

Week Nine: Language and Power

Weekly Focus: Response with Evidence
Weekly Skill: Evaluating Reasoning and Evidence

Lesson Summary: This week students will explore the connection between language, power, and independence. They will work individually and in groups to identify types of evidence and then attempt to use evidence effectively in an argument. Finally, we will return to this unit's essential question: "What does Independence Mean?" through a full-class discussion.

Materials Needed: Notecards, Whiteboard and markers or Document Camera, Types of Evidence handout, Language Quotes, Language Quotes Instructor Copy, Group Presentation Roles and Paragraph, Fishbowl Discussion, Lost Languages article (homework only)

Objectives: Students will be able to...

- Articulate the importance of evidence as used in an argument
- Identify three types of evidence
- Use evidence to support an argument in both a verbal and written format
- Critically discuss the connections between language, power, and independence

Common Core Standards Addressed: [CCSS.ELA-Literacy.W.11-12.1](#), [32D9C8830A6C4fd5B715A1DFFC4D4BA4](#)

Notes: This activity will be difficult for several students, particularly lower-level students. Make sure that they understand that we will continue to work with evidence throughout the class, and that they are not expected to know everything right away.

Also, please note that there are a couple of instances where students are asked to supply their own thoughts on the topic or to supply an example from their own experience as evidence. While this is not textual based evidence, it does illustrate the concept of how evidence is used, which is very important. There are also parts of the assignments that ask for textual based evidence.

On the Social Studies test, the prompt will ask students to analyze the textual evidence as well as incorporate prior knowledge they have of the time period/topic into their response. Addressing both of these components will increase their scores. This is why building **some** content knowledge and familiarity—**not memorization**—is so important in the Social Studies class.

Week Nine: Language and Power

Activities:

Warm-Up/Review: Journaling and Discussion

Time: 20 minutes

What is Evidence? Can you give an example of when someone would use evidence outside of the classroom? In the classroom? Write these questions on the board, and have students free-write for five minutes and as they come in to try to answer them. Share some answers with the class, and then use this discussion as a lead-in to what you'll be talking about today: Evidence in Writing. Talk about what this is and why it's important.

Activity 1: Types of Evidence Introduction

Time: 40 minutes

Introduction:

- 1) Hand out types of Evidence Sheet.
- 2) With the students come up with an opinion topic that might need to be supported with evidence. For example: "The school should have a daycare center" or "GED Social Studies class should be three hours instead of two."
- 3) Write your new class "claim" on the board, reviewing what a claim is.
- 4) Go through the Types of Evidence worksheet as a class. As you do so, pause after each type of evidence and ask students to pair-share ideas for evidence of this type that they might use to support the class claim. Come back together to share as a class and write these ideas on the board, discussing if they would or would not be effective.

Practice:

- 1) Have students divide into pairs to work.
- 2) Cut up a "Quotes and Examples" sheet for each pair before class. Mix these up and hand each pair a set.
- 3) Hand each pair three note-cards. Have the pairs label each note-card with a type of evidence that we discussed (Story or Example, Expert Opinion, Fact or Statistic).
- 4) Write the new topic on the board: "Language is power." Tell students that the piles you've given them contain different kinds of evidence that could be used to support an argument about this topic. Have students work together to divide evidence into correct types and position them under their 3 note-cards.
- 5) Go over as a class.

Break: 10 minutes

Activity 2: Practice Verbally Using Evidence

Time: 50 minutes

- 1) Reintroduce the topic by asking the class a question: "Does language give you power?" Write this on the board.
- 2) Divide students into groups of 4. Tell students that based on what they've read, they will work to present an effective oral argument on this unit's essential question. Each member of the group will present a different section of the argument. They will present the argument orally just as they would write it in a paragraph. There will be an introduction with a claim, evidence, and a conclusion. This means that everyone will speak.
- 3) Hand out Oral Argument Role sheets. Have each student choose a role. Stress that although they each have a role, they are working together to create a cohesive argument. This means that they should help each other and practice presenting to make sure that the argument comes together effectively. Each group will have a 3 minute time

Week Nine: Language and Power

limit for presentation.

- 4) For the fact, statistic, or opinion evidence, students may draw from the quotes, facts, and statistics from the previous activity. The personal experience should come from their lives.
- 5) Give groups 20 minutes to prepare and then have each group present.
- 6) Finally, have groups come back together and have each student write their group's argument in paragraph format, using the open-ended paragraph provided or a structure similar to it. (Note: If there is not enough time to do this in class, students may complete this as homework.)

Wrap-Up: Fishbowl Discussion

Time: 20 minutes

Conduct a Fishbowl Discussion asking this question: "What connections can you make between language and independence?"

Extra Work/Homework:

Time:

Have students read the "Lost Languages" article and then write an answer to this question: "Should Native American Languages be preserved? Why or why not?" **using evidence from the article to support their opinion.**

Week Nine: Language and Power

THREE TYPES OF EVIDENCE

STORY OR EXAMPLE	What is it?: A story or example used to support your point. This story or example can be something that happened to you or to someone else, but it MUST RELATE directly to your claim.
	What to watch out for: If you tell a story or give an example that is off topic or does not relate to your claim, it will not be effective. Also, if your story is too general, it will not be effective.
	How to use it effectively: Be sure to use an example or tell a story that is on-topic. Then, explain how your example connects to your claim. Finally, be as specific as possible in your description, creating a clear picture through your words for the audience.
EXPERT OPINION	What is it?: The opinion of someone who is considered an expert on the topic that you are discussing used to support your claim. This may take the form of a quote, paraphrase, or summary of the expert's opinion.
	What to watch out for: Be careful not to just give an expert's opinion without connecting it to your thesis.
	How to use it effectively: Introduce your expert's opinion by giving information about who the expert is and where you found his or her opinion. Then, either after or before you give the opinion, explain why it is important. Tell your reader how this opinion helps support your claim.
FACTS OR STATISTICS	What is it?: A fact or statistic that provides information to support your claim. You may find a fact or a statistic in an article, or you might find it in the form of a graph, chart, or other visual.
	What to watch out for: Make sure that you are giving the right fact or statistic. Always check your source to see if it is trustworthy, and make sure the information you've found is reliable and up to date.
	How to use it effectively: Put the fact or statistic into context. This means, explain where it is coming from to your readers and then explain how it links to your claim. Why should your reader be paying attention to this statistic or fact?

Week Nine: Language and Power

Language Quotes, Facts, Statistics, and Examples

<p>"The limits of my language means the limits of my world."</p> <p>-Ludwig Wittgenstein, Austrian philosopher of language</p>	<p>"A riot is the language of the unheard."</p> <p>-Martin Luther King, civil rights activist and Nobel Peace Prize winner</p>
<p>When she first moved to America, Fatima didn't understand any English, and this made communicating difficult. One time, her little girl was sick. Fatima went to the neighbor's house to ask if she could use the phone to call a doctor. However, the neighbor didn't understand what she was saying and shut the door in her face.</p>	<p>"If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart."</p> <p>-Nelson Mandela, former South African president and Nobel Peace Prize Winner</p>
<p>The benefits of learning a foreign language can overflow into other academic areas as well. Studying a new language requires the development of a variety of skills that can be useful in and out of the classroom.</p> <p>-from a newspaper article titled "Many Benefits come from Learning a Foreign Language"</p>	<p>"Learning another language enables students to see the world through a new lens," says Baggaley. "The human race no longer lives in secluded homogeneous groups, but as a world community. Developing skills in understanding, appreciating and even participating in some aspects of another culture is paramount to success in our day."</p> <p>-Alan Baggaley, Spanish teacher. Taken from newspaper article "Many Benefits come from Learning a Foreign Language"</p>
<p>Whether companies are conducting business overseas or trying to grab a larger market share at home, employers are increasingly seeking out bilingual workers or people with the ability to speak and communicate in more than one language.</p> <p>-From AOL newspaper article "Why it Pays to be Bilingual"</p>	<p>Being bilingual, it turns out, makes you smarter. It can have a profound effect on your brain, improving cognitive skills not related to language and even shielding against dementia in old age.</p> <p>-From New York Times Article "Why Bilinguals are Smarter"</p>

Week Nine: Language and Power

When Frank got out of prison, he applied to work at a local sales firm. He was very good at working with people, and he had a talent for selling things. However, he had never learned to write “academic” English. When he applied for the job, the boss asked him to write a sales pitch for a new product. Frank was unable to complete the task, and the boss hired someone else who actually didn’t have as good of ideas as Frank but who was able to write the sales pitch in a traditional and professional manner. The boss lost out on a person who could have been his best worker that day, simply because he and Frank did not communicate in the same formal language.

Week Nine: Language and Power

Language Quotes, Facts, Statistics, and Examples (Instructor Copy)

<p>"The limits of my language means the limits of my world."</p> <p>-Ludwig Wittgenstein, Austrian philosopher of language</p> <p>Expert Opinion</p>	<p>"A riot is the language of the unheard."</p> <p>-Martin Luther King, civil rights activist and Nobel Peace Prize winner</p> <p>Expert Opinion</p>
<p>When she first moved to America, Fatima didn't understand any English, and this made communicating difficult. One time, her little girl was sick. Fatima went to the neighbor's house to ask if she could use the phone to call a doctor. However, the neighbor didn't understand what she was saying and shut the door in her face.</p> <p>Example/Story</p>	<p>"If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart."</p> <p>-Nelson Mandela, former South African president and Nobel Peace Prize Winner</p> <p>Expert Opinion</p>
<p>The benefits of learning a foreign language can overflow into other academic areas as well. Studying a new language requires the development of a variety of skills that can be useful in and out of the classroom.</p> <p>-from a newspaper article titled "Many Benefits come from Learning a Foreign Language"</p> <p>Fact (can be checked for veracity)</p>	<p>"Learning another language enables students to see the world through a new lens," says Baggaley. "The human race no longer lives in secluded homogeneous groups, but as a world community. Developing skills in understanding, appreciating and even participating in some aspects of another culture is paramount to success in our day."</p> <p>-Alan Baggaley, Spanish teacher. Taken from newspaper article "Many Benefits come from Learning a Foreign Language"</p> <p>Expert Opinion</p>
<p>Whether companies are conducting business overseas or trying to grab a larger market share at home, employers are increasingly seeking out bilingual workers or people with the ability to speak and communicate in more than one language.</p> <p>-From AOL newspaper article "Why it Pays to be Bilingual"</p> <p>Fact (can be checked for veracity)</p>	<p>Being bilingual, it turns out, makes you smarter. It can have a profound effect on your brain, improving cognitive skills not related to language and even shielding against dementia in old age.</p> <p>-From New York Times Article "Why Bilinguals are Smarter"</p> <p>Fact (can be checked for veracity)</p>

Week Nine: Language and Power

When Frank got out of prison, he applied to work at a local sales firm. He was very good at working with people, and he had a talent for selling things. However, he had never learned to write “academic” English. When he applied for the job, the boss asked him to write a sales pitch for a new product. Frank was unable to complete the task, and the boss hired someone else who actually didn’t have as good of ideas as Frank but who was able to write the sales pitch in a traditional and professional manner. The boss lost out on a person who could have been his best worker that day, simply because he and Frank did not communicate in the same formal language. **Example/Story**

Week Nine: Language and Power

Oral Argument Presentation Group Roles

Note: Each group member should help the other group members with every part of the presentation as needed. However, the person assigned to each role will have the primary responsibility of presenting that piece of the argument to the class. Work as a group!

Introduction/Claim Sculptor

This person should, with input from the rest of the group, **develop a claim about the topic** that adequately captures the group's opinion and can be supported with evidence. They should then give **a brief introduction/roadmap of the group's main points**.

Evidence Connector 1: Fact, Statistic, or Expert Opinion

This person will **choose one fact, statistic, or expert opinion** that will support the group's claim. The person will then **connect it to the claim** by explaining how it works to support it. (For example, "This means...")

Evidence Connector 2: Personal Story Connector

This person will **think of one story or example (from their own experiences)** that will support the group's claim. The person will then **connect it to the claim** by explaining how it works to support it. (For example, "This means...")

Concluding Statement Sculptor

This person will **summarize the group's main points** and then find a way to **restate the claim** in a new way. The person may also choose to wrap up the entire argument by explaining why this topic is important.

Week Nine: Language and Power

Does Language Give People Power?

Language (does/does not) give people power. One example of how language (does/does not) give power is _____

_____.

This shows the connection between language and power because _____

_____.

Another example that shows that language (does/does not) give someone power is

_____.

This example shows that _____

_____.

In conclusion, _____

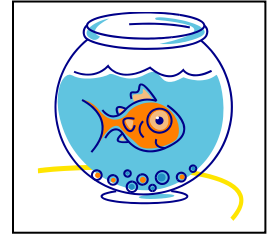
_____.

Week Nine: Language and Power

FISHBOWL DISCUSSION RULES

About: The Fishbowl discussion model is a great way to allow your students control of their classroom. It also encourages active listening and student leadership.

Guidelines: The instructor should fall to the background for this discussion model. He or she should be available to step in if necessary, but as much as possible, should remain as an observer and not a participant in the conversation.



Rules for Discussion:

1. Before the discussion begins, have students prepare two questions or thoughts about the day's reading or topic and then write them on a note-card.
2. Have students form two circles with their chairs, one in the middle, one on the outside. Students should bring their note-cards with them to the circles.
3. Choose a student facilitator. This person's role is to keep the discussion going and to make sure all student voices are heard.
4. Before the discussion begins, remind students of the fishbowl discussion rules: students will be responsible for keeping the discussion alive for a full ten minutes, only students in the inner circle may talk, and students on the outside of the circle can't talk but should take notes about discussion points that spark their interest, raise questions, etc. These students will have a chance to join the discussion very shortly.
5. Have the student facilitator begin the discussion by sharing his or her note-card question or comment with the group.
6. **Discuss for ten minutes. At the end of ten minutes, "open the circle" to allow the outside group to comment. Switch the groups, having the inner-circle move to the outside and the outside-circle move to the inner one. Repeat the process.**
7. As a wrap-up, divide students into groups of three or four (try to mix circles). Ask them what one thing they will take away from the day's discussion. Have students share their answer with their group.