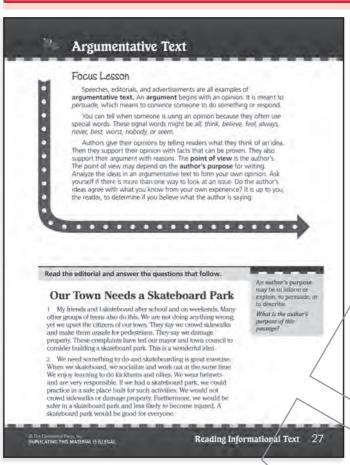


Focus Lesson: Argumentative Text



FOCUS LESSON: ARGUMENTATIVE TEXT

Title: Our Town/Needs/a Skateboard/Park

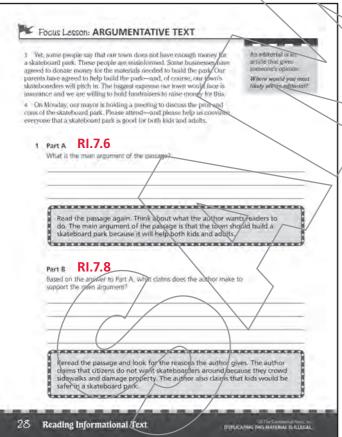
Genre: Argumentative Text Lexile® Measure: 890L

Skill Focus: Point of View, Fact and Opinion **Graphic Organizer:** Fact and Opinion Chart

Vocabulary

To help with comprehension, review these vocabulary words with students before they read the passage. Write the words on the board and keep them displayed so students can refer to them when they read independently.

insurance, pedestrians



Common Core State Standards

RI.7.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

GUIDED PRACTICE

Title: Remarks by FDR after the Attack on Pearl

Harbor

Genre: Argumentative Text: Speech

Lexile® Measure: 1190L

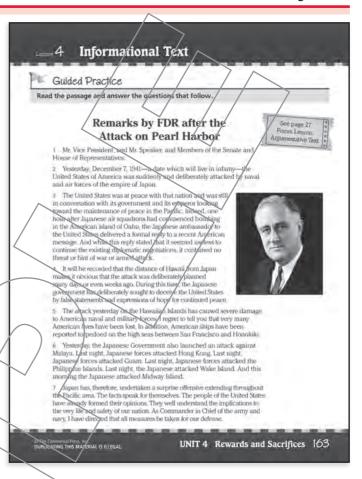
Skill Focus: Main Idea, Author's Purpose

Graphic Organizer: Main Idea/Details Chart

Vocabulary

To help with comprehension, review these vocabulary words with students before they read the passage. Write the words on the board and keep them displayed so students can refer to them when they read independently.

infamy, offensive, squadron



Common Core State Standards

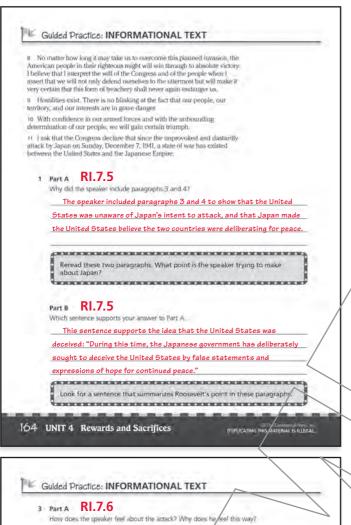
RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

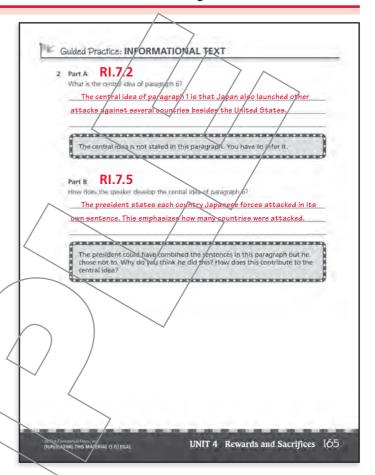
RI.7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

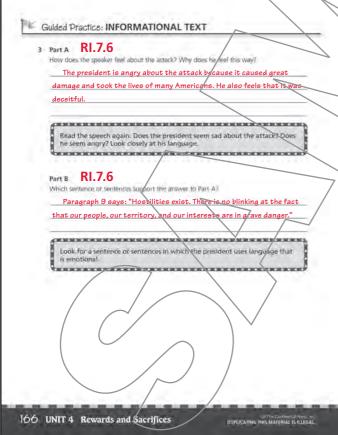
R1.7.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.



Lesson 4 Guided Practice







INDEPENDENT PRACTICE

Title: Alice Paul **Genre:** Biography

Lexile® Measure: 1130L

Skill Focus: Point of View, Main Idea

Graphic Organizer: Main Idea/Details Chart

Vocabulary

To help with comprehension, review these vocabulary words with students before they read the passage. Write the words on the board and keep them displayed so students can refer to them when they read independently.

gender, ratification, suffrage

Independent Practice: INFORMATIONAL TEXT

Alice Paul

- suffrage movement and another of the Equal Rights Amendment. She was born on annuary 11, 1885, in Mognestown, New Jersey. The product of an upper midster-class Quaker family. Paul attended Swarthr med a doctorate in social
- 2 Alice Paul joined ble women's suffrage movemen while pursuing her gradible studies in England.
 When she returned to the United States in 1910, Paul found the suffrage movement in need of new ways to capture public and press interest. In November 1912
 Paul attended the annual convention of the National American Woman Suffrage Association (NAWSA) on offered her services. NAWSA accepted her offer and made her chairman of their Congressional Committee
- That was charged with maintaining NAWSA presence in Washington, DC. Her has task was to organize a parade designed to draw attention to the suffrage magement. The event coincided with festivities surrounding the inauguration of President Woodrow Wilson. The parade nearly caused a riot to break out as angly crowds surrounded the participants. Nonetheless, the spectacle highlighted the suffrage cause at a time when the issue was before the properties of the president who will be accommon to the contraction. ing from public awareness
- IN 1913. Alice Paul and several others organized the Congr in Sla, Alice Paul and several others organized the Congressional ion (CS), later known as the National Woman's Farry (NWP). The pulys goal was ratification of a suffrage amendment to the United States postution. Until the late 1910/ NAWSA mainly worked on the state level, ey urged each state loyass/egislation permitting women to vote, Sensing Congressional Union was moving in a more radical direction, NAWSA sted the CU almost immediately following its formation.
- Over the next seven years, Paul and her followers relentlessly rsued a Constitutional Amendment. Their policy held the party in wer responsible for the Amendment's success. This differed sharply ywee essousous or me Amendments success. It is differed sharply from NAWSA's commitment to political neutrality. In the 1916 election, for example, the National Woman's Party campaigned against Wilson. Democrats in states where women could vote.
- Even World War I falled to sidetrack the National Woman's Party from suffrage campaign. Instead of calling a truce with President Wi rasists picketed his White House with signs demanding he exte

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UNIT 4 Rewards and Sacrifices 167

Common Core State Standards

- Cite several pieces of textual evidence to **RI.7.1** support analysis of what the text says explicitly as well as inferences drawn from the text.
- Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
- **RI.7.5** Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of
- **RI.7.6** Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
- Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.



Lesson 4 Independent Practice

Independent Practice: INFORMATIONAL TEXT

democracy to women. These peaceful, If aggressive, demonstrations ended with arrest and imprisonment. Behind bars, Paul and other suffragists continued their profest with a hunger strike and eventually were force fed.

7 Following adoption of the Nineteenth Amendment in 1920, which prohibited any United States citizen from being denied the right to vote on the basis of sex, Alice Paul continued to fight for women's equality. After earning a law degree in 1922, she wrote the lirst version of the Equal Rights Amendment (ERA). The National Woman's Party proposed the amendment in 1923 as a means of ending discrimination on the basis of gender. The ERA passed both houses of Congress fifty years later when a new generation of leminists took up the cause. However, three-fourths of the states failed to raiffy the amendment by the 1982 deadline. Active in the movement until her death in 1977. Alice Paul lived to see enormous change in the rights and status of American women.

1 Part A RI.7.5

Which of these best describes the structure the author uses to organize the article?

- A. descriptive
- B zhronological
- C problem-solution
- D compare-contrast

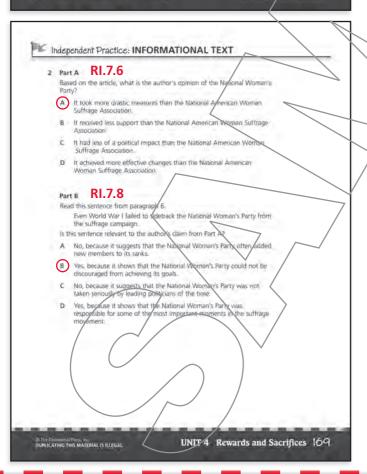
Part B RI.7.5

How does the organizational structure you selected in Part A contribute to the development of ideas in the article?

- A. It provides colorful details intended to highlight special moments in
- 8 It emphasizes the problems with the suffrage movement that were solved by Alice Paul's innovative ideas.
- (C) It shows the progression of Alice Paul's involvement in the suffrage
- It highlights the differences between Alice Paul's activism and other suffragists' commitment to political neutrality.

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- 1A Choice B is the correct answer. The author organizes the passage chronologically, listing events in the order in which they occurred. Choices A, C, and D are incorrect. The author does not use description to organize the passage. The author does not use problemsolution or a compare-contrast organizational structure.
 - B Choice C is the correct answer. By organizing the events chronologically, the author is able to show the progression of Alice Paul's involvement in the suffrage movement over time. Organizing the passage in this way shows Paul's commitment to the cause. Choices A, B, and D are incorrect. These do not explain how the chronological organization helps develop the author's ideas in the passage.
- 2A Choice A is the correct answer. The author states that the Congressional Union (later known as the National Woman's Party) "was moving in a more radical direction" and that "NAWSA ousted the CU almost immediately following its formation." Therefore, the author's opinion is that the National Woman's Party took more drastic measures than the National American Woman Suffrage Association. Choices B, C, and D are incorrect. These are not the author's opinion of the National Women's Party.
 - B Choice B is the correct answer. The fact that even a world war could not stop the National Woman's Party shows that it could not be discouraged from achieving its goals. This sentence is relevant to the author's claim from Part A that the National Woman's Party took more drastic measures than the National American Woman Suffrage Association, because it continued to campaign for the right to vote even during World War I. Choices A, C, and D are incorrect.