

## Teaching Notes

The goal of RI.11-12.5 is for students to learn how to analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. The following information presents differentiated instruction activities that teachers can incorporate into their classroom as well as additional resources to read and integrate into instruction as appropriate.

### Differentiated Instruction

1. If it is difficult for some students to complete the first Practice! and to focus on the structure of Lincoln's speech, asking leading questions can be a helpful way to model for students the types of observations they should be making. Invite them to make guesses about why certain information is presented in a particular way. Allow them to make guesses about why Lincoln chose this structure for the beginning of his speech. If students are having difficulty getting started, ask them to focus first on their reactions to the text. Is the text confusing? Informative? Persuasive? Impassioned? Does it seem to flow logically? What information has Lincoln decided to reveal, and what is left out of this initial portion of the speech?
2. After students have read the entirety of Lincoln's speech, they will be ready to consider its overall structure. Encourage them to first focus on smaller sections of the text, paying close attention to detail and asking themselves the kinds of questions they answered when reading the first two paragraphs. After they have worked through the speech in this way, invite them to consider how its different parts work together as a whole. Focus specifically on places where structural changes occur in the speech. Ask them to speculate about why the structure might change in these sections. Invite them to share their experiences as readers. How did they experience a particular shift? Which parts of the speech seemed most persuasive and why? Which parts were confusing? Which parts were boring? Encourage them to make connections between the way they experience the text and the structural choices the author has made.

### Applying the Standard

The Applying the Standard activity provides an opportunity for small-group discussions for students who work best in pairs or in groups. Divide the class into several groups and ask each group to propose structural alternatives to the class. This can lead to a discussion about the impact the structure of an argument has on the way a reader or audience understands and experiences it.

### Additional Resources

Consider these additional resources when teaching RI.11-12.5:

- **“Grade 12 ELA Module 1, Unit 2, Lesson 1”**: This website from the New York State Education Department provides a lesson plan that asks students to read an informational text and analyze its effectiveness:  
<https://www.engageny.org/resource/grade-12-ela-module-1-unit-2-lesson-1>

- **“American Rhetoric”**: This website gives users access to many speeches in the public domain. Teachers can use this site to find speeches for students to analyze:  
<http://americanrhetoric.com/>
- **“Structuring an Argument”**: This PDF from a university is designed for students to examine the stages and/or structures of an essay, but it provides clear guidance for teachers, too. It also provides exercises and graphic organizers:  
[http://sydney.edu.au/stuserv/documents/learning\\_centre/M7.pdf](http://sydney.edu.au/stuserv/documents/learning_centre/M7.pdf)

PREVIEW