

Module 5
Participant Guide

Focus on Deepening
Implementation

Activity 3b

Connecticut Core Standards for English Language Arts and Literacy



Grades 6–12

Systems of Professional Learning

Connecticut Core Standards Systems of Professional Learning

The material in this guide was developed by Public Consulting Group in collaboration with staff from the Connecticut State Department of Education and the RESC Alliance. The development team would like to specifically thank Ellen Cohn, Charlene Tate Nichols, and Jennifer Webb from the Connecticut State Department of Education; Leslie Abbatiello from ACES; and Robb Geier, Elizabeth O’Toole, and Cheryl Liebling from Public Consulting Group.

The Systems of Professional Learning project includes a series of professional learning experiences for Connecticut Core Standards District Coaches in English Language Arts, Mathematics, Humanities, Science, Technology, Engineering, Mathematics (STEM), and Student/Educator Support Staff (SESS).

Participants will have continued support for the implementation of the new standards through virtual networking opportunities and online resources to support the training of educators throughout the state of Connecticut.

Instrumental in the design and development of the Systems of Professional Learning materials from PCG were: Sharon DeCarlo, Debra Berlin, Mary Ellen Hannon, Jennifer McGregor, Judy Buck, Michelle Wade, Nora Kelley, Diane Stump, and Melissa Pierce.

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Activity 3b: Reviewing the Quality of a Written Lesson with the EQuIP Rubric

DESCRIPTION

Based on the selected sample texts located in the Appendix starting on page 39 (Grades 6–8: *Voices from Little Rock* or Grades 9–12: *Andrew Carnegie: “The Gospel of Wealth”*), participants will review the quality of a written lesson using the EQuIP Rubric and discuss ways to use the rubric within their school.

DIRECTIONS

1. In pairs or triads, review a lesson using the applicable indicators of the EQuIP Rubric.
2. In table groups, come to a consensus on which areas are aligned to the rubric.
3. Discuss how this tool can be used in schools and districts to support implementation of the CCS-ELA & Literacy.
4. Be prepared to share key points from your discussion with the large group.

Discussion Prompt: (Reminder, Notepad is available on page 36 to capture your thoughts.)



How might you or your colleagues use the EQuIP Rubric in your personal teaching practice?

RESOURCES

- EQuIP Rubric. Retrieved from <http://www.achieve.org/EQuIP>
- Sample Lessons (located in the Appendix):
 - *Grades 6-8: Voices from Little Rock: Understanding the Civil Rights Movement through Primary Sources*. Grade 8 Social Studies: Lesson 8 - Reading Brown vs. Board of Education. Retrieved From: <http://achievethecore.org/page/814/voices-from-little-rock-understanding-the-civil-rights-movement-through-primary-sources>
 - *Grades 9-12: Andrew Carnegie: “The Gospel of Wealth” (1889) – A Close Reading Grade 11*. Retrieved from: http://ctcorestandards.org/?page_id=2623

Appendix – Sample Texts

Voices from Little Rock: Understanding the Civil Rights Movement Through Primary Sources

Grade 8 Social Studies

A CCSS-Aligned Curricular Module for Middle School Social Studies Teachers. Developed by Expeditionary Learning in Collaboration with Student Achievement Partners

This model Common Core unit is comprised of fifteen 90-minute sessions.

Module overview: This module is comprised of fifteen 90-minute lessons and addresses U.S. History content standards relating to the Civil Rights Movement. It begins with an overview of the Civil Rights Movement that helps students develop a thorough understanding of what civil rights are and how they are obtained and protected, and then moves into the case study of the Little Rock Nine. Following the Brown vs. Board of Education ruling in 1954, schools in Little Rock, Arkansas were ordered to begin the process of integration. In the 1957-1958 school year, nine courageous teenagers were the first African American students to attend the previously all-white Central High School. Supported by their families, the NAACP, and ultimately by federal troops, they practiced non-violent resistance in the face of opposition and animosity from many white politicians, students, and school leaders. Throughout their study of events in Little Rock, students analyze the roles that individuals, groups, and the government played in obtaining and protecting civil rights; they also develop a personal, nuanced answer to the still-relevant question: Who is responsible for protecting civil rights? In addition to engaging students in historical content and issues of civic engagement, the module helps students develop historical thinking skills that are applicable to any social studies content: the ability to critically evaluate primary sources and to consider the significance of the words and ideas in those sources.

Module Big Ideas:

- Historians rely on primary sources to understand the past through the eyes of people who were there. Evaluating a primary source requires analyzing the source and context of the document, as well as corroborating it with other sources. (*Stanford History Education Group*)
- Civil rights are individual freedoms guaranteed to all citizens and residents of a country, regardless of race, gender, religion, etc. These freedoms allow people to participate fully in the political, social, and economic life of a community. These rights include freedom of expression, equal protection under the law, nondiscrimination in housing, education, employment, and public facilities, and the right to full participation in the democratic political system.
[source: "civil rights." *The American Heritage® New Dictionary of Cultural Literacy, Third Edition*. Houghton Mifflin Company, 2005. 12 Oct. 2012. <Dictionary.com [http://dictionary.reference.com/browse/civil rights](http://dictionary.reference.com/browse/civil%20rights)>]
- Civil rights are obtained and protected through the work of the government (the executive, legislative, and judicial branches), individual citizens, and organizations. No one party can do the work alone.

Module Guiding Questions:

- What are civil rights? Why do they matter? How are civil rights gained and protected?
- Who is responsible for protecting civil rights?
- How can we use a quote to convey the significance of a person, idea, or event in history?

Summative Assessments**Performance Task: Proposal for a quotation to include at the Little Rock Central High School National Historic Site**

Writing Prompt (based on Literacy Design Collaborative Template Task 6)¹

What can students today learn from the experience of the Little Rock Nine about the importance of civil rights and how they are obtained and protected? After reading the texts related to school desegregation at Central High School, choose a quote from a primary source that should be highlighted at the new exhibit. Write a proposal that discusses the quote and the events to which it refers, analyzes its usefulness in conveying a lesson about who is responsible for protecting civil rights, and evaluates its relevance for teenagers today. Be sure to support your position with evidence from the text(s).

Other Summative Assessments

- Civil Rights Quiz (Lesson 6), timeline, significant events in the Civil Rights Movement
- Reading Like a Historian Assessment (Lesson 11): Assess students' ability to independently source, contextualize, closely read, and corroborate a primary source document.
- Little Rock Case Study: Assessment (Lesson 12): Use the note catcher from Lessons 7-11 to complete a series of constructed response items questions about the causes, effects, and interactions of three decisions that led to the desegregation of Central High School in the 1957-1958 school year: the Brown vs. Board Supreme Court decision, Eisenhower's decision to send in federal troops, and the nonviolent resistance of the Little Rock Nine.

Module Lessons

This unit is comprised of fifteen lessons that seek to help students build an understanding of the Civil Rights Movement through the use and analysis of primary sources. Using the Primary Source Close Reading Guide (see appendix) will be critical for teachers, as the individual lessons are built out more completely at the beginning of the unit. The greater "scripting" of initial lessons provides support and guidance for teachers about how to implement these types of reading lessons; in later lessons, teachers can draw on the practices modeled in the earlier lessons and the Primary Source Close Reading Guide to develop their own detailed plans.

¹Literacydesigncollaborative.org

Understanding Civil Rights

- Lesson 1: What are civil rights?
- Lesson 2: What is the relationship between the 14th Amendment and the Civil Rights Movement?
- Lesson 3: Introducing Reading Like a Historian

The Civil Rights Movement

- Lesson 4: Overview of the Civil Rights Movement
- Lesson 5: Dr. King and the Philosophy of Non-violent Resistance
- Lesson 6: Civil Rights Quiz and Revisiting King Text

Case study: The Little Rock Nine

- Lesson 7: Launching the Little Rock Nine Case Study
- Lesson 8: Reading Brown vs. Board of Education
- Lesson 9: What happened in Little Rock?
- Lesson 10: One Little Rock Story: *Warriors Don't Cry*
- Lesson 11: Synthesizing *Warriors Don't Cry* and Reading Like a Historian Assessment
- Lesson 12: Little Rock Case Study: Assessment

Performance Task: Writing a proposal for a quote to include at the Little Rock Central High School National Historic Site

- Lesson 13: Preparing to write the proposal
- Lesson 14: Drafting the Proposal
- Lesson 15: Revising the Proposal

This module addresses the following grades 6-8 Common Core Literacy Standards in History/Social Sciences listed in the left-hand column below. Specific content standards are drawn from the Massachusetts History and Social Studies Curriculum Frameworks (MCF) and other resources and are listed in the right-hand column below. The central column bridges from the literacy skill expected to the specific skills in this module and are designed to be shared with students at the instructor’s discretion.

Common Core State Standards	Historical Thinking and Literacy Skills:	Disciplinary Core Ideas and Standards
<p>Reading in History and Social Sciences</p> <p>Cite specific textual evidence to support analysis of primary and secondary sources. (RHSS.6-8.1)</p> <p>Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. (RHSS 9-10.1)²</p> <p>Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. (RHSS.6-8.2)</p> <p>Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). (RHSS.6-8.6)</p> <p>Analyze the relationship between a primary and secondary source on the same topic. (RHSS.6-8.9)</p> <p>Writing in History and Social Sciences</p>	<p>Critically evaluate a primary source: determine source, analyze context, and corroborate the source</p> <p>(See Stanford History Education Group)</p> <p>Consider questions of historical significance (See Historical Thinking Project)</p> <p>Define and accurately use key vocabulary of the Civil Rights Movement</p> <p>Understand and articulate the connection between and temporal relationship of the 13th, 13-15th Amendments to the Civil Rights movement.</p> <p>Understand and articulate the philosophy of nonviolent resistance</p>	<p>Critically evaluate a primary source: determine source, analyze context, and corroborate the source</p> <p>(See Stanford History Education Group)</p> <p>Consider questions of historical significance (See Historical Thinking Project)</p> <p>From Mass. Social Studies Standards (Mass., US History II)</p> <p>USI.41 Explain the policies and consequences of Reconstruction.</p> <p>C. the 13th, 14th, and 15th Amendments</p> <p>G. the rise of Jim Crow laws</p> <p>H. the Supreme Court case, <i>Plessy v. Ferguson</i> (1896)</p> <p>USII.25 Analyze the origins, goals, and key events of the Civil Rights movement. (H)</p> <p><i>People</i></p> <p>A. Robert Kennedy</p> <p>B. Martin Luther King, Jr.</p> <p>C. Thurgood Marshall</p> <p>D. Rosa Parks</p> <p>E. Malcolm X</p> <p><i>Institution</i></p>

² While the majority of Common Core State Standards listed in this column are targeted at 8th grade, the Primary Source Reading Guide helps to lay the groundwork for the kind of evidentiary support and analysis expected at the high school level.

<p>Write arguments focused on <i>discipline-specific content</i>. (WHSS.6-8.1)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (WHSS.6-8.4)</p> <p>With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (WHSS.6-8.5)</p> <p>Draw evidence from informational texts to support analysis reflection, and research. (WHSS.6-8.9)</p> <p>Language</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies. (L.8.4)</p> <p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.8.6)</p>	<p>as practiced by Dr. Martin Luther King, Jr.</p> <p>Identify cause and effect in key events of the struggle for desegregation and Civil Rights such as Central High School integration in Little Rock.</p> <p>Accurately put key events related to a complex historical event (such as the story of the Little Rock Nine) into time order.</p> <p>Write an argument about an historical event that uses textual evidence effectively to support a position.</p> <p>Revise and edit own writing to produce effective communication.</p>	<p>the National Association for the Advancement of Colored People (NAACP)</p> <p><i>Events</i></p> <ul style="list-style-type: none"> A. <i>Brown v. Board of Education</i> (1954) B. the 1955–1956 Montgomery Bus Boycott C. the 1957–1958 Little Rock School Crisis D. the sit-ins and freedom rides of the early 1960s E. the 1963 civil rights protest in Birmingham F. the 1963 March on Washington G. the 1965 civil rights protest in Selma H. the 1968 assassination of Martin Luther King, Jr. <p>USII.26 Describe the accomplishments of the civil rights movement. (H, E)</p> <ol style="list-style-type: none"> 1. the 1964 Civil Rights Act and the 1965 Voting Rights Act 2. the growth of the African American middle class, increased political power, and declining rates of African American poverty
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Lesson 8 – Reading Brown vs. Board of Education**Teaching Notes**

- In this lesson, students read excerpts from the 1954 Brown vs. Board Supreme Court ruling. There are several scaffolds provided to support them in understanding this complex text: a teacher read-aloud, the opportunity to discuss each part of the text in groups, and the class debrief of the text dependent questions. Consider focusing struggling readers on one part of the text and one or two text dependent questions: differentiate, in other words, by varying the quantity of the text, not the complexity of it.
- You will use the students’ Historian’s Notes as a formative assessment for students’ ability to source, contextualize, and corroborate a primary source document. As you assess their work, select several exemplars to share with the class; also keep a list of points to address with the class as a whole and of individual students to target for more support in the coming lessons. Students will be formally and summatively assessed on this skill in Lesson 11.
- In this lesson, the Little Rock Case Study Note catcher provides students with a place to synthesize and hold their thinking about each of the three decisions they will study. They will be able to use this note catcher on the assessment in Lesson 12.
- Continue to refer students to the “Who is responsible for protecting civil rights?” anchor chart, as this is the guiding question for their close reads in this series of lessons.

Lesson 8 Materials

- “Who is responsible for protecting civil rights?” anchor chart
- Brown vs. Board of Education (1954) excerpts and Historian’s Notes
- Reading like a Historian rubric (from Lesson 5)
- Significant Quotations chart
- Chapter 13, “Linda Brown – and Others,” from *A History of US* by Joy Hakim
- Hakim, Chapter 13 Historian’s Notes (from Lesson 7)
- Little Rock Case Study note catcher
- Materials for Gallery Walk (excerpts of Brown, flip chart, markers)

Lesson 8 Agenda

1. Entry Task
 - A. Vocabulary practice (5 min)
 - Post correct answers for homework; students correct their work.
 - Choral reading of fill in the blank cloze exercise. (Note: reading aloud this work promotes fluency and builds students’ familiarity with these words.)

2. Opening
 - A. Framing the lesson (5 min)
 - Refer students back to the **“Who is responsible for protecting civil rights?” anchor chart** , and tell them they will keep adding to this chart throughout the case study.
 - At the end of the case study, they will complete a formal (open note) assessment pertaining to how three decisions led to the desegregation of Central High school in the 1957 -58 school year. They will also reflect on what this case study has taught them about who is responsible for protecting civil rights.
 - Tell students that today they will have the chance to look for themselves at one of the most important court cases of the last century: Brown vs. Board of Education. They will show you how well they can read like historians, and they will add to the anchor chart.
3. Work Time: Close read of Brown vs. Board of Education (1954) (excerpts)
 - See **Brown vs. Board of Education (1954) (excerpts)** and Historian’s Notes
 - Vocabulary notes:
 - module vocabulary reinforced in text: segregation, equal protection of the law
 - words teacher provides definitions for in the text in advance: undertaken, tangible, facilities, finding, detrimental, denoting, sanction
 - words students determine meaning of in context: deprive, qualifications, generates, doctrine, inherently
 - module vocabulary reinforced in text dependent questions: segregation, equal protection, constitutional
 - A. Launch the text (5 min)
 - Distribute the text and read the entire text out loud
 - Students do a choral read of the text (standing)
 - B. Evaluate the text (10 min)
 - Distribute **Historian’s Notes for Brown vs. Board of Education**
 - Students independently do source, context with this text
 - C. Student make meaning of the text independently (20 min)
 - Gallery Walk (Note: this is a modified version of the Gallery Walk protocol in the appendix. It works best with groups of 3-4 students. If you have a large class, consider dividing the class in half, so each half has all four sections of text.)
 - Post one section of text per flip chart. Divide students into four groups and assign each group to one section of text. Students read and discuss the chart they are at first. They write a note about the gist and circle unfamiliar words.
 - Students rotate to each section of text, adding to/clarifying the gist and writing what they think words mean.
 - At the end, students return to the section they began with and read the comments left there.
 - D. Text dependent questions (15 minutes)

- Students work in pairs, with a copy of the text from all stations in front of them, to answer text dependent questions.
- When they are done, teacher leads a debrief. Students should revise their Historian’s Notes as necessary.
 - ✓ Why does the state have to provide equal educational opportunities to all students?
 - ✓ In your own words, what is the question the case raises?
 - ✓ How does segregating the schools affect African American children?
 - ✓ Why does segregating schools mean that these segregated schools cannot provide equal educational opportunity?
- E. Exit Ticket (formative assessment) (10 min)
 - Tell students that you want to see how well they can read like historians on their own. Direct them to do the Last Read independently and to complete the exit ticket question (In your own words, explain on what basis the Supreme Court ruled segregated schools unconstitutional.) individually.
 - Collect this work and use it to assess both whole class and individual needs. Consider how you might structure upcoming lessons to address these needs (modeling, showing exemplar work, conferring with individual students, pulling out a small flex group, etc.)
- 4. Closing and Assessment
 - A. Adding to “Who is responsible for protecting civil rights?” anchor chart (5 min)
 - Ask students to share the thinking on their exit tickets. (In your own words, explain on what basis the Supreme Court ruled segregated schools unconstitutional.)
 - Discuss: Who does this document suggest is responsible for protecting civil rights – individuals, groups, or the government? What makes you say that?
 - B. Choose a quote from Brown vs. Board and add it to the Significant Quotations chart (10 min)
 - Depending on how much support students need with this, consider offering them two choices and having them each select one.
- 5. Homework
 - A. Read remainder of **Hakim, chapter 13**. Answer text-dependent questions. Note: These are on the **Historian’s Notes for this reading from Lesson 7**. (Why was Earl Warren significant? What did schools do after the Brown vs. Board of Education ruling? How did moderate and non-moderate white southerners respond to the ruling? When Hakim uses the word “moderate” to describe people, what does she mean? How can you tell?)

Use reading and class notes to fill in Brown vs. Board section of **Little Rock Nine Case Study Note catcher**.

Unit 3 - Andrew Carnegie: “The Gospel of Wealth” (1889) – A Close Reading

Part I

Directions: First, I will read the text aloud. Then, I will read the text aloud again and we will stop to discuss some of the vocabulary. On the second read, you should make notes on the vocabulary in the margins where appropriate, as well as highlight any points you feel are important. You are not expected to know all of the words or understand everything in these initial readings. We will reread this text very closely over several days to uncover its meaning.

The problem of our age is the administration of wealth, so that the ties of brotherhood may still bind together the rich and poor in **harmonious** relationship.

The conditions of human life have not only been changed, but revolutionized, within the past few hundred years. In former days there was little difference between the dwelling, dress, food, and environment of the chief and those of his **retainers**. . . . The contrast between the palace of the millionaire and the cottage of the laborer with us today measures the change which has come with civilization.

This change, however, is not to be **deplored**, but welcomed as highly beneficial. It is well, **nay** [*archaic; not only that but also*], essential for the progress of the race, that the houses of some should be homes for all that is highest and best in literature and the arts, and for all the refinements of civilization, rather than that none should be so. Much better this great irregularity than universal **squalor**. Without wealth there can be no **Maecenas** [*this is an allusion to Rome, he was a wealthy patron of the arts*]. The "good old times" were not good old times. Neither master nor servant was as well situated then as today. A relapse to old conditions would be disastrous to both - not the least so to him who serves - and would sweep away civilization with it....

...

We start, then, with a condition of affairs under which the best interests of the race are promoted, but which inevitably gives wealth to the few. Thus far, accepting conditions as they exist, the situation can be surveyed and pronounced good. The question then arises - and, if the foregoing be correct, it is the only question with which we have to deal-What is the proper mode of administering wealth after the laws upon which civilization is founded have thrown it into the hands of the few? And it is of this great question that I believe I offer the true solution. It will be understood that fortunes are here spoken of, not moderate sums saved by many years of effort, the returns from which are required for the comfortable maintenance and education of families. This is not wealth, but only **competence** [*adequacy; possession of required skills*], which it should be the aim of all to acquire.

There are but three **modes** in which **surplus** wealth can be disposed of. It can be left to the families of the **decedents**; or it can be **bequeathed** for **public purposes**; or, finally, it can be administered during their lives by its possessors. Under the first and second modes most of the wealth of the world that has reached the few has hitherto been applied.

Let us in turn consider each of these modes. The first is the most **injudicious**. In **monarchial** countries, the estates and the greatest portion of the wealth are left to the first son, that the vanity of the parent may be gratified by the thought that his name and title are to descend to succeeding generations **unimpaired**. The condition of this class in Europe today teaches the **futility** of such hopes or ambitions. The successors have become impoverished through their **follies** [*absurd or foolish action*] or from the fall in the value of land.... Why should men leave great fortunes to their children? If this is done from affection, is it not misguided affection? Observation teaches that, generally speaking, it is not well for the children that they should be so burdened. Neither is it well for the state. Beyond providing for the wife and daughters moderate sources of income, and very moderate allowances indeed, if any, for the sons, men may well hesitate, for it is no longer questionable that great sums bequeathed oftener work more for the injury than for the good of the recipients. Wise men will soon conclude that, for the best interests of the members of their families and of the state, such bequests are an improper use of their means.

...

As to the second mode, that of leaving wealth at death for public uses, it may be said that this is only a means for the disposal of wealth, provided a man is content to wait until he is dead before it becomes of much good in the world.... The cases are not few in which the real object sought by the **testator** is not attained, nor are they few in which his real wishes are **thwarted** [*to prevent something*]....

The growing **disposition** [*changing of thought patterns*] to tax more and more heavily large estates left at death is a cheering indication of the growth of a **salutary** change in public opinion.... Of all forms of taxation, this seems the wisest. Men who continue hoarding great sums all their lives, the proper use of which for public ends would work good to the community, should be made to feel that the community, in the form of the state, cannot thus be **deprived** of its proper share. By taxing estates heavily at death, the state marks its **condemnation** of the selfish millionaire's unworthy life.

It is desirable that nations should go much further in this direction. Indeed, it is difficult to set bounds to the share of a rich man's estate which should go at his death to the public through the agency of the state, and by all means such taxes should be **graduated** [*divided into stages*], beginning at nothing upon **moderate** [*not large, or too small*] sums to dependents, and increasing rapidly as the amounts swell. . . . This policy would work powerfully to induce the rich man to attend to the administration of wealth during his life, which is the end that society should always have in view, as being by far the most fruitful for the people. Nor need it be feared that this policy would sap the root of enterprise and **render** [*to make*] men less anxious to **accumulate**, for, to the class whose ambition it is to leave great fortunes and be talked about after their death, it will attract even more attention, and, indeed, be a somewhat nobler ambition to have enormous sums paid over to the state from their fortunes.

There remains, then, only one mode of using great fortunes: but in this way we have the true **antidote** [*something that reduces effects or helps solve a problem*] for the temporary unequal distribution of wealth, the **reconciliation** [*ending of conflict*] of the rich and the poor - a reign of harmony - another ideal, differing, indeed from that of the Communist in requiring only the further evolution of existing conditions, not the total overthrow of our civilization.

...

This, then, is held to be the duty of the man of Wealth: First, to set an example of modest, unostentatious living, shunning display or extravagance; to provide moderately for the legitimate wants of those dependent upon him; and after doing so to consider all surplus revenues which come to him simply as trust funds, which he is called upon to administer, and strictly bound as a matter of duty to administer in the manner which, in his judgment, is best calculated to produce the most beneficial result for the community - the man of wealth thus becoming

the sole agent and trustee for his poorer brethren, bringing to their service his superior wisdom, experience, and ability to administer-doing for them better than they would or could do for themselves.

If we consider what results flow from the **Cooper Institute** [a philanthropic organization], for instance, to the best portion of the race in New York not possessed of means, and compare these with those which would have arisen for the good of the masses from an equal sum distributed by Mr. Cooper in his lifetime in the form of wages, which is the highest form of distribution, being for work done and not for charity, we can form some estimate of the possibilities for the improvement of the race which lie embedded in the present law of the **accumulation** of wealth. Much of this sum if distributed in small quantities among the people, would have been wasted in the **indulgence** of appetite, some of it in excess, and it may be doubted whether even the part put to the best use, that of adding to the comforts of the home, would have yielded results for the race, as a race, at all comparable to those which are flowing and are to flow from the Cooper Institute from generation to generation. Let the advocate of violent or radical change ponder well this thought.

We might even go so far as to take another instance, that of Mr. Tilden's bequest of five millions of dollars for a free library in the city of New York, but in referring to this one cannot help saying involuntarily, how much better if Mr. Tilden had devoted the last years of his own life to the proper administration of this immense sum; in which case neither legal contest nor any other cause of delay could have interfered with his aims. But let us assume that Mr. Tilden's millions finally become the means of giving to this city a noble public library, where the treasures of the world contained in books will be open to all forever, without money and without price. Considering the good of that part of the race which congregates in and around Manhattan Island, would its permanent benefit have been better promoted had these millions been allowed to circulate in small sums through the hands of the masses? Even the most strenuous advocate of Communism must entertain a doubt upon this subject. Most of those who think will probably entertain no doubt whatever.

...

Thus is the problem of Rich and Poor to be solved. The laws of accumulation will be left free; the laws of distribution free. Individualism will continue, but the millionaire will be but a trustee for the poor; **entrusted** [*to make another responsible*] for a season with a great part of the increased wealth of the community, but administering it for the community far better than it could or would have done for itself. The best minds will thus have reached a stage in the development of the race which it is clearly seen that there is no mode of disposing of surplus wealth

creditable to thoughtful and earnest men into whose hands it flows save by using it year by year for the general good. This day already dawns. But a little while, and although, without incurring the pity of their fellows, men may die sharers in great business enterprises from which their capital cannot be or has not been withdrawn, and is left chiefly at death for public uses, yet the man who dies leaving behind many millions of available wealth, which was his to administer during life, will pass away " unwept, unhonored, and unsung," no matter to what uses he leaves the **dross** [*something that is worthless*] which he cannot take with him. Of such as these the public verdict will then be: "The man who dies thus rich dies disgraced."

Such, in my opinion, is the true Gospel concerning Wealth, obedience to which is destined someday to solve the problem of the Rich and the Poor, and to bring ' Peace on earth, among men Good-Will."

Original:

Andrew Carnegie, "Wealth," *North American Review*, 148, no. 391 (June 1889): 653, 657-62.

Retrieved from:

Bannister, Robert. "North American Review. Wealth." *American Intellectual History*. Swarthmore, 27 June 1995. Web. 27 July 2012.
<<http://www.swarthmore.edu/SocSci/rbannis1/AIH19th/Carnegie.html>>.

Part II: Text Dependent Questions

Use the following method to address each of the questions below:

- **Reread** the section of the text that precedes the question
- Take **notes** to help you formulate an answer to the question
- **Discuss** the question in a group
- Individually **write** what you think are the best answers to each question

Note to Teacher: Given the complexity of the text as well as the questions, teachers should not wait until groups have addressed all the questions before going over them. Especially in the beginning, it is important to ascertain that students are not going too far afield in their understanding of the points that Carnegie is making, as each idea builds on what precedes it.

The Text: “The Gospel of Wealth,” Andrew Carnegie

Text	Question
<p>The problem of our age is the administration of wealth, so that the ties of brotherhood may still bind together the rich and poor in harmonious relationship.</p>	<ul style="list-style-type: none"> • What is the “age” Carnegie is talking about? The Gilded Age or the Industrial Revolution. Students should note the date given on the first page.

The conditions of human life have not only been changed, but revolutionized, within the past few hundred years. In former days there was little difference between the dwelling, dress, food, and environment of the chief and those of his **retainers**. . . . The contrast between the palace of the millionaire and the cottage of the laborer with us today measures the change which has come with civilization.

- **What is a “harmonious relationship”?** Students should differentiate this meaning from other meanings of harmony, and identify that Carnegie is talking here about bettering relations between rich people and poor people.
- **What does Carnegie mean by “the administration of wealth”?** The notion of “administering wealth” is not explained until later in the text. At this point students should be given a chance to grapple with this idea, with teachers explaining that the class will return to it later.

Note to Teacher: The idea that some parts of a text might not be understood until further into the text is important for students to understand as they learn to engage with more complex text.

- **What is the “...change which has come with civilization” that Carnegie alludes to here?** In the past the “chief” and his “retainers” were very similar in their “...dress, food and environment.” This is no longer the case. The rich now live in mansions and the laborers in cottages.
- **What is Carnegie saying about this change and “civilization”?** He is saying that this change “comes with civilization.” This means that,

This change, however, is not to be **deplored**, but welcomed as highly beneficial. It is well, **nay** [*archaic; not only that but also*], essential for the progress of the race, that the houses of some should be homes for all that is highest and best in literature and the arts, and for all the refinements of civilization, rather than that none should be so. Much better this great irregularity than universal **squalor**. Without wealth there can be no **Maecenas** [*this is an allusion to Rome, he was a wealthy patron of the arts*]. The "good old times" were not good old times. Neither master nor servant was as well situated then as today. A relapse to old conditions would be disastrous to both - not the least so to him who serves - and would sweep away civilization with it....

...

according to Carnegie, when there was no civilization the "chief" and his "retainer" or follower were very much equal ("...little difference"). The difference only came – according to Carnegie – with civilization.

- **What is “this change” that Carnegie refers to in the first sentence of the paragraph to the left?** Students should see that this refers to the previous paragraph’s point that in the modern world, the rich and poor live differently—but that this was not always the case.
- **Carnegie makes a number of points in this paragraph; explain each of these (there should be about five or six).**
 1. The change is “beneficial.”
 2. Some people’s homes should have the “best in literature and the arts,” as this is better than none having it, which is what used to be. That some have this is “...essential for the progress of the race....”
 3. This “irregularity” is better than “universal squalor,” or everyone being poor, which used to be the case.

We start, then, with a condition of affairs under which the best interests of the race are promoted, but which inevitably gives wealth to the few. Thus far, accepting conditions as they exist, the situation can be surveyed and pronounced good. The question then arises - and, if

4. Without wealth, there would be no art, “...no Maecenas...” Ask students what this might mean. With discussion, students should see that there is a relationship between wealth and the arts in society. Ask, for example, what the effect on the arts would be if nobody had any “extra wealth.”
5. The past, “...the good old times...,” were not so good.
6. “A relapse to old conditions...” would be “disastrous,” especially to workers, “not the least so to him who serves.”

Note to the Teacher: This paragraph and this question should be used to point out to students that complex text is often dense in information and ideas, and that is one reason why it requires multiple, careful readings.

- **What is the “condition of affairs” in the first sentence here, and what are the “best interests” which Carnegie states this promotes?** The “condition of affairs” refers to the “great irregularity” or unequal distribution of wealth that Carnegie has been discussing. The “best interests” refers to the notion that this unequal distribution of wealth is better than “universal

the foregoing be correct, it is the only question with which we have to deal—What is the proper mode of administering wealth after the laws upon which civilization is founded have thrown it into the hands of the few? And it is of this great question that I believe I offer the true solution. It will be understood that fortunes are here spoken of, not moderate sums saved by many years of effort, the returns from which are required for the comfortable maintenance and education of families. This is not wealth, but only **competence** [*adequacy; possession of required skills*], which it should be the aim of all to acquire.

squalor” and is therefore, “...pronounced good...” and is in the “...best interests of the race.”

- **Carnegie states, “...the laws upon which Civilization is founded have thrown it {wealth} into the hands of the few...” What is he claiming are these “laws”? What does “law” mean in this context?** This is a difficult question as it involves tracing Carnegie’s ideas from when he first states the “...conditions of human life have been revolutionized...” in paragraph two to “...this change is highly beneficial...” in paragraph three to “the laws upon which Civilization is founded” in the above paragraph. In each case Carnegie is referring to the accumulation and unequal distribution of wealth, which have “revolutionized” human life for the good (“highly beneficial”). In the above paragraph, he goes further by saying this unequal distribution of wealth and the benefits it bestows are a “law of civilization.”

Note to the Teacher: Students may not be familiar with the notion of a “law” of civilization. If asked to address this they will likely realize that Carnegie is not talking about laws made by governments and enforced by police. With further thought some students will see that he is talking here about a principle or idea about how societies or civilizations work. Once students reach this understanding, teachers should point out that Carnegie is making the

There are but three **modes** in which **surplus** wealth can be disposed of. It can be left to the families of the **decedents**; or it can be **bequeathed** for **public purposes**; or, finally, it can be administered during their lives

claim here that unequal accumulation of wealth as a “...law of civilization” is the way civilization comes from non-civilization. In other words, this is the way we become civilized. Teachers should point this out as an example of how we can learn from close reading and how students can do this on their own as they get better.

- **What is the main question that Carnegie is posing here?** Carnegie is asking what we do with this wealth which only a few people have, “... administering wealth... thrown into the hands of the few”? Some students might also note that Carnegie is saying this is the only question we need address.
- **What differences between types of wealth does Carnegie define?** He distinguishes between “fortunes” and great wealth, “...not moderate sums... the aim of all to acquire.”
- **What is “surplus wealth”?** Money that goes beyond what a family needs to get by on a daily basis.
- **What are the two most common things that happen to “surplus wealth” after a person dies, according to Carnegie?** It is inherited, or it is

by its possessors. Under the first and second modes most of the wealth of the world that has reached the few has hitherto been applied.

Let us in turn consider each of these modes. The first is the most **injudicious**. In **monarchial** countries, the estates and the greatest portion of the wealth are left to the first son, that the vanity of the parent may be gratified by the thought that his name and title are to descend to succeeding generations **unimpaired**. The condition of this class in Europe today teaches the **futility** of such hopes or ambitions. The successors have become impoverished through their **follies** [*absurd or foolish action*] or from the fall in the value of land.... Why should men leave great fortunes to their children? If this is done from affection, is it not misguided affection? Observation teaches that, generally speaking, it is not well for the children that they should be so burdened. Neither is it well for the state. Beyond providing for the wife and daughters moderate sources of income, and very moderate allowances indeed, if any, for the sons, men may well hesitate, for it is no longer questionable that great sums bequeathed oftener work more for the injury than for the good of the recipients. Wise men will soon conclude that, for the best interests of the members of their families and of the state, such bequests are an improper use of their means.

...

given away to charities or taken by the government after the wealthy person died.

- **What does Carnegie mean by inheriting wealth is a “burden” to male children? What evidence does he provide for this?** “... impoverished through their follies... work more for the injury than for the good.” He believes they will not act wisely and waste the money, while only harming themselves. Students should see that Carnegie’s evidence is what he himself has seen or perhaps heard of from speaking with others: “Observation teaches that...” At some point the question of what exactly “observation” means here, and whether it is sufficient evidence, should be discussed.
- **Why does Carnegie believe that wives and daughters should receive moderate “allowances”?** Women at the time weren’t allowed to work and would have to marry to support themselves.

Note to Teacher: This is a point that must be inferred by the reader, and is dependent upon prior knowledge of the century. Many students would know that in this period few wealthy women worked. However, students might infer this even if they did not have the background knowledge or if that knowledge was not terribly secure or “at their

As to the second mode, that of leaving wealth at death for public uses, it may be said that this is only a means for the disposal of wealth, provided a man is content to wait until he is dead before it becomes of much good in the world.... The cases are not few in which the real object sought by the **testator** is not attained, nor are they few in which his real wishes are **thwarted** [*to prevent something*]....

The growing **disposition** [*changing of thought patterns*] to tax more and more heavily large estates left at death is a cheering indication of the growth of a **salutary** change in public opinion.... Of all forms of taxation, this seems the wisest. Men who continue hoarding great

fingertips.” If this is the case, the posing of the question itself and students attempt to answer it might serve the purpose of bringing the background knowledge to the fore or inferring that this is likely the reason Carnegie is stating this. In this way students are acquiring the background knowledge from careful reading.

- **Rewrite the last sentence in the paragraph to the left so that it isn’t a double negative... i.e. put it in the positive! Or, explain what the last sentence means.**

There are many cases where what the testator wants to happen, doesn’t; others involved in the process prevent the original wishes of the deceased. Carnegie is saying here that these two means don’t work out in practice.

Note to Teacher: Point out to students that the last sentence is a double negative. This sentence structure is frequently difficult to comprehend, and requires multiple readings. Encourage students to rephrase the sentence so that it is a positive statement.

- **Why does Carnegie believe that there should be a tax on “...large estates left at death...”?**
 Carnegie believes that the community or the state should be able to use the wealth that has been accumulated. The state deserves its “proper share.”

sums all their lives, the proper use of which for public ends would work good to the community, should be made to feel that the community, in the form of the state, cannot thus be **deprived** of its proper share. By taxing estates heavily at death, the state marks its **condemnation** of the selfish millionaire's unworthy life.

It is desirable that nations should go much further in this direction. Indeed, it is difficult to set bounds to the share of a rich man's estate which should go at his death to the public through the agency of the state, and by all means such taxes should be **graduated** [*divided into stages*], beginning at nothing upon **moderate** [*not large, or too small*] sums to dependents, and increasing rapidly as the amounts swell. . . . This policy would work powerfully to induce the rich man to attend to the administration of wealth during his life, which is the end that society should always have in view, as being by far the most fruitful for the people. Nor need it be feared that this policy would sap the root of enterprise and **render** [*to make*] men less anxious to **accumulate**, for, to the class whose ambition it is to leave great fortunes and be talked about after their death, it will attract even more attention, and, indeed, be a somewhat nobler ambition to have enormous sums paid over to the state from their fortunes.

- **What did Carnegie mean by “...such taxes should be graduated...”?** This refers to the idea that the rate or percent of the tax should increase according to the amount of money or wealth the deceased has accumulated. Students might recognize this as similar to the way income taxes work. This can be determined from the context: “...beginning at nothing upon moderate...increasing rapidly as the amounts swell...”
- **Ultimately, what did Carnegie hope the effect of a tax at death would be?** Carnegie hoped that by doing this, wealthy people would give away their money while they were alive: “to induce the rich man to attend the administration of wealth during his life.” By doing this the wealth would be put to more efficient use, as he notes in previous paragraphs.

There remains, then, only one mode of using great fortunes: but in this way we have the true **antidote** [*something that reduces effects or helps solve a problem*] for the temporary unequal distribution of wealth, the **reconciliation** [*ending of conflict*] of the rich and the poor - a reign of harmony - another ideal, differing, indeed from that of the Communist in requiring only the further evolution of existing conditions, not the total overthrow of our civilization.

...

This, then, is held to be the duty of the man of Wealth: First, to set an example of modest, unostentatious living, shunning display or extravagance; to provide moderately for the legitimate wants of those dependent upon him; and after doing so to consider all surplus revenues which come to him simply as trust funds, which he is called upon to administer, and strictly bound as a matter of duty to administer in the manner which, in his judgment, is best calculated to produce the most beneficial result for the community - the man of wealth thus becoming the sole agent and trustee for his poorer brethren, bringing to their service his superior wisdom, experience, and

- **In the paragraph to the left, Carnegie addresses a criticism that might be made against this argument. What criticism is this, and how does he address it?** Carnegie addresses the argument that a tax on wealthy people’s money might cause them to not work so hard to accumulate their wealth. A death tax would “sap the root of enterprise” and cause people to be “less anxious to accumulate” wealth. He addresses this potential criticism by saying that wealthy people will want to do this, “...for the class whose ambition it is... it will attract even more attention...” Teachers should point out here that Carnegie is making an argument and a good argument should anticipate and address criticisms.
- **What is Carnegie saying is the, “...duty of the man of wealth...”? To live modestly: “...set an example of...modest living....” To modestly support those dependent upon him: “...legitimate wants of those dependent...” To administer, using his judgment, the “surplus revenues...for the, ‘poorer brethren’ which he can do better than they “could for themselves.”**

ability to administer-doing for them better than they would or could do for themselves.

If we consider what results flow from the **Cooper Institute** [a philanthropic organization], for instance, to the best portion of the race in New York not possessed of means, and compare these with those which would have arisen for the good of the masses from an equal sum distributed by Mr. Cooper in his lifetime in the form of wages, which is the highest form of distribution, being for work done and not for charity, we can form some estimate of the possibilities for the improvement of the race which lie embedded in the present law of the **accumulation** of wealth. Much of this sum if distributed in small quantities among the people, would have been wasted in the **indulgence** of appetite, some of it in excess, and it may be doubted whether even the part put to the best use, that of adding to the comforts of the home, would have yielded results for the race, as a race, at all comparable to those which are flowing and are to flow from the Cooper Institute from generation to generation. Let the advocate of violent or radical change ponder well this thought.

- **What is Carnegie saying is another, alternative mode of dealing with excess wealth?** “in the form of wages” i.e. paying people more. In other words, instead of the person of great wealth “administering” this excess wealth while alive and as he sees fit, he would instead raise wages or pay more to those working for him.
- **Why does Carnegie consider this mode less desirable?** Carnegie is saying here that increasing wages is not as good as wealthy people administering their wealth: “it would be wasted in the indulgence of appetite,” i.e. frivolous spending by those who are given these wages (the workers).

We might even go so far as to take another instance, that of Mr. Tilden's bequest of five millions of dollars for a free library in the city of New York, but in referring to this one cannot help saying involuntarily, how much better if Mr. Tilden had devoted the last years of his own life to the proper administration of this immense sum; in which case neither legal contest nor any other cause of delay could have interfered with his aims. But let us assume that Mr. Tilden's millions finally become the means of giving to this city a noble public library, where the treasures of the world contained in books will be open to all forever, without money and without price. Considering the good of that part of the race which congregates in and around Manhattan Island, would its permanent benefit have been better promoted had these millions been allowed to circulate in small sums through the hands of the masses? Even the most strenuous advocate of Communism must entertain a doubt upon this subject. Most of those who think will probably entertain no doubt whatever.

...

Thus is the problem of Rich and Poor to be solved. The laws of accumulation will be left free; the laws of distribution free. Individualism will continue, but the millionaire will be but a trustee for the poor; **entrusted** [*to make another responsible*] for a season with a great part of the increased wealth of the community, but

- **What were Mr. Tilden’s actions and why does Carnegie disagree with them?** He made a large, charitable donation upon his death, which got tied up legally. Teachers should point out that this goes back to Carnegie’s earlier argument that this money should be administered by the men who earned it.
- **In this last paragraph Carnegie summarizes his argument. What main points does he review?** The laws of “accumulation” will be left free. This means there will be no laws made to stop people

administering it for the community far better than it could or would have done for itself. The best minds will thus have reached a stage in the development of the race which it is clearly seen that there is no mode of disposing of surplus wealth creditable to thoughtful and earnest men into whose hands it flows save by using it year by year for the general good. This day already dawns. But a little while, and although, without incurring the pity of their fellows, men may die sharers in great business enterprises from which their capital cannot be or has not been withdrawn, and is left chiefly at death for public uses, yet the man who dies leaving behind many millions of available wealth, which was his to administer during life, will pass away " unwept, unhonored, and unsung," no matter to what uses he leaves the **dross** [*something that is worthless*] which he cannot take with him. Of such as these the public verdict will then be: "The man who dies thus rich dies disgraced."

Such, in my opinion, is the true Gospel concerning Wealth, obedience to which is destined some day to solve the problem of the Rich and the Poor, and to bring ' Peace on earth, among men Good-Will."

from acquiring great wealth. Carnegie calls this "individualism."

Men of wealth will use their accumulated wealth for the general good: "administering for the community," "for the general good," ... care for others." They can do this better than the community, "...would have done for itself...."

The people who know the most, "...the best minds," will realize that this is the best way. Carnegie is getting at the idea that the "best minds" will soon see this is the best thing to do with surplus wealth.

- **Why does Carnegie consider his plan a "gospel"?**
 He is saying that just as religion is supposed to bring "peace on earth" and "happiness," his plan will do the same. This gives greater weight to his argument.

Part III: The Culminating Activity

ANALYSIS: As a class we will review the following questions:

- A. What is the key argument that Carnegie is making in this piece?

Students should recognize that he is arguing that the wealthy have earned their wealth, have a duty to help others, and should do so as they best see fit, as they are superior. There is also religious grounding in his argument

- B. How does he develop his argument?

Students should be able to identify these main chunks of the text:

- I. Describes the effects of the industrial revolution on income and income distribution
- II. Analyzes what is beneficial about these changes
- III. Describes and analyzes current ways of handling great wealth, poses question of how it should be handled
- IV. Supports the growing idea of a death tax, but also says that this alone is not sufficient i.e. rather than a death tax, which he says is inefficient, we need to have wealthy administer their wealth as they see fit while alive.
- V. Responds to arguments outside of text (Capitalism & Communism)
- VI. Proposes his argument – administer it oneself
- VII. Problem of other modes

- C. What evidence does he provide?

Students should be able to pull these main illustrations used by Carnegie to support his arguments, and they should also be able to identify the points of argument used in their response to the focusing question:

- I. The palace and the cottage

- II. Squalor and Maecenas of Rome
- III. Inheritors (male vs. female) and the public need
- IV. Death tax does benefit society
- V. Doesn't sap the root of enterprise
- VI. Because the wealthy are superior for having earned
- VII. Wasted in indulgences – The Cooper Institute
- VIII. Mr. Tilden – legal disputes

Then, independently, write a paragraph to answer the following focusing question. Cite specific evidence from the text to support your claims. Please e-mail your response as an attached Word document.

Do you believe the evidence provided is sufficient to support Carnegie's argument?

RESEARCH: Conduct research using two resources to address the following essential question in a five paragraph essay. You must document your research process and share it with me. Include an MLA Works Cited and parenthetical citations in your essay.

Carnegie argues that in his age there is a "...temporary unequal distribution of wealth." Was it temporary? Compare the difference between the wealthy and the poor today to the age of Carnegie?

This Close Reading and Culminating Activity address Common Core Reading Standards #1-6, 9 & 10; Writing Standards #1, 4, & 7-9.

Unit 3 - Andrew Carnegie: “The Gospel of Wealth” (1889) – A Close Reading**Text Complexity and Standards Addressed**

Text Complexity: This passage is 13.3 RMM (CCR) and 10.6 ATOS (9-10 band). Due to the high-level philosophical concepts discussed in this text, as well as prior knowledge of the Second Industrial Revolution, this text has been determined best for use in the eleventh grade, though it has been used successfully in the tenth grade.

Part I & II - Close Read:

- [CCSS.ELA-Literacy.RH.11-12.1](#) Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- [CCSS.ELA-Literacy.RH.11-12.2](#) Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- [CCSS.ELA-Literacy.RH.11-12.4](#) Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).
- [CCSS.ELA-Literacy.RST.11-12.6](#) Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.

Part III - Culminating Writing Activity

- [CCSS.ELA-Literacy.RH.11-12.5](#) Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
- [CCSS.ELA-Literacy.RH.11-12.6](#) Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- [CCSS.ELA-Literacy.WHST.11-12.1.a](#) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
- [CCSS.ELA-Literacy.WHST.11-12.1.b](#) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

- [CCSS.ELA-Literacy.WHST.11-12.1.c](#) Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- [CCSS.ELA-Literacy.WHST.11-12.1.d](#) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- [CCSS.ELA-Literacy.WHST.11-12.1.e](#) Provide a concluding statement or section that follows from or supports the argument presented.
- [CCSS.ELA-Literacy.WHST.11-12.4](#) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Part IV - Research Extension/Enrichment Opportunities

- [CCSS.ELA-Literacy.WHST.11-12.7](#) Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- [CCSS.ELA-Literacy.WHST.11-12.8](#) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- [CCSS.ELA-Literacy.WHST.11-12.9](#) Draw evidence from informational texts to support analysis, reflection, and research.

Grade: **Literacy Lesson/Unit Title:**

Overall Rating:

I. Alignment to the Depth of the CCSS	II. Key Shifts in the CCSS	III. Instructional Supports	IV. Assessment
<p><i>The lesson/unit aligns with the letter and spirit of the CCSS:</i></p> <ul style="list-style-type: none"> ○ Targets a set of grade-level CCSS ELA/Literacy standards. ○ Includes a clear and explicit purpose for instruction. ○ Selects text(s) that measure within the grade-level text complexity band and are of sufficient quality and scope for the stated purpose (e.g., presents vocabulary, syntax, text structures, levels of meaning/purpose, and other qualitative characteristics similar to CCSS grade-level exemplars in Appendices A & B). <p><u>A unit or longer lesson should:</u></p> <ul style="list-style-type: none"> ○ Integrate reading, writing, speaking and listening so that students apply and synthesize advancing literacy skills. ○ (Grades 3-5) Build students' content knowledge and their understanding of reading and writing in social studies, the arts, science or technical subjects through the coherent selection of texts. 	<p><i>The lesson/unit addresses key shifts in the CCSS:</i></p> <ul style="list-style-type: none"> ○ Reading Text Closely: Makes reading text(s) closely, examining textual evidence, and discerning deep meaning a central focus of instruction. ○ Text-Based Evidence: Facilitates rich and rigorous evidence-based discussions and writing about common texts through a sequence of specific, thought-provoking, and text-dependent questions (including, when applicable, questions about illustrations, charts, diagrams, audio/video, and media). ○ Writing from Sources: Routinely expects that students draw evidence from texts to produce clear and coherent writing that informs, explains, or makes an argument in various written forms (e.g., notes, summaries, short responses, or formal essays). ○ Academic Vocabulary: Focuses on building students' academic vocabulary in context throughout instruction. <p><u>A unit or longer lesson should:</u></p> <ul style="list-style-type: none"> ○ Increasing Text Complexity: Focus students on reading a progression of complex texts drawn from the grade-level band. Provide text-centered learning that is sequenced, scaffolded and supported to advance students toward independent reading of complex texts at the CCR level. ○ Building Disciplinary Knowledge: Provide opportunities for students to build knowledge about a topic or subject through analysis of a coherent selection of strategically sequenced, discipline-specific texts. ○ Balance of Texts: Within a collection of grade-level units a balance of informational and literary texts is included according to guidelines in the CCSS (p. 5). ○ Balance of Writing: Include a balance of on-demand and process writing (e.g., multiple drafts and revisions over time) and short, focused research projects, incorporating digital texts where appropriate. 	<p><i>The lesson/unit is responsive to varied student learning needs:</i></p> <ul style="list-style-type: none"> ○ Cultivates student interest and engagement in reading, writing and speaking about texts. ○ Addresses instructional expectations and is easy to understand and use. ○ Provides <i>all</i> students with multiple opportunities to engage with text of appropriate complexity for the grade level; includes appropriate scaffolding so that students directly experience the complexity of the text. ○ Focuses on challenging sections of text(s) and engages students in a productive struggle through discussion questions and other supports that build toward independence. ○ Integrates appropriate supports in reading, writing, listening and speaking for students who are ELL, have disabilities, or read well below the grade level text band. ○ Provides extensions and/or more advanced text for students who read well above the grade level text band. <p><u>A unit or longer lesson should:</u></p> <ul style="list-style-type: none"> ○ Include a progression of learning where concepts and skills advance and deepen over time (<i>may be more applicable across the year or several units</i>). ○ Gradually remove supports, requiring students to demonstrate their independent capacities (<i>may be more applicable across the year or several units</i>). ○ Provide for authentic learning, application of literacy skills, student-directed inquiry, analysis, evaluation and/or reflection. ○ Integrate targeted instruction in such areas as grammar and conventions, writing strategies, discussion rules and all aspects of foundational reading for grades 3-5. ○ Indicate how students are accountable for independent reading based on student choice and interest to build stamina, confidence and motivation (<i>may be more applicable across the year or several units</i>). ○ Use technology and media to deepen learning and draw attention to evidence and texts as appropriate. 	<p><i>The lesson/unit regularly assesses whether students are mastering standards-based content and skills:</i></p> <ul style="list-style-type: none"> ○ Elicits direct, observable evidence of the degree to which a student can independently demonstrate the major targeted grade-level CCSS standards with appropriately complex text(s). ○ Assesses student proficiency using methods that are unbiased and accessible to all students. ○ Includes aligned rubrics or assessment guidelines that provide sufficient guidance for interpreting student performance. <p><u>A unit or longer lesson should:</u></p> <ul style="list-style-type: none"> ○ Use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.
<p align="center">Rating: 3 2 1 0</p>	<p align="center">Rating: 3 2 1 0</p>	<p align="center">Rating: 3 2 1 0</p>	<p align="center">Rating: 3 2 1 0</p>

EQulP Rubric for Lessons & Units: ELA/Literacy (Grades 3-5) and ELA (Grades 6-12)

Directions: The Quality Review Rubric provides criteria to determine the quality and alignment of lessons and units to the Common Core State Standards (CCSS) in order to: (1) Identify exemplars/ models for teachers' use within and across states; (2) provide constructive criteria-based feedback to developers; and (3) review existing instructional materials to determine what revisions are needed.

Step 1 – Review Materials

- Record the grade and title of the lesson/unit on the recording form.
- Scan to see what the lesson/unit contains and how it is organized.
- Read key materials related to instruction, assessment and teacher guidance.
- Study and measure the text(s) that serves as the centerpiece for the lesson/unit, analyzing text complexity, quality, scope, and relationship to instruction.

Step 2 – Apply Criteria in Dimension I: Alignment

- Identify the grade-level CCSS that the lesson/unit targets.
- Closely examine the materials through the “lens” of each criterion.
- Individually check each criterion for which clear and substantial evidence is found.
- Identify and record input on specific improvements that might be made to meet criteria or strengthen alignment.
- Enter your rating 0 – 3 for Dimension I: Alignment

Note: Dimension I is non-negotiable. In order for the review to continue, a rating of 2 or 3 is required. If the review is discontinued, consider general feedback that might be given to developers/teachers regarding next steps.

Step 3 – Apply Criteria in Dimensions II – IV

- Closely examine the lesson/unit through the “lens” of each criterion.
- Record comments on criteria met, improvements needed and then rate 0 – 3.

When working in a group, individuals may choose to compare ratings after each dimension or delay conversation until each person has rated and recorded their input for the remaining Dimensions II – IV.

Step 4 – Apply an Overall Rating and Provide Summary Comments

- Review ratings for Dimensions I – IV adding/clarifying comments as needed.
- Write summary comments for your overall rating on your recording sheet.
- Total dimension ratings and record overall rating E, E/I, R, N – adjust as necessary.

If working in a group, individuals should record their overall rating prior to conversation.

Step 5 – Compare Overall Ratings and Determine Next Steps

- Note the evidence cited to arrive at final ratings, summary comments and similarities and differences among raters. Recommend next steps for the lesson/unit and provide recommendations for improvement and/or ratings to developers/teachers.

Additional Guidance for ELA/Literacy – When selecting text(s) that measure within the grade-level text complexity band and are of sufficient quality and scope for the stated purpose, see *The Common Core State Standards in English Language Arts/Literacy* at www.corestandards.org/ELA-Literacy; and the *Supplement for Appendix A: New Research on Text Complexity as well as Quantitative and Qualitative Measures* at www.achievethecore.org/steal-these-tools/text-complexity. See *The Publishers' Criteria* for Grades K-2 and the same for Grades 3-12 at www.achievethecore.org/steal-these-tools.

Rating Scales

Note: Rating for Dimension I: Alignment is non-negotiable and requires a rating of 2 or 3. If rating is 0 or 1 then the review does not continue.

Rating Scale for Dimensions I, II, III, IV:

3: Meets most to all of the criteria in the dimension

2: Meets many of the criteria in the dimension

1: Meets some of the criteria in the dimension

0: Does not meet the criteria in the dimension

Descriptors for Dimensions I, II, III, IV:

3: Exemplifies CCSS Quality – meets the standard described by criteria in the dimension, as explained in criterion-based observations.

2: Approaching CCSS Quality – meets many criteria but will benefit from revision in others, as suggested in criterion-based observations.

1: Developing toward CCSS Quality – needs significant revision, as suggested in criterion-based observations.

0: Not representing CCSS Quality – does not address the criteria in the dimension.

Overall Rating for the Lesson/Unit:

E: Exemplar – Aligned and meets most to all of the criteria in dimensions II, III, IV (**total 11 – 12**)

E/I: Exemplar if Improved – Aligned and needs some improvement in one or more dimensions (**total 8 – 10**)

R: Revision Needed – Aligned partially and needs significant revision in one or more dimensions (**total 3 – 7**)

N: Not Ready to Review – Not aligned and does not meet criteria (**total 0 – 2**)

Descriptors for Overall Rating:

E: Exemplifies CCSS Quality – Aligned and exemplifies the quality standard and exemplifies most of the criteria across Dimensions II, III, IV of the rubric.

E/I: Approaching CCSS Quality – Aligned and exemplifies the quality standard in some dimensions but will benefit from some revision in others.

R: Developing toward CCSS Quality – Aligned partially and approaches the quality standard in some dimensions and needs significant revision in others.

N: Not representing CCSS Quality – Not aligned and does not address criteria.