

## Week Sixteen: Identifying and Explaining Evidence

**Weekly Focus:** Comprehension  
**Weekly Skill:** Identifying and Explaining Evidence

**Lesson Summary:** Today students will be introduced to the new essential question, “When is it important to challenge tradition?” They will also practice identifying and explaining evidence. This will greatly aid in writing the Extended Responses for the GED RLA and Social Studies tests.

**WARNING:** This autobiographical story of a woman's experience with challenging tradition includes a brief, yet graphic mention of this woman's female circumcision.

**Materials Needed:** Dictionaries, Computer and Projector, Spoken Word Video, Essay #4 Prompt, NPR Audio Recording, TED Radio Hour Worksheet, Writing Exercise: Identifying and Explaining Evidence

**Objectives:** Students will be able to...

- Begin considering the essential question “When is it important to challenge tradition?”
- Comprehend an audio recording and record answers to questions
- Practice identifying and explaining evidence as a basis for writing an Extended Response

**Common Core Standards Addressed:** W.11-12.2., W.11-12.4, W.11-12.5., W.11-12.10.

### Notes:

This week will begin an introduction to a new topic. Encouraging student engagement with the prompt this week will greatly affect student participation in the weeks to come. As much as possible, encourage student leadership in these activities, especially from veteran students.

**Activities:**

<b>New Student Orientation/Returning Student Testing:</b>	<b>Time: 90 minutes</b>
<ul style="list-style-type: none"> <li>• Returning students should TABE test</li> <li>• New students should go through New Student Orientation</li> </ul> <p style="text-align: center;"><b>Break: 10 minutes</b></p> <ul style="list-style-type: none"> <li>• ALL students will reconvene for class after break.</li> </ul>	

<b>Icebreaker Activity and Classroom Expectations</b>	<b>Time: 15 minutes</b>
<ul style="list-style-type: none"> <li>• Have each student stand and say his/her name and one word that describes him/her. Encourage each student to participate.</li> <li>• Go over classroom expectations.</li> </ul>	

<b>Warm-Up: Introduction to Essential Question</b>	<b>Time: 30 minutes</b>
<p><b>1) Introduction to New Essential Question:</b> Hand-out Essay 4 Writing Prompt. Read through together. Next, divide students into groups and have each group look up a definition of "tradition." Share these definitions with the class, making sure to discuss how traditions can be both positive and negative.</p> <p><b>2) Examination of Traditions:</b></p> <ol style="list-style-type: none"> <li>1) Show spoken word video. Discuss the different types of traditions that the poet mentions. Are these positive or negative traditions? What is the relationship between traditions and stereotypes?</li> <li>2) Give each group a piece of poster-paper. Have them divide it into three sections and then label each section with the following: Personal Traditions, Group Traditions, National Traditions. Do the same on the board.</li> <li>3) Go over what each of these headings mean (Groups can mean anything from churches to schools to ethnicities, etc.) and then, as a class come up with possible traditions. Model listing at least one tradition for each in front of the class. An example might be <b>Personal:</b> Getting up late every morning, Having Thanksgiving dinner at Aunt Bertha's <b>Group:</b> Catholics taking communion, Muslim women wearing hijabs <b>National:</b> Democratic party voting liberally on social issues, Fourth of July fireworks, women earning less than men. Next, in groups, have students list as many traditions as they can think of under each heading.</li> <li>4) Share these traditions with the class and ask which traditions they feel are important to keep and which they'd like to see changed.</li> </ol>	
<b>Writing Activity: Identifying and Explaining Evidence</b>	<b>Time: 60 minutes</b>

**WARNING:** This autobiographical story of a woman's experience with challenging tradition includes a brief, yet graphic mention of this woman's female circumcision.

Please warn your students **before completing** this activity by saying something similar to the following: "This story about a Kenyan woman who challenges gender and education traditions of her culture. At one point, she briefly describes her circumcision. It's short, but if there's anyone who will find it too upsetting to listen to, you can step out for a moment."

If students do not know what circumcision is, you may say something like, "If you are circumcised, a part of your private parts are cut off. It has been common among boys for health reasons to cut off extra skin. However, the circumcision of girls stems from a cultural practice—not associated with any religious group—and is quite painful and done to promote sexual purity. Many around the world believe it is unnecessary and a violation of rights."

- 1) Hand out the TED Radio Hour Worksheet to each student.
- 2) Play the NPR news story, "Can One Girl Challenge the Traditions of Her Village?"  
 Instruct students to write down answers to the questions as they listen to the radio broadcast.
- 3) Have students work in pairs to compare answers and discuss what they heard.
- 4) Go over answers to the questions as a large group.
- 5) Next, hand out the Writing Exercise: Identifying and Explaining Evidence worksheet.
- 6) Explain the three terms in the columns one at a time by **FIRST ASKING STUDENTS** what they think each term means in the context of writing. Then, give them the following explanations:
  - a. **Evidence:** an excerpt or idea from the text that helps prove a point
  - b. **Warrant:** the justification—or the reason—for using a particular piece of evidence
  - c. **Counter Argument:** the address of what an opposing view might say or did say in the article. Addressing counter arguments will make your argument **STRONGER**. This is a crucial element for the RLA test.
- 7) Read the question at the top of the worksheet and do an example together. (Two examples are included on a teacher worksheet below.)
- 8) Have students work in pairs to complete the worksheet, identifying as many pieces of evidence as they can.
- 9) Wrap up the activity by soliciting a few answers from different pairs. **Then, remind students that being able to identifying evidence, providing a warrant for using it, and addressing counter arguments are essential to argumentative writing.**

**Extra Work/Homework:**

**Time:**

Have students use the completed Writing Exercise: Identifying and Explaining Evidence worksheet to create a written response on a separate sheet of paper.

Differentiated Instruction/ELL Accommodation Suggestions	Activity

## ESSAY #4

**Prompt D:** When is it important to challenge tradition? Choose the author from this unit that you believe **best articulated** the importance of challenging the tradition about which they wrote. **Use textual evidence to support your argument.**

## TED Radio Hour Worksheet

1. What constituted a “perfect wife” in Kakenya’s village?
2. What dream did Kakenya have?
3. In what ways did Kakenya challenge the traditional role of women in her village?
4. What effect did Kakenya have by challenging tradition?

“Yes, you might be orphaned, you might be disabled...**it doesn’t matter your background.**  
What matters is what you take from the opportunity you are given—where you go with that.

I want to challenge you today to **be the first** because people will follow you. **Be bold!**  
**Stand up! Be fearless! Be confident!** Move out, because as you change your world, you are  
going to change your community. You are going to change your country. And think about  
that. If you do that and I do that, aren’t we going to create a better future for our children,  
for your children, for our grandchildren? ...***We will live in a very peaceful world.***”

~Kakenya Ntaiya

## TED Radio Hour Worksheet—Answers

1. What was considered a perfect wife in Kakenya's village?

***The perfect wife was a woman who tended to the house, cooked, cleaned, milked cows, was circumcised, and did NOT go back to school.***

2. What dream did Kakenya have?

***Kakenya dreamt of being a teacher and making a difference for the women in her community.***

3. In what ways did Kakenya challenge the traditional role of women in her village?

- **Going to college in the United States**
- **Seeking support from the village to go to school**
- **Advocating for a better life for the women in her village**
- **Voicing her opinion of female genital mutilation**
- **Starting a school for girls in her village**

4. What effect did Kakenya have by challenging tradition?

- **The chief of her village is a member of the school board.**
- **150 girls attend her school; these girls have not been mutilated or married off at an early age.**
- **She worked with tribal elders to have the practice of female genital mutilation end.**

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~Kakenya Ntaiya

## Writing Exercise: Identifying and Explaining Evidence

What evidence in Kakenya's story supported the position that the tradition of female genital mutilation has negative consequences?

<b>Evidence</b> <i>(From the TEXT/SOURCE)</i>	<b>Warrant</b> <u>How</u> does this evidence support her point? <i>(In your own words)</i>	<b>Counter Argument</b> Could/Did someone disagree? <i>("Even though this person said...")</i>

**Writing Exercise: Identifying and Explaining Evidence-EXAMPLE**

What evidence in Kakenya's story supported the position that the tradition of female genital mutilation has negative consequences?

<b>Evidence</b> <i>(From the TEXT/SOURCE)</i>	<b>Warrant</b> <u>How</u> does this evidence support her point? <i>(In your own words)</i>	<b>Counter Argument</b> Could/Did someone disagree? <i>("Even though this person said...")</i>
Kakenya was a little girl with big dreams. However, the ceremony of becoming a woman was traditionally the beginning of a little girl becoming a wife.	This evidence shows that little girls were raised to be good wives. Dreams, goals, and other talents of little girls besides becoming a wife were traditionally not valued.	People in her village disagreed that this was a negative tradition. Other people may also believe that it is up to each culture to decide what is right and wrong, and that female genital mutilation is not a negative tradition.
Kakenya said she was lucky that she did not die.	This shows that the practice of female circumcision is very dangerous. Many girls die because of extreme blood loss or infection.	Supporters of this tradition may argue that the risk of losing a little girl is a sacrifice that needs to be made to keep this important, cultural practice alive.