

Teachers carefully examine their students' writing to determine the student's achievement of selected objectives, reflect on the effectiveness of their teaching, and inform subsequent instruction. They involve students in reviewing their work, and for EL students, teachers also use the CA ELD Standards to guide their analysis of student writing and to inform the type of feedback they provide to students.

Discussing

Students in grade eight continue to engage in collaborative discussions with partners and in small groups and in teacher-led discussions with the entire class. Students now pose questions that connect the ideas of several speakers. They also qualify or justify their views when warranted in light of evidence presented.

When teaching students to engage in metacognitive conversations with a piece of text, it is helpful to model talking to the text before having students work in pairs to practice. Learning to annotate a text with their thinking and sharing their annotations and strategies with their classmates provides an opportunity to engage in problem solving. Use of strategies such as Socratic seminar (Filkin 2013) invite student inquiry and deeper understanding of a text by requiring students to read, understand, and engage in discussion by continually referring to evidence from the text to support their points in conversation. Students respond to open-ended questions from the leader and listen carefully to peers, thinking critically about the questions and pull together evidence and articulate their own responses to the questions posed and respond to the comments of others in the seminar.

In Snapshot 6.10, two teachers plan and co-teach a lesson on Frederick Douglass. They help their students analyze the language of the text in preparation for a class discussion about Frederick Douglass and abolition of slavery.

Snapshot 6.10 Designated ELD Connected to History/Social Science in Grade Eight

In history class, students are learning about the origins of slavery in the U.S., its consequences, and its abolition. They learn how Frederick Douglass, an African-American writer and political activist who was born a slave in 1818, escaped to freedom and began to promote the anti-slavery cause in the nineteenth century. Throughout the 1840's and 1850s he traveled across the north delivering abolitionist lectures, writing anti-slavery articles, and publishing his autobiography about his time in slavery and in freedom.

In 1855, Douglass gave a speech to the Rochester Ladies' Anti-Slavery Society. Mrs. Wilson, the history teacher, has carefully excerpted significant selections from Douglass' speech as well as other relevant primary sources in order to help her students understand the abolitionist argument in the years leading up to the Civil War and to answer the following focus question: ***Why did Frederick Douglass believe the United States should abolish slavery?*** Mr. Gato, the school's ELD specialist, has consulted with Mrs. Wilson to help students understand Douglass' writing, which contains challenging vocabulary, complicated organization, and abstraction, such as the following quote from Douglass' speech in Rochester:

The slave is bound to mankind, by the powerful and inextricable network of human brotherhood. His voice is the voice of a man, and his cry is the cry of a man in distress, and a man must cease to be a man before he can become insensible to that cry. It is the righteousness of the cause—the humanity of the cause—which constitutes its potency.

For designated ELD time, recognizing that their EL students, who are all at the Bridging level of English language proficiency, need support in understanding this complex language in order to develop sophisticated understandings of the content, Mrs. Wilson and Mr. Gato collaboratively design lessons to meet these needs. They also recognize that the other students in the history class, many of whom are former ELs and Standard English learners, would benefit from strategic attention to language analysis. The teachers decide to co-teach a series of designated ELD lessons to the whole class. They first distribute copies of the quoted passage to the class, and read the excerpt out loud, with students following along on their copies.

Next, Mr. Gato asks the students to work in pairs to identify words or phrases in the short passage that are unfamiliar, abstract, or confusing. He has anticipated what some of these words will be (e.g., *inextricable*, *potency*) and has prepared student friendly explanations in advance. After about a minute, he pulls the class together, charts the words the class identified, and offers brief explanations, which the students note in the margins of their copies. Since some of the words are cognates in Spanish, and many of the students are bilingual in Spanish and English, he calls students' attention to those words and provides the cognate in Spanish. He also clarifies that the male pronouns *man* and *men* in the excerpt are meant to represent everyone, or all of humanity, and not just the male gender.

Mrs. Wilson and Mr. Gato then guide the students through a detailed *sentence deconstruction* activity, where they model how to code words and phrases by how they function to make meaning in the sentences. In particular, students are encouraged to clearly identify words that serve as reference devices—substitutes and pronouns that refer to people, concepts, and events in other parts of the excerpt or in their previous discussions of the Antebellum era. After modeling and explaining how to conduct this type of analysis on a different chunk of text, the teachers ask the students to work in pairs to practice doing the same analysis on the excerpt from Douglass's speech at Rochester. An example of the whole group debrief, following the pair work, is provided below:

Text:	Analysis: What do the bolded terms in the text refer to?
The slave is bound to mankind , by the powerful and inextricable network of human brotherhood.	-men and women in slavery -all people, humanity
His voice is the voice of a man ,	-the slave's voice -all people, humanity
and his cry is the cry of a man in distress ,	-the slave's cry or call for help - <i>man</i> and <i>mankind</i> —all people, humanity in distress
and a man must cease to be a man before he can become insensible to that cry	-slave owners or people who support/don't fight against slavery -the cry of the slave in distress, but also all people in distress
It is the righteousness of the cause—the humanity of the cause—	-linking the <i>righteousness</i> and <i>humanity</i> of <i>the cause</i> with how powerful it is (potency) -the cause is the abolition of slavery -the righteousness and humanity of the cause is what makes it or <u>causes</u> it to be powerful
which constitutes its potency .	-the power or potency of the cause (abolition of slavery)

As Mr. Gato leads the class to complete the chart together, using the chart they completed in pairs, he also asks them to suggest where he should draw arrows to connect the referring words to their antecedents. Throughout this discussion, there is much negotiating as students grapple with the meanings in the text and with persuading their peers what the meanings are. Mr. Gato encourages this discussion about the text, and he prompts the students to provide evidence to support their ideas. In addition to unpacking the literal meanings in the excerpt, Mr. Gato asks the students to discuss in triads the following question:

"Why did Douglass repeatedly use the word 'the man' to describe slave men and women?"

After lively small group discussions and then a whole group debrief, students are encouraged to develop their own interpretations using evidence from the text as well as their previous study of the antebellum era to answer the question. Some students believe that Douglass wanted to remind the white ruling class that men and women in bondage were human and hoped to connect the suffering of slaves to humanity's struggles. Others suggest that Douglass was using the same rhetorical tool as the founding fathers, who often used the term, *man* to encompass everyone. Other students argue that since women did not have the same rights as men in 1855, Douglass focused his appeal on male citizens – those who could vote and make laws. During the whole group discussion, Mrs. Wilson and Mr. Gato guide students, through posing probing questions, to fully grasp Douglass' use of imagery (e.g., a man in distress, his cry) to persuade his listeners. The class then deconstructs other sections of the text in order to develop even more nuanced understandings of Douglass' writing and ideas. After examining a few other excerpts from the speech, the teachers ask the students to discuss, first orally and then in writing, the focus question:

Why did Frederick Douglass believe the United States should abolish slavery?

Mr. Gato and Mrs. Wilson find that having students grapple both with basic comprehension of short excerpts and larger questions about Douglass's intent and its relationship to our national history supports deeper understandings of specific texts and also provides them with methods for approaching other historical texts.

CA ELD Standards (Bridging): ELD.PI.8.1,6a,8,11a; ELD.PII.8.2a

CA CCSS for ELA/Literacy: RH.6-8.1,2,4,6,8-10

Related CA HSS Content Standards:

8.7.2 Trace the origins and development of slavery; its effects on black Americans and on the region's political, social, religious, economic, and cultural development; and identify the strategies that were tried to both overturn and preserve it (e.g., Through the writings and historical documents on Nat Turner, Denmark Vesey).

8.9 Students analyze the early and study attempts to abolish slavery in to realize the ideals of the Declaration of Independence.

8.9.1. Describe the leaders of the movement (e.g., John Quincy Adams and his proposed constitutional amendment, John Brown and the armed resistance, Harriet Tubman and the Underground Railroad, Benjamin Franklin, Theodore Weld, William Lloyd Garrison, Frederick Douglass).

8.9.2 Discuss the abolition of slavery in early state constitutions.

8.9.4. Discuss the importance of the slavery issue as raised by the annexation of Texas and California's admission to the union as a free state under the Compromise of 1850.

8.9.6. Describe the lives of free blacks and the laws that limited their freedom and economic opportunities.

Sources and Resources:

- Snapshot adapted from The California History-Social Science Project, University of California, Davis.
- Primary Source: Douglass, Frederick. "The Anti-Slavery Movement." Rochester Ladies' Anti-Slavery Society. Rochester, New York, 1855. Rochester, New York: Lee, Mann and Co., Rochester, NY. Source: Library of Congress, Manuscript / Mixed Material Division, <http://www.loc.gov/item/mfd000384>.

Presenting

Students in grade eight continue to present claims and findings in argument, narrative, and response to literature presentations. Specifically in grade eight, students plan and deliver a narrative that mirrors many of the qualities of writing narratives (SL.8.4a). They integrate multimedia and visual displays into their presentations to strengthen claims and evidence and add interest (SL.8.5).