



Module 2 – "My Graduation Speech": Character and Contributions

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Module 2 - "My Graduation Speech": Character and Contributions (continued)

Information Sheet

FOR NARRATIVE

Module Title <i>(Title should Include text title and key ideas)</i>	My Graduation Speech: Character and Contributions
Module Description <i>(Overview to state course subject, key ideas, text, written product and audience)</i>	"My Graduation Speech" by Neil Postman gives a summary of ancient history including the character and values of Athenians and Visigoths. Students will write personal letter to future self.
Template Task <i>(The writing assignment with blanks; include number, type, level)</i>	Collection 2, Task 28: [Insert optional question] After researching _____ (informational texts) on _____ (content), write _____ (a narrative or substitute) that relates _____ (content) and the events that _____ (content). (Narrative/Sequential)
Teaching Task <i>(Fill in the blanks and be sure there is a clear connection between the question, task and text)</i>	After researching various texts on the Athenians and Visigoths, write a letter to your future self that relates what values and traditions you want to be remembered for after you graduate.
Big Ideas, Values <i>(see Ideas and Values list on page 19 in the Paideia Course Manual)</i>	<ul style="list-style-type: none">• Character• Culture• Tradition
Grade(s)/Level	9-10
Discipline <i>(e.g., ELA, science, history, other?)</i>	Humanities
Course	ELA/SS
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Module 2 - "My Graduation Speech": Character and Contributions (continued)

Section 1: What Tasks and Standards?

TEACHING TASK

Teaching Task <i>(Before finalizing, draft your own response to text and revise)</i>	After researching various texts on the Athenians and Visigoths, write a letter to your future self that relates what values and traditions you want to be remembered for after you graduate.
Reading Texts <i>(See Paideia Text Rubric on page 20 in the Paideia Course Manual for text selection rubric; provide text title here and include link to exact version or whole text in Appendix)</i>	"My Graduation Speech" by Neil Postman (in Appendix)
Background to Share with Students <i>(Justify why it is important for students to read and study this text)</i>	Even though Ancient History can be boring and irrelevant, this short speech by Neil Postmas beautiful summarizes two key groups and their influences on early civilization. "My Graduation Speech" will be a cornerstone for our understanding of ancient history.
Extension <i>(Note the written product, the audience and how the audience might respond)</i>	This personal letter will be part of your high school portfolio. We will store them electronically for retrieval at graduation.




Module 2 – "My Graduation Speech": Character and Contributions (continued)

Section 1: What Tasks and Standards? (continued)

COMMON CORE STATE STANDARDS (refer to grade level standards)

Reading Standards vary by module type.

<div> READING STANDARDS for NARRATIVE</div>	
"Built-in" Reading Standards	"When Appropriate" Reading Standards
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., section, chapter, scene, or stanza) relate to each other and the whole.
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
6. Assess how point of view or purpose shapes the content and style of a text.	8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
10. Read and comprehend complex literary and informational texts independently and proficiently.	9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.




Module 2 – "My Graduation Speech": Character and Contributions (continued)

Section 1: What Tasks and Standards? (continued)

COMMON CORE STATE STANDARDS (refer to grade level standards)

Speaking and Listening Standards are the same for all three module types.

<div> SPEAKING AND LISTENING STANDARDS for ALL MODULE TYPES</div>	
"Built-in" Speaking and Listening Standards	"When Appropriate" Speaking and Listening Standards
1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.




Module 2 - "My Graduation Speech": Character and Contributions (continued)

Section 1: What Tasks and Standards? (continued)

COMMON CORE STATE STANDARDS (refer to grade level standards)

Writing Standards vary by module type.

<div> WRITING STANDARDS for NARRATIVE</div>	
"Built-in" Writing Standards	"When Appropriate" Writing Standards
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audience.	8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.



Module 2 - "My Graduation Speech": Character and Contributions (continued)

Section 1: What Tasks and Standards? (continued)

CONTENT STANDARDS from STATE OR DISTRICT

Standards Source:	
NUMBER	CONTENT STANDARDS



Module 2 - "My Graduation Speech": Character and Contributions (continued)

Section 1: What Tasks and Standards? (continued)



SPEAKING AND LISTENING RUBRIC

This is the same for all three module types.

SCORING ELEMENTS	Not Yet		Approaches Expectations /Meets Expectations		Adanced
	1	1.5	2	2.5	3
Attention	<ul style="list-style-type: none">Does not look at the person speaking.Occasionally turns and talks to person sitting nearby while another person is speaking.		<ul style="list-style-type: none">Looks at the person speaking during most of the discussion.Rarely talks while another is speaking.		<ul style="list-style-type: none">Looks at the person speaking during the discussion.Does not talk while another is speaking.
Engagement	<ul style="list-style-type: none">Does not take notes related to the ideas being discussed.		<ul style="list-style-type: none">Occasionally takes notes related to the ideas being discussed.Gives way to another as a way of sharing the talk time.		<ul style="list-style-type: none">Consistently takes notes related to the ideas being discussed.Gives way to another as a way of sharing the talk time.
Articulation	<ul style="list-style-type: none">Makes barely audible statements.		<ul style="list-style-type: none">Makes clear and accurate statements; generally speaks at appropriate pace, volume; uses relevant vocabulary and grammar.		<ul style="list-style-type: none">Makes clear and accurate statements; consistently speaks at appropriate pace, volume; uses relevant vocabulary and grammar.
Explanation	<ul style="list-style-type: none">Makes simple, somewhat unrelated or repetitive points/statements.		<ul style="list-style-type: none">Provides points/statements about the discussion topic noting details related to sequence, category, purpose, or point of view.		<ul style="list-style-type: none">Provides insight related to fallacies within the text; tests assumptions and explores inferences.Refers to the text or another relevant source.

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Section 1: What Tasks and Standards? (continued)



SPEAKING AND LISTENING RUBRIC (continued)

SCORING ELEMENTS	Not Yet		Approaches Expectations / Meets Expectations		Adanced
	1	1.5	2	2.5	3
Expansion	<ul style="list-style-type: none">• Draws conclusions based on a single perspective.		<ul style="list-style-type: none">• Refers to the text or another relevant source.		<ul style="list-style-type: none">• Illuminates relevance; Notes positive/ negative implications• Acknowledges difference in own perspectives— before and now.• Adds to previous statement by offering a more global/ holistic interpretation.
Connection	<ul style="list-style-type: none">• Does not ask questions.• Does not refer to what else has been said.		<ul style="list-style-type: none">• Considers another point of view and acknowledges personal bias.• Asks authentic questions.• Paraphrases what else has been said.		<ul style="list-style-type: none">• Refers to another facet of an idea or another’s comment.• Considers multiple points of view and acknowledges personal bias.• Asks authentic, thought-provoking, open-ended questions.



Module 2 – "My Graduation Speech": Character and Contributions (continued)

Section 1: What Tasks and Standards? (continued)



WRITING RUBRIC for NARRATIVE TASKS

Writing Rubrics vary by module type.

SCORING ELEMENTS	Not Yet		Approaches Expectations	
	1	1.5	2	2.5
Focus	<ul style="list-style-type: none">Attempts to address prompt, but lacks focus or is off-task.		<ul style="list-style-type: none">Addresses prompt appropriately but with a weak or uneven focus.	
Controlling Idea	<ul style="list-style-type: none">Attempts to establish a theme or storyline, but lacks a clear or sustained purpose.		<ul style="list-style-type: none">Establishes a theme or storyline, but purpose is weak, with some lapses in coherence.	
Reaading/ Research	<ul style="list-style-type: none">Directly restates information from reading materials, interviews, and/or visual materials; uses materials inaccurately, OR information from source materials is irrelevant for the purpose at hand.		<ul style="list-style-type: none">Uses reading materials, interviews, and/or visual materials with minor lapses in cohesion, accuracy or relevance.	
Development	<ul style="list-style-type: none">Descriptions of experiences, individuals, and/or events are overly simplified or lack details.Attempts to use stylistic devices (e.g., imagery, tone, humor, suspense) but devices are used awkwardly or do not serve the purpose of the narrative.		<ul style="list-style-type: none">Develops experiences, individuals, and/or events with some detail but sense of time, place, or character remains at the surface level.Uses appropriate stylistic devices (e.g., imagery, tone, humor, suspense) unevenly.	
Organization	<ul style="list-style-type: none">Attempts to use a narrative structure; composition is disconnected or rambling.		<ul style="list-style-type: none">Applies a narrative structure (chronological or descriptive), with some lapses in coherence or awkward use of the organizational structure.	
Conventions	<ul style="list-style-type: none">Lacks control of grammar, usage, and mechanics; little or ineffective use of transitions.		<ul style="list-style-type: none">Demonstrates an uneven command of standard English; inconsistently uses transitions between sentences and paragraphs to connect ideas.	
Content Understanding	<ul style="list-style-type: none">Attempts to include disciplinary content, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.		<ul style="list-style-type: none">Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanations.	

Table continues on next page



Module 2 - "My Graduation Speech": Character and Contributions (continued)

Section 1: What Tasks and Standards? (continued)



WRITING RUBRIC for NARRATIVE TASKS (continued)

Meets Expectations		Advanced	
3	3.5	4	
<ul style="list-style-type: none">Addresses prompt appropriately and maintains a clear, steady focus.		<ul style="list-style-type: none">Addresses all aspects of prompt appropriately and maintains a strongly developed focus.	
<ul style="list-style-type: none">Establishes a theme or storyline, with a well-developed purpose carried through the narrative.		<ul style="list-style-type: none">Establishes a compelling theme or storyline, with a well developed purpose carried through the narrative through skillful use of narrative techniques.	
<ul style="list-style-type: none">Accurately integrates reading material, interviews, and/or visual material to authenticate the narrative.		<ul style="list-style-type: none">Accurately and seamlessly integrates reading material, interviews, and/or visual material to authenticate the narrative.	
<ul style="list-style-type: none">Develops experiences, individuals, and/or events with sufficient detail to add depth and complexity to the sense of time, place, or character.Uses appropriate stylistic devices (e.g., imagery, tone, humor, suspense) to support the purpose of the narrative.		<ul style="list-style-type: none">Elaborates on experiences, individuals, and/or events with comprehensive detail to add depth and complexity to the sense of time, place, or character.Skillfully integrates appropriate stylistic devices (e.g. imagery, tone, humor, suspense) to support the purpose of the narrative.	
<ul style="list-style-type: none">Applies a narrative structure (chronological or descriptive) appropriate to the purpose, task, and audience; storyline clearly conveys the theme or purpose.		<ul style="list-style-type: none">Maintains an organizational structure that intenApplies a complex narrative structure (chronological or descriptive) appropriate to the purpose, task and audience. that enhances communication of theme or purpose and keeps the reader engaged.	
<ul style="list-style-type: none">Demonstrates a command of standard English conventions with few errors; consistently uses transitions between sentences and paragraphs to connect ideas.Provides bibliography or works consulted when prompted.		<ul style="list-style-type: none">Demonstrates a well-developed command of standard English conventions; effectively uses transitions between sentences and paragraphs to connect ideas.Provides bibliography or works consulted when prompted.	
<ul style="list-style-type: none">Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.		<ul style="list-style-type: none">Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.	



Module 2 - "My Graduation Speech": Character and Contributions (continued)

Module Templates – Section 2: What Skills?

SKILL CLUSTER OVERVIEW

Skill	Definition
SKILL CLUSTER 1: PREPARATION FOR MODULE	
Task Analysis	Ability to understand and explain the task's prompt and rubric.
SKILL CLUSTER 2: READING PROCESS (PRE-SEMINAR)	
Background Information	Ability to identify contextual information.
Inspectional Reading	Ability to identify structural components of the seminar text.
Essential Vocabulary	Ability to identify and master terms essential to understanding a text.
Analytical Reading	Ability to read for meaning and inferences.
SKILL CLUSTER 3: DIALOGUE PROCESS (PAIDEIA SEMINAR)	
Pre-Seminar Process	Ability to reflect on personal communication habits and select appropriate speaking and listening goals.
Seminar	Ability to think critically and collaboratively in a group about concepts and ideas of a text through a structured Socratic seminar or other discussion-based strategy.
Post-Seminar Process	Ability to self-assess on speaking and listening skills practiced in the seminar and note relevant communication goals for future discussions.
SKILL CLUSTER 4: WRITING PROCESS	
Note-taking	Ability to select important facts and passages for use in one's own writing.
Initiating the Task (Controlling Idea)	Ability to establish a controlling idea and consolidate information relevant to task.
Planning	Ability to develop a line of thought and text structure appropriate to the task type.
Initial Draft and Development	Ability to construct an initial draft with an emerging line of thought and structure. <ul style="list-style-type: none">• Ability to explain relevant and plausible implications.• Ability to address the credibility and origin of sources in view of your research topic.• Ability to identify gaps or unanswered questions.
Revision	Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.
Editing	Ability to proofread and format a piece to make it more effective.
Completion	Ability to submit final work that is on task.



Module 2 – "My Graduation Speech": Character and Contributions (continued)

Section 3: What Instruction?



INSTRUCTIONAL LADDER

Pacing	Skill & Definition	Product & Prompt	Criteria for Scoring	Instructional Strategies
SKILL CLUSTER 1: PREPARING FOR THE TASK				
Day 1	Task Analysis <ul style="list-style-type: none">Ability to understand and explain the task's prompt and rubric.	Bullets <ul style="list-style-type: none">In your own words, what are the important features of a good response to this prompt?	<ul style="list-style-type: none">No scoring	<ul style="list-style-type: none">Share examples of types of letters students will produce (either from past students or from professional writers).Identify or invite students to identify key features of examples.Pair students to share and improve their individual bullets.Create a classroom list: Choose one student to share a few ideas on the board, and ask others to add to it.
SKILL CLUSTER 2: READING PROCESS (PRE-SEMINAR)				
Days 1-3	Background Information <ul style="list-style-type: none">Ability to identify contextual information.	Notes <ul style="list-style-type: none">With your research group, locate information about where and when the Athenian and Visigoths lived.Identify key influences and events.	<ul style="list-style-type: none">Complete and accurate background information is noted.	<ul style="list-style-type: none">Set up research groups and begin with timeline and world map activities.Share with students either via short lecture, power point, video, or reading.Have students do additional research about Athenians, and Visigoths.
Day 4	Inspectional Reading <ul style="list-style-type: none">Ability to identify structural components of the seminar text.	Labeling Text & Paraphrase <ul style="list-style-type: none">Label parts of the text by lettering the paragraphs and numbering starting at 5 (when he says you've just read 4) of the text.	<ul style="list-style-type: none">Structural features of the text are visible and clear.	<ul style="list-style-type: none">Distribute copy of the printed text.Help students mark the text after reading the first four sentences aloud.



Module 2 - "My Graduation Speech": Character and Contributions (continued)

Section 3: What Instruction? (continued)



INSTRUCTIONAL LADDER (continued)

Pacing	Skill & Definition	Product & Prompt	Criteria for Scoring	Instructional Strategies
SKILL CLUSTER 2: READING PROCESS (PRE-SEMINAR) (continued)				
Day 4	Essential Vocabulary <ul style="list-style-type: none">Ability to identify and master terms essential to understanding a text.	Vocabulary List <ul style="list-style-type: none">In your notebook, list words and phrases essential to the texts.Add definitions, and (if appropriate) notes on connotation in this context.	<ul style="list-style-type: none">Lists appropriate phrases.Provides accurate definitions.	<ul style="list-style-type: none">Assign research groups appropriate vocabulary.Have students share definitions aloud or through a gallery walk.
Days 5-6	Analytical Reading <ul style="list-style-type: none">Ability to read for meaning and inferenceS.	Notes <ul style="list-style-type: none">Respond to key aspects of the text in writing using our graphic organizer.	<ul style="list-style-type: none">Captures key ideas of text in writing.	<ul style="list-style-type: none">Read the text a second and third time responding in detail to the key ideas.
SKILL CLUSTER 3: DIALOGUE PROCESS (SEMINAR)				
Day 7	Pre-Seminar Process <ul style="list-style-type: none">Ability to reflect on personal communication habits and select appropriate speaking and listening goals.	Self-Assessment <ul style="list-style-type: none">Based on the list of speaking and listening behaviors, note in writing a goal for your personal participation in the upcoming dialogue. See Appendix.	<ul style="list-style-type: none">Chooses appropriate individual process goal based on past seminar performance.	<ul style="list-style-type: none">PLEASE use the Seminar Plan/Seminar Process Script in Appendix along with the Speaking and Listening Checklist.Teacher should identify a collection of appropriate speaking and listening goals for the group.Students select what they will work on individually and note it in writing on the Seminar Process Assessment sheet included in the Module Appendix.The group participation goal is discussed and posted where all can see.



Module 2 – "My Graduation Speech": Character and Contributions (continued)

Section 3: What Instruction? (continued)



INSTRUCTIONAL LADDER (continued)

Pacing	Skill & Definition	Product & Prompt	Criteria for Scoring	Instructional Strategies
SKILL CLUSTER 3: DIALOGUE PROCESS (SEMINAR) (continued)				
Day 7	Seminar <ul style="list-style-type: none">Ability to think critically and collaboratively in a group about concepts and ideas of a text through a structured Paideia seminar.	<ul style="list-style-type: none">Participate in the Seminar and focus on your goals.	<ul style="list-style-type: none">No scoring	<ul style="list-style-type: none">PLEASE use the Seminar Plan in Appendix.
Day 7	Post-Seminar <ul style="list-style-type: none">Ability to self-assess on speaking and listening skills practiced in the seminar and note relevant communication goals for future discussions.	Self-Assessment <ul style="list-style-type: none">Reflect back on your participation goal, then finish filling out the Speaking and Listening Checklist; write a short reflective work on your seminar performance in detail.	<ul style="list-style-type: none">Answers task by filling in form completely.Writes in detail about seminar participation.	<ul style="list-style-type: none">PLEASE use the Seminar Plan/ Seminar Process Script in Appendix.Have a few representative students share their goal for speaking and listening and their performance.Likewise, may ask the entire class to reflect on the entire dialogue process, i.e. the group effort.In whatever format is preferred, both individual and group reflections should be archived for reference at the beginning of the next Seminar.



Module 2 – "My Graduation Speech": Character and Contributions (continued)

Section 3: What Instruction? (continued)



INSTRUCTIONAL LADDER (continued)

Pacing	Skill & Definition	Product & Prompt	Criteria for Scoring	Instructional Strategies
SKILL CLUSTER 3 – TRANSITION TO WRITING				
Day 8	<p>Capturing Ideas from Discussion</p> <ul style="list-style-type: none">Ability to capture in writing the ideas (and words used to name and discuss ideas) from the seminar discussion.	<p>Short Response</p> <ul style="list-style-type: none">In a quick write, note your first reaction to the task prompt.Add some notes of things you know about this issue.After re-examining the prompt, note everything that you heard, said, or thought during the seminar that is related to the task. (Do not worry about grammar, punctuation, or spelling at this point.)	<ul style="list-style-type: none">No scoring	<ul style="list-style-type: none">Link this task to earlier class content.Remind students that these notes will feed directly into the writing process.Clarify timetable and support plans for the task.
SKILL CLUSTER 4 – WRITING PROCESS				
Day 8	<p>Note-taking</p> <ul style="list-style-type: none">Ability to select important facts and passages for use in one’s own writing.	<p>Notes</p> <ul style="list-style-type: none">From each text, make a list of the elements that look most important for answering the prompt. Do what you need to do to avoid plagiarism.What strategies will you use to discern “credible sources”?What implications can you draw? (Tasks 11,12)Why is it important in the process of inquiry to “identify gaps” or “unanswered questions” about the topic?	<ul style="list-style-type: none">Identifies relevant elements.Includes information to support accurate citation (for example, page numbers for a long text, clear indication when quoting directly.)	<ul style="list-style-type: none">Teach a model format for note taking.Check that early student work is in the assigned format (or in another format that gathers the needed information effectively).



Module 2 – "My Graduation Speech": Character and Contributions (continued)

Section 3: What Instruction? (continued)



INSTRUCTIONAL LADDER (continued)

Pacing	Skill & Definition	Product & Prompt	Criteria for Scoring	Instructional Strategies
SKILL CLUSTER 4 – WRITING PROCESS (continued)				
Days 8-9	<p>Initiating the Task (Controlling Idea)</p> <ul style="list-style-type: none">• Ability to establish a claim and consolidate information relevant to task.	<p>Opening Paragraph</p> <ul style="list-style-type: none">• Write an opening paragraph that includes a controlling idea and sequences the key points you plan to make in your composition.	<ul style="list-style-type: none">• Writes a concise summary statement or draft opening.• Provides direct answer to main prompt requirements.• Establishes a controlling idea.• Identifies key points that support development of argument.	<ul style="list-style-type: none">• Offer several examples of opening paragraphs.• Ask class to discuss what makes them strong or weak.• Review the list that students created earlier to identify needed elements.
Day 10	<p>Planning</p> <ul style="list-style-type: none">• Ability to develop a line of thought and text structure appropriate to the task type.	<p>Outline/Organizer</p> <ul style="list-style-type: none">• Create an outline based on your notes and reading in which you state your claim, sequence your points, and note your supporting evidence.	<ul style="list-style-type: none">• Creates an outline or organizer.• Supports controlling idea.• Uses evidence from texts read earlier.	<ul style="list-style-type: none">• Provide and teach one or more examples of outlines or organizers.• Invite students to generate questions in pairs about how the format works, and then take and answer questions.
Day 11	<p>Initial Draft and Development</p> <ul style="list-style-type: none">• Ability to construct an initial draft with an emerging line of thought and structure.	<p>Draft</p> <ul style="list-style-type: none">• Write an initial draft complete with opening, development, and closing; insert and cite textual evidence.• Address the credibility and origin of sources in view of your research topic.• Identify gaps or unanswered questions.	<ul style="list-style-type: none">• Provides complete draft with all parts.• Supports the opening in the later sections with evidence and citations.	<ul style="list-style-type: none">• Encourage students to re-read prompt partway through writing, to check that they are on-track.



Module 2 – "My Graduation Speech": Character and Contributions (continued)

Section 3: What Instruction? (continued)



INSTRUCTIONAL LADDER (continued)

Pacing	Skill & Definition	Product & Prompt	Criteria for Scoring	Instructional Strategies
SKILL CLUSTER 4 – WRITING PROCESS (continued)				
Day 12	Revision <ul style="list-style-type: none">Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.	Multiple Drafts <ul style="list-style-type: none">Refine composition’s analysis, logic, and organization of ideas/points.Use textual evidence carefully, with accurate citations.Decide what to include and what not to include.	<ul style="list-style-type: none">Provides complete draft with all parts.Supports the opening in the later sections with evidence and citations.Improves earlier edition.	<ul style="list-style-type: none">Model useful feedback that balances support for strengths and clarity about weaknesses.Assign students to provide each other with feedback on those issues.
Day 13	Editing <ul style="list-style-type: none">Ability to proofread and format a piece to make it more effective.	Correct Draft <ul style="list-style-type: none">Revise draft to have sound spelling, capitalization, punctuation, and grammar.Adjust formatting as needed to provide clear, appealing text.	<ul style="list-style-type: none">Provides draft free from distracting surface errors.Uses format that supports purpose.	<ul style="list-style-type: none">Briefly review selected skills that many students need to improve.Teach a short list of proofreading marks.Assign students to proofread each other’s texts a second time.
Day 14	Completion <ul style="list-style-type: none">Ability to submit final piece that meets expectations.	Final Work <ul style="list-style-type: none">Turn in your complete set of drafts, plus the final version of your piece.	<ul style="list-style-type: none">Demonstrates that composition is on task and ready for evaluation.	<ul style="list-style-type: none">Celebrate!



Module 2 – "My Graduation Speech": Character and Contributions (continued)

Materials, References, and Supports

FOR TEACHERS
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FOR STUDENTS
Dictionary: http://www.merriam-webster.com/
Timeline: http://www.tiki-toki.com/
World Map: http://www.nationalgeographic.com/kids-world-atlas/maps.html



Module 2 – "My Graduation Speech": Character and Contributions (continued)

Teacher Work Section

Added Thoughts About Teaching This Module



This module is designed to give students important foundations in research and on ancient history.



Use a Paired Work or Group Work Protocol and have students spend time in their groups talking about the group work Rubric. Summarize group work norms with the whole class input and post for all to see (and continuously refer to).



Use a cause-effect graphic organizer as a structure to guide students in researching Ancient Greece and the Middle Ages with a focus on the Athenians and Vysgoths- population; technology; environment; economics; politics; religion.



Model research reading through a think aloud. Pull up a few websites and have students look with you and you read and say what comes to mind, especially how you are deciding what is important to note (and therefore what is not important).



Module 2 – "My Graduation Speech": Character and Contributions (continued)

Teacher Work Section (continued)

Questions to ask while Reading

- 1. What is the text about as a whole?
Identify the leading theme and figure out how the author develops it.
- 2. What is being said in detail, and how?
Identify the text’s message, main ideas, assertions, and arguments.
- 3. Is the text true in whole or in part?
When you read and understand a text, you are obligated to make up your own mind regarding its truth or falsity.
- 4. What is the significance of the information and understanding you garnered from the text?
Should you pursue some area more actively? Should you do something about what you have learned?

Research Group: Citizens of Ancient Rome



Population; technology; environment; economics; politics; religion.



Problems they had.



How they solved their problems.



The outcome of their choices.



After student research (not more than 2 days), ask for a flip chart paper summary from each. Distribute word list and assign teams words to begin a word game. Take each research team and assign revision and have all take notes (in their journals). Coach each group by asking them to explain each point of their summary. Challenge them to clarify points and put information in order that is clear and interesting. Have students’ flip chart be as relevant and interesting as possible. Jig saw groups for sharing key points.



Module 2 - "My Graduation Speech": Character and Contributions (continued)



SEMINAR PLAN FOR:
"My Graduation Speech":
Character & Contributions



Ideas: Character, Culture, Tradition



Module 2 - "My Graduation Speech": Character and Contributions (continued)



PRE-SEMINAR



My Graduation Speech BY NEIL POSTMAN

Having sat through two dozen or so graduation speeches, I have naturally wondered why they are so often so bad. One reason, of course, is that the speakers are chosen for their eminence in some field, and not because they are either competent speakers or gifted writers. Another reason is that the audience is eager to be done with all ceremony so that it can proceed to some serious reveling. Thus any speech longer than, say, fifteen minutes will seem tedious, if not entirely pointless. There are other reasons as well, including the difficulty of saying something inspirational without being banal. Here I try my hand at writing a graduation speech, and not merely to discover if I can conquer the form. This is precisely what I would like to say to young people if I had their attention for a few minutes.

If you think my graduation speech is good, I hereby grant you permission to use it, without further approval from or credit to me, should you be in an appropriate situation.

Members of the faculty, parents, guests, and graduates, have no fear. I am well aware that on a day of such high excitement, what you require, first and foremost, of any speaker is brevity. I shall not fail you in this respect. There are exactly eighty-five sentences in my speech, four of which you have just heard. It will take me about twelve minutes to speak all of them and I must tell you that such economy was not easy for me to arrange, because I have chosen as my topic the complex subject of your ancestors. Not, of course, your biological ancestors, about whom I know nothing, but your spiritual ancestors, about whom I know a little. To be specific, I want to tell you about two groups of people who lived many years ago but whose influence is still with us. They were very different from each other, representing opposite values and traditions. I think it is appropriate for you to be

reminded of them on this day because, sooner than you know, you must align yourself with the spirit of one or the spirit of the other.

The first group lived about 2,500 years ago in the place which we now call Greece, in a city they called Athens. We do not know as much about their origins as we would like. But we do know a great deal about their accomplishments. They were, for example, the first people to develop a complete alphabet, and therefore they became the first truly literate population on earth. They invented the idea of political democracy, which they practiced with a vigor that puts us to shame. They invented what we call philosophy. And they also invented what we call logic and rhetoric. They came very close to inventing what we call science, and one of them—Democritus by name—conceived of the atomic



Module 2 - "My Graduation Speech": Character and Contributions (continued)



PRE-SEMINAR



My Graduation Speech (p2)

theory of matter 2,300 years before it occurred to any modern scientist. They composed and sang epic poems of unsurpassed beauty and insight. And they wrote and performed plays that, almost three millennia later, still have the power to make audiences laugh and weep. They even invented what today we call the Olympics, and among their values none stood higher than that in all things one should strive for excellence. They believed in reason. They believed in beauty. They believed in moderation. And they invented the word and the idea which we know today as ecology.

About 2,000 years ago, the vitality of their culture declined and these people began to disappear. But not what they had created. Their imagination, art, politics, literature, and language spread all over the world so that, today, it is hardly possible to speak on any subject without repeating what some Athenian said on the matter 2,500 years ago.

The second group of people lived in the place we now call Germany, and flourished about 1,700 years ago. We call them the Visigoths, and you may remember that your sixth or seventh-grade teacher mentioned them. They were spectacularly good horsemen, which is about the only pleasant thing history can say of them. They were marauders-ruthless and brutal. Their

language lacked subtlety and depth. Their art was crude and even grotesque. They swept down through Europe destroying everything in their path, and they overran the Roman Empire. There was nothing a Visigoth liked better than to burn a book, desecrate a building, or smash a work of art. From the Visigoths, we have no poetry, no theater, no logic, no science, no humane politics.

Like the Athenians, the Visigoths also disappeared, but not before they had ushered in the period known as the Dark Ages. It took Europe almost a thousand years to recover from the Visigoths.

Now, the point I want to make is that the Athenians and the Visigoths still survive, and they do so through us and the ways in which we conduct our lives. All around us-in this hall, in this community, in our city-there are people whose way of looking at the world reflects the way of the Athenians, and there are people whose way is the way of the Visigoths. I do not mean, of course, that our modern-day Athenians roam abstractedly through the streets reciting poetry and philosophy, or that the modern-day Visigoths are killers. I mean that to be an Athenian or a Visigoth is to organize your life around a set of values. An Athenian is an idea. And a Visigoth is an idea. Let me tell you briefly what these ideas consist of.



Module 2 - "My Graduation Speech": Character and Contributions (continued)



PRE-SEMINAR



My Graduation Speech (p3)

To be an Athenian is to hold knowledge and, especially the quest for knowledge in high esteem. To contemplate, to reason, to experiment, to question-these are, to an Athenian, the most exalted activities a person can perform. To a Visigoth, the quest for knowledge is useless unless it can help you to earn money or to gain power over other people.

To be an Athenian is to cherish language because you believe it to be humankind’s most precious gift. In their use of language, Athenians strive for grace, precision, and variety. And they admire those who can achieve such skill. To a Visigoth, one word is as good as another, one sentence in distinguishable from another. A Visigoth’s language aspires to nothing higher than the cliché.

To be an Athenian is to understand that the thread which holds civilized society together is thin and vulnerable; therefore, Athenians place great value on tradition, social restraint, and continuity. To an Athenian, bad manners are acts of violence against the social order. The modern Visigoth cares very little about any of this. The Visigoths think of themselves as the center of the universe. Tradition exists for their own convenience, good manners are an affectation and a burden, and history is merely what is in yesterday’s newspaper.

To be an Athenian is to take an interest in public affairs and the improvement of public behavior. Indeed, the ancient Athenians had a word for people who did not. The word was idiot, from which we get our word “idiot.” A modern Visigoth is interested only in his own affairs and has no sense of the meaning of community.

And, finally, to be an Athenian is to esteem the discipline, skill, and taste that are required to produce enduring art. Therefore, in approaching a work of art, Athenians prepare their imagination through learning and experience. To a Visigoth, there is no measure of artistic excellence except popularity. What catches the fancy of the multitude is good. No other standard is respected or even acknowledged by the Visigoth.

Now, it must be obvious what all of this has to do with you. Eventually, like the rest of us, you must be on one side or the other. You must be an Athenian or a Visigoth. Of course, it is much harder to be an Athenian, for you must learn how to be one, you must work at being one, whereas we are all, in a way, natural-born Visigoths. That is why there are so many more Visigoths than Athenians. And I must tell you that you do not become an Athenian merely by attending school or accumulating academic degrees. My father-in-law was one of the most committed Athenians



Module 2 – "My Graduation Speech": Character and Contributions (continued)



PRE-SEMINAR



My Graduation Speech (p4)

I have ever known, and he spent his entire adult life working as a dress cutter on Seventh Avenue in New York City. On the other hand, I know physicians, lawyers, and engineers who are Visigoths of unmistakable persuasion. And I must also tell you, as much in sorrow as in shame, that at some of our great universities, perhaps even this one, there are professors of whom we may fairly say they are closet Visigoths. And yet, you must not doubt for a moment that a school, after all, is essentially an Athenian idea. There is a direct link between the cultural achievements of Athens and what the faculty at this university is all about. I have no difficulty imagining that Plato, Aristotle, or Democritus would be quite at home in our class rooms. A Visigoth would merely scrawl obscenities on the wall.

And so, whether you were aware of it or not, the purpose of your having been at this university was to give you a glimpse of the Athenian way, to interest you in the Athenian way. We cannot know on this day how many of you will choose that way and how many will not. You are young and it is not given to us to see your future. But I will tell you this, with which I will close: I can wish for you no higher compliment than that in the future it will be reported that among your graduating class the Athenians mightily outnumbered the Visigoths.

Thank you, and congratulations.



Module 2 - "My Graduation Speech": Character and Contributions (continued)



PRE-SEMINAR



VOCABULARY LIST



graduation



science



speech



Democritus



reveling



atomic theory



tedious



unsurpassed



banal



millennia



precisely



Olympics



brevity



modulation



ancestors



ecology



literate



vitality



democracy



visigoths



vigor



marauders



philosophy



subtlety



logic



grotesque



rhetoric



Roman Empire



Module 2 – "My Graduation Speech": Character and Contributions (continued)



PRE-SEMINAR



VOCABULARY LIST (continued)



desecrate



affectation



humane



idiot



Dark Ages



discipline



values



fancy



ideas



standard



esteem



acknowledge



contemplate



merely



distinguishable



accumulating



aspires



persuasion



vulnerable



obscenities



restraint



glimpse



convenience



Athenians



Module 2 - "My Graduation Speech": Character and Contributions (continued)



PRE-SEMINAR



Content



BACKGROUND INFORMATION

- Determine essential facts necessary to understand context of key text.
- Share with students either via short lecture, power point, video, or reading.
- Have students do additional research as appropriate.



INSPECTIONAL READING

- See that each student has a copy of the printed text or can closely view.
- Have students take first look at text structure.
- Direct students to label the parts of the text for common referencing.
- Read the text (or the first section) aloud with students.



VOCABULARY

- Have students work with categories of words.
- Define for them rare or contextual terms.
- Have students define and practice using high frequency words.



ANALYTICAL READING

- Coach students in reading the text a second and third time responding in detail to the key ideas.
- Provide graphic organizer for notes when appropriate.



Module 2 – "My Graduation Speech": Character and Contributions (continued)



PRE-SEMINAR



Process

Prepare participants to participate in seminar discussion with a version of the following script.



DEFINE SEMINAR

- "A Paideia Seminar is a time when we talk with each other about important ideas."
- "The main purpose of seminar is to arrive at a fuller understanding of the textual ideas and values in this speech of ourselves, and of each other. We are going to work together and practice thinking about (list great ideas)."



FACILITATOR AND PARTICIPANT RESPONSIBILITIES

- "As participants, I am asking you to think, listen, and speak candidly about your thoughts, reactions, and ideas. You can help each other do this by using each other's names."
- "You do not need to raise your hands in order to speak; rather, the discussion is collaborative in that you try to stay focused on the main speaker and wait your turn to talk."
- "You should try to both agree and disagree in a courteous, thoughtful manner. For example, you might say, 'I disagree with Joanna because...', focusing on the ideas involved, not the individuals."
- "As the facilitator, I am primarily responsible for asking challenging, open-ended questions, and I will take a variety of notes to keep up with the talk turns and flow of ideas. I will help move the discussion along in a productive direction by asking follow-up questions based on my notes."



Module 2 - "My Graduation Speech": Character and Contributions (continued)



PRE-SEMINAR



Process (continued)



INDIVIDUAL SELF-ASSESSMENT / GOAL SETTING

- "Now, think about how you usually talk in a group. How do you usually talk?"
- "Consider this list of personal participation goals that are listed on the board." (OR on the Speaking and Listening Check List.)
 - Possibilities:*
 - Speak at least three times
 - Ask a question
 - Look at the person speaking
 - Use others' names
 - Agree and disagree respectfully
- "Please choose one goal from the list and commit to achieving it during the discussion we are about to have and write your personal goal in your name tent."



Module 2 – "My Graduation Speech": Character and Contributions (continued)



SEMINAR



Reiterate that our purpose is to discuss important ideas and values including: Character, Culture, and Tradition. Arrange seats so that everyone can see each other's face.



Opening Question(s) – Identify main ideas from the text

- What influence from our spiritual ancestors (of either the Athenians or Visigoths) is most valuable? (please note the paragraph and sentence)
- Why has that influence been valuable?



Core Questions – Focus/analyze textual details

- In the third paragraph, Postman says "you must align yourself with the spirit of one or the spirit of the other." Do you agree? Why or why not?
- In paragraph K, Postman states: "To be an Athenian is to understand that the thread which holds civilized society together is thin and vulnerable... place great value on tradition, social restraint and continuity." What do you think he means?
- What does Postman suggest is the difference between art and popularity?
- "We are all, in a way, natural-born Visigoths."



Closing Question(s) – Personalize and apply the textual ideas

- As a high school student, what is one thing worth remembering from this speech?



Module 2 – "My Graduation Speech": Character and Contributions (continued)



POST-SEMINAR



Process

Assess individual and group participation in seminar discussion.



ASSESS INDIVIDUAL / GROUP GOALS

- "Thank you for your focused and thoughtful participation in our seminar."
- "As part of the post-seminar process, I would first like to ask you to take a few minutes to reflect on your relative success in meeting the personal process goal you set prior to beginning the discussion. Please review the goal you set for yourself and reflect in writing to what extent you met the goal. In addition, note why you think you performed as you did. (Pause for reflection.)"
- "Would several volunteers please share your self-assessment and reflection..."
- Note goals for next seminar:
 - "Given your performance today, please jot down what goal you might productively set for yourself in our next seminar."
 - "As always, our goal is continuous improvement: both as individual seminar participants and as an evolving seminar group. Thanks again for your participation."



Module 2 - "My Graduation Speech": Character and Contributions (continued)



POST-SEMINAR



Content



UNDERSTANDING THE ASSIGNMENT

- What is your social contract?
- After reading an excerpt from Rousseau’s “Social Contract,” write your own contract that relates what you want from this class association and what you intend to contribute. Use at least one quote from the text.



BRAINSTORMING CONTENT

- From each text, make a list of the elements that look most important for answering the prompt. Do what you need to do to avoid plagiarism.
- Note in particular quotes that you can use to illustrate your response to the writing task.



STRUCTURING THE COMPOSITION

- Create an outline based on your notes and reading in which you state your claim, sequence your points, and note your supporting evidence.
- Provide and teach one or more examples of outlines or organizers.
- Invite students to generate questions in pairs about how the format works, and then take and answer questions.



Module 2 – "My Graduation Speech": Character and Contributions (continued)



POST-SEMINAR



Content (continued)



WRITING THE FIRST DRAFT

- Write an initial draft complete with opening, development, and closing; insert and cite textual evidence.
- Address the credibility and origin of sources in view of your research topic.
- Identify gaps or unanswered questions.
- Encourage students to re-read prompt partway through writing, to check that they are on-track.



REVISING

- Refine composition’s analysis, logic, and organization of ideas/points.
- Use textual evidence carefully, with accurate citations.
- Decide what to include and what not to include.
- Model useful feedback that balances support for strengths and clarity about weaknesses.
- Assign students to provide each other with feedback on those issues through a writer’s workshop approach.



EDITING

- Revise draft to have sound spelling, capitalization, punctuation and grammar.
- Adjust formatting as needed to provide clear, appealing text.
- Briefly review selected skills that many students need to improve.
- Teach a short list of proofreading marks.
- Assign students to proofread each other’s texts a second time.



PUBLISHING THE FINAL COPY

- Turn in your complete set of drafts, plus the final version of your work.
- Celebrate!



Module 2 - "My Graduation Speech": Character and Contributions (continued)

Speaking and Listening Checklist

Before Seminar

Select (underline or circle from left column) one or two skills that you will focus on during this seminar.

After Seminar

Self-assess your participation in this Paideia Seminar by circling the number you would rate yourself.

0 = I did not do this during Paideia seminar. 5 = I did this well during Paideia seminar.

PAIDEIA SEMINAR SELF-ASSESSMENT						
SKILLS	SPECIFIC SKILL			RATING		
Attention	<ul style="list-style-type: none">I look at the person speaking during the discussion.I do not talk while another is speaking.			0	1	2 3 4 5
Engagement	<ul style="list-style-type: none">I take notes related to the ideas being discussed.I give way to others as a way of sharing the talk time.			0	1	2 3 4 5
Articulation	<ul style="list-style-type: none">I make clear and accurate statements.I speak at appropriate pace & volume.I use relevant vocabulary and grammar.			0	1	2 3 4 5
Explanation (Justification)	<ul style="list-style-type: none">I provide insight about the discussion topic.I refer to the text or another relevant source.			0	1	2 3 4 5
Expansion	<ul style="list-style-type: none">I consider another point of view.I add to a previous statement by offering a more global/holistic interpretation.			0	1	2 3 4 5
Connection	<ul style="list-style-type: none">I refer to another comment.I consider multiple points of view.I ask thought-provoking, open-ended questions.			0	1	2 3 4 5

To summarize, I feel my participation in seminar today was: _____
