

**A Close Reading Model Lesson with Student Supports:  
Learned Hand's "I am an American Day Address" (1944)**

## Purpose

The student supports in this document were developed by the Rhode Island Department of Education. They accompany the Close Reading Model Lesson for Learned Hand’s “I am an American Day Address” (1944) developed by Achieve the Core.<sup>1</sup> The purpose of the supports is to enable students with different learning needs to benefit from the opportunity for close analytic reading of this complex text. Reader and task considerations make this a more complex text for such students than it is for the typical range of their peers.<sup>2</sup> The supports provided here, however, do not take away the students’ responsibility for reading the text. As Bunch, Kibler, and Pimentel state: “Leveraging students’ existing background knowledge, and building new knowledge, can be accomplished in a number of ways before and during a lesson or unit of study—without preempting the text, translating its contents for students, telling students what they are going to learn in advance of reading a particular text, or ‘simplifying’ the text itself.” Therefore, even with these supports, students are expected to grapple with the text and do the work of close reading with as much independence as possible.

## How to Use this Resource

The left-hand column(s) is the original close reading lesson. The right-hand column of the Close Reading Model Lesson is headed **Student Supports**; it includes or references all student supports provided in the document. A set of additional text-dependent questions for scaffolding students’ reading is included within this column. Other supports, because they were too lengthy to fit in the column, appear at the end of the document in a section titled Extended Student Supports (ESS). Annotations in the right-hand column of the Close Reading Lesson link to the supports in the ESS by page number.

The Extended Student Supports include:

- I. Overall Recommendations:
  - Create a Context for the Lesson
  - Teach and Practice Routines for Reading Closely
- II. Vocabulary Resources
- III. Activities
  - Preparing the Learner (two days preceding the close reading lesson)
  - Interacting with the Text (supports for students during the lesson)

---

<sup>1</sup> The original model lesson can be found at [www.achievethecore.org](http://www.achievethecore.org).

<sup>2</sup> For more information on how reader and task considerations impact text complexity, refer to Appendix A of the CCSS.

### **Note on the Scaffolded Questions for “I am an American Day Address”**

The text-dependent questions that appear in the original close reading model lesson for “I am an American Day Address” focus primarily on deeper meaning, craft, and inter-textual relationships. They often assume that students have been able to figure out what the text says from initial readings, and they begin by asking students to tackle, with some independence, challenging text-dependent questions about deeper meaning and the speaker’s decisions about craft and structure. The *Student Supports* in this document include an additional set of text-dependent questions that are scaffolded for students who are not at this level of readiness. These scaffolded questions are interspersed with the original questions; some replace an original question with one that leads to the same goal but provides more support for reaching it. The “scaffolded questions” (labeled SQ) are primarily of two types. Many focus on what the text says. The text is at a high level of text complexity, and the purpose of these questions is to ensure that the students have a basic comprehension of it. Other of the scaffolded questions focus on higher levels of how the text works - its rhetoric and organization, for example - and on what it deeply means. They differ from the original questions, however, in that the scaffolded questions include within them more of the information that the student needs to arrive at an answer. In cases where students could not grasp the depth of the speaker’s meaning because of the complexity of the vocabulary, concepts, or language structures, the scaffolded questions provide help with these elements, often by rephrasing or explaining part of the text within the question. This high level of support is provided for students who would be unable to access the text and participate productively in discussions without it. Whenever students are able to struggle productively with the text without this level of support, the teacher should use the scaffolded questions selectively or edit them to eliminate some of the wording that students could manage without.

Original questions are numbered in parentheses, for example (1). Scaffolded questions are labeled SQ before the number, for example (SQ1). Each set of questions is numbered independently; annotations within the *Student Supports* right-hand column make clear the recommended order in which original and scaffolded questions would be used.

## **Unit Summary**

This unit has been developed to guide students and instructors in a close reading of Learned Hand’s “I am an American Day Address” from Appendix B of the Common Core Standards. The activities and actions described below follow a carefully developed set of steps that assist students in increasing their familiarity and understanding of Hand’s speech through a series of text-dependent tasks and questions that ultimately develop college and career ready skills identified in the Common Core standards. This unit is recommended as an activity for a “Great Conversation” Module and can be taught in two days of study and reflection on the part of students and their teachers. A third day or more could be added if the time is needed or extension activities are desired.

### **Day One: Faith in Freedom**

- Activities
  - Students silently read Hand’s address and then the teacher reads the text aloud while students follow along. Teachers should reverse the order here if they feel their students need the benefit of hearing the text *while following along* first.
  - Students answer guiding questions and perform activities in order to grasp the first paragraph of Hand’s Address.
- Standards Covered
  - The following CCS standards are the focus of Day One: RI.11-12.1-6 & 8-9; W.11-12.1 & 4.
- Homework
  - Students create an outline of the first paragraph of Hand’s Address and reread the second paragraph.

### **Day Two: The Spirit of Liberty**

- Activities
  - Students answer guiding questions and perform activities regarding the second paragraph of Hand’s address.
- Standards Covered
  - The following CCS standards are the focus of Day Two: RI.11-12.1-6 & 8-9.

### **Rationale for Day One and Day Two Activities**

- Learned Hand’s text provides students with an excellent opportunity to closely read a text and unpack its rich meaning. The process articulated below leads students through a careful analysis of the address while fostering critical thinking and independence. The questions asked and activities performed task students with analyzing Hand’s meaning while uncovering the structure of his address.

### **Cumulative Assessment**

- Students write a comparative essay using Hand’s address and another text.

### **Appendix A: Norman Rockwell’s “Four Freedoms”**

### **Appendix B: Langston Hughes’ “Let America Be America Again”**

## **Student Supports**

Overall recommendations for creating a context for close reading can be found in Extended Students Supports (ESS) p. 1: Create a Context for the Lesson.

### **Unit Summary:**

In order to provide this population of students with the necessary supports, this lesson requires at least 5 days of instruction. Added time will be needed for pre-teaching vocabulary.

The Student Support Schedule (SSS) provides additional days for instruction. The content aligns with the general instruction; however, the sequence of days will differ based on the additional time provided.

### **Pre-Teach Vocabulary:**

Prior to reading, select and teach words using Vocabulary Resources, ESS p. 2.

### **Preparing the Learners:**

SSS Days 1, 2, part of 3: Choose from Activities #1-3 found in ESS beginning on p. 7. Additional time may be needed depending upon the needs of the students.

### **Interacting with the Text (Close Reading):**

SSS Day 3: 1<sup>st</sup> Paragraph, Sections 1-2 and choose from Activities #4-7 in ESS beginning on p. 19.

SSS Day 4: 1<sup>st</sup> Paragraph, Sections 3- 4; and 2<sup>nd</sup> Paragraph, Section 1 and Activity #8 in ESS p. 25.

SSS Day 5: 2<sup>nd</sup> Paragraph, Section 2

## The Text: Hand, Learned. “I am an American Day Address” (1944)

We have gathered here to affirm a faith, a faith in a common purpose, a common conviction, a common devotion. Some of us have chosen America as the land of our adoption; the rest have come from those who did the same. For this reason we have some right to consider ourselves a picked group, a group of those who had the courage to break from the past and brave the dangers and the loneliness of a strange land. What was the object that nerved us, or those who went before us, to this choice? We sought liberty; freedom from oppression, freedom from wants, freedom to be ourselves. This we then sought; this we now believe that we are by way of winning. What do we mean when we say that first of all we seek liberty? I often wonder whether we do not rest our hopes too much upon constitutions, upon laws and upon courts. These are false hopes; believe me, these are false hopes. Liberty lies in the hearts of men and women; when it dies there, no constitution, no law, no court can even do much to help it. While it lies there it needs no constitution, no law, no court to save it. And what is this liberty which must lie in the hearts of men and women? It is not the ruthless, the unbridled will; it is not freedom to do as one likes. That is the denial of liberty, and leads straight to its overthrow. A society in which men recognize no check upon their freedom soon becomes a society where freedom is the possession of only a savage few; as we have learned to our sorrow.

What then is the spirit of liberty? I cannot define it; I can only tell you my own faith. The spirit of liberty is the spirit which is not too sure that it is right; the spirit of liberty is the spirit which seeks to understand the mind of other men and women; the spirit of liberty is the spirit which weighs their interests alongside its own without bias; the spirit of liberty remembers that not even a sparrow falls to earth unheeded; the spirit of liberty is the spirit of Him who, near two thousand years ago, taught mankind that lesson it has never learned but never quite forgotten; that there may be a kingdom where the least shall be heard and considered side by side with the greatest. And now in that spirit, that spirit of an America which has never been, and which may never be; nay, which never will be except as the conscience and courage of Americans create it; yet in the spirit of that America which lies hidden in some form in the aspirations of us all; in the spirit of that America for which our young men are at this moment fighting and dying; in that spirit of liberty and of America I ask you to rise and with me pledge our faith in the glorious destiny of our beloved country.

*Show strength or courage*

*Unrestrained*

*To not pay attention to*

### Student Supports SSS Days 1, 2 and part of 3

#### Preparing the Learner

Before beginning instruction with the text, prepare the students using the following activities found in the Extended Student Supports (ESS).

Activity #1: *Recognizing rhetorical language as a key to a speaker’s meaning*, p. 7.

Activity #2: *Analyzing an extended definition*, p. 13.

Activity #3: *Closely viewing a video*, p. 16.

A copy of the text with additional vocabulary support in the right-hand column is included on the next page.

### Student Support Copy of the Text

This copy of the text provides additional vocabulary support compared to the original exemplar. Definitions in the right-hand column have been put into the same grammatical form as the word in the text, and more words are defined. The text of the speech itself is not changed.

### The Text: Hand, Learned. “I am an American Day Address” (1944) with Student Supports

We have gathered here to affirm a faith, a faith in a common purpose, a common conviction, a common devotion. Some of us have chosen America as the land of our adoption; the rest have come from those who did the same. For this reason we have some right to consider ourselves a picked group, a group of those who had the courage to break from the past and brave the dangers and the loneliness of a strange land. What was the object that nerved us, or those who went before us, to this choice? We sought liberty; freedoms from oppression, freedom from want, freedom to be ourselves. This we then sought; this we now believe that we are by way of winning. What do we mean when we say that first of all we seek liberty? I often wonder whether we do not rest our hopes too much upon constitutions, upon laws and upon courts. These are false hopes; believe me, these are false hopes. Liberty lies in the hearts of men and women; when it dies there, no constitution, no law, no court can even do much to help it. While it lies there it needs no constitution, no law, no court to save it. And what is this liberty which must lie in the hearts of men and women? It is not the ruthless, the unbridled will; it is not freedom to do as one likes. That is the denial of liberty, and leads straight to its overthrow. A society in which men recognize no check upon their freedom soon becomes a society where freedom is the possession of only a savage few; as we have learned to our sorrow.

What then is the spirit of liberty? I cannot define it; I can only tell you my own faith. The spirit of liberty is the spirit which is not too sure that it is right; the spirit of liberty is the spirit which seeks to understand the mind of other men and women; the spirit of liberty is the spirit which weighs their interests alongside its own without bias; the spirit of liberty remembers that not even a sparrow falls to earth unheeded; the spirit of liberty is the spirit of Him who, near two thousand years ago, taught mankind that lesson it has never learned but never quite forgotten; that there may be a kingdom where the least shall be heard and considered side by side with the greatest. And now in that spirit, that spirit of an America which has never been, and which may never be; nay, which never will be except as the conscience and courage of Americans create it; yet in the spirit of that America which lies hidden in some form in the aspirations of us all; in the spirit of that America for which our young men are at this moment fighting and dying; in that spirit of liberty and of America I ask you to rise and with me pledge our faith in the glorious destiny of our beloved country.

*gave courage to; strengthened  
poverty; a lack of food, shelter and  
other necessities*

*uncontrolled; unrestrained*

*favoring one side over another  
unnoticed*

*hopes of achieving something*

## Day One: Faith in Freedom

**Summary of Activities:** *As noted in the introduction, these activities could take longer than one day.*

- Teacher introduces the text with minimal commentary and students read it independently.
- Teacher or a skillful reader then reads the passage out loud to the class as students follow along. The order, here, can be reversed if teachers feel students would benefit more from hearing the text read first.
- Teacher guides the students through a series of text-dependent questions and activities that analyze Hand's argument in the opening paragraph (which has been divided into four sections).

## Student Supports SSS Day 3

### Summary of Activities

#### Interacting with the Text (Close Reading)

Overall recommendations for establishing routines can be found in ESS, p. 1: *Teach and Practice Routines for Reading Closely*.

1. Teacher reads aloud the text (with no commentary) and students follow along with the text. (5 minutes)
2. Students independently read and mark up the text based on whatever system the teacher uses in the classroom. (For example, underlining unknown words, questioning, and summarizing) (10 minutes)
3. Teacher places students in small groups for discussion of text-dependent questions. Groups may be formed according to their individual needs within the two categories below:
  - Minimal support: groups facilitate their own discussion of questions.
  - Maximum scaffolding: teacher sits with group and facilitates conversation with limited commentary
4. Teacher provides the students with a copy of the questions for the day. For SSS Day 3, the passage is 1<sup>st</sup> Paragraph, Sections 1 and 2.
5. Teacher asks the groups of students to discuss the text-dependent questions. (30-40 minutes)
  - The teacher uses a combination of original text-dependent questions and scaffolded text-dependent questions, inserting the additional scaffolded questions when necessary to the specific groups of students. Teachers should be aware that many of the scaffolded questions would benefit all students in the classroom.
  - The teacher begins by asking all groups one question at a time. Based on student needs and the complexity of the questions, the teacher may continue to facilitate the discussion by focusing on one question at a time, or by chunking small groups of questions. For example, one group receiving maximum scaffolding works on one question at a time, while another group receiving minimal support works on three questions at a time.
  - Students also engage in *Activities*. *Activities* are brief, structured lessons in which the teacher guides the discussion. The teacher chooses which to use depending on students' needs. Directions for the *Activities* appear in the Extended Student Supports. SSS Day 3 includes *Activities* #4-6. Activity #7 is the homework assignment.

Passage under Discussion	Guiding Questions and Activities/Instructional Commentary	Student Supports
<p><b>First ¶, First Section</b>            We have gathered here to affirm a faith, a faith in a common purpose, a common conviction, a common devotion. Some of us have chosen America as the land of our adoption; the rest have come from those who did the same. For this reason we have some right to consider ourselves a picked group, a group of those who had the courage to break from the past and brave the dangers and the loneliness of a strange land. What was the object that <u>nerved</u> us, or those who went before us, to this choice?</p>	<p>Other than giving the brief definitions offered to words students would likely not be able to define from context (underlined in the text), avoid giving any background context or instructional guidance at the outset of the lesson.</p> <p>Asking students to listen while following along to “I am an American Day Address” exposes students a second time to the content and structure of his argument before they begin their close reading of the text. At this point, it should be pointed out to students that texts of this complexity cannot be understood in one reading and require multiple readings as well as rereading portions of the text to address questions. The teacher should not attempt to “deliver” Hand’s address, but rather read aloud slowly and methodically. This will support weaker readers and help all students to follow the shape of Hand’s argument.</p> <p><b>(1) Hand uses his opening sentence to emphasize the importance of the event. How does his word choice in the first sentence reflect this?</b>            The teacher begins questioning the class regarding their comprehension of the text with the aim of confirming and deepening their understanding of Hand’s argument. This first text-dependent question asks students to look at the first sentence and locate critical words that create a sense of gravity and occasion. “Affirm,” “faith,” “purpose,” “conviction,” and “devotion” all stress the quasi-religious nature of the event and the importance Hand attaches to what they are about to do.</p> <p><b>1a) Hand creates a growing sense of the importance of the occasion by asserting that those gathered have a common “purpose,” then a shared “conviction,” and finally a joint “devotion.” What do these words mean, and how does the progression of them emphasize the</b></p>	<p>To support groups of students as they answer a set of text-dependent guided questions and perform targeted tasks, teachers should scaffold questions according to the grouping of students.</p> <p><u>Scaffolded Questions:</u>  <b>(SQ1) What is the name of the event at which this address was delivered? Based on the name, what is being celebrated?</b>            Activity #3 provides additional context for students. Students should know that this is an event celebrating American citizenship and honoring especially those people who have recently become citizens.</p> <p><b>(SQ2) According to Hand, what have the people gathered here to do? What does “affirm a faith” mean?</b>            During pre-teaching of vocabulary, students developed definitions for <i>affirm</i> and other words in this sentence, to which they can refer to answer this question and SQ3.</p> <p><b>(SQ3) How does Hand’s word choice in his opening sentence create a sense that people are here to affirm a strong faith in something that is very important to them?</b> (Meant to replace question 1.)</p> <p>If students have difficulty with SQ3, ask the following:  <b>(SQ3a) What three phrases does Hand use to describe the faith that the people are here to affirm?</b></p> <p><b>(SQ3b) What idea is emphasized by repetition of the word <i>common</i>?</b></p> <p><b>(SQ3c) Think about the meanings of the words <i>purpose, conviction, and devotion</i>. How does each word add to the sense that the people have a strong faith in something that is very important to them?</b></p>

*Show strength or courage*

		<p><b>gravity of the event?</b> This is an alternative question that focuses on three specific words and the progression reflected in them from sharing a common goal to sharing a mutual belief in a transcendent principle.</p> <p><b>(2) How does Hand create a sense of camaraderie and shared experience in the second sentence?</b> Hand does this in two ways: first, by emphasizing that everyone he is speaking to is an immigrant or the descendant of an immigrant, and second, by stressing that this was a choice.</p> <p><b>(3) What qualities make the “picked group” so special in Hand’s eyes?</b> It is important to have students capture the sense of Hand’s third sentence, as it sets up the context for understanding “nerved” in the fourth sentence; specifically, he praises those gathered as courageous to brave the solitude of a strange and unfamiliar place.</p>	<p>Before moving on from this sentence, be sure students recognize that Hand has described the object of the people’s faith but he has not yet revealed exactly what it is. If some students have difficulty recognizing this, it may help to sketch a simple map of the sentence. <b>Activity #4: Sentence Map</b>, in ESS p. 19, describes one way to do this.</p> <p><b>(SQ4) In sentence two, what does Hand say to make the people feel they are one group who share a common experience, not only with each other, but with all Americans?</b> (Meant to replace question 2.) If students are not able to answer, ask the following and then pose SQ4.</p> <p><b>(SQ4a) Which people in the audience is Hand referring to when he says: “Some of us have chosen America as the land of our adoption”?</b></p> <p><b>(SQ4b) What does he mean when he says that the rest of the people “have come from those who did the same”?</b></p> <p><b>(SQ5) According to Hand, what reason gives those who are gathered the right to consider themselves a “picked group”?</b> If students need more prompting, ask the following:</p> <p><b>(SQ5a) What is suggested by the word <i>picked</i>?</b></p> <p><b>Ask question 3. (What qualities make the “picked group” so special in Hand’s eyes?)</b> If students have difficulty answering, ask the following:</p> <p><b>SQ6a) When Hand says the group “had the courage to break from the past,” what is he referring to?</b></p>
--	--	--	---

	<p><b>(3a) What qualities does Hand imply the “picked group” possesses when he says they “had the courage to break from the past”?</b></p> <p>This alternative brings inference to the forefront of the question and relies on students stitching together the sentences so far to arrive at the insight that the past experience was both comforting and bred complacency, and that they are better for having “braved” the solitude that comes with being an immigrant.</p> <p><b>(4) Put Hand’s fourth and final sentence into your own words.</b></p> <p>The final sentence of this section gets to the heart of the matter by posing the question of what drove men to choose to come to America—faith in what principle was the cause for immigrating to a “strange land”? Students need to be able to render this question into their own words without robbing it of its depth.</p> <p>Hand’s use of “object” might throw students off. If this is the case, teachers could note how Hand is using this word somewhat differently than they would usually see it.</p>	<p><b>(SQ6b) What else did their courage cause them to do?</b></p> <p><b>Assign question 4.</b></p> <p><b>Activity #5: Rewording to Capture Meaning</b> ESS p. 20, should be done in conjunction with question 4 with students who need support putting this sentence into their own words.</p>
--	---	---

Passage under Discussion	Guiding Questions and Activities/Instructional Commentary	Student Supports
<p><b>First ¶, Second Section</b></p> <p>We sought liberty; freedom from oppression, freedom from want, freedom to be ourselves. This we then sought; this we now believe that we are by way of winning.</p>	<p><b>(5) What is Hand’s initial answer to the question he posed at the end of section one (what motivated immigrants to come to America)?</b> Hand’s initial answer is “liberty” which he subdivides into three sub-categories: freedom from oppression, freedom from want, freedom to be ourselves.</p> <p><b>(5a) Hand says that immigrants “sought liberty” in coming to this country. How do the kinds of freedoms he mentions compare to another contemporary’s conception of freedom—Norman Rockwell’s pictorial representation of FDR’s “Four Freedoms”? See Appendix A for images.</b> This activity is useful if students are a little stumped by what Hand means when he says liberty is “freedom to be ourselves”, as FDR unpacks that to mean freedom of speech and freedom of worship—two values that Hand’s address implicitly relies on. There are also interesting correspondences (“freedom from want”) and slight discrepancies (“freedom from oppression” versus “freedom from fear”) in the remaining liberties Hand and FDR cite.</p> <p>Inferring what might have prompted both texts to include “freedom from want” (i.e. The Great Depression) and the broader historical context of Hand’s speech (delivered at the height of WWII; “our young men are at this moment fighting and dying” in the second paragraph) may prove fruitful at this juncture (especially if a student asks what Hand means when he says “by way of winning”).</p>	<p><b>(SQ7) What is Hand’s answer to the question he just posed? (What gave people in the gathering, as well as immigrants before them, the courage to come to America)?</b> (Meant to replace question 5.)</p> <p><b>(SQ8) Hand mentions specific freedoms that he includes in the concept of liberty? How does mentioning these freedoms give the audience a better understanding of why immigrants were so determined to come to America?</b> Naming the specific freedoms reminds the listeners of what is at stake in the search for liberty. If students do not get this, have them focus on the meaning of the freedoms by asking the following:</p> <p><b>(SQ8a) What is freedom from oppression (freedom from want, freedom to be ourselves)? Describe or give an example of each freedom.</b> One freedom may be assigned to each pair/group. The word oppression was pre-taught to prepare for this discussion (see Vocabulary Resources in ESS p. 2). The definition of want is provided in the Student Support version of the text. If the teacher wants to develop students’ understanding of the freedoms in more depth or provide a visual stimulus, question 5a and Norman Rockwell’s pictorial representations may be used.</p> <p><b>(SQ9) What does the comparison between “then” and “now” reveal about the search for liberty?</b> If students are unable to interpret this sentence independently, refer to <b>Activity #6: Interpreting a Sentence</b>, in ESS, p. 2, for a suggestion on how to support them. This sentence is important because it reveals that the search for</p>

			<p>liberty continues into the present and did not end when immigrants reached America.</p> <p><b>(SQ10) Summarize in one sentence Hand’s message to the audience in the first part of the speech (sentences 1-6)?</b></p> <p>The teacher may have groups share and then have the class agree on a message. It will be the basis for the homework assignment.</p> <p>Summarizing may bring out some uncertainty about whom Hand is referring to in his different uses of the pronouns “we,” “us,” and “ours” – the people at the speech, or immigrants, or all Americans. This is an opportunity to help students see that Hand’s language suggests all of these and is intended to create bonds among those in the gathering and all Americans, past and present.</p> <p><b>Activity #7: Homework Assignment for SSS Day 3</b> See ESS p 23. This homework assignment replaces the “Day One: Homework Assignment” in the original exemplar.</p> <p style="text-align: center;"><b>END of SSS Day 3.</b></p>
--	--	--	---

**SSS DAY FOUR: Interacting with the Text**

Passage under Discussion		Guiding Questions and Activities/Instructional Commentary	Student Supports
<p><b>First ¶, Third Section</b></p> <p>What do we mean when we say that first of all we seek liberty? I often wonder whether we do not rest our hopes too much upon constitutions, upon laws and upon courts. These are false hopes; believe me, these are false hopes. Liberty lies in the hearts of men and women; when it dies there, no constitution, no law, no court can even do much to help it. While it lies there it needs no constitution, no law, no court to save it.</p> <p><b>First ¶, Fourth Section</b></p> <p>And what is this liberty which must lie in the hearts of men and women? It is not the ruthless, the <u>unbridled</u> will; it is not freedom to do as one likes. That is the denial of liberty, and leads straight to its overthrow. A society in which men recognize no check upon their freedom soon becomes a society where freedom is the possession of only a savage few; as we have learned to our sorrow.</p>	<p><i>Unrestrained</i></p>		<p align="center"><b>SSS Day 4</b></p> <p align="center"><b>Summary of Activities</b></p> <p>In Day 4, students begin by rereading 1<sup>st</sup> Paragraph, Sections 3 and 4, and 2<sup>nd</sup> Paragraph, Section 1. They then analyze the text to answer a set of text-dependent questions. Refer to Summary of Activities for SSS Day 3 (above) for details on interacting with the text.</p> <p>Questions SQ11 and SQ12 are broad questions about the day’s reading. They may be given to students in advance in order to provide a focus for reading.</p> <p><b>(SQ11) What is the focus of this part of the speech? What has been said immediately before this that explains the reason for this focus?</b></p> <p><b>(SQ12) Hand asks and answers three questions in this part of the speech. What does he achieve by organizing and presenting his ideas about liberty in this way?</b></p> <p>Have students refer to the rhetorical devices worksheet from Activity #1 for what it says about why speakers “ask and answer a question.” If students need visual reinforcement, have them highlight or underline the four questions that Hand asks in the speech.</p> <p><b>(SQ13) Where does Hand say that people seeking liberty too often rest their hopes? How does he describe such hopes?</b></p> <p><b>(SQ14) In Hand’s view, where will the audience and other Americans find the liberty they seek?</b></p> <p>If students are unsure of the answer, use the following prompt, which is closer to the words in the passage:</p>

		<p><b>(6) Does Hand think we ought to reject seeking liberty through the legal system? Write a two sentence explanation that captures the essence of Hand’s viewpoint.</b>  This section of the text is relatively straightforward and may not require a discussion before students write their answers. Once students complete their sentences, teachers should “pair, then square” students into groups so that they can hear different approaches to answering the question, and if time allows, ask the group to read the best explanation to the whole class. This activity foreshadows the outlining homework assignment and can be applied to the fourth section as well if teachers find it particularly successful at conveying the meaning of the passage to students.</p> <p>Successful explanations will cite Hand’s belief that the hope for liberty—the faith that he mentions in the opening sentence—requires first and foremost conviction and passion “in the hearts of men and women.” A belief that the courts and the constitution will suffice to ensure liberty for all is in his view an idle and false hope.</p>	<p><b>(SQ14a) Where does hope for liberty lie?</b></p> <p><b>(SQ15) How does Hand explain his reason for saying that liberty must come from the people rather than from constitutions and laws?</b>  (Meant to replace question 6.)  If students are unable to answer, the teacher may support their reading by suggesting that they mentally replace the pronouns “it” and “there” with the words they refer to. Students may need the teacher to facilitate discussion of these difficult sentences.</p> <p><b>SQ16) In what way does Hand's view that liberty lies in the hearts of men and women have personal meaning for the people in the audience?</b>  This question will be needed if students do not get from discussion of question SQ15 that what Hand is expressing is not just a theory about liberty but also a personal message to his listeners that hope for liberty lies in their hearts. Students need to begin to grasp this in preparation for understanding Hand’s message at the end of the speech.</p> <p><b>(SQ17) Read the question that Hand asks next. (And what is this liberty which must lie in the hearts of men and women?) What is his reason for asking this question now?</b>  Once Hand makes the claim in the previous passage that liberty lies in hearts, he needs to explain to the audience what that inner liberty is. That is, his answer to the previous question raises the next question in the listeners’ minds. If students have difficulty answering, ask the following question as a prompt:</p> <p><b>(SQ17a) What is the connection between this question and what was said right before it?</b>  With the assertion that liberty lies within the hearts of people, Hand begins to develop an extended definition of this inner liberty, which he at first refers to as <i>the liberty which must live in the hearts of men and women</i> and eventually as <i>the spirit of liberty</i>. As students read this</p>
--	--	---	--

		<p><b>(7a) What is the problem Hand sees with granting people “unbridled will”?</b>  Hand sees this as the “denial of liberty”, producing a society where few are free, “freedom is the possession of a savage few”. This section is of course a reference to the war. Teachers should inquire as to who the “savage few” might be, and if necessary refer students to the date.</p> <p><b>(8) How has the definition of liberty evolved over the course of this first paragraph?</b>  Hand begins with the notion that liberty does not come from “constitutions and laws” but rather the “hearts of men”. He then goes on to state that this liberty in the, “hearts of men” is <i>not</i> “unbridled will . . . to do as one likes”. He ends the paragraph with the consequence of liberty as “unbridled will”: “. . . a society where freedom is the possession of only a savage few”. The positive account of freedom is only briefly sketched in this first paragraph, but is linked to the hearts of men and women. The limited substance here as to what liberty actually is sets up the next paragraph, the focus of which is to address this.</p>	<p>extended definition, they should capture in writing their thoughts on important parts of the definition. See <b>Activity #8: Defining the Spirit of Liberty</b> in ESS p. 25, for a suggestion on how this could be organized.</p> <p><b>(SQ18) What does Hand say is the wrong idea about the liberty which must lie in the hearts of people? (What is it not?)</b></p> <p><b>(SQ19) What are the consequences for freedom and for society when men have “unbridled will” and believe they are free to do whatever they like?</b>  (SQ18 and SQ19 are meant to replace question 7a.)  If students have difficulty putting an answer in their own words, ask them to find and highlight words in the text that answer this question.</p> <p><b>(SQ20) What language does Hand use that suggests he has very strong feelings against people who are driven by the wrong idea of freedom and liberty?</b>  (Meant to replace questions 7a and 8).  The teacher may want to lead into this question by reminding students that one reason a speaker writes an extended definition of a concept is he or she strongly disagrees with a view held by others and is concerned about the problems caused by that view. Ask students to analyze Hand’s language to see if this appears to be the case.</p> <p><b>(SQ21) What world events at the time of the speech would have contributed to Hand’s intense feelings?</b>  The purpose of this question is to reinforce that speakers have reasons rooted in real-world concerns for defining concepts. Students will be aware of the war, from Activity #3 and the date of the speech, and may make the connection. Students who lack historical knowledge may also gain insight from discussion with students who have more background.</p>
--	--	---	---

## Day One: Homework

Based on the close reading performed on Day One, students should feel confident in generating a basic outline of Hand's analysis of the concept of liberty in the first paragraph of his address. They should also use the time allotted for homework to review the second paragraph in preparation for next class.

A successful outline of the first paragraph might look like the following:

### Liberty in Hand's First Paragraph

1. Highly valued by immigrants to America
  - a. choice of embracing liberty unique
  - b. required courage to leave homeland
2. Sought by immigrants
  - a. freedom from oppression
  - b. freedom from want
  - c. freedom to be ourselves
3. Not guaranteed by the judicial system
4. Lives in the hearts of the people
  - a. not the freedom to do anything
  - b. *but instead... explained in second paragraph* (This last part will be difficult for many students to catch though it might arise in the discussion around question 8 above.)

## Student Supports

For the Student Support homework assignment for the first day of close reading, see Activity #7 ESS p.23.

<p><b>Day Two: The Spirit of Liberty</b></p> <p><b>Summary of Activities:</b> <i>As noted in the introduction, these activities could take longer than one day.</i></p> <ul style="list-style-type: none"> <li>▪ Students begin by analyzing the first section of the second paragraph culminating in a paraphrase</li> <li>▪ Students then read the second section of Hand’s address and answer questions about it</li> </ul>	<p><b>Student Supports</b></p> <p><b>SSS Day 4 (cont.)</b></p>
--	--

Passage under Discussion		Guiding Questions and Activities/Instructional Commentary	Student Supports
<p><b>Second ¶, First Section</b></p> <p>What then is the spirit of liberty? I cannot define it; I can only tell you my own faith. The spirit of liberty is the spirit which is not too sure that it is right; the spirit of liberty is the spirit which seeks to understand the mind of other men and women; the spirit of liberty is the spirit which weighs their interests alongside its own without bias; the spirit of liberty remembers that not even a sparrow falls to earth <u>unheeded</u>; the spirit of liberty is the spirit of Him who, near two thousand years ago, taught mankind that lesson it has never learned but never quite forgotten; that there may be a kingdom where the least shall be heard and considered side by side with the greatest.</p>	<p><i>To not pay attention to</i></p>	<p><b>(9) How does Hand’s explication of his vision of the spirit of liberty explain why he could not define the spirit of liberty?</b></p> <p>Hand’s aversion to asserting a final and definitive definition of the spirit of liberty reflects his ideas of what the spirit of liberty entails. It is “not too sure that it is right” and “seeks to understand the mind of other men and women”. His toleration of alternative explanations means that he “is not too sure” that his conception of liberty “is right”. In “seek[ing] to understand” the perspective of others, Hand asserts a healthy skepticism regarding his own opinion on matters.</p> <p><b>(10) Why does Hand shift from describing a commonly held faith (“we”) in the first paragraph to describing his “own faith” in the second paragraph?</b></p> <p>Hand’s tolerance for the views of others is so deep that he cannot in good conscience assert a definition of the spirit of liberty that might exclude someone’s perspective. He therefore resorts to constraining himself to self-reportage which cannot fall afoul of dogmatically asserting a definition of the spirit of liberty that isn’t true for everyone.</p>	<p><b>(SQ22) In his next question, Hand shifts from talking about the <i>liberty which must lie in the hearts of men and women</i> to talking about the <i>spirit of liberty</i>. What is the connection between these two terms?</b></p> <p>It is important going into this part of the speech for students to see that these terms refer to the same inner quality, which Hand is now giving a new name.</p> <p><b>(SQ23) What does Hand say about his ability to define the spirit of liberty?</b></p> <p>(Meant to replace questions 9 and 10.) These original two questions could be the basis for rich discussion and debate; however, students first need a basic understanding of what the text says and means and how the text works in order to be able to engage and contribute productively to such a discussion.</p>

		<p><b>(11) Who is Hand referring to when he speaks of “the spirit of Him”? What “lesson” did he teach that has neither been learned nor forgotten?</b>  This question asks students to recognize that Hand is trying to promote the Christian moral message (the last shall be first and the first shall be last) for a secular world (“mankind”). “Him” in capitals should signal to students that the reference is biblical or referring to religion.</p> <p><b>(12) Paraphrase Hand’s views on the spirit of liberty and the values embodied within that perspective.</b>  Important elements that would appear in successful paraphrases include a lack of dogmatism (“not too sure that it is right”), inquisitiveness (“seeks to understand”), objectivity (“without bias”), and compassionate awareness (“not even a sparrow falls to earth unheeded”; “the least shall be heard”).</p>	<p><b>(SQ25b)</b> below is meant to replace question 11. However, please follow the order of questioning in the Student Supports.</p> <p><b>(SQ24) To explain the spirit of liberty, Hand makes several statements about how the spirit reveals itself in the way people think or act. For each of the first three statements, choose a word or phrase from the list below that you feel matches that statement. Write a sentence to explain each choice.</b>  <b>Words/phrases:</b> fair; interested in the ideas of others; curious; objective; open to other points of view; not stubborn; unprejudiced; considerate; unselfish; treats everyone equally; caring; sympathetic; tolerant; just.  (Meant to replace question 12)  Vary the level of difficulty by assigning one or two statements per group. As groups share, students circle on their lists the words/phrases that were selected and add additional words/phrases that come up in discussion. Students continue this with question SQ25. They use their lists when answering question SQ26.</p> <p><b>(SQ25) Hand’s last two statements include allusions (references) to the bible. These allusions add to his description of the spirit of liberty by connecting it to important ideas in the bible that his listeners may be familiar with. Answer the following questions about these allusions:</b></p> <p><b>(SQ25a) The “sparrow” refers to a bible verse, which says that God cares so much about every being He even notices when a small bird (sparrow) falls from the sky. What word or phrase from the list</b></p>
--	--	--	---

			<p><b>could be associated with this attitude?</b></p> <p><b>(SQ25b) Hand’s last statement refers to “the spirit of Him” who taught a lesson two thousand years ago? To whom is Hand referring? What word or phrase from the list could be associated with a belief in “a kingdom where the least shall be heard and considered side by side with the greatest”?</b> (Meant to replace question 11.)  Have each pair/group work on one allusion and then share. It may be necessary to tell students who “Him” is if they have no idea, but they will benefit from trying to find an appropriate word to associate with the quote.</p> <p><b>(SQ26) Describe the characteristics of the spirit of liberty based on Hand’s portrayal of it.</b> (Also meant to replace question 12.)</p> <p><b>(SQ27) Hand earlier described how “ruthless will” takes freedom away from others. How would the behaviors associated with the spirit of liberty have the opposite effect of promoting and protecting the freedom of others?</b></p> <p>The teacher may need to model example(s). This question is text-dependent but also requires students to go beyond the text to come up with concrete examples. It is important for them to make these real-world associations, however; they are the basis for understanding why Hand later says that people with the spirit are the only means of creating liberty and freedom in America. Examples the teacher might model are: <i>Someone who is open to the ideas of others rather than always being “too sure” would accept that other people have the right to express their opinions. Someone who cares about people would not let them go without food and others things they need to live.</i> Reminding students of freedoms that Hand earlier associated with liberty may help them come up with ideas.</p>
--	--	--	---

			<p style="text-align: center;"><b>Homework Assignment for SSS Day 4</b></p> <p>For homework, assign students the following two tasks:</p> <ul style="list-style-type: none"><li>• Imagine you are explaining Hand’s definition of <i>the spirit of liberty</i> to a friend who has never read or heard the speech. In your own words, write three statements that would help that person to understand Hand’s idea of the spirit of liberty. Use the notes you have taken on what Hand says the spirit is not as well as on what he says it is. Your statements must be true to Hand’s thoughts, but do your best to put them into language or examples the person would understand.</li><li>• Respond to the following question: <i>Why do you think Hand takes the time to explain the spirit of liberty to his audience in such detail?</i> Give your opinion based on what you have read so far. Be ready to share an idea with your group tomorrow.</li></ul> <p style="text-align: center;"><b>END OF SSS Day 4</b></p>
--	--	--	---

Passage under Discussion	Guiding Questions and Activities/Instructional Commentary	Student Supports
<p><b>Second ¶, Second Section</b></p> <p>And now in that spirit, that spirit of an America which has never been, and which may never be; nay, which never will be except as the conscience and courage of Americans create it; yet in the spirit of that America which lies hidden in some form in the aspirations of us all; in the spirit of that America for which our young men are at this moment fighting and dying; in that spirit of liberty and of America I ask you to rise and with me pledge our faith in the glorious destiny of our beloved country.</p>	<p><b>(13) Why does Hand employ the phrase “And now in that spirit”?</b> Hand is segueing back to his audience and is about to ask them to do something <u>in the spirit</u> he’s just finished describing—namely “pledge our faith in the glorious destiny of our beloved country”, as noted in the last sentence of this section.</p> <p><b>(14) Explain the effect of progressing from “has never been” to “may never be” to “never will be” on Hand’s argument.</b> Hand progressively generates increasing tension by ruling out the possibility of his vision of the spirit of liberty taking hold unless “the conscience and courage of Americans create it”. He is building up to the idea that the spirit of liberty can only come when the “conscience and courage of Americans create it”.</p>	<p style="text-align: center;"><b>SSS Day 5</b></p> <p style="text-align: center;"><b>Summary of Activities</b></p> <p>In SSS Day 5, students reread 2<sup>nd</sup> Paragraph, Section 2. They then answer a set of text-dependent questions. Refer to the Summary of Activities for SSS Day Three (above) for details on interacting with the text. In addition, students have time after completing the close reading questions to explore other aspects of Hand’s language and craft or to work on a cumulative writing assessment determined by the teacher</p> <p>Students may begin by sharing in groups a few answers from the homework tasks. When they discuss Hand’s purpose for defining the spirit of liberty (<i>Why do you think Hand takes the time to explain the spirit of liberty to his audience in such detail?</i>) the intent is not for them to reach a definitive answer. Rather, it is to have them grapple with the question before they read the last section of the speech, in which the issue of Hand’s purpose comes to the forefront.</p> <p><b>(SQ28) The last section is one long sentence that begins with the phrase, “And now in that spirit...” What spirit is meant?</b> (Meant to replace question 13.)</p> <p><b>(SQ29) When Hand says that an America with the spirit of liberty as he has described it “has never been,” what does he mean?</b> (Meant to replace question 14.) If students are not able to answer, have them move on to the next three questions, which suggest that Americans are always seeking liberty as a hope or goal. They may be able to then return to answer this question.</p> <p><b>(SQ30) According to Hand, what is the only way the spirit of liberty will ever exist in America?</b> (Also meant to replace question 14.)</p>

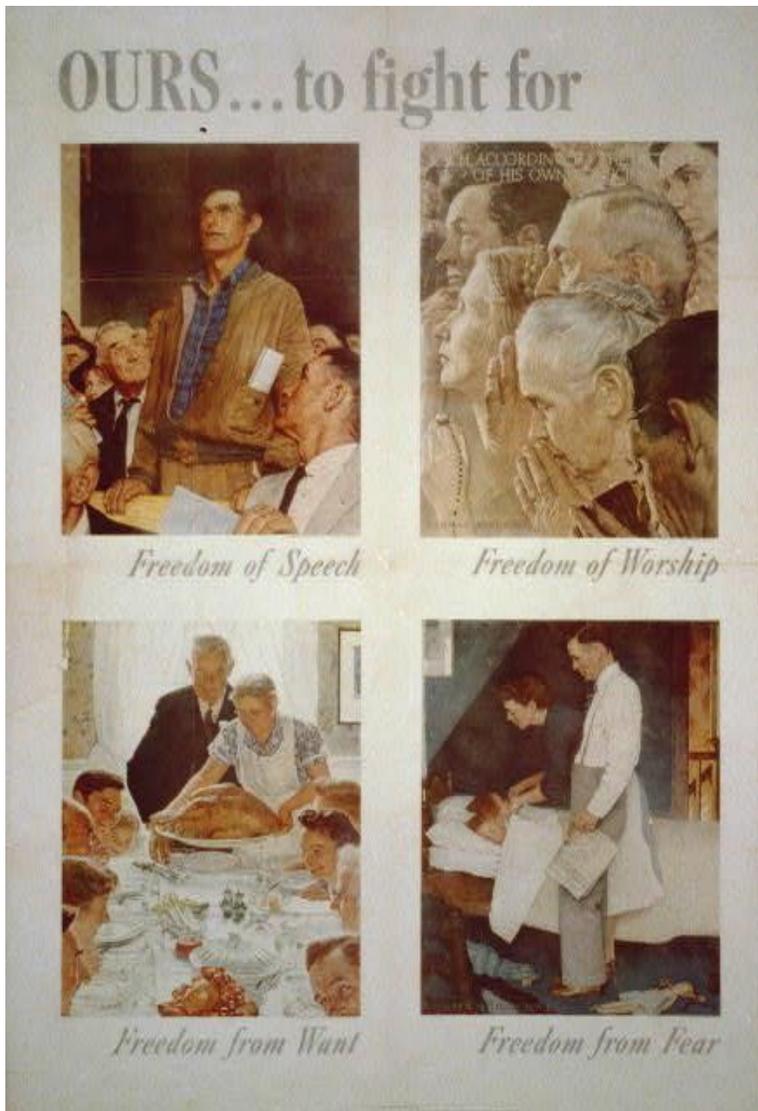
	<p><b>(15) Midway through this section (second paragraph) Hand shifts from talking about the spirit of liberty to the spirit of America. Why does he do this?</b>  By invoking the “conscience and courage of Americans” as necessary to make his vision of the spirit of liberty a reality, Hand ties his conception to the success of America as a whole. Hence, the shift embodies Hand’s return to focusing on the principles of the opening paragraph—“faith in a common purpose”—the spirit of liberty—that those gathered together all seek.</p> <p><b>(16) Does invoking the notion of a “glorious <u>destiny</u>” for America contradict the skeptical vision of the spirit of liberty he articulated earlier in the paragraph?</b>  The possible contradiction here lies in Hand’s invoking the notion of fate with regard to America’s destiny, especially given his (1) skepticism regarding certain knowledge in his exploration of the spirit of liberty, (2) his claim that that spirit will only live on if Americans have the courage to follow their “conscience,” and even (3) at the end of the first paragraph where he notes that history has embraced evil outcomes and the future is not one of guaranteed progress (“as we have learned to our sorrow”). This is somewhat countered by his claim that America is the land of the “picked” or chosen few who seek liberty, but still the notion of “glorious destiny” stands out in contrast to much that preceded it.</p>	<p><b>(SQ31) Hand says that an America in which the spirit of liberty lives exists “in the aspirations of us all.” What does “in the aspirations of us all” mean?</b></p> <p><b>(SQ32) What is it that “our young men are at this moment fighting and dying for”?</b></p> <p><b>(SQ33) Choose one quotation cited in the preceding two questions. Explain how it adds to the message that liberty will only be achieved in America through the actions of the audience and all Americans?</b>  (The preceding three questions are meant to replace question 15.)</p> <p><b>(SQ34) At the end of this sentence (and the speech), what does Hand ask the audience to do?</b>  (Meant to replace question 16.)  The connection between “pledge our faith” here and “affirm a faith” in the opening sentence is an important part of the structure of the speech. After students finish reading the speech, the teacher may want them to revisit the text to examine this connection.</p> <p><b>(SQ35) Why does he repeat the phrase “in that spirit” several times, in some form, before finally asking the audience to rise and pledge their faith?</b></p> <p><b>(SQ36) What is the “glorious destiny” of America referred to in the last line?</b>  (Also meant to replace question 16.)  This question may be optional if the discussion of the preceding two questions has brought out sufficiently that Hand is calling on the audience to create a future America, “a glorious destiny,” in which the ideal of liberty lives.</p> <p><b>(SQ37) Given what Hand says in the last, long sentence, what would you now say is Hand’s purpose for devoting so much of his speech to explaining <i>the spirit of liberty</i> to his audience?</b></p>
--	--	---

### Day Three: Cumulative Writing Assessment

Based on the close reading performed on Day Two, students could respond to an essay prompt regarding Hand’s Address. A third day could be added for in-class revision and editing after peer-to-peer critique or another in-class exercise. Once again, these time suggestions are an estimate.

Essay Prompt	Instructional Commentary
Hand considers a variety of ideas regarding what is meant by the term liberty. Write a comparative essay, where you compare and contrast Hand’s thoughts with another author’s writings regarding liberty. One possible text is Langston Hughes’ poem, “Let America be America Again”.	Hughes’s poem addresses much of what Hand does but with differences that are ripe for contrast. Though not as difficult as the Hand piece, it still requires a similarly careful approach.

Appendix A: Norman Rockwell's "Four Freedoms" and "Freedom From Want" Illustrations



## Appendix B: Langston Hughes, "Let America Be America Again"

Let America be America again.  
Let it be the dream it used to be.  
Let it be the pioneer on the plain  
Seeking a home where he himself is free.

(America never was America to me.)

Let America be the dream the dreamers  
dreamed--  
Let it be that great strong land of love  
Where never kings connive nor tyrants scheme  
That any man be crushed by one above.

(It never was America to me.)

O, let my land be a land where Liberty  
Is crowned with no false patriotic wreath,  
But opportunity is real, and life is free,  
Equality is in the air we breathe.

(There's never been equality for me,  
Nor freedom in this "homeland of the free.")

*Say, who are you that mumbles in the dark?  
And who are you that draws your veil across  
the  
stars?*

I am the poor white, fooled and pushed apart,  
I am the Negro bearing slavery's scars.  
I am the red man driven from the land,  
I am the immigrant clutching the hope I seek--  
And finding only the same old stupid plan  
Of dog eat dog, of mighty crush the weak.

I am the young man, full of strength and hope,  
Tangled in that ancient endless chain

Of profit, power, gain, of grab the land!  
Of grab the gold! Of grab the ways of satisfying  
need!  
Of work the men! Of take the pay!  
Of owning everything for one's own greed!

I am the farmer, bondsman to the soil.  
I am the worker sold to the machine.  
I am the Negro, servant to you all.  
I am the people, humble, hungry, mean--  
Hungry yet today despite the dream.  
Beaten yet today--O, Pioneers!  
I am the man who never got ahead,  
The poorest worker bartered through the  
years.

Yet I'm the one who dreamt our basic dream  
In the Old World while still a serf of kings,  
Who dreamt a dream so strong, so brave, so  
true,  
That even yet its mighty daring sings  
In every brick and stone, in every furrow  
turned  
That's made America the land it has become.  
O, I'm the man who sailed those early seas  
In search of what I meant to be my home--  
For I'm the one who left dark Ireland's shore,  
And Poland's plain, and England's grassy lea,  
And torn from Black Africa's strand I came  
To build a "homeland of the free."

The free?

Who said the free? Not me?  
Surely not me? The millions on relief today?  
The millions shot down when we strike?  
The millions who have nothing for our pay?

For all the dreams we've dreamed  
And all the songs we've sung  
And all the hopes we've held  
And all the flags we've hung,  
The millions who have nothing for our pay--  
Except the dream that's almost dead today.

O, let America be America again--  
The land that never has been yet--  
And yet must be--the land where *every* man is free.  
The land that's mine--the poor man's, Indian's,  
Negro's, ME--  
Who made America,  
Whose sweat and blood, whose faith and pain,  
Whose hand at the foundry, whose plow in the rain,  
Must bring back our mighty dream again.

Sure, call me any ugly name you choose--  
The steel of freedom does not stain.  
From those who live like leeches on the people's lives,  
We must take back our land again,  
America!

O, yes,  
I say it plain,  
America never was America to me,  
And yet I swear this oath--  
America will be!

Out of the rack and ruin of our gangster death,  
The rape and rot of graft, and stealth, and lies,  
We, the people, must redeem  
The land, the mines, the plants, the rivers.  
The mountains and the endless plain--  
All, all the stretch of these great green states--  
And make America again!

## Extended Student Supports

**Instructional Supports for Special Education Students and English Language Learners to Accompany the Exemplar of “I am an American Day Address” by Learned Hand. Provided by the Rhode Island Department of Education.**

### Overall Recommendations

#### ***Create a Context for the Close Reading Lesson***

The close reading lesson on “I am an American Day Address” should be taught in the context of a set of related texts, multimedia and learning experiences, such as a unit of study, and not in isolation. This approach enables students to build their own interest, motivation, and background knowledge in an authentic way, through their own encounters with text, rather than through the teacher providing this for them. High need students often need to increase their body of knowledge and skills to use during the close reading lesson. ELL students in particular need to read and discuss several texts at a time on a theme, topic or related set of ideas in order to develop expertise through repeated exposure to and practice with a familiar body of concepts, language and vocabulary. The following ideas suggest how this broader context or unit of study might be provided.

- Students read the speech in conjunction with other speeches, essays or multimedia on related concepts or themes with overlapping vocabulary. For example, they might read other seminal texts, articles or essays on the topic of liberty, the immigrant experience, or the responsibility of citizenship. The texts should be selected to ensure that readings and discussions build students’ knowledge and facility with an inter-connected set of concepts and language. In the Student Supports for this exemplar, students view a video describing an “I am an American Day” event that took place in a different year. They “read” and analyze this video as its own text. In the process, they build their own relevant background for reading the exemplar.
- Students read the text in conjunction with one or more speeches that use rhetorical and persuasive techniques characteristic of the exemplar text. Students need multiple exposures and practice with rhetorical language in order to successfully draw meaning from text that makes use of highly rhetorical language.

#### ***Teach and Practice Routines for Reading Closely***

Routines (or protocols) are a fundamental support for close reading, especially for high needs students. Students need to learn and practice routines if they are going to approach complex text with any level of independence. Without these routines in place, they will be dependent on the teacher to either talk them through the text or to teach them what to do at each step in the close reading. The Exemplar lays out an overall routine for teachers and students to follow, with first and second readings, text-dependent questioning, and writing

tasks. However, students need more specific guidance. For example, students need to know what to do when reading a complex text on their own for the first time (mark up, write notes, look for central ideas, for e.g.). They need to know how to search for and analyze details to answer a text-dependent question that they can't immediately answer. The activities presented in the Extended Student Supports (ESS) assume that students will be applying such routines, and they support that approach. Teachers who have close reading routines established in their classrooms should continue to use those or adapt what is presented here.

### Vocabulary Resources

#### ***Guidance for Selecting Tier 2 Vocabulary for Instruction***

This text contains a high volume of Tier 2, or general academic, words and phrases, as is typical of complex text. Tier 2 vocabulary words differ from the basic words of everyday conversation (Tier 1) in that they appear most often in written text and in mature spoken language, where they are used to express ideas in literate and sophisticated ways. Unlike Tier 3 words, which are the specialized words of a specific field of study, Tier 2 words appear everywhere in writing. Words such as conviction, devotion, adoption, and oppression, all in this speech, are words of this type. Students need to know the meaning of these words in order to read with depth of comprehension. Yet these words are often unfamiliar to students, especially to those students who would typically encounter such words only when reading yet do not regularly grapple with reading complex text. Teachers must plan for teaching Tier 2 words to students as part of a close reading, including having ideas for giving additional support to some students. A process for selecting and planning instruction is presented below. Background information on the Tiers of vocabulary and the importance of Tier 2 words in students' overall ability to read complex text can be found in the *Academic Vocabulary* module developed by the Rhode Island Department of Education at <http://www.ride.ri.gov/InstructionAssessment/Literacy/CommonCoreStateStandardsforELALiteracy.aspx>. This module includes "An Instructional Guide for General Academic Vocabulary," which is useful for selecting Tier 2 words and for planning instruction. The Guide correlates to the process described below.

The steps for teachers to follow in selecting Tier 2 words and planning for instruction are:

- Identify the Tier 2 words in the text that will be unfamiliar to students  
Read the text with a focus on vocabulary words and their effect on meaning. Mark the Tier 2 words whose meaning in this text may be unknown to some or all students. This takes thought as some of these words will not be obviously unfamiliar to students. Tier 2 words often seem like words students would know when in fact students do not know the word, do not know the meaning as used in this text, or have only partial understanding of the meaning.
- Use a set of criteria to select 7-10 of these words for instruction

Apply the following criteria when selecting which Tier 2 words to explicitly teach:

- Word is central to understanding the text  
Consider words that are substantially related to the meaning of the text and will be most useful in helping students understand it.
- Word choice and nuance are significant  
Consider words that have a nuance or shade of meaning that is important in the text, or that illustrate the power of an author’s word choice.
- Students are likely to see this word frequently  
A word may be selected because it is common in other academic texts. It is worth taking the time to teach this word because students are likely to encounter it frequently in other settings.
- Word is a more mature or precise label for concepts already known to students  
Many Tier 2 words are a more exact or subtle way of expressing a general concept that is already familiar to students. Consider words of this type because they add precision and specificity to students’ vocabulary while building on what students already know.
- Word lends itself to teaching a web of words and concepts around it  
Consider words that can be worked with in a variety of ways so that students build rich representations of them and of their connection to other words and concepts.

For the greatest impact on instruction, some of the words selected should fit multiple criteria.

- Choose several of the selected words for pre-teaching  
The typical practice for close reading is to have students discover the meaning of most words from careful reading of context, and when this is not possible to develop the meaning of words with students in the course of the close reading itself. This approach has benefits in that it requires students to grapple productively with text and supports students while learning words in context. It does not always work with ELL students and other students with needs, however, especially with texts as complex as this. Students’ flow of comprehension is interrupted by having to deal with many unknown words at once (Beck, 2013). Moreover, students who are already struggling with the meaning of a text will have a hard time using context to decipher unfamiliar vocabulary. Pre-teaching some words may therefore be necessary to reduce the volume of words addressed in context. In addition, pre-teaching allows for systematic, structured instruction, which is helpful to some populations of learners. Depending upon the complexity of meaning, it is estimated that students can be taught up to seven words thoroughly in their weekly vocabulary routine.

- Use a structured approach to pre-teach the words

The classroom routine for pre-teaching words should match students' learning needs and use a structured approach. The following instructional sequence for pre-teaching new words to English Language Learners is one example of a structured approach to instruction. It is adapted from Kinsella (2005), who states that ELL students in particular benefit from "direct, recognizable, and accountable instruction of high utility vocabulary." The word *devotion* is used to illustrate the sequence.

- **Provide a vocabulary note-taking sheet**
- **Show the word:** Provide students with a printed copy of the word, either on paper, cards or on the board.
- **Pronounce the word clearly/break it apart:** "The first vocabulary word is devotion. Listen as I say it: de vo tion." Break it into parts on the board so students see/hear each syllable. Repeat the word several times.
- **Students repeat the word:** Ask students to repeat the word several times, sometimes slowly, sometimes quickly.
- **Clarify part of speech:** "Devotion is a noun. You can feel devotion for (or to) a person/being or thing." "Here is an example of a sentence using the word: *The devotion she felt for her country was evident when she said The Pledge of Allegiance.*"
- **Provide student-friendly synonym, definition and explanation:** "Devotion is strong love or loyalty. You have devotion to your friend when you are loyal no matter what. Someone with devotion to his family is loving and faithful. Devotion is often used to describe the love or loyalty that people have for their faith or religion. Devotion can also refer to the person or thing one loves or feels loyalty to; for example: *Religion is his devotion.*
- **Provide or have students develop an illustrative sentence or visual, non-linguistic representation:** "Can you think of a time when you felt devotion?" (Take responses) "Draw or describe something you associate with devotion."
- **Rephrase the explanation leaving a blank for students to complete:** "He votes in every election because of his \_\_\_\_\_ to democracy. (Students complete orally.) Students practice saying the word in context to develop an accurate auditory imprint.
- **Assess students' comprehension of the word**

- Choose 1-2 Tier 2 words to develop in depth in the course of reading

Words that are central to the meaning and import of the text and have subtle or complex meanings that are best developed in context should be taught during the close reading lesson. Often exploration and discussion of these words come about through text-dependent questioning. Usually 1-2 words can be singled out for this attention.

- Have a plan for supporting students with Tier 2 words that will not be directly taught

In some instances it is appropriate to provide students with definitions of words in the margin or footnotes of the text. With abstract words, the teacher may take additional time to explain or discuss the word with students. In other cases, text-dependent questions and related discussions and routine writing can be designed to ensure that students will have these supports for understanding the text even in situations where they do not know all words with certainty. This will help students to begin to develop a context for understanding these words.

### ***Suggested Tier 2 Vocabulary for Pre-Teaching***

The teacher ultimately decides which Tier 2 words to pre-teach; however, certain words in “I am an American Day Address” are recommended for pre-teaching if students are not familiar with relevant meanings for them. These words are:

- affirm
- common
- conviction
- devotion
- oppression

Students need to know these words in order to participate productively in group discussions and activities that appear in the Student Supports; trying to teach these words at the same time they are encountered in the text will interrupt the flow of reading and discussion. Four of the words (affirm, common, conviction, devotion) appear together in the first sentence of the speech. The fifth (oppression) is a complex concept that takes time to develop with students. Students should write student-friendly definitions and examples of the words as they are studying them. They can refer back to them during close reading.

Students may recognize some of these words but not the meanings they will encounter in the text. To give students as much direct support as possible, teachers should teach the meaning of the word that will be most useful for reading the text, while acknowledging that the word may have other meanings. (Teachers may want to revisit high-utility vocabulary words after the close reading to develop other meanings.) Consider the following when planning instruction:

- For *affirm* teach the meaning *declare strongly and publicly; swear to something*, and use examples related to proclaiming a belief or a commitment in a formal way. This will prepare students to understand the significance of *affirm a faith* in the first sentence and to appreciate how *pledge our faith* in the final sentence echoes the earlier phrase.

- In the case of the word *common*, students will likely already know the meaning *familiar* or *frequent*. The teacher would teach the meaning *shared* or *belonging to a whole group*. Students need this meaning to understand that the first sentence refers to a shared faith in something among those gathered for the speech.
- When teaching *conviction* and *devotion*, it is important to emphasize the intensity of the words - a strong or firm belief and a strong love or loyalty, respectively. This will prepare students to see the importance Hand attaches to the faith that the people have gathered to affirm. If it will not overburden students, the teacher may teach the connotations of these words. Knowing that these words can have religious overtones will help students appreciate the tone of the opening sentence.
- Teaching *oppression* (*unjust and cruel control over the lives of others*) using examples of oppressive situations that drove immigrants to America will give students very direct support for understanding the meaning of *freedom from oppression* when it is encountered in the text.

The teacher may identify other Tier 2 words to pre-teach based on the criteria for selecting Tier 2 words and on the demands of the text. For example, the words *ruthless*, *denial*, *check* and *will* appear in one passage. Teaching one of these in advance would help create a context for students to determine the meaning of the other words.

A tool that would be useful for preparing to teach these words is the “Instructional Guide for General Academic Vocabulary.” As mentioned in the first paragraph of this section, it can be found in the *Academic Vocabulary* module developed by the Rhode Island Department of Education at the following web address:

<http://www.ride.ri.gov/InstructionAssessment/Literacy/CommonCoreStateStandardsforELALiteracy.aspx>.

### Preparing the Learner

*Preparing the Learner* activities serve one or more purposes that are very important to enhancing the learning of high-need students:

- Teach background information and introduce concepts, vocabulary and language that students need in order to focus on meaning when reading the target text. The activities are designed so that they do not give away important information that students could derive through careful reading of the target text.
- Provide practice with close reading routines so that students will be more independent when reading and discussing the target text. Understanding the routine allows students to focus their thinking to develop a deeper understanding of the text.
- Preview examples of rhetorical language and structures of the type that students will encounter in the target text. Students will be prepared to recognize these and understand the speaker’s reasons for employing them.

Teachers may select from the activities below or substitute others that serve the same purposes. They may also develop additional activities.

The close reading routine followed in these activities is one possibility and is provided as an example; teachers may have a variation of this routine that they regularly use. They should also adapt their directions according to how adept students already are or are not with routines of close reading.

Prior to close reading, pre-teach selected Tier 2 vocabulary words. See [Vocabulary Resources](#) section above for guidance on how to select Tier 2 vocabulary for instruction and for recommendations on specific Tier 2 words to teach.

### ***Activity #1: Recognizing rhetorical language as a key to a speaker’s meaning***

#### **SSS Day 1**

#### **Description and Purpose:**

Hand uses effective rhetoric throughout his speech to highlight key ideas and to make it easier for listeners to follow his line of thought. In this activity, students review a few rhetorical devices/structures – repetition, question/answer format, and allusion - that will be especially useful for them to recognize as they work to comprehend the speech. Using the *Rhetorical Language Worksheet* (below), students read a description of each device, study an example drawn from another text, and then answer one or two questions requiring analysis of the example. It’s assumed that students are familiar with rhetorical language from previous instruction. The purpose of this activity is to prepare students to recognize rhetorical devices Hand uses in his speech and to view those devices as a key to understanding meaning.

The number of pre-taught rhetorical conventions is limited in order not to overwhelm students with information. The speech contains other notable examples of rhetoric that the teacher may address as they are encountered during reading.

For the teacher’s convenience, the *Rhetorical Language Worksheet* includes sample answers, which would be deleted before giving the worksheet to students. There is also a Teacher Version of the worksheet. It provides examples from “I am an American Day Address.” This is a teacher resource. It’s not expected that the teacher will teach these examples to students in this format.

#### **Teacher Directions:**

- Arrange students in pairs/groups.

- Inform students that they will be reviewing some rhetorical conventions that speakers commonly use in their speeches. Build on what students already know by reminding them of the following: Rhetoric is a term for effective and persuasive use of language. It most often refers to language that a speaker (or writer) carefully words or structures for a specific meaning and effect. Rhetorical devices, or rhetorical conventions, are common ways that speakers craft language. For example, repetition of words and phrases to emphasize an idea is a common move on the part of speakers. If you (students) recognize the rhetorical devices a speaker uses, you are better able to comprehend the meaning.
- In explaining the above, emphasize that speakers use rhetorical language purposefully to convey precise meaning. Students who already struggle with language or reading are especially likely to view rhetorical moves – for example, non-typical word order – as unnecessary, artificial or deliberately confusing. They may feel the speaker would communicate better if he said things in a simpler way.
- Provide students with the *Rhetorical Language Worksheet* below. The examples are from texts that students have likely read before. If not, the teacher may choose more familiar examples.
- Model the process with the first row (Repetition). Read the description and purpose and the example from the last line of the Gettysburg Address. Process aloud your thoughts about repetition. Then model answering the question: Underline the repeated words and point out that Lincoln’s repetition of “the people” emphasizes the importance of individuals in our form of government. Also, by changing the preposition in successive phrases, Lincoln emphasizes that America’s form of democracy not only exists for the sake of the people but also is dependent upon the people for its survival.
- Have students work on the remaining rows, discussing each device (*What is it and why does a speaker use it?*) and answering the questions in the last column. After they finish, share in whole group, adding to or clarifying students’ understanding as needed. If students need more support or instruction, they can work through the worksheet one row at a time.

**RHETORICAL LANGUAGE WORKSHEET**

Rhetorical language	Description and Purpose	Examples	Questions
<b>Repetition</b>	<p>Speakers often repeat words and phrases to make an idea clearer or to call attention to or emphasize certain facts or ideas. Repetition engages the listener; his or her attention is captured by the rhythm of the repetition. There is the sense that if the speaker repeats this word or idea it must be significant.</p> <p>Repetition appears in many forms. For example, a sound, word, phrase, clause or sentence may be repeated, and may come at the beginning, end, or middle.</p>	<p>...that government of the people, by the people, for the people, shall not perish from the earth.”</p> <p style="text-align: right;">— Abraham Lincoln, Gettysburg Address</p>	<p>Underline repeated words. Why does the author repeat this idea? (See Teacher Directions above.)</p>
<b>Repetition of the first part of a sentence</b>	<p>In one form of repetition, speakers use the same group of words to begin successive clauses or sentences. The similarity in wording enables the listener to follow the speaker’s line of thought. It also captures attention and causes the listener to concentrate on the message. The listener senses this must be an important idea if the author repeats it multiple times. The listener also pays more attention to the different words, examples or explanations that come after the repeated phrase because he/she knows that each new thought will add something to what the author is saying.</p>	<p>“Five score years ago, a great American in whose symbolic shadow we stand today, signed the Emancipation Proclamation... But one hundred years later, the Negro still is not free. One hundred years later, the life of the Negro is still sadly crippled by the manacles of segregation and the chains of discrimination. One hundred years later, the Negro lives on a lonely island of poverty in the midst of a vast ocean of material prosperity. One hundred years later, the Negro is still languished in the corners of American society and finds himself an exile in his own land" - Martin Luther King, Jr.</p>	<p>a) Underline the repeated phrase. What idea is emphasized and why does the speaker emphasize it? b) How do the different words that follow each repetition add to the meaning? (<u>One hundred years later...the Negro</u>. MLK emphasizes the length of time since Emancipation to show how wrong it is that true freedom is still not achieved after so many years. Each example adds evidence or proof to this idea.)</p>
<b>Ask and answer a</b>	The speaker asks a question and then answers	You ask, what is our aim? I can	What idea is stressed by this

<p><b>question</b></p>	<p>it, often reasoning aloud to get to the answer. This device calls the listener’s attention to the point(s) the speaker wants to make. It captures the interest and curiosity of the listener by causing the listener to think about the question before hearing the answer. The speaker may use this device to raise and answer a question he believes is already on the audience’s mind. In some cases, a speaker uses a series of questions and answers to connect ideas in the speech, with the answer to one question triggering the next question in the minds of the reader. This makes it easier for the listener to follow the line of thought.</p>	<p>answer in one word: It is victory, victory at all costs, victory in spite of all terror, victory, however long and hard the road may be.” — Winston Churchill, Prime Minister of England, 4 June 1940</p>	<p>question-answer?</p> <p>(This Q/A emphasizes that England’s single goal is to win victory at all costs.)</p>
<p><b>Use References or Allusions</b></p>	<p>Speakers often refer to a famous person, event, or work of literature as a way of further explaining their thinking. Common references are to literature, history, Greek myth, and the Bible. The purpose is to explain or enhance the subject being discussed. If the audience is familiar with the reference, a few words are enough to create a certain picture (or scene) in the readers’ minds. Even if the listener does not recognize the source or exact words, he/she may be able to figure the meaning and appreciate the power of the language. Just knowing that the speaker is referring to a known person or event or quoting from a known source may add authority and importance to what he says in the minds of listeners.</p>	<p>I have a dream that one day this nation will rise up and live out the true meaning of its creed: "<u>We hold these truths to be self-evident, that all men are created equal.</u>" –MLK referring to the Declaration of Independence</p>	<p>How does the allusion add to the meaning?</p> <p>(These words of the Declaration of Independence bring to mind the ideal of equality upon which America was founded and which it fought for in the Revolution. All the feeling and ideas associated with this ideal are stirred up by this reference.)</p>
<p>Resources consulted: (Literary Devices Editors, 2013) (Stylistic Devices, 2014) (Toolkit for Rhetorical Analysis, 2014)</p>			

**RHETORICAL LANGUAGE WORKSHEET - TEACHER VERSION**

Rhetorical language	Description and Purpose	Examples from “I am an American Day Address”
<p><b>Repetition</b></p>	<p>Speakers often repeat words and phrases to make an idea clearer or to call attention to or emphasize certain facts or ideas. Repetition engages the listener; his or her attention is captured by the rhythm of the repetition. There is the sense that if the speaker repeats this word or idea it must be significant.</p> <p>Repetition appears in many forms. For example, a sound, word, phrase, clause or sentence may be repeated, and may come at the beginning, end, or middle.</p>	<p>We have gathered here to affirm a <u>faith</u>, a <u>faith</u> in a <u>common</u> purpose, a <u>common</u> conviction, a <u>common</u> devotion.</p> <p>We sought liberty; <u>freedom from</u> oppression, <u>freedom from</u> want, <u>freedom to be</u> ourselves.</p> <p><u>This we</u> then sought; <u>this we</u> now believe that we are by way of winning.</p> <p><u>These are false hopes</u>; believe me, <u>these are false hopes</u>.</p> <p>Repetition throughout of “liberty” and “the spirit of liberty.”</p>
<p><b>Repeat the same word(s) at the beginning of a series of phrases, clauses, or sentences</b></p>	<p>In one form of repetition, speakers use the same group of words to begin successive clauses or sentences. The similarity in wording enables the listener to follow the speaker’s line of thought. It also captures attention and causes the listener to concentrate on the message. The listener senses this must be an important idea if the author repeats it before a series of different ideas. The listener also pays more attention to the different words, examples or explanations that come after the repeated phrase because he/she knows that each new thought will add something to what the author is saying.</p>	<p><u>The spirit of liberty is the spirit which</u> is not too sure that it is right; <u>the spirit of liberty is the spirit which</u> seeks to understand the mind of other men and women; <u>the spirit of liberty is the spirit which</u> weighs their interests alongside its own without bias; <u>the spirit of liberty</u> remembers that not even a sparrow falls to earth unheeded; <u>the spirit of liberty is the spirit</u> of Him who, near two thousand years ago, etc.</p> <p>And now <u>in that spirit</u>, <u>that spirit of an America</u> which has never been, and which may never be; nay, which never will be except as the conscience and courage of Americans create it; <u>yet in the spirit of that America</u> which lies hidden in some form in the aspirations of us all; <u>in the spirit of that America</u> for which our young men are at this moment fighting and dying; <u>in that spirit of liberty and of America</u> I ask you to rise and with me pledge our faith in the glorious destiny of our beloved country.</p>

<p><b>Ask and answer a question</b></p>	<p>The speaker asks a question and then answers it, often reasoning aloud to get to the answer. This device calls the listener's attention to the point(s) the speaker wants to make. It captures the interest and curiosity of the listener by causing the listener to think about the question before hearing the answer. The speaker may use this device to raise and answer a question he believes is already on the audience's mind. In some cases, a speaker uses a series of questions and answers to connect ideas in the speech, with the answer to one question triggering the next question in the minds of the reader. This makes it easier for the listener to follow the line of thought.</p>	<p>What was the object that nerved us, or those who went before us, to this choice?</p> <p>What do we mean when we say that first of all we seek liberty?</p> <p>And what is this liberty which must lie in the hearts of men and women?</p> <p>What then is the spirit of liberty?</p> <p>(Each of the above is followed by a detailed answer. The answer to one question is the basis for the next question.)</p>
<p><b>Use References or Allusions</b></p>	<p>Speakers often refer to a famous person, event, or work of literature as a way of further explaining their thinking. Common references are to literature, history, Greek myth, and the Bible. The purpose is to explain or enhance the subject being discussed. If the audience is familiar with the reference, a few words are enough to create a certain picture (or scene) in the readers' minds. Even if the listener does not recognize the source or exact words, he/she may be able to figure the meaning and appreciate the power of the language. Just knowing that the speaker is referring to a known person or event or quoting from a known source may add authority and importance to what he says in the</p>	<p>...the spirit of liberty remembers that not even a sparrow falls to earth unheeded; the spirit of liberty is the spirit of Him who, near two thousand years ago, taught mankind that lesson it has never learned but never quite forgotten; that there may be a kingdom where the least shall be heard and considered side by side with the greatest.</p>

minds of listeners.
Resources consulted: (Literary Devices Editors, 2013) (Stylistic Devices, 2014) (Toolkit for Rhetorical Analysis, 2014)

## **Activity #2: Analyzing an extended definition**

### **SSS Day 2**

#### **Description and Purpose:**

- In this activity, students read an excerpt of a commencement address in which the speaker defines success. The excerpt represents a type of extended definition in which a speaker claims that a familiar concept or principle, such as success, should be defined in a certain way. Students answer a set of text-dependent questions about the text. The intent is to give students experience reading an extended definition (excerpt) with features and a purpose similar to Hand’s extended definition of the spirit of liberty in “I am an American Day Address,” despite obvious differences in content and tone. Students will become familiar with language and ideas that will be useful when discussing the features and purpose of Hand’s definition. This activity also gives students practice doing a close reading with a short challenging text. If students already have experience analyzing extended definitions in speeches or essays, this activity may not be needed. If much information is new to students, it may require more than one period.

#### **Teacher Directions:**

- Explain to students that the goal for this lesson is to understand more about a type of extended definition they may encounter in speeches. Give a simple explanation of “extended definition” at this point by saying that it is not a dictionary definition, but a longer definition in which the speaker explains something in detail, often using examples or looking at the concept from different points of view.
- Present the excerpt from *2013 Smith College Commencement Address*. Remind students that this is an excerpt, not the entire speech. Words that students might find confusing (such as *metric*) or whose meaning they could not determine from context are defined in the margin, as they are in the close reading of the target text. Have students read through the text following the same protocol that will be used with the target text. For example, students read the excerpt independently to get a basic understanding of what it says, underlining important ideas, noting questions they have, and writing notes in the margin. The teacher then reads the excerpt aloud. The process may be reversed if students need more teacher support.

From Arianna Huffington's 2013 speech to the Smith College graduation class:

"Commencement speakers are traditionally expected to tell graduates how to go out there and climb the ladder of success, but I want to ask you, instead, to redefine success. Because the world you are headed into desperately needs it. And because you are up to it....At the moment, our society's notion of success is largely composed of two parts: money and power. In fact, success, money and power have practically become synonymous. But it's time for a third metric, beyond money and power -- one founded on well-being, wisdom, our ability to wonder, and to give back. Money and power by themselves are a two legged stool -- you can balance on them for a while, but eventually you're going to topple over. And more and more people, very successful people, are toppling over. Basically, success the way we've defined it is no longer sustainable. It's not sustainable for human beings; it's not sustainable for the planet. To live the lives we want, and not just the ones we settle for, the ones society defines as successful, we need to include the third metric.

[http://www.smith.edu/events/commencement\\_speech2013.php](http://www.smith.edu/events/commencement_speech2013.php)

*having the same meaning  
way of measuring*

*able to continue*

- Begin with a whole group discussion of the excerpt.
  - Ask: *What is the occasion for the speech? What is the speaker's topic in the excerpt?* (Success; the need to have a different definition of success).
  - Ask: *How does this definition of success differ from a dictionary definition?* After giving students an opportunity to think-pair about this question, have them share their ideas. Encourage students to share as many insights as possible to help them process how this "definition" is not the type they typically think of. For example, they may note that the speaker is not giving an objective definition but is talking about the opinion of others and giving her own opinion.
  - As students share their ideas, the teacher will clarify or add information about extended definitions. Students should develop awareness that an extended definition in a speech explains or illustrates a word, thing or idea by going into detail, giving examples, or looking at different perspectives. Some extended definitions, as with this excerpt, define a concept that is

familiar to the listeners, such as success or courage or democracy. The intent is to inform listeners by defining the concept in a new way or in a way that reminds listeners of important ideas that they may have forgotten. The intent is also to persuade listeners to accept the speaker's definition.

- With students in discussion groups, ask a set of text-dependent questions, which are intended to help students identify what the speaker says about success, how she organizes her ideas, and why she presents an extended definition of success.

**(1) In the first two sentences, what does Huffington ask the graduates to do? Why?**

*(Redefine success, because society desperately needs them to do this.)*

**(2) What is society's notion of success? Why is there a need for a different definition of success?**

*(Society's definition of success is money and power only. Accepting society's definition means leaving important things out of life, such as well-being and wisdom. Money and power alone are like a two-legged stool that lacks balance. People can't live like that and they are "toppling over." It's not a successful life.)*

**(3) In Huffington's view, how should success be defined?**

*In Huffington's view, success is a balance of money, power and a third measure, which includes well-being, wisdom, ability to wonder and to give back.)*

**(4) What is Huffington's purpose for presenting an extended definition of success?**

*(She wants to change the view that success is money and power alone. Most people believe this (it is society's notion) but this view will not give graduates "the lives we want." It will cause them to lead lives that are out of balance, like trying to sit on a two-legged stool. She wants to persuade the audience to accept her different view of success and bring that into the way they live their lives.)*

**(5) How does calling attention to the wrong notion of success help Huffington to achieve her purpose?**

*(By calling attention to society's wrong notion of success as money and power, Huffington can set up a contrast with her own definition of success, which adds a missing third measure. By saying what success "is not," she makes clearer what she thinks it is. Also, by pointing out the problems with following the wrong view of success, she makes the point that her different definition is needed.)*

Teaching note: Students may need help seeing this, but it will help them later to understand why Hand emphasizes the “wrong” view of liberty in his speech. After students share their initial responses, confirm that speakers often do what Huffington does, and for the same reasons. Being clear about what the concept “is not” helps to make clear what it is, and pointing out the negative effects of the wrong definition demonstrates why there is a need to act based on a different definition.

- To close the lesson, review with students that the following features are important to notice when reading an extended definition.
  - The reason the speaker gives (or implies) for defining this concept
  - What the speaker says the concept “is not”
  - What the speaker says the concept “is” and how s/he explains
  - The speaker’s ultimate purpose (what s/he wants to see happen as a result)
- To give students more direct support for reading the extended definition of the spirit of liberty in “I am an American Day,” the teacher may want to create an anchor chart in the course of this activity. An anchor chart describes or outlines a procedure, process, content or strategies on a particular theme or topic and is posted in the classroom. It is created with students and serves as a visual reference of the most important information students are expected to remember. An example would be an anchor chart developed with students on strategies for inferencing. An anchor chart for extended definition could include a definition of the term, some of the characteristics, and list of features to notice when reading. The anchor chart would be revisited during close reading.

### ***Activity #3: Closely viewing a video***

#### **SSS Day 3/Preceding Close Reading of the Text**

**Description and Purpose:** This activity can take place on the same day as close reading of the first passage. Students watch a video clip on celebration of *I am an American Day* in 1945, the year following the celebration at which Learned Hand delivered the address they will be reading. They do a close viewing of the video clip to identify the nature of that event and those present. In this way they develop their own background knowledge of this annual event, which will enable them put Learned Hand’s speech in the context of a time, place and audience. In a close reading, students are typically given little background information because this encourages them to use close reading skills to draw the information they need from the text. This activity is in keeping with that practice, while still providing students with some level of support. The teacher does not *give* students background information but expects them to draw it from “close reading” of a

different text, in this case a media text. Moreover, the information that students derive from the video relates to the nature of the annual event; it is not about the speech itself and does not give away the meaning of the speech.

Teacher Directions:

- Inform students that they will be reading and analyzing a speech that was delivered at an event celebrating “I am an American Day.” First you want them to view a video clip about a similar event that took place around the same time but in a different year. Collecting information from this video will help them understand the nature of the event.
- Show the video clip from YouTube [https://www.youtube.com/watch?v=T\\_rblnJjRC4](https://www.youtube.com/watch?v=T_rblnJjRC4). Note that this YouTube video includes two clips. The clip referred to in this activity begins at 2:05 minutes and ends at 3:25, making it 1 minute 20 seconds long.
- Allow students to watch the video the first time just to become familiar with it.
- Have students watch the video a second time in order to collect information. Provide them with the handout “Video Analysis - I am an American Day” (below) and ask them to review the questions and then watch the video to collect information and write it on the worksheet. After students have watched the video, have them share with a partner the information they collected.
- Have students watch the video a third time to collect missing or additional information. Have them share in groups.
- Briefly share in whole group some of the information students collected, highlighting key points such as the presence of soldiers. After asking students for opinions on the time of the event, confirm that this took place in May 1945, while America was still fighting World War II. If students ask, inform them that we no longer have a separate “I am an American Day” celebrated in May. The name was changed to Citizenship Day in the 1950’s and it is now celebrated as part of Constitution Day on September 17 (National Archives, n.d.).
- Inform students that the speech they are about to read was delivered in the previous year (1944). Provide the following brief information about the 1944 event, giving location, audience, etc.

Hand delivered this address in 1944 in New York's Central Park, where 1.5 million people gathered for an event billed as "I Am an American Day." Hand aimed his remarks at 150,000 newly naturalized citizens (Annotation, 2014).

Students should conclude that the 1944 event was similar in purpose, venue, and composition of audience to the 1945 event. If necessary, emphasize the presence of 150,000 newly naturalized citizens and that the overall purpose of the event is to celebrate

citizenship. This helps to give students a context for understanding why Hand emphasizes throughout his speech that it is the American people who create liberty and are responsible for doing this for self and others. The teacher may confirm that in 1944 the U.S. was in the midst of World War II, but it is not necessary to go into detail about the war. Students can glean from the text that Hand is deeply concerned about those in the world with “ruthless, unbridled will” who would destroy liberty. They may be able to infer from this, and through discussion, a reference to America’s enemies in the war.

- Note: This activity does not use the other short clip on the same YouTube video, which is Mayor LaGuardia speaking about the event. If a teacher decides to use this, it would be viewed as a separate media text and would need its own Analysis Sheet designed for the content.

### Video Analysis - I am an American Day

What is the event \_\_\_\_\_

Where did this take place \_\_\_\_\_ What city \_\_\_\_\_

Number of people present \_\_\_\_\_

People/groups who are present \_\_\_\_\_  
\_\_\_\_\_

Purpose of the event/why have people come \_\_\_\_\_

Describe clothing \_\_\_\_\_

Describe facial expressions \_\_\_\_\_

Describe what people are doing in the video \_\_\_\_\_  
\_\_\_\_\_

Based on information in the video, when do you think this event took place \_\_\_\_\_

## Interacting with the Text

### **Activity #4: Sentence Map**

#### **SSS Day 3/Day 1 of Interacting with the Text**

##### **Description and Purpose:**

A few students may misread the first sentence by not realizing that Hand withholds exactly what it is the people have “faith in.” They may take the words *purpose*, *conviction* and *devotion* to be specific objects of faith in the sentence, as they might appear to be from the grammar. This misunderstanding will keep students from appreciating the way Hand builds in the speech to the revelation that an America imbued with the spirit of liberty is the object of faith they are here to affirm. Having students make a simple map, or sketch, might help them understand the first sentence. This mapping is a very basic support and intended for very high need students who might need a visual aid.

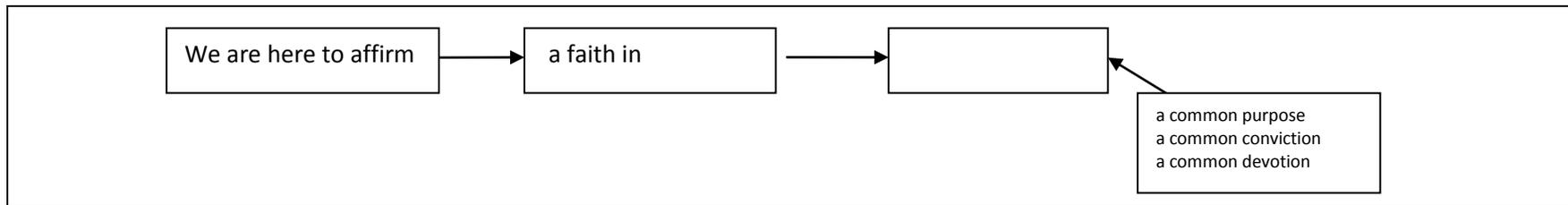
##### Teacher Directions:

###### Part 1:

- Call students’ attention to the fact that Hand does not identify in the first sentence exactly what the people have faith in even though he uses words that suggest what it is. Drawing a map of the sentence may help to show this.
- On paper or the board sketch out the sentence. An example is shown below. Boxes are used, but underlining would work as well.
  - Write: “We are here to affirm” in the first box.
  - Draw an arrow to the next box and ask students what the people are here to affirm. Write: “a faith (in).”
  - Draw an arrow to the third box. Ask: *Does Hand say exactly what the people have faith in?* Students may mention one or more of the phrases Hand uses. Write them outside the box and draw an arrow toward the empty box. Explain to students that the words *purpose*, *conviction*, and *devotion* could go in the box because they do represent what the people have faith in. For example, they have faith in a purpose, or goal, that they all share. But Hand is not specific here about what that purpose is. By not revealing the specific object of their faith right away, Hand can capture his listeners’ interest and curiosity about what it is. His words may even cause them to guess in their minds what it might be. For example, his listeners could think he is referring to their faith in America.
- Indicate the blank box and note that it is being left empty to show that Hand has not yet revealed the specific or exact object of the people’s faith. He will eventually reveal this. Ask students if they have an idea of what this is already based on their reading. Their

responses may be jotted in pencil on the map. Tell them they will later return to this question and they will look for evidence in the text to support an answer.

- The teacher may refer back to the map at other points in the reading. For example, after sentence 6 the teacher may ask students if Hand has given more clues to the object of the people’s faith. At the end of the speech, the map may help students see that the affirmation of faith that Hand refers to in the first sentence is the same pledge of faith (in an America with the spirit of liberty) that he asks them to make at the end of the speech.



Note on Activities 5-6: Activities 5 and 6 are options to support students who struggle with putting sentences into their own words because of difficulty determining their basic meaning. These activities would occur while all students are working on the task. If a pair/group is struggling, the teacher would sit with students and coach them through difficult parts of the text. The teacher might use one or the other activity with a group but probably not both because they overlap and because of the time factor. If this type of support works with students, the teacher may want to use it with other sentences later in the speech. Each sentence, of course, poses different challenges and may require different strategies.

**Activity #5: Rewording to Capture Meaning**

**SSS Day 3/Day 1 of Interacting with the Text**

See note above on Activities 5-6.

**Description and Purpose:**

Within the close reading lesson, students are asked to put sentence four into their own words. Students who have difficulty putting the sentence into their own words may benefit from this structured approach to rewording or paraphrasing difficult sentences of this type. This activity should be as brief as possible so that students will not lose the flow of thought in the speech.

Teacher Directions:

- Students will be rewording the sentence: *What was the object that nerved us, or those who went before us, to this choice?*
- As all groups work on this, circulate to observe their work and determine their progress.
- If pairs/groups need minimal support, it is enough to suggest one or another of the strategies described below.
- If a pair/group cannot make progress, it may be necessary to sit with them and guide them through the process of applying the strategies until they successfully put the sentence in their own words.
- The following are the strategies and teaching suggestions for students needing a high level of support.
  - Use the context
 

Explain to students that they should use the meaning of the sentence(s) around the target sentence to help get the gist of the meaning. Model this by reading sentences 3 and 4 (the question and preceding sentence) with helpful emphasis. Ask students to come up with an idea of what the question might be. Encourage reasonable speculation and require students to explain their answers. For example, a student might offer a partial rewording (“Why did they come to America?”) and explain his answer by saying that the phrase *this choice* refers to the choice to come to America. Remind students to continue to use the context to check meaning even as they apply other strategies.
  - Substitute definitions or synonyms in place of unfamiliar words.
 

Point out that the Student Support version of the text provides synonyms/definitions for some words in the right margin and that other unfamiliar words might be determined from context or be looked up. Have students substitute synonyms/definitions for unfamiliar words in this sentence, such as *object* (used atypically) or *nerved*. Students might produce the following: “What was the goal that strengthened us, and those who went before us, to this choice (of America)? With this as a basis, students would again attempt to put the sentence into their own words.

(Note that *nerved* is defined in the margin as “gave courage to, or strengthened.” If students need more help, provide the following: When people nerve themselves, they find the courage, strength, or nerve to face something. If we say something “nerved” us, we mean that it gave us the courage to do something.)

- Replace pronouns and indefinite words.
 

Remind students that pronouns (such as *us* and *those*) and indefinite or less definite words (such as *this choice*) can mentally be replaced with the concrete words to which they refer in order to clarify the meaning. It may be necessary search back in the text for what is being referred to (the antecedents or referents). For example, by thinking of what Hand has said previously, we can determine that “*those who went before us*” refers to past immigrants and descendants. To know what

the phrase *this choice* refers to, we look for earlier words in the speech that refer to a choice; in this case the mention of immigrants who *have chosen America*.

- Offer these suggestions until students are able to put the question in their own words. It is not necessary to go through all of them, but just those that will fill in gaps for students.

### **Activity #6: Interpreting a sentence**

#### **SSS Day 3**

**See note above on Activities 5-6.**

#### **Description and Purpose:**

- This activity supports students who have difficulty interpreting the sixth sentence in the speech. The sentence appears simple but offers meaning and syntax challenges, including a pronoun-antecedent relationship, a then-now construction, and an historical reference. At the same time, it is important because it introduces the idea that the search for liberty continues into the present and did not end when immigrants reached America. The idea that the search for liberty is ongoing becomes very important in the speech.

#### **Teacher Directions:**

- If some students cannot interpret or reword the sentence and need additional support, the teacher may reword the sentence with a small group. For example, say to students:
  - In this sentence, Hand continues his claim that people who came to America sought liberty above everything. *What does the pronoun “this” refer to? (liberty)* We can make the sentence easier to understand by mentally substituting “liberty” for the pronoun “this.” (Liberty we then sought; liberty we now believe we are by way of winning.)
  - Hand also compares then and now in this sentence. *What does he say happened then, in the past? (We sought liberty by coming to America.) What is happening now? (We are by way of winning liberty.) From the context, what does “by way of” mean? (close to)*
  - *What is Hand referring to when he says we are close to “winning liberty”?* (If students are not clear on this, you may remind/inform them that the war was being fought against enemies who had invaded other countries and brought them under oppression.) Hand is stating here that the struggle to win liberty continues even after people have come to America to find liberty.
- Have students write the sentence in their own words.
- If groups do not do need this much support, provide only the help that they minimally need to interpret the sentence.

### **Activity #7: Homework Assignment for SSS Day 3**

#### **Description and Purpose:**

This homework assignment replaces the “Day One: Homework Assignment” in the original exemplar. Its purpose is to reinforce students’ understanding of Hand’s message about Americans in the opening sentences. It can also be used as a formative assessment to determine what students took away from their discussions in the first day of close reading.

#### **Teacher Directions:**

Prior to introducing the homework assignment:

At the end of the first day of close reading, students work in groups to summarize Hand’s message to the audience in the beginning of the speech (first six sentences). They share in whole group and agree on a message. An example might be: *The people who are gathered here, along with all other Americans, are a special group who have in common that they desire liberty above everything and have the courage to seek it.* Whatever message students agree upon, it should include that Americans share a common bond because they value and want the same thing, which is liberty.

For homework, students complete the assignment sheet (below). The teacher introduces the sheet in the following way:

- Have students write in the first row the summary of Hand’s message agreed upon by the class.
- Reinforce with students that Hand develops his message by making specific choices about what ideas to include and what language and words to use.
- Tell students they will identify four details (ideas or language/word choices) that Hand uses to develop his message. They will list these in the left hand column by quoting or paraphrasing the text
- They will then explain in the right column how each detail helps to develop the message.

If students need less support, have them discuss the message in groups, then write the summary on their own for homework rather than leaving with one agreed upon by the class.

If students need greater support, in addition to having them agree upon a message in class and enter it into the assignment sheet, model an example of a detail and explanation.

For maximum support, along with modeling, the teacher could enter some details into the assignment and ask students to write an explanation of how these develop the message.

In the homework assignment sheet below, a few possible responses appear in red. They would be deleted before using the sheet with students.

**I am an American Day Address (1<sup>st</sup> Paragraph, Sentences 1-6)**

**Day 1 Homework Assignment**

Directions: In the top row, summarize Hand’s message in the beginning of the speech. Then list four details (ideas or language/word choices) that he uses to develop his message. Explain how each detail helps to develop the message.

**Message**

*The people who are gathered here, along with all other Americans, are a special group who have in common that they desire liberty above everything and have the courage to seek it.*

<b>Details (Quote words, phrases or sentences)</b>	<b>Explain how this detail helps to develop the message</b>
<i>“a common purpose, a common conviction, a common devotion”</i>	<i>This phrase emphasizes that people in the gathering all share the same belief and loyalty.</i>
<i>“Some of us have chosen America” “the rest have come from those who did the same”</i>	<i>This detail reminds the audience that they became Americans in the same way. It also connects the audience to all other Americans.</i>
<i>“picked group”</i>	<i>The fact that people chose to be Americans makes them a select group.</i>
<i>“a group who had the courage to break from the past”</i>	<i>Hand is associating all of the audience with immigrants and their courage in coming to America.</i>
<i>“We sought liberty”</i>	<i>The word “we” puts all Americans in one group, whether they are past or present, or immigrant or born here. This one group came to America for just one thing – liberty.</i>

## Activity # 8: Defining the Spirit of Liberty

### SSS Day 4

#### Description and Purpose:

As students read Hand’s extended definition of *the spirit of liberty (the liberty which must live in the hearts of men and women)*, they should capture in writing their thoughts on important parts of the definition. This will help them to follow Hand’s line of thought and later to synthesize their thinking about the structure, meaning and purpose of the definition. There are different ways a teacher might want to approach having students do this. The Teacher Directions below suggest one possible approach, which builds on students’ previous exposure to extended definitions in Activity #2 in ESS p 13.

#### Teacher Directions:

- Present students with the following format or printed sheet for keeping track of Hand’s definition of the spirit of liberty. This may be given to students after discussion of SQ17. Students may enter these headings into a notebook. If the teacher is providing this as a printed sheet, the bullets should be separated to provide space to write. Two bullets on each side of the page should suffice.

<p>Extended Definition</p> <p>I am an American Day Address</p> <p>Concept:</p> <ul style="list-style-type: none"><li>• What is Hand’s reason for defining this concept? (Why is a definition needed?)</li><li>• What does he say is the wrong notion of this concept? (What is it not?)</li><li>• What does he say the concept “is” and how does he explain it?</li><li>• What is Hand’s ultimate purpose for presenting the extended definition? What does he want to see happen as a result?</li></ul>
--

- Explain that these questions are based on their previous discussion of the features that are important to notice when reading an extended definition. They will help them keep track of their thinking as they read Hand’s extended definition. These are not assessments, though you will check that they do them and put effort into them.

- For “Concept,” have students fill in “Liberty that lies in the hearts of men and women.” Later, when students reach Hand’s last question (*What then is the spirit of liberty?*), they will change the “Concept” on their definition sheet to read “The Spirit of Liberty.” Students might do this simply by writing **The Spirit of Liberty** above the other term and enclosing (Liberty in the hearts of men and women) in parentheses.
- During discussion of the series of text-dependent questions, have students pause to process and summarize their thinking by responding to one of the questions. The following are appropriate places to do this:
  - **What is Hand’s reason for defining this concept? (Why is a definition needed?)**

Have students respond to this at the beginning of the 1<sup>st</sup> Paragraph, Section 4. After students have discussed question SQ17, they should be ready to write their thoughts on the above question. They may refer to the fact that Hand has already established that liberty is the most important thing to Americans and that many Americans do not realize that liberty lies in the heart and mistakenly rely on the courts. These are reasons why it would be important to define the liberty that lies in the hearts of men and women.

- **What does he say is the wrong notion of this concept? (What is it not?)**

After students finish discussing Hand’s answer to his own question about liberty in the hearts (after SQ21), have them respond to the question above.

In addition have them return to the first bullet above (Hand’s reason for defining this concept) and add any further thoughts. They should now see from his discussion of “unbridled will” that Hand has other reasons for thinking the world needs a different definition of liberty in the hearts of people.

- **What does he say the concept “is” and how does he explain it?**

Students would respond to this question after they finish reading Hand’s answer to his own question: *What then is the spirit of liberty?* This could be after question SQ26 or SQ27.

- **What is Hand’s ultimate purpose for presenting the extended definition? What does he want to see happen as a result?**

Students may respond after completing the speech, in conjunction with SQ37.

- Students will use these written responses as a reference when answering other questions. For example, they will use the first three response above as a resource for doing the homework assignment on SSS Day 4.
- Students should be able to respond individually to the above questions because they are preceded by thorough discussions of the text. If this is still difficult, however, the teacher may have students engage in a group discussion before asking them to write independently.

## References

- Annotation of The Spirit of Liberty (online document). (2014). In *Digital History*. Retrieved from <http://www.digitalhistory.uh.edu> .
- Beck, I., McKeown & M., Kucan, L. (2013). *Bringing words to life: Robust vocabulary instruction* (2<sup>nd</sup> Edition). New York, NY: The Guildford Press.
- Bunch, G, Kibler, A. & Pimentel, S. Realizing Opportunities for English Learners in the Common Core English Language Arts and Disciplinary Literacy Standards. Stanford University School of Ed. Stanford, CA. [www.ell.stanford.edu](http://www.ell.stanford.edu).
- “I am an American Day” 1941 and 1945 (Jul. 3, 2012) Retrieved from [https://www.youtube.com/watch?v=T\\_rblnJiRC4](https://www.youtube.com/watch?v=T_rblnJiRC4).
- Kinsella, K. (November 2005). Teaching Academic Vocabulary. *Aiming High: A SCOE Publication*, pp. 1-8. Retrieved from [http://www.scoe.org/docs/ah/AH\\_kinsella2.pdf](http://www.scoe.org/docs/ah/AH_kinsella2.pdf)
- Literary Devices Editors (2013). Definition and Examples of Literary Terms. In *Literary Devices*. Retrieved from <http://literarydevices.net/rhetoric/>.
- National Archives. (n.d.) I am an American (blog). In *National Archives*. Retrieved from <http://blogs.archives.gov/prologue/?p=13529>.
- Smith College (2013). Commencement Address 2013. Retrieved from [http://www.smith.edu/events/commencement\\_speech2013.php](http://www.smith.edu/events/commencement_speech2013.php)
- Stylistic Devices (Rhetorical Devices, Figures of Speech). (2014). In *English Grammar Online*. Retrieved from [www.ego4u.com](http://www.ego4u.com).
- Toolkit for Rhetorical Analysis. (2014). In *About Education*. Retrieved from <http://grammar.about.com/od/rhetorictoolkit/>.