

** For purposes of training with the Achieve Rubric, we have taken one lesson from this larger unit.

MAKING EVIDENCE-BASED CLAIMS

COMMON CORE STATE STANDARDS
ENGLISH LANGUAGE ARTS / LITERACY LESSON

GRADE 8

Ain't I a Woman
Sojourner Truth

Equal Rights for Women
Shirley Chisholm

*Wimbledon Has Sent Me a Message:
I'm Only a Second-Class Champion*
Venus Williams



LESSON OVERVIEW

Making evidence-based claims about texts is a foundational literacy and critical thinking skill that lies at the heart of the CCSS. The skill consists of two parts. The first part is *the ability to extract detailed information* from texts and grasp how it is conveyed. Education and personal growth require real exposure to new information from a variety of media. Instruction should push students beyond general thematic understanding of texts into deep engagement with textual content and authorial craft.

The second half of the skill is *the ability to make valid claims* about the new information thus gleaned. This involves developing the capacity to analyze texts, connecting information in literal, inferential, and sometimes novel ways. Instruction should lead students to do more than simply restate the information they take in through close reading. Students should come to see themselves as creators of meaning as they engage with texts.

It is essential that students understand the importance and purpose of making evidence-

based claims, which are at the center of many fields of study – notably science and the social sciences. We must help students become invested in developing their ability to explore the meaning of texts. Part of instruction should focus on teaching students how to understand and talk about their skills.

It is also important that students view claims as their own. They should see their interaction with texts as a personal investment in their learning. They are not simply reading texts to report information expected by their teachers, but should approach texts with their own authority and confidence to support their analysis

This lesson is designed to cultivate in students the ability to make evidence-based claims about texts. Students perform a sequence of activities centered on a close reading of three texts: *Ain't I a Woman*, by Sojourner Truth; *Equal Rights for Women*, by Shirley Chisholm; and *Wimbledon Has Sent Me a Message: I'm Only a Second-Class Champion*, by Venus Williams.

HOW THIS LESSON IS STRUCTURED

The lesson activities are organized into five parts, each associated with sequential portions of the text. The parts build on each other and can each span a range of instructional time depending on scheduling and student ability.

The lesson intentionally separates the development of critical reading skills from their expression in writing. A sequence of worksheets isolates and supports the progressive development of the critical reading skills. Parts 1-3 focus entirely on making evidence-based claims as readers. Parts 4 and 5 focus on expressing this skill in writing.

This organization is designed to strengthen the precision of instruction and assessment, as well as to give teachers flexibility in their use of the lesson. Teachers may choose to use only

Parts 1-3 dealing with reading and teach writing in another context.

The first activities of Parts 2-5 – which involve independently reading sections of the text – are designed to function as homework assignments from the previous day. If scheduling and student ability do not support making the reading a homework assignment, these activities can be done in class at the beginning of each Part. Accordingly, they are listed both as a “Bridging” homework activity at the end of each part and as an activity beginning the sequence of the next part.

Alternate configurations of Part 5 are given in the detailed lesson plan to provide multiple ways of structuring a summative assessment.

LESSON OUTLINE

READING SKILLS DEVELOPMENT

PART 1: INTRODUCING EVIDENCE-BASED CLAIMS

- Students are introduced to the lesson focus on making evidence-based claims about texts.
- Students independently read part of the text with a text-dependent question to guide them.
- Students follow along as they listen to part of the text read aloud and discuss a series of text-dependent questions.
- The teacher models a critical reading and thinking process for forming evidence-based claims about texts.

PART 2: MAKING EVIDENCE-BASED CLAIMS

- Students independently read part of the text and look for evidence to support a claim made by the teacher.
- Students follow along as they listen to part of the text read aloud and discuss a series of text-dependent questions.
- In pairs, students look for evidence to support claims made by the teacher.
- The class discusses the evidence found by the student pairs.
- In pairs, students make an evidence-based claim of their own and present it to the class.

PART 3: ORGANIZING EVIDENCE-BASED CLAIMS

- Students independently read part of the text and make an evidence-based claim.
- Students follow along as they listen to part of the text read aloud.
- The teacher models organizing evidence to develop and explain claims using student evidence-based claims.
- In pairs, students develop a claim and organize supporting evidence.
- The class discusses the evidence-based claims developed by student pairs.

WRITING SKILLS DEVELOPMENT

PART 4: WRITING EVIDENCE-BASED CLAIMS

- Students independently review the texts and develop an evidence-based claim.
- The teacher introduces and models writing evidence-based claims.
- In pairs, students write evidence-based claims.
- The class discusses the written evidence-based claims of volunteer student pairs.
- The class discusses their new evidence-based claims and students read aloud portions of the text.
- Students independently write evidence-based claims.

PART 5: DEVELOPING EVIDENCE-BASED WRITING

- Students review the three texts in their entirety and make a new evidence-based claim.
- The teacher analyzes student evidence-based writing and discusses developing global evidence-based claims.
- Students discuss their new claims in pairs and then with the class.
- Students independently write a final evidence-based writing piece.
- The class discusses final evidence-based writing pieces of student volunteers.

≡ HOW THIS LESSON ALIGNS WITH CCSS ≡ FOR ELA/LITERACY

The primary CCSS alignment of the lesson instruction is with **RI.8.1** and **W.8.9b** (*cite strong and thorough evidence to support analysis of explicit and inferential textual meaning*).

The evidence-based analysis of the text, including the text-dependent questions and the focus of the claims, involve **RI.8.2** and **RI.8.6** (*determine a central idea and analyze its development over the course of a text; and determine an author's point of view and analyze how an author responds to conflicting evidence and viewpoints*).

The numerous paired activities and structured class discussions develop **SL.8.1** (*engage effectively in a range of collaborative discussions building on others' ideas and expressing their own clearly and persuasively*).

The evidence-based writing pieces involve **W.8.4** (*produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience*).

≡ HOW THIS LESSON ASSESSES ≡ STUDENT LEARNING

The lesson's primary instructional focus is on making evidence-based claims as readers and writers. Parts 1-3 develop the reading skill. Activities are sequenced to build the skill from the ground up. A series of worksheets supports students in their progressive development of the skill. These worksheets structure and capture students' critical thinking at each developmental stage and are the primary method of formative assessment. They are specifically designed to give teachers the ability to assess student development of the reading skill without the influence of their writing abilities.

From the first activity on, students are introduced to and then use a set of criteria that describes the characteristics of an evidence-based claim. In pair work and class discussions, students use the first five of these criteria to discuss and evaluate evidence-based claims made by the teacher and by other students. Teachers use these same criteria to assess student claims presented on the worksheets from Parts 1-3.

As the instructional focus shifts to writing in Parts 4 and 5 so does the nature of the assessment. In these parts, teachers assess the student writing pieces. Students continue using worksheets as well, giving teachers clear and distinct evidence of both their reading and writing skills for evaluation. In Parts 4-5, students learn about and use six additional criteria for writing claims. Teachers apply these criteria in the formative assessment of students' written work, as well as the evaluation of their final evidence-based writing pieces.

Part 5 can be configured in multiple ways giving teachers the flexibility to structure a summative assessment suitable for their students.

≡ PEDAGOGICAL PRINCIPLES

≡ SHAPING THE INSTRUCTION

This lesson is designed to support real exposure and interaction with complex texts for ALL students. The activities are structured and sequenced to allow all students, including English language learners and students reading below grade level, independent exposure to the texts, while also supporting them along the way to ensure involvement and comprehension. Students with disabilities should be further supported by the local professionals who are familiar with their individual learning profiles.

PRINCIPLE 1

Students understand and own the development of their literacy skills. Teachers explain skills and their importance throughout the process, ensuring students understand the purpose of what they are doing and have the academic vocabulary to discuss it. Teachers highlight that students make their *own* valid evidence-based claims based on their analysis of the texts.

PRINCIPLE 2

All students independently engage in productive struggle with complex texts AND are supported with group readings of key portions of the text. Students are asked to read sections independently and then together with the class. Infrequent vocabulary and domain-specific concepts are highlighted and defined.

PRINCIPLE 3

Literacy skills are understood and taught developmentally: advancing from less challenging sections of text to more abstract or complex selections; working from literal comprehension to inferential analysis; and evolving from guided practice to independent application. All students are supported in their skill development through a consistent blend of teacher modeling, peer collaboration, and independent performance.

PRINCIPLE 4

Activities and tasks are structured and supported with worksheets to collect precise evidence for formative assessment of the students' progressive acquisition of skills. Assessment is based on clear criteria that are made explicit to students. Review of this information allows teachers to adjust and focus instruction for the entire class and to differentiate it for individual students.



HOW TO USE THESE MATERIALS



This lesson is in the format of a **Compressed File**. Files are organized in such a way that you can easily browse through the materials and find every document you need to print or e-mail for each day.

The lesson components are organized into folders:



The **TEACHER MATERIALS** folder contains:

- Lesson Overview
- Parts 1-5 Lesson Plans
- Teacher Version Worksheets
- Model Written EBC



The **TEXTS** folder contains the text(s) used in the lesson.



The **HANDOUTS** folder contains:

- Forming and Writing EBC Handouts
- EBC Criteria Checklists I and II
- Evidence-Based Writing Rubric



The **WORKSHEETS** folder contains:

- Blank Forming, Making, and Organizing EBC Worksheets



The worksheets have been created as **editable PDF forms**. With the **free version of Adobe Reader**, students and teachers are able to type in them and save their work for recording and e-mailing. This allows students and teachers to work either with paper and pencil or electronically according to their strengths and needs.

While Teacher Version Worksheets with model claims have been provided, these are meant more to illustrate the process than to shape textual analysis. Teachers are encouraged to develop claims based on their own analysis and class discussion. Teachers can record their own claims in the blank worksheets for their reference and to distribute to students.

If you decide to **PRINT** materials, please note that:

- For optimal use of space print them at **actual size**, without enabling the auto-fit function.
- All materials can be printed either in color or in black and white.

PART 1

INTRODUCING EVIDENCE-BASED CLAIMS

“Out of Kilter”

OBJECTIVE: Students learn the importance and elements of making evidence-based claims through a close reading of the text.

ACTIVITIES

1. **Introduction to lesson:** The teacher presents the purpose of the overall lesson and explains the skill of making evidence-based claims.
2. **Independent reading:** Students independently read Sojourner Truth’s *Ain’t I a Woman* speech and answer the question, What do Truth’s words tell us about the audience she is addressing?
3. **Read aloud and class discussion:** The teacher reads the text aloud and leads a discussion guided by three text-dependent questions.
4. **Model forming EBCs:** The teacher models a critical reading and thinking process for forming evidence-based claims about texts.

ESTIMATED TIME: 2-3 Days

MATERIALS:

Forming EBC Handout
Forming EBC Worksheet
EBC Criteria Checklist I
Making EBC Worksheet

COMMON CORE STATE STANDARDS

RI.8.1: *Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.*

RI.8.2: *Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.*

RI.8.6: *Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.*

SL.8.1: *Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.*

ACTIVITY ONE

Introduction to lesson: The teacher presents the purpose of the overall lesson and explains the skill of making evidence-based claims, making reference to the first five criteria from the EBC Checklist I.

INSTRUCTIONAL NOTES

Introduce the central purpose of the lesson and the idea of a “claim” someone might make. The following is a possible approach:

Introduce the first characteristic of an evidence-based claim: “States a conclusion you have come to... and that you want others to think about.”

Pick a subject that is familiar to students, such as “school lunches” and ask them to brainstorm some claim statements they might make about the subject. Introduce the fourth characteristic: “All parts of the claim are supported by specific evidence you can point to” and distinguish claims that can be supported by evidence from those that are unsupported opinions, using the students’ brainstorm list as a reference.

Move from experience-based claims to claims in a field like science. Start with more familiar, fact-based claims (For example, the claim “It is cold outside” is supported by evidence like “The outside thermometer reads 13 degrees F” but is not supported with statements like “It feels that way to me”). Then discuss a claim such as “Smoking has been shown to be hazardous to your health” and talk about how this claim was once considered to be an opinion, until a weight of scientific evidence over time led us to accept this claim as fact. Introduce the third characteristic/criterion: “Demonstrates knowledge of and sound thinking about a topic” and with it the idea that a claim becomes stronger as we expand our knowledge about a subject and find more and better evidence to support the claim.

Move from scientific claims to claims that are based in text that has been read closely. Use an example of a text read recently in class or one students are likely to be familiar with. Highlight that textual claims can start as statements about what a text tells us directly (literal

comprehension) such as “Tom Sawyer gets the other boys to paint the fence” and then move to simple conclusions we draw from thinking about the text, like: “Tom Sawyer is a clever boy” because (evidence) “He tricks the other boys into doing his work and painting the fence.” Then explain how text-based claims can also be more complex and require more evidence (e.g., “Mark Twain presents Tom Sawyer as a ‘good bad boy’ who tricks others and gets into trouble but also stands up for his friend Jim.”), sometimes – as in this example – requiring evidence from more than one text or sections of text.

Explain that the class will be practicing the skill of making evidence-based claims that are based in the words, sentences, and ideas of a text by closely reading and analyzing texts by Sojourner Truth, Shirley Chisholm, Venus Williams.

In the activities that follow, students will learn to make a text-based claim by moving from literal understanding of its details, to simple supported conclusions or inferences, to claims that arise from and are supported by close examination of textual evidence. This inductive process mirrors what effective readers do and is intended to help students develop a method for moving from comprehension to claim. In addition, the guiding questions, model claims, and movement through the text over the course of the lesson are sequenced to transition students from an initial, literal understanding of textual details to:

- Claims about fairly concrete ideas presented in short sections of the text;
- Claims about more abstract ideas implied across sections of the text;
- More global claims comparing several texts.

ACTIVITY TWO

Independent reading: Students independently read Sojourner Truth’s *Ain’t I a Woman* speech and answer the question, What do Truth’s words tell us about the audience she is addressing?

INSTRUCTIONAL NOTES

Briefly introduce students to the text. The introduction should be kept to naming the author, the speech, and the year of its delivery. Students should be allowed to approach the text freshly and to make their own inferences based

on textual content. Plenty of instruction and support will follow to ensure comprehension for all students. The question helps orient students to the text and begins the focus on searching for textual evidence.

ACTIVITY THREE

Read aloud and class discussion: The teacher reads the text aloud and leads a discussion guided by three text-dependent questions:

- What do Truth’s words tell us about the audience she is addressing?
- What did “that man over there” say, and how does Truth reply?
- What point is Truth making in her “pint vs. quart” metaphor?

INSTRUCTIONAL NOTES

The close reading of the text serves three primary purposes: to ensure comprehension of an important part of the text, to orient students to the practice of close reading, and to guide students in searching for textual evidence.

Use the discussion about the questions to help students learn the essential skills of selecting interesting and significant textual details and connecting them inferentially. This process links directly to the forming of evidence-based claims they will begin in Activity Four.

- **What do Truth’s words tell us about the audience she is addressing?**

From her opening statement of “well, children” Sojourner Truth is addressing a large audience (1). As a class, draw out the specific words she uses to describe that audience. Her word “racket” tells us that this audience is boisterous and loud; “racket” implies that this audience could be yelling, or at least speaking loudly, arguing, or cheering (1). She references women, “negroes,” and “white men,” also suggesting a broad audience comprised of different genders and

racess (2-3). The last sentence of her opening question asks a clarifying question (“But what’s all this here talking about?” (3-4)) and leads us to believe that the audience is paying attention to what she is about to share with them. Explore the idea that Truth may be using the nature of her present audience and situation to comment on the current social situation at large—that things everywhere are “out of kilter” (1).

- **What did “that man over there” say, and how does Truth reply?**

Truth deftly uses a man’s comment to set up the rhetorical structure of her argument. Her response becomes her argument, contributing to the emotional appeal she makes. This line is a good opportunity to introduce rhetorical devices and strategies into the lesson. The analytic foundation here can be developed over the course of the three texts. Talk about emotional, rational and ethical appeals, emphasizing the emotional force of Truth’s argument and language. The “man” says that women need to be helped, looked after, treated a certain way—

ACTIVITY THREE (CONT'D)

INSTRUCTIONAL NOTES

perhaps even spoiled; what is implied is that because women are treated that way, they do not need to have the right to vote (5). Truth replies with four examples to negate his description of women. She shows women's strength with a description of her arms, as well as her ability to withstand great pain both by whipping and childbirth (physical pain), and by the loss of her thirteen children (emotional pain). She ends each of her examples with the same rhetorical question, "And ain't I a woman?", a claim impossible to deny (7, 9, 10, 12).

- **What point is Truth making in her "pint vs. quart" metaphor?**

Truth uses this metaphor to illustrate that although men have more than women, they should not deprive women of what little they have. Additionally, Truth is implying that she may believe that women and men are not truly equal, but that women still deserve some of the same rights as men. Point out the significance of Truth using what is basically a kitchen measurement system to illustrate her point, the kitchen being a place where women ruled.

ACTIVITY FOUR

Model forming EBC: Based on the class discussion of the text, the teacher models a critical reading and thinking process for forming evidence-based claims: from comprehension of textual details that stand out, to an inference that arises from examining the details, to a basic evidence-based claim that is supported by specific references back to the text.

INSTRUCTIONAL NOTES

Once the class has reached an understanding of the text, use the Forming EBC Handout to introduce a three-step process for making a claim that arises from the text.

Exemplify the process by making a claim with the Forming EBC Worksheet. The worksheet is organized so that students first take note of "interesting" details that they also see as "related" to each other. The second section asks them to think about and explain a connection they have made among those details. Such "text-to-text" connections should be distinguished from "text-to-self" connections readers make between what they have read and their own experiences. These "text-to-text" connections

can then lead them to a "claim" they can make and record in the third section of the worksheet – a conclusion they have drawn about the text that can be referenced back to textual details and text-to-text connections. Have students follow along as you talk through the process with your claim.

To provide structured practice for the first two steps, you might give students a textual detail on a blank worksheet. In pairs, have students use the worksheet to find other details/quotations that could be related to the one you have provided, and then make/explain connections among those details.

ACTIVITY FOUR (CONT'D)

INSTRUCTIONAL NOTES

[Note: Here and throughout the entire lesson, you are encouraged to develop claims based on your own analysis and class discussion. The examples provided in the teacher versions are possibilities meant more to illustrate the process than to shape textual analysis. Instruction will be most effective if the claims used in modeling flow naturally from the textual ideas and details you and the students find significant and

interesting. Also, while the worksheets have three or four places for supporting evidence, students should know that not all claims require three pieces of evidence. Places on the worksheets can be left blank.]

Use the EBC Checklist 1 to discuss the claim, asking students to explain how it meets (or doesn't yet meet) the criteria.

BRIDGING HOMEWORK ASSIGNMENT

Read Shirley Chisholm's *Equal Rights for Women* speech and use the Making EBC Worksheet to find evidence to support the teacher-provided claim. This activity overlaps with the first activity of Part 2 and can be given as homework or done at the beginning of the next class.

ASSESSMENT

The Forming EBC Worksheet should be evaluated to get an initial assessment of students' grasp of the relationship between claims and textual evidence. Even though the work was done together with the class, filling in the worksheet properly helps them get a sense of the critical reading and thinking process and the relationships among the ideas. Also make sure that students are developing the habit of using quotation marks and recording the reference.

Forming Evidence-Based Claims

FINDING DETAILS

I find interesting details that are related and that stand out to me from reading the text closely.

As you read, you will notice authors use a lot of details and strategies to develop their points and arguments. You might ask yourself: What details should I look for? How do I know they are important? Below are examples of types of details authors often use in important ways.

Author's Facts and Ideas

- Statistics
- Examples
- Vivid Description
- Characters/Actors
- Events

Author's Words and Organization

- Repeated words
- Strong Language
- Figurative language
- Tone
- Organizational Structure/Phrases

Opinions and Point of View

- Interpretations
- Explanation of ideas or events
- Narration
- Personal reflection
- Beliefs

CONNECTING THE DETAILS

I explain the connections I make among the details through re-reading and thinking about them.

By reading closely and thinking about the details that stand out to me, I can make connections among them. Below are some ways details can be connected.

Facts and Ideas

- Authors use hard facts to illustrate or define an idea.
- Authors use examples to express a belief or point of view.
- Authors use vivid description to compare or oppose different ideas.
- Authors describe different actors or characters to illustrate a comparison or contrast.
- Authors use a sequence of events to arrive at a conclusion.

Words and Organization

- Authors repeat specific words or structures to emphasize meaning or tone.
- Authors use language or tone to establish a mood.
- Authors use figurative language to infer emotion or embellish meaning.
- Authors use a specific organization to enhance a point or add meaning.

Opinions and Point of View

- Authors compare or contrast evidence to help define his or her point of view.
- Authors offer their explanation of ideas or events to support their beliefs.
- Authors tell their own story to develop their point of view.
- Author use language to reveal an opinion or feeling about a topic.

MAKING A CLAIM

I state a conclusion that I have come to and can support with evidence from the text after reading and thinking about it closely.

As I group and connect my details, I can come to a conclusion and form a statement about the text.

SUPPORTING EVIDENCE FOR

SUPPORTING EVIDENCE FOR

SUPPORTING EVIDENCE FOR



Name Task

<p>FINDING DETAILS</p> <p>I find interesting details that are related and that stand out to me from reading the text closely.</p>	<p>(Reference:)</p>	<p>(Reference:)</p>	<p>(Reference:)</p>
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CONNECTING THE DETAILS

MY THINKING:

I explain the connections I make among the details through re-reading and thinking about them.



MAKING A CLAIM

I state a conclusion that I have come to and can support with evidence from the text after reading and thinking about it closely.



Forming Evidence-Based Claims

<p>FINDING DETAILS</p> <p>I find interesting details that are related and that stand out to me from reading the text closely.</p>	<p>"Look at me! Look at my arm!"</p>	<p>Reference: lines 7-8)</p>	<p>"Nobody ever helps me into carriages, or over mud-puddles, or gives me any best place!"</p>	<p>Reference: line 6-7)</p>	<p>"I have ploughed and planted, and gathered into barns, and no man could head me! And ar'n't I a woman?"</p>	<p>Reference: line 8-9)</p>

CONNECTING THE DETAILS

MY THINKING: Truth's points contrast her own strength and reality with men's idea that women need are weaker and need to be protected.

I explain the connections I make among the details through re-reading and thinking about them.

I think Truth talks about her arm to show how strong she is even though men think women aren't strong.

I think she says she does these things to show that women don't need as much help as men think they do.

I think she talks about her ploughing and planting to show that she is as strong as men are. Her question proves that men have the wrong idea about women.

SUPPORTING EVIDENCE FOR

SUPPORTING EVIDENCE FOR

SUPPORTING EVIDENCE FOR

MAKING A CLAIM

I state a conclusion that I have come to and can support with evidence from the text after reading and thinking about it closely.

Truth sees women as stronger than men think they are.



EVIDENCE-BASED CLAIMS CRITERIA I - GRADES 6-8		CHECK	COMMENTS
<p>I. Content and Analysis <i>An EBC is a clearly stated inference that arises from close reading of a text.</i></p>	<p>Clarity of the Claim: States a conclusion that you have come to after reading a text(s) and that you want others to think about.</p>		
	<p>Conformity to the Text: Is based upon and linked to the ideas and details of the text(s) you have read.</p>		
	<p>Understanding of the Topic: Demonstrates knowledge of and sound thinking about a text or topic that matters to you and others.</p>		
	<p>Reasoning: All parts of the claim are supported by specific evidence you can point to in the text(s).</p>		
	<p>Use and Integration of Evidence: Uses direct quotations and examples from the text(s) to explain and prove its conclusion.</p>		
<p>II. Command of Evidence <i>An EBC is supported by specific textual evidence and developed through valid reasoning.</i></p>			



EVIDENCE-BASED WRITING EVALUATION RUBRIC

	PROFICIENT		NOT YET PROFICIENT	
	SCORE = 4	SCORE = 3	SCORE = 2	SCORE = 1
CONTENT AND ANALYSIS	<ul style="list-style-type: none"> The essay contains a clear, compelling claim. The claim demonstrates insightful comprehension and valid precise inferences. Overall analysis follows logically from the text. 	<ul style="list-style-type: none"> The essay contains a clear claim. The claim demonstrates sufficient comprehension and valid basic inferences. Overall analysis follows logically from the text. 	<ul style="list-style-type: none"> The essay contains a claim, but it is not fully articulated. The claim demonstrates basic literal comprehension and significant misinterpretation. Major points of textual analysis are missing or irrelevant to accomplish purpose. 	<ul style="list-style-type: none"> The essay contains a minimal claim that is not beyond correct literal repetition. There is minimal inferential analysis serving no clear purpose.
COMMAND OF EVIDENCE	<ul style="list-style-type: none"> The central claim of the essay is well-supported by textual evidence. Use of relevant evidence is sustained throughout the entire analysis. The core reasoning of the essay follows from evidence. 	<ul style="list-style-type: none"> The central claim of the essay is well supported by textual evidence. Use of relevant evidence is generally sustained with some gaps. The core reasoning of the essay follows from evidence. 	<ul style="list-style-type: none"> The central claim of the essay is only partially supported by textual evidence. Analysis is occasionally supported with significant gaps or misinterpretation. The core reasoning of the essay is tangential or invalid with respect to the evidence. 	<ul style="list-style-type: none"> The essay demonstrates some comprehension of the idea of evidence, but only supports the claim with minimal evidence which is generally invalid or irrelevant.
COHERENCE AND ORGANIZATION	<ul style="list-style-type: none"> The organization strengthens the exposition. The introduction establishes context; the organizational strategies are appropriate for the content and purpose. There is a smooth progression of ideas enhanced by proper integration of quotes and paraphrase, effective transitions, sentence variety, and consistent formatting. 	<ul style="list-style-type: none"> The organization supports the exposition. The introduction establishes the context; the organizational strategies are appropriate for the content and purpose. The ideas progress smoothly with appropriate transitions, but evidence is not always integrated properly. Sentences relate relevant information and formatting is consistent. 	<ul style="list-style-type: none"> Some attempt has been made at a sustained organization, but major pieces are missing or inadequate. The introduction does not establish the context; The organizational strategy is unclear and impedes exposition. Paragraphs do contain separate ideas, but the relationships among them are not indicated with transitions. Quotes and paraphrases may be present, but no distinction is made between the two and they are not effectively integrated into the exposition. Sentences are repetitive and fail to develop ideas from one to the next. 	<ul style="list-style-type: none"> There is no sustained organization for the exposition. Organization does not rise above the paragraph level. The essay does contain discrete paragraphs, but the relationships among them are unclear. Ideas do not flow across paragraphs and are often impeded by erroneous sentence structure and paragraph development.
CONTROL OF LANGUAGE AND GRAMMAR	<ul style="list-style-type: none"> The essay contains precise and vivid vocabulary, which may include imagery or figurative language and appropriate academic vocabulary. The sentence structure draws attention to key ideas and reinforces relationships among ideas. Successful and consistent stylistic choices have been made that serve the purpose of the essay. The essay illustrates consistent command of standard, grade-level-appropriate writing conventions. Errors are so few and so minor that they do not disrupt readability or affect the force of the writing. 	<ul style="list-style-type: none"> The essay contains appropriate vocabulary that may lack some specificity, including some imagery or figurative language and appropriate academic vocabulary. The sentence structure supports key ideas and relationships among ideas, but may lack some variety and clarity. There is some evidence of stylistic choices that serve the purpose of the essay. The essay illustrates consistent command of standard, grade-level-appropriate writing conventions. Minor errors do not disrupt readability, but may slightly reduce the force of the writing. 	<ul style="list-style-type: none"> The essay contains vague, repetitive and often incorrect vocabulary. Sentence structure is repetitive, simplistic and often incorrect, disrupting the presentation of ideas. There are few or no attempts to develop an appropriate style. The essay illustrates consistent errors of standard, grade-level-appropriate writing conventions. Errors disrupt readability and undermine the force of the writing. 	<ul style="list-style-type: none"> The essay contains very limited and often incorrect vocabulary. Sentence structure is repetitive, simplistic and often incorrect, resulting in a minimal expression of a few simplistic ideas. The essay illustrates consistent errors of standard, grade-level-appropriate writing conventions. Errors impede readability and comprehension of the writing.



Ain't I a Woman?

1864

Sojourner Truth

Well, children, where there is so much **racket** there must be something **out of kilter**. **P1**

I think that 'twixt the negroes of the South and the women at the North, all talking about rights, the white men will be in a fix pretty soon. But what's all this here talking about?

5 That man over there says that women need to be helped into carriages, and lifted **P2**

over ditches, and to have the best place everywhere. Nobody ever helps me into carriages, or over mud-puddles, or gives me any best place! And ar'n't I a woman? Look at me! Look at my arm! I have ploughed and planted, and gathered into barns, and no man could head me! And ar'n't I a woman? I could work as much and eat as much as a man -

10 when I could get it - and **bear the lash** as well! And ain't I a woman? I have borne thirteen children, and seen most all sold off to slavery, and when I cried out with my mother's grief, none but Jesus heard me! And ain't I a woman?

Then they talk about this thing in the head; what's this they call it? [member of **P3**

audience whispers, "intellect"] That's it, honey. What's that got to do with women's

15 rights or negroes' rights? If my cup won't hold but a pint, and yours holds a quart, wouldn't you be mean not to let me have my little half measure full?

racket: noise
out of kilter: not normal

bear the lash: handle pain, but literally, in the context of slavery, surviving a whipping



Then that little man in black there, he says women can't have as much rights as men, **P4**
'cause Christ wasn't a woman! Where did your Christ come from? Where did your
Christ come from? From God and a woman! Man had nothing to do with Him.

20 If the first woman God ever made was strong enough to turn the world upside down **P5**
all alone, these women together ought to be able to turn it back and get it right side
up again! And now they is asking to do it, the men better let them.

Obligated to you for hearing me, and now old Sojourner ain't got nothing more to say. **P6**