction seems…

• One thing I can infer from this author’s diction is that…

**Make a Constructive Comment**

• This is good because…

• This is hard because…

• This is confusing because…

• I like the part where…

• I don’t like this part because…

• My favorite part of this section was (fill in detail) because…

• I think that…

**Comparison Analysis Body Paragraph for Martin Luther King, Jr.’s “I Have a Dream” and Elie Wiesel’s “Perils of Indifference”**

**Directions:**

Based on your analysis of the two speeches, write a rhetorically-accurate purpose statement (thesis) that reveals the reason for the comparison of King’s and Wiesel’s speeches.

You need to have a reason for making the comparison or contrast. Your thesis should reveal something new or important about placing these two passages side-by-side; do not simply state that the passages are “similar” or “different”.

Remember, your analysis must always answer: Why? So what? This is your connection to purpose.

Then, compose a body paragraph that analyzes and proves your thesis (and your comparison) between the two speeches.

In your writing, limit yourself to the important points that will prove your thesis; do not try to cover everything that it similar or different about the passages.

Sentence Templates for Comparison Writing:

While Author 1 proposes that\_ Author 2 maintains that\_.

Both Author 1 and Author 2 share the same idea that\_; however, Author 1 differs in that he\_.

With the exception of \_, both Author 1 and Author 2 similarly assert that \_ .

Even though both authors agree that \_, Author 1 utilizes \_ (rhetorical strategy) while Author 2 implements \_ (rhetorical strategy) in order to \_.

Even though both authors disagree that\_ both treat the topic with similar\_.