Common Core Social Studies Learning Plan Template

**Lesson Title:** When are public protests appropriate?

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**Appropriate for Grade Level(s):** 7-8

**History Standard(s):** H2.[9-12].1 Summarize the concepts and results of the American Revolution and post-revolutionary outcomes as they apply to the 20th Century.

H3.[6-8].2 Explain the political and economic causes and effects of the American Revolution.

H3.[6-8].3 Describe key political ideas that influenced the American Revolution and the formation of the United States.

C13.[6-8].2 Identify major conflicts in social, political, and economic life and analyze the role of compromise in the resolution of these issues.

C13.[6-8].3 Describe the significance of the Declaration of Independence and the U.S. **Constitution** as foundations of U.S. **democracy**.

C13.[6-8].6 Explain the necessity of the protection of individual rights in a democratic society.

CC:

-**Compare** the point of view of two or more authors for how they treat the same or similar topics.

-**Assess** the extent to which the reasoning and evidence in a text support the author's claims.

-**Draw evidence** from informational text to support analysis, reflection, and research.

-**Present claims** and finding, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples.

 -**Delineate** a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

**Applicable CCSS(s) (RI, W, S&L, L):** -**Compare** the point of view of two or more authors for how they treat the same or similar topics. -**Assess** the extent to which the reasoning and evidence in a text support the author's claims. -**Draw evidence** from informational text to support analysis, reflection, and research. -**Present claims** and finding, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples. -**Delineate** a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

**Type of Lesson:** Socratic Seminar

**Student Readings (list):** Revolution **Reading** – When is it appropriate to protest? **Deliberation Question with Arguments Discussion Packet** (Reflection of reading)/ Pros and Cons of reading/ Claim/ Evidence/ Reason **Partner Evaluation Form- Fishbowl Student Reflection on Deliberation/ Discussion**

**Rationale:** Rationale:

When citizens disagree with their government, one of the most powerful ways to express that dissent is to demonstrate publicly with other citizens. Sometimes these demonstrations have not been stopped, and they have led directly to a change of government. At other times, governments have determined such demonstrations were a threat to public safety and suppressed them by police and military forces. Distinguishing between the rights of citizens to assemble and the responsibility of government to maintain safety is one of the most troublesome questions of free expression in any society. It is a particularly difficult question in a democracy, where government must listen and respond to the voices of its citizens.

 **Total Time Needed:** five-six 50 minute class periods

**Note on lesson:** *Students will have identified, analyzed, discussed, and evaluated essential causes to the American Revolution. Students will have discussed how protests (petitions, boycotts, pamphlets, crowds, etc…) was vital to the success against the resistance towards the British. Essentials individual freedoms, such as the right to assembly are cornerstones of American Democracy.*

**Lesson Outline:**

|  |  |  |
| --- | --- | --- |
| **Time Frame****(e.g. 15 minutes)** | **What is the teacher doing?**  | **What are students doing?** |
| 25 minutes | Pass out hook activity, discuss with class. Play photostory.  | Students will brainstorm (discuss) with their peers rules/norms in which they would be willing to resist/protest. Students will evaluate (weigh out) how risks involved (see attached Hook/Brainstorm). Students will then watch a 5-7 minute Photostory illustrating protest throughout history. This will help provide a visual foundation for all students to start from.  |
| 120 minutes | Go over the essential question with the class: When are public protests appropriate? Have students complete just first part of discussion preparation by re-writing the question. Then begin the process of introducing students to the annotator and the process of actively engaging with text. Depending on student comfort, you might need to model more of this concept. If not, model just the first couple of paragraphs and then have students work with heterogeneous groups to complete annotating process.  | Students will take annotate the essential text on Public Demonstration using an annotator guide “The Super Annotator”. The annotating process requires students to circle essential vocabulary- words that are unknown or might need explanation and define them. Next the students will highlight claims for and against the Dream Act yellow and highlight evidence (Four E’s) red. After the students have identified the claims, they are going to evaluate the claims on a scale of 1-3 (one is very relevant and valid and three is not relevant or valid |
| 45-50 minutes | Have students complete the rest of the discussion preparation page.  | Students will start the process of preparing for the Socratic Seminar through a guided Discussion Packet. The packet requires students to identify the question and put the question in their own words, and define any terms in the questions that might need explanation. In addition, students will reflect on their arguments for and against the Dream Act and then establish their own claim with supporting evidence. Finally, students will describe any questions they might want to bring to the Seminar, and key/interesting points made in the article that they might want to discuss with their peers. |
| 10 minutes | Go over the norms of the Socratic Seminar, accountable talk prompts, and the discussion rubric PRIOR to the Socratic Seminar. A Socratic Seminar is not a debate. It is a student-centered discussion that helps all students gain a deeper understanding of the ideas surrounding Public Demonstrations. I have attached one way to grade a Socratic Seminar using SYMBOLS. Each symbol counts for ONE POINT, and I hope students accumulate a MINIMUM of five points.  | Actively listen to and engage with norms of Socratic Seminar |
| 25-35 minutes  | Socratic Seminar is held, with teacher merely acting as a facilitator OUTSIDE the Socratic circle.  | Students will spend the class period discussing claims, evidence, and questions surrounding the essential question: When are public demonstrations appropriate? |
| 30 minutes | Pass out the REFLECTION form, emphasizing the importance of introspection and goal setting | Complete the reflection form |
| 45 minutes | Ranking evidence activity: Pass out the ranking activity. This activity has students rank the evidence on public protest, which is a key step in working on REASONING.  | Rank and explain evidence |
| 60 minutes | Argumentative writing. Pass out outline and final paragraph. Review terms of argument (claim, evidence, and reasoning) and have students complete outline. Also go over paraphrasing and direct quotes (all attached). Monitor student progress during this time | Write an argumentative paragraph answering the question: When is public protest appropriate?  |

**Description of Lesson Assessment:** Argumentative Writing

**How will students reflect on the process and their learning?** Reflection after discussion

**Hook/Warm-up:**

What if…

-Uniforms/dress code, lunches, school hours, iPods, Cell Phones, homework, curfew, tests, gum, off campus, etc…

With a partner…

List school norms/rules with which you do not agree, or find unacceptable.

List the people who are adversely affected by these norms.

List the people who possibly benefit from these norms.

If you were to protest one of these norms, what level of risk might you be willing to take in order to change it?

Who or what in your personal life might also be affected if you choose to protest? (parents, friends, your teacher, your college aspirations, your grades)

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Period**:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_#\_\_\_\_\_\_\_\_**

**PUBLIC DEMONSTRATIONS/ RIGHT TO ASSEMBLE**

**Directions:**

1. **Read** –***Public Demonstrations***.
2. **Annotate** using the Annotation Guide and take notes as you read the document.
3. **Reflect:** When you finish annotating, answer the following Reflection of the reading
4. **EXPLAIN:** After you reflect upon what you read-Explain if you agree or disagree with the arguments made for or against the central question and REMEMBER TO EXPLAIN WHY.
5. **Prepare:** Finally, PREPARE for the Discussion:

**Central Question:**

**When are public protests appropriate?**

1. What is the analytical question asking? - Re-write the question in your own words.
2. What terms in the question need to be defined? (Democracy, Unauthorized, Demonstrations)- Define

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**#1 Reflection of READING…**

**I’m a little confused about (be specific/ Line #s)…**

**The most interesting claim the author made was (a claim you agree with)…**

**Identify a claim you disagree with (specific statement and line #) and explain WHY? (be specific)**

**I’d like to talk with other people about …**

**( Pick out 3 main points you would like to address in the discussion-reference the line numbers)**

**Point 1)**

**---------------------------------------------------------------------------------------------------------**

**Point 2)**

**----------------------------------------------------------------------------------------------------------**

**Point 3)**

Identify 2 specific Discussion Goals you have for yourself after reading the rules to the Socratic Seminar

Give three criteria for a protest to be legitimate and two reasons it should be prohibited.

Unauthorized Protests/ Supporters Unauthorized Protests/ Opponents

**Huddle Up Superheros! It’s Time to Super-Annotate!**

**The Annotator!**

 **Follow these steps as you read through the document:**

|  |  |
| --- | --- |
|  | **Circle** words that are unknown or that might need explanation. Double circle words that might have a unique connotation or meaning. If necessary, comment in the margins. Look up and write a synonym for words you cannot guess using context clues. |
| ? or %-) | Consider this the **“huh, what?”** section. Put a **?** next to areas where you say, “huh, what?” and write a **brief description** of your **inference** in the margin.  |
| YellowGreen | 1. Highlight each claim or argument that is FOR Unauthorized Protest YELLOW
2. Highlight each claim or argument that is AGAINST Unauthorized Protest GREEN
 |
| D8:) | “Cool”- I agree with this idea/claimI would like to bring this idea to the discussion |
| RED(ORANGE OR PINK) | Highlight each piece of evidence (Four E’s) RED |

**Socratic Seminar Discussion Rules/Norms**

1. **Don’t Raise hands**
2. **Listen Carefully**

**(ex: eye contact, build upon, agreeing or disagreeing, clarifying)**

1. **Address one another respectfully**

**(ex: Accountable Talk)**

1. **Base any opinions on the text**

**(ex: As stated on Line #...)**

1. **Address conversations to the group (no side conversations)**
2. **Use sensitivity to take turns and not interrupt others**
3. **Monitor ‘air time’**

**(Look around the room and notice students who haven’t talked)**

1. **Be courageous in presenting thoughts, but be flexible and willing to change your mind in the face of new and compelling evidence.**

## Stem Questions that Facilitate & Sustain Dialogue

**Agree / Disagree**

* Has anyone else had a similar . . .?
* Who has a different . . .?

**Clarification**

* I'm not sure I understand . . .?
* Tell me more about . . .?
* Do you see gaps in my reasoning?
* Are you taking into account something different from what I have considered?

**Support Questions**

* Can you give us an example of . . .?
* Where in the story . . .?
* What would be a good reason for . . .?
* What is some evidence for . . .?

**Cause and Effect**

* Why do you think that happened?
* How could that have been prevented?
* Do you think that would happen that way again?  Why?
* What are some reasons people . . .?

**Benefits / Burdens**

* What are some of the reasons this wouldn't (would) be a good idea?
* Would anyone like to speak to the opposite side?
* Those are some reasons this would work; what reasons might it not work?

**Point of View / Perspective**

* How might she/he have felt . . .?
* What do you think he/she was thinking when . . .?
* He might not like that, but can you think of someone who would?
* \_\_\_\_\_\_\_\_\_\_\_\_\_ has expressed a different opinion.  Are there others?
* Do you have a different interpretation?
* Do you have different conclusions?
* How did you arrive at your view?

**Counterexample**

* Would that still happen if . . . ?
* What might have made the difference?

**Different Situation**

* Can you describe a situation that would . . .?
* Suppose \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  Would that still be true?  Why or why not?

**Solicit Questions**

* What are some things that you wonder about?
* What would you like to know about?
* Are there questions we should remember now?

**Accountable Prompts**

|  |  |
| --- | --- |
| **Remember to…** | **Sounds like** |
| **Ask questions when you don’t understand a topic** | **Can you tell me more?****Would you say that again?****Can you give me another example so I can understand?** |
| **Give me a reason why your idea is a good one** | **This reminds me of \_\_\_\_\_\_\_\_\_\_ because\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.****I believe this is true because\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**  |
| **Ask for evidence when something sounds incorrect** | **I’m not sure that’s right. Can you tell me why you think it is true?****Can you show me a place in the document that illustrates that idea** |
| **Give evidence to support your statements** | **Read a passage from the document that illustrates your idea****Bring another information source to support your idea** |
| **Use ideas from other to add to your own** | **I agree with \_\_\_\_\_\_\_\_\_\_ because\_\_\_\_\_\_\_\_****\_\_\_\_\_\_\_\_\_\_\_’s idea reminds me of\_\_\_\_\_\_\_\_\_\_\_.**  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **4 Excellent** | **3 Good** | **2 Could be Better!** | **1 Unacceptable** |
| **Preparation** | ● All reading is complete prior to beginning of discussionAnnotating Complete● Student has completed all assigned work prior to discussion, demonstrating a great deal of thought and effort | ● All reading is complete prior to beginning of discussionAnnotating Complete● Student has completed all assigned work prior to discussion | ● All reading is complete prior to beginning of discussionAnnotating Incomplete● Student has completed most of the assigned work prior to discussion | ● Reading is not completeMissing Annotating● Work is not complete*Discussion Packet not done* |
| **Participation** | ● Student contributes several times to each topic, but allows others to contribute to the discussion, too. (TEXT-BASED) | ● Student contributes at least two time to the topic (Text-based) | ● Student contributes at least one time (Text-based) | ● Student hardly ever talks OR never gives anyone else a turn to talk |
| **Quality of responses** | ● Student uses accountable talk appropriately ● Arguments are well thought out and well composed. Student gives opinions or responds to group members using text evidence or other examples | ● Student uses accountable talk appropriately ● Arguments are well thought out and well composed with little difficulty. Student gives opinions or responds to group members; often uses examples or text evidence | ● Sometimes student forgets to use accountable talk● Arguments not very well thought out or composed. Student often gives opinions, but rarely responds to others OR does not use evidence to support ideas | ● Student never uses accountable talk● No arguments were made or arguments were not well thought out or composed. Student sometimes gives opinions, but never responds to others  |
| **Respect and Manners** | ● Student always listens while others are speaking and looks at them● Student provides feedback and asks follow-up questions● Student often helps those who are struggling● Student is courteous and polite at all times | ● Student always listens when others are speaking● Student sometimes gives feedback or asks follow-up questions● Student occasionally helps those who are struggling● Student is almost always polite and courteous | ● I can’t tell if this person is listening, but he/she looks like he/she is● Student usually just answers the questions; does not respond to what others say● Sometimes student forgets to be polite | ● Student sometimes writes notes, reads, or spaces out when others are speaking● Student says rude or inappropriate things to others |
| **Reflection** | -Student demonstrates personal discussion strengths and weaknesses -Reflection shows thorough thoughtfulness and has supporting details and examples of deeper learning. -All parts of the reflection are complete and well done. -Student established strong clear goals for future learning and discussions based on the areas where they need to make more progress | -Student identifies most discussion strengths and weaknesses-Reflection shows thoughtfulness with some details and examples of learning-The reflection is complete-Student established goals for future learning and discussions | -Student identifies some discussion strengths and weaknesses-Reflection shows some details and examples of learning-The reflection is incomplete-Student established some goals for future learning and discussions | -Student did not identify discussion strengths and weaknesses-Reflection lacks or is missing details and examples of learning-The reflection is not complete-Student did not establish goals for future learning and discussions |

Scoring a Socratic Seminar:

First off, not all discussions are the same. The best discussions are TEXT-BASED, respectful, and demonstrate that each speaker is VALUING and LISTENING to the other speakers. The following represents the way I assess students, which I have found helps to ensure this happens:

Student Goal: Accumulate at least 5 discussion points. Here are ways to get discussion points (symbols are what I note down next to each student's name during discussion)

: Used text-based evidence

 : Listened (restate prior speakers point in either

 agreeing or disagreeing)

 :Used accountable talk

 : Invited another student in



 : Clarified a misunderstanding

***Public Demonstrations***

“Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has.”

***~*Margaret Mead*, U.S. cultural anthropologist (1901 – 1978)***

**Should our democracy have the power to prohibit unauthorized public demonstrations?**

In democracies, citizens can publicly complain about their government without fear of punishment. They can ask their government to changes its laws and policies. They can protest when the government refuses to listen to them. One of the most powerful ways for citizens to express their opinions about government is to join with others in a ***public demonstration***. Public demonstrations are expressions of support of or opposition to a policy or leader. They can be comprised of a single person or a crowd of millions. Demonstrators may rally, march, picket, sing songs, block roads, sit down and refuse to move, or simply wear a political sign. When people demonstrate to express their objections to laws or policies, it is called a ***protest***.

Distinguishing between the rights of citizens to assemble and the responsibility of government to maintain safety is one of the most troublesome questions of free expression in any society. It is a particularly difficult question in a democracy, where government must listen and respond to the voices of its citizens.

**Fundamental Freedom**

The gathering of people to discuss problems and voice their disapproval of the authorities is perhaps as old as government itself. Using such assemblies to protest government actions also has a long legal history, and these gatherings are crucial to other freedoms, such as speech and belief. For example, the American labor movement, the modern Civil Rights movement, and the Pro-Life movement have all used public assembly to promote their cause.

Public demonstrations are a uniquely dynamic form of expression. They enable face-to-face contact between speaker and audience, promote solidarity and mutual support among demonstrators, and let demonstrators show their dedication and support to outsiders. Because demonstrations do not require the money necessary for television shows, media campaigns, or newspaper advertising, they are favored by those with little or no economic or political power.

Article 20 of the Universal Declaration of Human Rights, adopted in 1948 by the General Assembly of the United Nations, includes the protection that “everyone has the right to freedom of peaceful assembly and association.” In the United States, the First Amendment to the Constitution states that “Congress shall make no law…prohibiting… the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.” To varying degrees, this right has been exercised by citizens and honored by governments around the world.

**An Inherently Difficult Balance**

Of course, every society needs order to function. To maintain order—and often to restrict unwanted expressions of dissent—governments have used different methods to control public demonstrations. These include requiring permits determining the time, place, and manner of assemblies; and assigning a specific role to the police in maintaining order. Where to draw the line between free expression and reasonable limits has been argued in the United States for almost a century, with no firm conclusions. As U.S.Supreme Court Justice Felix Frankfurter once wrote, the conflict between “free speech and other interests is a problem as persistent as it is perplexing” [*Niemotko v. Maryland* (1951)].

Nevertheless, the U.S. Supreme Court has developed several working principles. For example, the Court has recognized the government’s right to regulate public spaces and to maintain public order; demonstrators cannot simply take over a busy street. On the other hand, the government cannot prohibit speech simply because it does not like what is being said. If, for example, the government permits pro-government groups to rally in a public park, then it cannot deny the same rights to groups that protest the government’s actions.

**Limits on Public Demonstrations: Supporters and Opponents**

People who support prohibitions on unauthorized demonstrations say that getting a permit from the government strikes a reasonable balance between order and liberty. Requiring a permit does not mean that the government has arbitrary power to allow or prohibit a demonstration. Rather, it enables government to fulfill its duty to uphold the law impartially: everyone follows the same rules.

 Supporters also argue that a law, in order to be effective, must be able to work. If the police cannot move or regulate people from a public place, then society is at risk. For example, during the Sugar Act Protests property was damaged and there was harassment of officials. The Stamp Act protests established a pattern of action/violence against British officials that would, in some cases, even involve physical assault. Furthermore, crowds can be unstable and a peaceful demonstration can turn quickly into a violent mob. Requiring authorization creates a workable framework in which both government and demonstrators can make decisions.

Opponents of requiring pre-authorization argue that people gathered peacefully to discuss or protest an issue they do not need permission from the very government against which they may have a grievance. Any law that requires a license to demonstrate in public places represents an unfair limit on a fundamental liberty of a democratic society. The decision to grant or deny a permit is inherently political: such a fundamental freedom should not be left in the hands of a clerk. In fact, the enforcers of the laws – clerks who deny or allow permits, the police, and the military – tend to support the existing order. They work for the government. Therefore, they often oppose demonstrators who challenge the ***status quo.*** This happened in the United States during the Civil Rights Movement.

Opponents also argue that, while newspapers and television are the media of the wealthy and the powerful, public demonstrations are the media of the poor, the radical, and the marginal. Such people can hardly expect to receive the same authorizations as those who support the established order. In order to make their voices heard, they need to be able to picket, parade, and demonstrate in public places when and where necessary. The use of public places for these purposes, as long as peace and order are maintained, cannot be denied.

Supporters of government power to stop unauthorized public demonstrations counter by saying that public space does not mean lawless space. Just as every city rightfully exercises control over traffic, so too a demonstration permit is a reasonable way for the government to maintain order. The privilege of some citizens to assemble publicly to share their views must be regulated in the interest of all citizens because this is a relative, not absolute, privilege.

Supporters also note that in the age of the “instant” communication, rarely will events happen so quickly that government cannot respond in time. A permit can be reviewed and approved fast enough to meet the legitimate free expression needs of citizens. Opponents say it is unreasonable to expect demonstrators always to plan ahead. Sometimes, a news story or an official’s decision will spark an immediate reaction. It is not practical or fair to require citizens to wait. This is especially true in an age when so many people are connected through Facebook and Twitter.

Supporters say that some messages are so awful, they should not be protected. For example, in the United States of America, the Supreme Court recently upheld the right of a church group to hold hateful signs at military funerals. But more than 40 states have administrative rules that make it difficult for that controversial group to get permits. Opponents say the government should not repress unpopular expressions. They say counter-protesters can demonstrate and call attention to alternative points of view.

In short, how governments regulate public demonstrations will remain controversial wherever democracies thrive.

**Assembly:** A gathering of people; congregating in a group or crowd.

**Association:** A group of people joined together for a shared purpose.

**Counter-protesters:** People who demonstrate in opposition to others who are expressing their views in the same public space.

**Grievances:** Complaints.

**Petition:** v. Make a request of a public official.

**Protest:** The act of expressing an objection to law or policies.

**Public demonstrations:** Expressions of a group’s support or opposition to a policy or government official conducted in space belonging to the community.

**Redress:** Fix, remedy, satisfy a wrong or injury.

**Repression:** The process of having political, social, or cultural freedoms suppressed by force or threat of force.

**Status quo:** The way things are at present.

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period\_\_\_\_\_\_\_\_\_\_\_\_\_

When is public protest appropriate?

Socratic Seminar Analysis **(after discussion)**

How often did you participate and did your comments use text-based evidence?

If you did not participate in the discussion, why did you choose not to?

Did you gain a better understanding of the Electoral College from the seminar?

**Which number best describes your understanding of the focus issue? [circle one]**

1 2 3 4 5

**NO DEEPER MUCH DEEPER**

**UNDERSTANDING MUCH DEEPER**

 **UNDERSTANDING**

Did your view on the public protest change due to this discussion? In what ways?

What is your goal for the next discussion we have?

Explain at least one point/argument from the debate that you had not thought of before and “made you think” (You do not have to necessarily agree with the points/arguments)

Additional comments or suggestions for future discussions:

Terms of Argumentative Writing:

Claim: The side you take and prove in argumentative writing

Evidence: The text-based examples you used in order to reach your claim. Cite lines #’s or documents in parenthesis at the end of the sentence.

Reasoning: The BECAUSE part of writing, this is SPECIFICALLY how you explain how the EVIDENCE helped you reach your claim

Citing Evidence:

Paraphrasing or directly quoting: When you cite evidence, you either paraphrase or directly quote.

* Paraphrasing evidence means putting the evidence in your own words. You should do this whenever possible. A typical rule of paraphrasing is to change the first and last word of the quote, and make sure no two words from the original document appear next to each other.
	+ Example: If the document says “I was soon put down under the decks, and there I received such a salutation in my nostrils as I had never experienced in my life: so that, with the loathsomeness of the stench, and with my crying together, I became so sick and low that I was not able to eat.”
	+ You might say: For example, Oladuah Equiano described the smell of a slave ship being so disgusting that he was sick to his stomach (7-9).
* Direct Quotes: Direct quotes are when you cite the EXACT WORDS from the document. Only do this when the information is stated in such a way that you couldn’t possibly put it in your own words!
	+ For example: Oladuah Equiano described the dangerous conditions aboard a slave ship “This deplorable situation was again aggravated by the galling of the chains…and the filth of the necessary tubs, into which children often fell, and were almost suffocated. The shrieks of the women, and the groans of the dying, rendered it a scene of horror almost inconceivable.” (31-34)

Reasoning

Sentence starters for introducing evidence:

-For example,

-Another example from the documents

-Evidence for this can be seen…

-As \_\_\_\_\_\_\_ (author or document) shows,

-This can be seen from\_\_\_\_\_\_\_\_\_\_\_

Reasoning is how you CLEARLY link the evidence to your claim.

* + If your evidence says: For example, Oladuah Equiano described the smell of a slave ship being so disgusting that he was sick to his stomach (7-9).
	+ Your reasoning might say: Considering this evidence, it can be concluded that many slaves would be unable to hold down food during the middle passage, and might die as a result

 OR

* + Oladuah Equiano described the dangerous conditions aboard a slave ship “This deplorable situation was again aggravated by the galling of the chains…and the filth of the necessary tubs, into which children often fell, and were almost suffocated. The shrieks of the women, and the groans of the dying, rendered it a scene of horror almost inconceivable.” (31-34)
	+ Your reasoning might then say: This shows that slave children often died on the middle passage by falling into the tubs where everyone was going to the bathroom.

Sentence starters for reasoning:

-This shows -This demonstrates

-This evidence suggests -This evidence contributes

-This evidence supports -This evidence confirms

-It is apparent this evidence caused -Considering this evidence, it can be concluded…

-Based on the\_\_\_\_ it can be argued -The connection

-Hence -This proves

-This highlights

\*A good way to work on reasoning is to RANK your evidence in importance. Your EXPLANATION for why one particular piece of evidence BEST or BETTER supports your claim is your reasoning. Ranking your evidence forces you to think about the process prior to writing!

* A summary sentence goes at the END of a body paragraph. The job of a summary sentence is to wrap up the entire paragraph
	+ For example: Taken together, this evidence clearly shows the middle passage was a dangerous and often deadly journey for slaves.

Ranking activity

The following represent the arguments in favor of requiring a permit to protest AND the arguments for allowing spontaneous protest. RANK each argument or MINI-CLAIM 1-4, with a 1 being the argument that was BEST explained and supported and a 4 being the one that was the LEAST explained and supported. Also EXPLAIN what each argument means in your own words. Lastly, explain your #1 choice.

Arguments in favor of requiring a permit to protest:

\_\_\_\_\_\_ It strikes a balance between order and liberty (52-53). What this means:

\_\_\_\_\_\_Public space does not mean lawless space (79-80). What this means:

\_\_\_\_\_\_Technology allows permits to be approved quickly (84-85). What this means:

\_\_\_\_\_\_Not all messages should be allowed (91). What this means:

Why I ranked #1 that way:

Arguments in favor of spontaneous protest:

\_\_\_\_\_\_Should not need approval from government, very people you are possibly protesting (64-66). What this

 means:

\_\_\_\_\_\_Helps groups that typically are marginalized (74-76). What this means:

\_\_\_\_\_\_Demonstrators cannot plan ahead (86-87). What this means:

\_\_\_\_\_\_No type of demonstration should be repressed (94-95). What this means:

Why I ranked #1 the way I did:

**Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Period:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_#\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Rewrite the question in your own words:**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Paragraph Outline**

**Claim** (Answer the question, taking a side)

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**Evidence #1** (with citation- What document/line#’s?) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Reasoning Linking Evidence to Claim**

 (Explain the evidence and then describe how does evidence relate to whether they were captains or robbers?)

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**Evidence #2** (with citation- What Document/line #’s?)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reasoning #2 Linking Evidence #2 to Claim**

(Explain the evidence and then describe how does evidence relate to whether they were captains or robbers?)

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**Summary sentence**

(summarize the paragraph)

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Period:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_#\_\_\_\_\_\_\_\_\_\_\_\_**

**HIGHLIGHT:** You must highlight before the paragraph is turned in!

**CLAIM**-GREEN **EVIDENCE**-RED OR PINK **REASONING**-YELLOW

Final Paragraph

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**----------------------------------------------------------------------------------------------------------------------------------------------------------------**

\*\*\*Sentence Starters for introducing **Evidence:**

For example,

Another example from the documents,

According to the documents,

In documents A it states

As found on document B,

As document…states,

Evidence for this can be seen on …

\*\*\*Sentence starters for **Reasoning** or connecting evidence to claim

This shows…

This demonstrates…

This evidence suggests

This evidence contributes

This evidence supports

This evidence confirms

It is apparent this evidence caused

Considering this evidence, it can be concluded

Based on the… it can be argued that

According to…

The connection

Hence, This proves…This highlights…

|  |  |  |  |
| --- | --- | --- | --- |
| **Claim**   | **4** |  | □ Claim missing□ Reasoning unclear or does not demonstrate link to claim□ Document(s) not cited□ Evidence doesn’t support claim |
| **Evidence #1** **with citation** | **2** |  |
| **Reasoning links evidence/claim** | **5** |  |
| **Evidence #2** **with citation** | **2** |  |
| **Reasoning links evidence/claim** | **5** |  |
| **Language Choices** | **2** |  |  |
| **Total 20\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **A level** | **B Level**  | **C Level** | **D level** | **F Level** |
| **The Claim**  | Presents a clear, well-developed /strong claim.  | Presents a clear claim  | Presents a claim using I and/or with limited development  | Claim is confusing or underdeveloped. Might have used I.  | Missing claim |
| **Evidence** | Supports claim with 2 substantial, relevant, and accurate pieces of evidence. Evidence is cited. | Supports claim with 2 substantial, relevant, and accurate pieces of evidence. | Supports claim with 2 pieces of evidence. | Provides minimal, irrelevant, or insufficient evidence. | Evidence is missing |
| **Reasoning** | Reasoning linking evidence (Both pieces of evidence) to claim is sound and logical. It helps persuade the reader.  | Reasoning linking evidence (both pieces of evidence) to claim is sound | Only links 1 piece of evidence soundly to the claim | Reasoning used does not link evidence to claim | There is no clear reasoning |
| **Language Choices** | Uses sophisticated words, phrases and clauses to clarify the relationship and create cohesion btw the claim, evidence and reasoning.  | Uses words, phrases and clauses to clarify the relationship and create cohesion btw claim, evidence and reasoning | Inconsistently uses words or phrases to clarify the relationship btw claim, evidence and reasoning | Attempts once to use words or phrases to clarify the relationship btw claim, evidence and reasoning | Language choices creates uncertainty |