

PART 3

ANALYZING DETAILS

"an important new dimension to the Civil War"

OBJECTIVE:

Students learn to analyze textual detail as a key to discovering meaning.
Students read, analyze, and compare texts.



ACTIVITIES

1- ANALYZING TEXTUAL DETAIL

Students listen to and then closely read and analyze a new text.

2- ANALYZING DETAILS ACROSS TEXTS

The teacher guides and supports students in a comparative discussion of the texts.

3- EXPLAINING AND COMPARING TEXTS

Student groups develop a comparative question and individually write a paragraph using their question.

4- INDEPENDENT READING ACTIVITY

Students independently read texts using a guiding question.

ESTIMATED TIME: 3 days

MATERIALS:

Texts #1-6
Questioning Texts Tool
Analyzing Details Tool
Reading Closely Checklist
Guiding Questions Handout



ALIGNMENT TO CCSS

TARGETED STANDARD(S): RI.11-12.1 RI.11-12.2 RI.11-12.6

RI.11-12.1: 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.

RI.11-12.2: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

RI.11-12.6: Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

SUPPORTING STANDARD(S): RI.11-12.4 RI.11-12.9

RI.11-12.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

RI.11-12.9: Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.



ACTIVITY 1: ANALYZING TEXTUAL DETAIL

Students listen to and then closely read and analyze a new text.

INSTRUCTIONAL NOTES

INTRODUCE AND READ TEXT #6 ALOUD

Students now engage a new text that presents a different point of view on the topic. As before, students listen to the text with no initial context provided other than what they have already learned from their study of previous, related texts.

INDEPENDENT READING

- Students complete the first parts of the Questioning Texts Tool, selecting Guiding Questions that relate to the *author's perspective*.
- Students read the text using their Guiding Questions to focus them on relevant details they can question further.

CLASS DISCUSSION

- Lead a discussion of the text focusing on difficult sections and key academic vocabulary.
- Students should draw on details they found related to their Guiding Questions in discussion.
- Have students develop text-specific questions about key details that emerge in discussion.

RE-READING TO ANALYZE DETAILS

- Students work in groups to hone text-specific questions.
- Students use their question to analyze the text with the Analyzing Details Tool.

CLASS DISCUSSION

- Discuss the connections students have made in a final class discussion of Text #6.

TEXTUAL NOTES

Text #6, "The Emancipation Proclamation," is an essay written by Dr. James A. Burran that provides a compelling analysis of the famous pronouncement drafted by Lincoln in late 1862. The text presents students the opportunity to analyze an academic text from the perspective of an historian, complete with strong claims, multiple perspectives, background evidence, and complex sentence structures (1330L). Because the essay has many layers, students will have the chance to analyze how Burran uses transitions and connectors, develops and introduces evidence, and uses specific techniques like posing a question or contrasting details to advance a claim. Class discussion might initially focus on the first three paragraphs, which include a thesis statement and background information on slavery in the United States.

MODEL TEXT QUESTIONING SEQUENCE

Guiding Question(s):

- 1-What information/ideas are presented at the beginning of the text?
- 2- Why has the author structured the sentences and paragraphs this way?
- 3- What is the author saying about the topic or theme?

Text-specific Question(s):

- 1- How does the second sentence in paragraph 1 help organize the rest of the essay?
- 2- What purpose does paragraph 2 serve?
- 3- What does the author's use of the word "materially" in line 62 suggest about his perspective of the topic?

ACTIVITY 2: ANALYZING DETAILS ACROSS TEXTS

The teacher guides and supports students in a comparative discussion of the texts.

INSTRUCTIONAL NOTES

CLASS DISCUSSION

- Students use their notes and tools from texts #5 and #6 to discuss how each author's use of language reflects his or her perspective on the subject.
- Ask students to present evidence from the text to support their assertions, and to connect their comments to the ideas that others have shared.
- Have students take notes and annotate their text during the conversation, capturing what peers say, how their ideas are changing, or connections/ differences between texts.

TEXTUAL NOTES

The two essays provide an interesting comparison in point of view, purpose, and perspective on the abolition of slavery. Emerson, one of the foremost abolitionists, concentrates his call for abolition based on what is essentially the "right" thing to do for the "human race," although he does use strategic reasoning to help persuade his audience as well. Burran, on the other hand, is writing 150 years after the Civil War with the perspective of an historian who analyzes the basis and eventual consequences of the Proclamation, specifically how it was efficacious to the North in winning the war. Both perspective and voice offer two points of comparison for these texts.

MODEL TEXT QUESTIONING SEQUENCE

Guiding Question(s):

- 1- What do the author's words cause me to see or feel?
- 2- Who is the intended audience of the text?

Text-specific Question(s):

- 1- Both Emerson and Burran rely on historical narrative to move their essays forward. What specific details do both include in their narratives and how do they differ from one another?
- 2- Emerson calls for a "courage which dares commit itself to a principle" to abolish slavery, while Burran writes that Lincoln ended slavery to "cripple the Confederate cause by confiscating its human property." How does the language both authors use reflects their respective points of view on the topic?

ACTIVITY 3: EXPLAINING AND COMPARING TEXTS

Student groups develop a comparative question and individually write a paragraph using their question.

INSTRUCTIONAL NOTES

SMALL GROUP DISCUSSIONS

- Students work in groups using their analyses of Texts #5 and #6 to come up with a comparative question.
- Support student groups as they develop their questions.

ACTIVITY 3: EXPLAINING AND COMPARING TEXTS (CONT'D)

INSTRUCTIONAL NOTES

WRITING COMPARATIVE ANALYSES

- Students draw from their notes, tools, annotated texts, and sentences from earlier activities to construct a paragraph answering their comparative question. Paragraphs should include:
 - ⇒ The comparative question
 - ⇒ 1-2 sentences explaining their analysis of Text #5 and key supporting details
 - ⇒ 1-2 sentences explaining their analysis of Text #6 and key supporting details
 - ⇒ 1-2 sentences explaining a connection they have made between the two texts that answers their comparative question
- Students construct the paragraph by:
 - ⇒ Introducing the topic, in this case the comparison made between the texts
 - ⇒ Organizing their information to clearly and logically express their ideas
 - ⇒ Developing the topic with appropriate supporting details
 - ⇒ Linking sentences with appropriate transitional words and phrases to clarify relationships and establish coherence
 - ⇒ Using precise language and an academic (formal) style of writing.
- In small groups, students read and peer-review their comparative paragraphs
 - ⇒ Prior to submission, an optional revision may be asked of the students based on peer feedback.
- Students submit paragraphs and their supporting materials.

ACTIVITY 4: INDEPENDENT READING

Students independently read texts using a guiding question.

INSTRUCTIONAL NOTES

This reading, which sets up Parts 4 and 5 of the unit, can be done as homework or in class, with more or less scaffolding depending on how students have been doing in previous reading experiences. On their own, students read Texts # 7, 8, & 9 - topic-related texts all written in a similar genre/mode, using Guiding Questions to set up a Questioning Texts Tool. At this point, students do not need to study any of the three texts, rather simply be familiar with them, so they can prepare themselves for analyzing one of the texts through close reading in Part 4 and for leading a comparative discussion in Part 5.

ASSESSMENT OPPORTUNITIES

In Part 3, students will have:

- Completed a Questioning Texts Tool for text #6 individually and in groups
- Completed an Analyzing Texts Tool based on their own text-specific questions
- Taken part in a group discussion about connections between texts #5 and #6
- Written a paragraph explaining their analysis of Texts #5 and #6 and making connections between them.

Use these work samples to both assess how the class is doing overall in the skills of close reading, questioning, analyzing details, comparing, and explaining, and to help determine which of the three texts students might be assigned to read and analyze for Parts 4 and 5 of the unit. Thus, their paragraphs potentially serve both as formative and diagnostic assessment. As before, student discussions provide opportunities to “listen in” and informally assess their speaking and listening skills, in anticipation of Part 5.