

CONNECTING THE COMMON CORE GEORGIA PERFORMANCE STANDARDS AND THE GEORGIA GRADE 3 WRITING ASSESSMENT



EDUCATION

GRADE 3



Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

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Overview

The Common Core Georgia Performance Standards (CCGPS) will be fully implemented in Georgia's English Language Arts (ELA) classrooms beginning in August 2012. This resource is intended to make explicit the connections between the Common Core Georgia Performance Standards for writing and the current Georgia Grade 3 Writing Assessment program. For the coming academic year, the Georgia Grade 3 Writing Assessment will maintain its current structure and format requiring teachers to select representative writing samples from each third grade student for analytic scoring in four domains: Ideas, Organization, Style, and Conventions. Beginning in 2012-2013, only student samples from the narrative, informational/expository, and persuasive/opinion genres will be collected and scored. Teachers will not collect and score papers from the "Response to Literature" genre separately, as student responses to literature are effectively subsumed within the expository and argumentative genres in the CCGPS. Responses to literature may still be used for scoring, but will be included as expository or argumentative writing samples, depending on the focus of the piece. The analytic rubrics posted on the Assessment page of the GADOE website will continue to be used during this period:

<http://archives.gadoe.org/DMGetDocument.aspx/Grade%203%20Writing%20Rubrics%20Update%202008.pdf?p=6CC6799F8C1371F6FD7ABD275C4961D2FC8357214A665620DADA52AC6501415E&Type=D>

The common assessments currently in development are expected to be implemented in 2014-2015. The administration of the Grade 3 Writing Assessment will help provide a strong foundational exercise in writing across the genres to prepare students for the rigor inherent in the Common Core Georgia Performance Standards. The skills communicated and practiced in Grade 3 are universal, and are required in both GPS and CCGPS: the development of strong controlling ideas, organization, style, sentence fluency, usage, and mechanics. These are elements characteristic of all effective writing rubrics, including those for the Georgia Writing Assessments in grades 3, 5, 8, and 11.

By using this guide to focus CCGPS-based instruction in writing on the specific performance aspects of the Grade 3 Writing Assessment, students will be prepared not only to meet expectations on the Assessment in 2012-13 and 2013-14 but also to successfully transition to the increased rigor and the increasing focus on writing that is tied to texts as we continue with the implementation of the Common Core Georgia Performance Standards. Given the increasing staircase of complexity in the transition from the GPS to the CCGPS, it is clear that extemporaneous writing in all genres can serve as an effective foundational exercise for text-based writing. Students will continue to study and emulate the structures of narrative writing in Grade 3.

Glossary of Terms

For clarity in all aspects of the writing process we are providing a short compendium of terms as they are defined in by the CCGPS:

Editing – A part of writing and preparing presentations concerned chiefly with improving the clarity, organization, concision, and correctness of expression relative to task, purpose, and audience; compared to *revising*, a smaller-scale activity often associated with surface aspects of a text; see also *revising*, *rewriting*.

Evidence – Facts, figures, details, quotations, or other sources of data and information that provide support for claims or an analysis and that can be evaluated by others; should appear in a form and be derived from a source widely accepted as appropriate to a particular discipline, as in details or quotations from a text in the study of literature and experimental results in the study of science.

Focused question – A query narrowly tailored to task, purpose, and audience, as in a research query that is sufficiently precise to allow a student to achieve adequate specificity and depth within the time and format constraints.

Formal English – See *Standard English*

General academic words and phrases – Vocabulary common to written texts but not commonly a part of speech.

Independent(ly) – A student performance done without *scaffolding* from a teacher, other adult, or peer; in the Standards, often paired with *proficient(ly)* to suggest a successful student performance done without *scaffolding*; in the Reading standards, the act of reading a text without scaffolding, as in an assessment.

More sustained research project – An investigation intended to address a relatively expansive query using several sources over an extended period of time, as in a few weeks of instructional time.

Point of view – Chiefly in literary texts, the narrative point of view (as in first- or third-person narration); more broadly, the position or perspective conveyed or represented by an author, narrator, speaker, or character.

Print or digital (texts, sources) – Sometimes added for emphasis to stress that a given standard is particularly likely to be applied to electronic as well as traditional texts; the Standards are generally assumed to apply to both.

Proficient(ly) – A student performance that meets the criterion established in the Standards as measured by a teacher or assessment; in the Standards, often paired with *independent(ly)* to suggest a successful student performance done without *scaffolding*; in the Reading standards, the act of reading a text with comprehension; see also *independent(ly)*, *scaffolding*.

Revising – A part of writing and preparing presentations concerned chiefly with a reconsideration and reworking of the content of a text relative to task, purpose, and audience; compared to *editing*, a larger-scale activity often associated with the overall content and structure of a text; see also *editing*, *rewriting*.

Rewriting – A part of writing and preparing presentations that involves largely or wholly replacing a previous, unsatisfactory effort with a new effort, better aligned to task, purpose, and audience, on the same or a similar topic or theme; compared to *revising*, a larger-scale activity more akin to replacement than refinement; see also *editing*, *revising*.

Scaffolding – Temporary guidance or assistance provided to a student by a teacher, another adult, or a more capable peer, enabling the student to perform a task he or she otherwise would not be able to do alone, with the goal of fostering the student's capacity to perform the task on his or her own later on

Short research project – An investigation intended to address a narrowly tailored query in a brief period of time, as in a few class periods or a week of instructional time.

Source – A text used largely for informational purposes, as in research.

Standard English – In the Standards, the most widely accepted and understood form of expression in English in the United States; used in the Standards to refer to formal English writing and speaking; the particular focus of Language standards 1 and 2.

Grade 3 CCGPS Curriculum Map



COMMON CORE GEORGIA PERFORMANCE STANDARDS ENGLISH LANGUAGE ARTS

THIRD GRADE CURRICULUM MAP			
First Nine Weeks	Second Nine Weeks	Third Nine Weeks	Fourth Nine Weeks
Reading	Reading	Reading	Reading
Primary Focus: Literary Text ELACC3RL1-10 Secondary Focus: Informational Text ELACC3RI1-10	Primary Focus: Informational Text ELACC3RI1-10 Secondary Focus: Literary Text ELACC3RL1-10	Primary Focus: Literary Text ELACC3RL1-10 Secondary Focus: Informational Text ELACC3RI1-10	Primary Focus: Informational Text ELACC3RI1-10 Secondary Focus: Literary Text ELACC3RL1-10
1 extended literary text 4 thematically connected short texts	1 extended informational text 4 thematically connected short texts	1 extended literary text 4 thematically connected short texts	1 extended informational text 4 thematically connected short texts
Writing	Writing	Writing	Writing
Focus: Opinion ELACC3W1	Focus: Informative/Explanatory ELACC3W2	Focus: Informative/Explanatory ELACC3W2	Focus: Opinion ELACC3W1
2 opinion pieces supporting a position ELACC3W1, 4, 5, 6, 10	2 informative/explanatory pieces examining a topic and conveying ideas ELACC3W2, 4, 5, 6, 10	2 informative/explanatory pieces examining a topic and conveying ideas ELACC3W2, 4, 5, 6, 10	2 opinion pieces supporting a position ELACC3W1, 4, 5, 6, 10
1-2 short research connections (may be shared research on a topic or theme connected to the unit) ELACC3W7, 8, 10	1-2 short research connections (may be shared research on a topic or theme connected to the unit) ELACC3W7, 8, 10	1-2 short research connections (may be shared research on a topic or theme connected to the unit) ELACC3W7, 8, 10	1-2 short research connections (may be shared research on a topic or theme connected to the unit) ELACC3W7, 8, 10
1-2 narratives detailing a real or imagined experience ELACC3W3, 4, 5, 6, 10	1-2 narratives detailing a real or imagined experience ELACC3W3, 4, 5, 6, 10	1-2 narratives detailing a real or imagined experience ELACC3W3, 4, 5, 6, 10	1-2 narratives detailing a real or imagined experience ELACC3W3, 4, 5, 6, 10
Routine writing (summaries, writing-to- learn tasks, response to a short text or an open-ended question) ELACC3W1, 2, 3, 9, 10	Routine writing (summaries, writing-to- learn tasks, response to a short text or an open-ended question) ELACC3W1, 2, 3, 9, 10	Routine writing (summaries, writing-to- learn tasks, response to a short text or an open-ended question) ELACC3W1, 2, 3, 9, 10	Routine writing (summaries, writing-to- learn tasks, response to a short text or an open-ended question) ELACC3W1, 2, 3, 9, 10

Foundational Reading Skills ELACC3RF3-4 Phonics, word recognition, and fluency		Speaking and Listening ELACC3SL1-6 Confirm understandings Participate in collaborative discussions Report findings		Language ELACC3L1-6 Study and apply grammar and vocabulary in speaking and writing
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Georgia Department of Education
Dr. John D. Barge, State School Superintendent
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The curriculum map for Grade 3 in CCGPS focuses on opinion writing in the first nine weeks and expository (informative/explanatory) writing in the second nine weeks, reinforcing those skills with an additional nine week focus for each (narrative is included in the routine writing throughout), providing focused and in-depth instruction in both skill sets throughout the instructional period during which teachers will be collecting works for the assessment portfolio. The curriculum also features the exploration of significant amounts of informational text, scaffolding students' abilities to respond effectively to a wide variety of topics.

The routine writing opportunities and research options may also focus on particular areas in need of remediation (for example, the construction of a solid controlling idea, organization, transitions, sentence fluency, etc.).

Connecting the Grade 3 Writing Assessment Domains and the CCGPS

The four domains for the Grade 3 Writing Assessment are Ideas, Organization, Style, and Conventions, as described below. The alignments on the following pages illustrate the components that represent a strong meets or exceeds performance in each of these categories and the Common Core Georgia Performance Standards that support each of those skills.

For an in-depth exploration of each of these domains, including exactly which components are included in the descriptor, specific elements to look for in student work, and suggested instructional strategies, go to: <http://archives.gadoe.org/DMGetDocument.aspx/Georgia%20Grade%203%20Writing%20Assessment%20with%20notes.pdf?p=6CC6799F8C1371F6EE57F90425C713A4DF51D0D4BD337FC5868580170E06206E&Type=D>

Ideas: The degree to which the writer establishes a focus and develops the main points with examples, facts, anecdotes, and details	Rubric Dimensions for Ideas: Focus, Supporting Details, Use of Resources/Character Development, Development/Completeness
Organization: The degree to which ideas are arranged in a clear order with an introduction, body, and conclusion	Rubric Dimensions for Organization: Organizational Pattern, Grouping/Sequencing of Ideas, Transitions
Style: The degree to which the writer controls language to capture the reader's interest	Rubric Dimensions for Style: Word Choice, Audience Awareness
Conventions: The degree to which the writer demonstrates control of sentence formation, usage, and mechanics	Rubric Dimensions for Conventions: Sentence Formation, Usage, Mechanics

To clarify the relationship between the CCGPS and the Grade 3 Writing Assessment's rubric, the tables on the following pages illustrate how the goals of each Grade 3 Writing Assessment domain align with the CCGPS.

ELACC3W1: Write opinion pieces on topics or texts, supporting a point of view with reasons.

PERSUASIVE/OPINION WRITING

**** CCGPS CONNECTIONS: IDEAS ****

Grade 3 Writing Assessment Rubric	CCGPS
<p>Sustained focus, purpose, and point of view</p> <p>(Source: Grade 3 Writing Assessment Resources: Writing Rubric, p. 2)</p>	<p>ELACC3W4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p>
<p>Relevant examples, facts, anecdotes, and details are used throughout the paper</p> <p>(Source: Grade 3 Writing Assessment Resources: Writing Rubric, p. 2)</p>	<p>ELACC3W1:</p> <p>a. Introduce the topic or book they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>b. Provide reasons that support the opinion.</p>
<p>Establishes and develops a clear position</p> <p>(Source: Grade 3 Writing Assessment Resources: Writing Rubric, p. 2)</p>	<p>ELACC3W1:</p> <p>a. Introduce the topic or book they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>ELACC3W4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p>
<p>Complete information; the issue is well developed</p> <p>(Source: Grade 3 Writing Assessment Resources: Writing Rubric, p. 2)</p>	<p>ELACC3W1:</p> <p>a. Introduce the topic or book they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>b. Provide reasons that support the opinion.</p> <p>c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</p> <p>d. Provide a concluding statement or section.</p>

***** CCGPS CONNECTIONS: ORGANIZATION *****

Grade 3 Writing Assessment Rubric	CCGPS
<p>Clear and appropriate persuasive organizational pattern with a strong introduction, body, and conclusion</p> <p>(Source: Grade 3 Writing Assessment Resources: Writing Rubric, p. 2)</p>	<p>ELACC3W1:</p> <p>a. Introduce the topic or book they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</p> <p>d. Provide a concluding statement or section.</p> <p>ELACC3W4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p>
<p>Related ideas are consistently grouped together; may use specific strategies (e.g., cause and effect, similarity and difference, questions and answers)</p> <p>(Source: Grade 3 Writing Assessment Resources: Writing Rubric, p. 2)</p>	<p>ELACC3W1:</p> <p>a. Introduce the topic or book they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>b. Provide reasons that support the opinion.</p> <p>c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</p>
<p>Varied transitional elements link parts of the paper</p> <p>(Source: Grade 3 Writing Assessment Resources: Writing Rubric, p. 2)</p>	<p>ELACC3W1:</p> <p>c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</p>

***** CCGPS CONNECTIONS: STYLE *****

Grade 3 Writing Assessment Rubric	CCGPS
<p>Sustained use of interesting language (e.g., descriptive language, sensory details, strong verbs)</p> <p>(Source: Grade 3 Writing Assessment Resources: Writing Rubric, p. 2)</p>	<p>ELACC3L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose words and phrases for effect.</p> <p>ELACC3L5:</p> <p>a. Distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps).</p> <p>c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</p> <p>ELACC3L6: Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific vocabulary, including words and phrases that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</p>
<p>Attention to the audience in the introduction, body, and conclusion; writer’s voice is clear and appropriate</p> <p>(Source: Grade 3 Writing Assessment Resources: Writing Rubric, p. 2)</p>	<p>ELACC3W4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p>

***See the end of this section for the conventions rubric and connections; it is the same for each genre of writing.**

ELACC3W2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

INFORMATIVE/EXPLANATORY (INFORMATIONAL) WRITING

****** CCGPS CONNECTIONS: IDEAS ******

Grade 3 Writing Assessment Rubric	CCGPS
<p>Sustained focus, purpose, and point of view</p> <p>(Source: Grade 3 Writing Assessment Resources: Writing Rubric, p. 1)</p>	<p>ELACC3W4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p>
<p>Relevant examples, facts, anecdotes, and details are used throughout the paper</p> <p>(Source: Grade 3 Writing Assessment Resources: Writing Rubric, p. 1)</p>	<p>ELACC3W2: b. Develop the topic with facts, definitions, and details.</p> <p>ELACC3W7: Conduct short research projects that build knowledge about a topic.</p> <p>ELACC3W8: Recall information from experience or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>
<p>Appropriate use of resources; may paraphrase relevant information from source materials</p> <p>(Source: Grade 3 Writing Assessment Resources: Writing Rubric, p. 1)</p>	<p>ELACC3W4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>ELACC3W7: Conduct short research projects that build knowledge about a topic.</p> <p>ELACC3W8: Recall information from experience or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>
<p>Complete information; the topic is well developed</p> <p>(Source: Grade 3 Writing Assessment Resources: Writing Rubric, p. 1)</p>	<p>ELACC3W2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, and details.</p> <p>c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p> <p>d. Provide a concluding statement or section.</p>

**** CCGPS CONNECTIONS: ORGANIZATION ****

Grade 3 Writing Assessment Rubric	CCGPS
<p>Clear and appropriate organizational pattern with a strong introduction, body, and conclusion</p> <p>(Source: Grade 3 Writing Assessment Resources: Writing Rubric, p. 1)</p>	<p>ELACC3W2:</p> <p>a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, and details.</p> <p>c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p> <p>d. Provide a concluding statement or section.</p> <p>ELACC3W4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p>
<p>Related ideas are consistently grouped together; may use specific strategies (e.g., questions and answers, cause and effect, similarity and difference)</p> <p>(Source: Grade 3 Writing Assessment Resources: Writing Rubric, p. 1)</p>	<p>ELACC3W2:</p> <p>a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p>
<p>Varied transitional elements link parts of the paper</p> <p>(Source: Grade 3 Writing Assessment Resources: Writing Rubric, p. 1)</p>	<p>ELACC3W2:</p> <p>c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p>

***** CCGPS CONNECTIONS: STYLE *****

Grade 3 Writing Assessment Rubric	CCGPS
<p>Sustained use of interesting language (e.g., descriptive language, technical vocabulary, sensory details)</p> <p>(Source: Grade 3 Writing Assessment Resources: Writing Rubric, p. 1)</p>	<p>ELACC3L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose words and phrases for effect.</p> <p>ELACC3L5:</p> <p>a. Distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps).</p> <p>c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</p> <p>ELACC3L6: Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific vocabulary, including words and phrases that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</p>
<p>Attention to the audience in the introduction, body, and conclusion; writer’s voice is clear and appropriate</p> <p>(Source: Grade 3 Writing Assessment Resources: Writing Rubric, p. 1)</p>	<p>ELACC3W4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p>

***See the end of this section for the conventions rubric and connections; it is the same for each genre of writing.**

ELACC3W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

NARRATIVE WRITING

**** CCGPS CONNECTIONS: IDEAS ****

Grade 3 Writing Assessment Rubric	CCGPS
<p>Sustained focus on the narrative purpose; consistent point of view</p> <p>(Source: Grade 3 Writing Assessment Resources: Writing Rubric, p. 3)</p>	<p>ELACC3W4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p>
<p>Develops main character(s) through action, dialogue, and/or description</p> <p>(Source: Grade 3 Writing Assessment Resources: Writing Rubric, p. 3)</p>	<p>ELACC3W3:</p> <p>a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p>
<p>Complete information; the events of the story are well developed</p> <p>(Source: Grade 3 Writing Assessment Resources: Writing Rubric, p. 3)</p>	<p>ELACC3W3:</p> <p>a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>c. Use temporal words and phrases to signal event order.</p> <p>d. Provide a sense of closure.</p> <p>ELACC3W4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p>
<p>Complete information; the issue is well developed</p> <p>(Source: Grade 3 Writing Assessment Resources: Writing Rubric, p. 3)</p>	<p>ELACC3W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>c. Use temporal words and phrases to signal event order.</p> <p>d. Provide a sense of closure.</p>

***** CCGPS CONNECTIONS: ORGANIZATION *****

Grade 3 Writing Assessment Rubric	CCGPS
<p>Clear narrative organizational pattern with a strong beginning, middle, and end</p> <p>(Source: Grade 3 Writing Assessment Resources: Writing Rubric, p. 3)</p>	<p>ELACC3W3:</p> <p>a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>c. Use temporal words and phrases to signal event order.</p> <p>d. Provide a sense of closure.</p> <p>ELACC3W4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p>
<p>Chronological sequencing of ideas within and across parts of the paper</p> <p>(Source: Grade 3 Writing Assessment Resources: Writing Rubric, p. 3)</p>	<p>ELACC3W3:</p> <p>a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>c. Use temporal words and phrases to signal event order.</p>
<p>Transitions are used consistently and effectively throughout the paper</p> <p>(Source: Grade 3 Writing Assessment Resources: Writing Rubric, p. 3)</p>	<p>ELACC3W3:</p> <p>c. Use temporal words and phrases to signal event order.</p>

***** CCGPS CONNECTIONS: STYLE *****

Grade 3 Writing Assessment Rubric	CCGPS
<p>Sustained use of interesting language (e.g., descriptive language, sensory details, strong verbs)</p> <p>(Source: Grade 3 Writing Assessment Resources: Writing Rubric, p. 3)</p>	<p>ELACC3L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose words and phrases for effect.</p> <p>ELACC3L5:</p> <p>a. Distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps).</p> <p>c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</p> <p>ELACC3L6: Acquire and use accurately grade-appropriate conversational, general academic and domain-specific vocabulary, including words and phrases that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</p>
<p>Attention to the audience in the introduction, body, and conclusion; writer’s voice is clear and appropriate</p> <p>(Source: Grade 3 Writing Assessment Resources: Writing Rubric, p. 3)</p>	<p>ELACC3W4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p>

****** CCGPS CONNECTIONS: CONVENTIONS ******
FOR PERSUASIVE/OPINION, EXPLANATORY/INFORMATIVE, AND NARRATIVE WRITING

Grade 3 Writing Assessment Rubric	CCGPS
<p>Consistently clear and correct sentences</p> <p>(Source: Grade 3 Writing Assessment Resources: Writing Rubric, p. 5)</p>	<p>ELACC3L2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <p>ELACC3L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>b. Form and use regular and irregular plural nouns.</p> <p>c. Use abstract nouns (e.g., childhood).</p> <p>d. Form and use regular and irregular verbs.</p> <p>e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.</p> <p>f. Ensure subject-verb and pronoun-antecedent agreement.</p> <p>g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>h. Use coordinating and subordinating conjunctions.</p>
<p>A variety of sentence structures with some complex or compound sentences</p> <p>(Source: Grade 3 Writing Assessment Resources: Writing Rubric, p. 5)</p>	<p>ELACC3L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>h. Use coordinating and subordinating conjunctions.</p> <p>i. Produce simple, compound, and complex sentences.</p>
<p>Few, if any, agreement mistakes</p> <p>(Source: Grade 3 Writing Assessment Resources: Writing Rubric, p. 5)</p>	<p>ELACC3L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>d. Form and use regular and irregular verbs.</p> <p>e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.</p> <p>f. Ensure subject-verb and pronoun-antecedent agreement.</p>
<p>Consistently correct singular, plural, and possessive nouns</p> <p>(Source: Grade 3 Writing Assessment Resources: Writing Rubric, p. 5)</p>	<p>ELACC3L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>b. Form and use regular and irregular plural nouns.</p>

<p>Consistently correct personal and possessive pronouns</p> <p>(Source: Grade 3 Writing Assessment Resources: Writing Rubric, p. 5)</p>	<p>ELACC3L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>f. Ensure subject-verb and pronoun-antecedent agreement.</p> <p>ELACC3L2:</p> <p>d. Form and use possessives.</p>
<p>Consistently correct spelling with few errors; spelling errors occur in words that are above grade level</p> <p>(Source: Grade 3 Writing Assessment Resources: Writing Rubric, p. 5)</p>	<p>ELACC3L2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p>
<p>Correct punctuation in a variety of contexts</p> <p>(Source: Grade 3 Writing Assessment Resources: Writing Rubric, p. 5)</p>	<p>ELACC3L2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <p>b. Use commas in addresses.</p> <p>c. Use commas and quotation marks in dialogue.</p>
<p>Correct capitalization in a variety of contexts</p> <p>(Source: Grade 3 Writing Assessment Resources: Writing Rubric, p. 5)</p>	<p>ELACC3L2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize appropriate words in titles.</p>
<p>Consistently correct use of contractions; may use a variety of contractions</p> <p>(Source: Grade 3 Writing Assessment Resources: Writing Rubric, p. 5)</p>	<p>ELACC3L2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <p>d. Form and use possessives.</p>

These modules are a collection of tasks that use standards-based CCGPS instructional strategies to scaffold student performance using appropriate writing prompts from the Georgia DOE's ELA CCGPS Model Unit Frameworks. The modules are integrated into the model instructional units provided on the DOE website, but can also be integrated into existing units of instruction in place in your local district, at instructor discretion. Activities include instruction in some of the basic language (grammar and conventions) standards for Grade 3. For more resources please go to

<http://archives.gadoe.org/DMGetDocument.aspx/Georgia%20Grade%203%20Writing%20Assessment%20with%20notes.pdf?p=6CC6799F8C1371F6EE57F90425C713A4DF51D0D4BD337FC5868580170E06206E&Type=D>

CULMINATING ASSESSMENT: OPINION (EXTEMPORANEOUS)

Persuasive Writing Topic Choice #1

You have noticed that there are many people in need in your community. You want to form a student group to gather food and clothing for the needy.

Write a speech to convince the students at your school to contribute to the food and clothing drive.

OR

Persuasive Writing Topic Choice #2

Your principal is asking your class for ideas for a new course in your school. What do you think students would like to learn about? Art? Music? The environment?

Write a letter to convince your principal to add the class you want.

ESSENTIAL QUESTION: What are some of the steps in writing a good persuasive essay?

TASK: Examine the steps in the process.

Standards:

ELACC3R11: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

ELACC3R12: Determine the main idea of a text; recount the key details and explain how they support the main idea.

Instruction:

- Put students in small groups of 3-4 and give each group several copies of good student sample papers.
- Have students state in plain language what the papers are about. Provide guidance, perhaps in the form of a "scavenger hunt" to help students know what to look for; for example:
 - “What is this paper mainly about?”
 - “When in the paper do you first realize what the subject is?”
 - “Are there two sides to the argument being made in this paper? What would be the opposite opinion of the one this student has?”
 - “Do you agree with this students' opinion? Why or why not?”
 - “What proof or evidence does this student provide that convinced you to agree with him or her? Or alternatively, what claims did the student make that just aren't proven?”
- Allow students to share the elements they identified from the student papers, placing important facts on chart paper. This list should facilitate a useful, student-centered discussion of the elements of a strong opinion essay,
- Guide students in the identification and definition of the thesis statement, topic sentences, evidence/reasons, and conclusion.

ESSENTIAL QUESTION: What is a thesis statement?**TASK: Constructing a good thesis statement.****Standards:**

ELACC3W1: Write opinion pieces on topics or texts, supporting a point of view with reasons.

ELACC3W4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

ELACC3L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
a. Choose words and phrases for effect.

Instruction:

- Creating Your Thesis: A thesis is a statement that describes one side of an arguable viewpoint. What is the thesis or the point you are trying to argue?
- Look at the thesis statements identified in the task above. Ask students to identify the ones they think are clearest and strongest, and then facilitate a discussion about what makes one thesis statement stronger than another.
- Provide students with several arguable propositions (perhaps a list of 5-10 with questions such as, "Should students be required to do homework?" or "Should students be responsible for maintenance in their own school buildings?"). Allow students to practice constructing thesis statements in a limited timeframe. Generating ideas efficiently within the prescribed time limit is a significant part of successful performance on the writing assessment.
- Have students examine their thesis statements with a partner. Each partner group can choose the stronger of the two thesis statements generated on each prompt and discuss why the chosen response was chosen as the strongest.
- Where should the thesis statement appear? Share examples (perhaps constructed together in real time from the samples generated in the activity) of introductory paragraphs that place the thesis first and last. It is generally not optimal to bury it in the middle of the introduction.

ESSENTIAL QUESTION: How can a student best support his or her thesis (claim)?**TASK: Building support for a thesis with good reasons/evidence.****Standards:**

ELACC3W1: Write opinion pieces on topics or texts, supporting a point of view with reasons.

a. Introduce the topic or book they are writing about, state an opinion, and create an organizational structure that lists reasons.

b. Provide reasons that support the opinion.

ELACC3W5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

ELACC3SL3: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Instruction:

- Provide students with a question such as "Do you think we should have homework tonight?"
- After students give their initial response, ask them to take out a piece of paper and write down all of the good reasons they can think of to support their position within 2 minutes.
- On chart paper, write down some of the students' "best" reasons. Guide them in noticing how quickly their reasons become redundant or repetitive. Did everyone think of the same 2 or 3 things? Which reasons were provided that are unique or particularly convincing? What made those reasons unique, interesting, or convincing?
- From that list and that discussion, have students make some generalizations about the kinds of support that work best in an argument.
- Note where students used reasons that correspond with some of the following classical types of support:
 - Cite an expert, celebrity, or important person such as the principal
 - Use facts, numbers, statistics (We've had homework 3 out of 4 nights this week.)
 - Use emotion (Look at us, we are just little kids and we are so tired!)

- Cite the importance of the issue (the national debate on the value of homework)
- Reliable research that you might know of (recent studies)
- Students might want to make note of these strategies in their notes.
- Allow students to practice brainstorming one or two examples of each type of persuasion in a timed environment with provided prompts. Teachers can use prompts from previous task.

ESSENTIAL QUESTION: How do writers substantiate their claims?

TASK: Provide support for each reason.

Standards:

ELACC3RI2: Determine the main idea of a text; recount the key details and explain how they support the main idea.

ELACC3W1: Write opinion pieces on topics or texts, supporting a point of view with reasons.

b. Provide reasons that support the opinion.

ELACC3W5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

ELACC3SL3: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Instruction:

- Put students into small groups of 3 or 4 and provide each group with grade-appropriate magazine articles that contain claims and support.
- Have students use highlighters of different colors to identify the thesis statement and each supporting piece of evidence or reason supporting the argument.
- Have students attempt to determine whether an author has very much support for an argument, or whether he or she has attempted to divert the reader's attention with irrelevant facts or opinions.

ESSENTIAL QUESTION: What is the best way to end a persuasive essay?

TASK: Examine strategies for conclusion.

Standards:

ELACC3W4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

ELACC3W5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

ELACC3W1: Write opinion pieces on topics or texts, supporting a point of view with reasons.

d. Provide a concluding statement or section.

Instruction:

- Talk to students about how they might end their essays. Remind students to avoid repeating the arguments you have just made, or "summing up."
- Provide students with several good student essay samples. White out or cut off the concluding paragraphs to these essays. After studying the following conclusion strategies, have students try concluding the essay using 2 or 3 of the strategies below.
 - Call to action (So join your local ASPCA today.)
 - Ask a question (How can you start a recycling program in your own community?)
 - Use parallel structure, repeating an evocative sentence from the opening paragraph
 - "Make them laugh or make them cry." (America has given me so much. I only hope that someday I can repay these great gifts by serving my country.)
 - Provide ideas for further thought (Once the vacant lot has been cleaned up, what could be next?)
 - Connect to a larger theme (Electric cars are just the beginning for the big picture of stopping the consumption of fossil fuels around the world.)
- Allow students to read their conclusions aloud, and have peers guess which strategy they are using.
- Engage students in a discussion of which strategies work best and why.

ESSENTIAL QUESTION: How can I add polish to my persuasive essay?**TASK: Examine ways to improve essays beyond the basics.****Standards:**

ELACC3W1: Write opinion pieces on topics or texts, supporting a point of view with reasons.

- a. Introduce the topic or book they are writing about, state an opinion, and create an organizational structure that lists reasons.
- b. Provide reasons that support the opinion.
- c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
- d. Provide a concluding statement or section.

ELACC3W4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

ELACC3W5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

ELACC3L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

ELACC3L5: With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

Instruction:

- Students have learned a great deal about how to create their essays. What are some special touches that can make a good essay even better?
- Strategy #1: Think of the best arguments that might be raised against your claim, and try to knock them down. For example, if you are writing a persuasive letter asking for a regular allowance, think of reasons why the adults in your household might not want to give you an allowance. Do they think you are too young? Do they think they cannot afford it? Do they think you will be irresponsible with the money? Think of what they might argue, and answer these arguments before they can make them.
- Strategy #2: When you review your paper, look for interesting language. Have you used adverbs, adjectives, and sensory detail to make your argument come alive? Have you used the best vocabulary possible? Did you use specific academic words where you could? Did you use vocabulary that is appropriate to your audience?
- Strategy #3: Think about the order in which you present your ideas. Do you want to lead with your strongest argument or end with it? Is there a logical order to the points you want to make? You may practice this skill by cutting good essays into pieces and having students place the paragraphs in the best possible order.
- Strategy #4: Think about using an “attention grabber” in your introduction. This is not always necessary or appropriate (again, think about the audience and purpose of your piece), but it is often a good strategy. Instead of opening with “I think we should all work harder to keep our school clean,” you might open instead with, “Aren’t you sick and tired of stepping on someone’s sticky ice cream sandwich wrapper as you leave the lunch room?”
- Strategy #5: Remember that, just as an essay can be too short, an essay can also be too long. A good rule of thumb is to stop when you are finished. When you have made your point cleanly and clearly, you need not say more.

AT THE END OF THIS INSTRUCTIONAL SERIES, ALLOW STUDENTS TO RESPOND TO THE ASSESSMENT PROMPT PROVIDED AT THE BEGINNING OF THE MODULE.

CULMINATING ASSESSMENT: EXPOSITORY/INFORMATIONAL (TEXT-BASED)

In this segment you will read about the life of Eleanor Roosevelt, who worked hard in the 20th century to get fair treatment and respect for all people (a concept referred to as “Human Rights”). The United Nations created a document called “The Universal Declaration of Human Rights,” and the first rule in that declaration says, “All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act toward one another in a spirit of brotherhood.” Write an informational essay explaining specific work done by Roosevelt that proved that she believed in human rights. Your essay must demonstrate that you understand the importance of linking words in a text, and you must use at least a few compound or complex sentences.

ESSENTIAL QUESTION: What should be the rules governing how people treat one another?

Task: Defining Human Rights

Standards:

ELACC3RI6: Distinguish their own point of view from that of the author of a text.
ELACC3RI7: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
ELACC3RI4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
ELACC3W8: Recall information from experience or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Instruction:

- Introduce students to the concept of Human Rights and the United Nation’s Universal Declaration of Human Rights. This document is printed in its entirety in Appendix A of this document.
- Engage students in a discussion about the ways in which they believe people should be treated. Do they believe they have been treated fairly in their lives? Do they believe they treat others fairly?
- Ask students to name some of the character traits they would find in a person who would dedicate his or her life to fighting for the rights and happiness of people around the world
- Refer to the hero and character trait chart from the beginning of this unit. Is anyone listed there connected to the fight for liberties and rights for all people?
- In pairs, have students brainstorm what it means to “be endowed with reason and conscience” and what it means to “act in a spirit of brotherhood”. Allow them to use text resources and/or the internet (if available) to explore the meaning of unknown words on their own.
- Have the student pairs produce one example on an index card of 1) something a person might do if he or she were endowed with reason and conscience (for example he or she might give money to charity, or pick up a stray animal) 2) something a person might do if he or she were “acting in the spirit of brotherhood” (for example they might befriend a lonely person).
- Have the students share their cards with their peers. An extension of this activity could include sorting these cards into types of activities.

ESSENTIAL QUESTION: What was important about the life of Eleanor Roosevelt?

Task: Exploring the life of Eleanor Roosevelt

Standards:

ELACC3RI8: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
ELACC3W1:b. Provide reasons that support the opinion.
c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
ELACC3W8: Recall information from experience or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
ELACC3RF4: Read with sufficient accuracy and fluency to support comprehension.

Instruction:

- Before beginning the PowerPoint or video exploration of the life of Eleanor Roosevelt, retrieve the timeline created at the beginning of this unit and point out to students where we are now moving

to in time. Each of these 3 time periods are roughly 100 years apart.

- Extend this activity, if desired, by creating a chart with all 3 time periods delineated and ask students to think about how things changed in America over this time span (for example, categories could include food, games, transportation, clothes, etc.).
- Guide students in taking effective notes during their introduction to Roosevelt. You may want to read the prompt that they will answer at the end of this segment so that they understand the kinds of information they will want for their papers.
- Introduce Eleanor Roosevelt (several PowerPoints are available online). Substitute or supplement the PowerPoint with a famous televised interview with Eleanor Roosevelt from Edward R. Murrow's 1950's/60's "Person to Person" show on CBS news (available online).
- BEFORE TRANSITIONING TO READING ACTIVITY provide students with a list of linking words and briefly explain their function.
- As they read, ask students to raise their hands if they hear a linking word. You may put the students in teams and keep points for linking words identified if desired.
- Have students read aloud the article provided in Appendix B from KidsConnect on Eleanor Roosevelt using the "popcorn" approach or other reader choice method. Students should continue taking notes.
- Stop at the end of each paragraph and paraphrase what the students have just read, checking for comprehension with "how" and "why" questions.
- At the conclusion of the reading, ask students to briefly discuss how they think the linking words help a reader understand a text.
- Require students to write a paragraph on an index card explaining how they believe the experiences of Eleanor's life helped her to become the kind of person she turned out to be.

ESSENTIAL QUESTION: In what ways are the lives of children around the world different from mine?

TASK: Short story on theme

Standards:

ELACC3R19: Compare and contrast the most important points and key details presented in two texts on the same topic.

ELACC3RF3: a. Read on-level text with purpose and understanding.

ELACC3W8: Recall information from experience or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Instruction:

- Guide students in exploring the stories of the children from less fortunate parts of the world. This could be a good opportunity to employ the skills of your local media center specialist and reinforce the students' skills in conducting research. Have the students find a story of a child who lives in very different circumstances than they do, and explore what life might be like for someone who faces challenges to obtain the simple basic necessities of life.

My Life	Their Life
I go to school	Maria must work in a factory
I have enough food to eat	Emile sometimes goes to bed hungry

- At the bottom of the T-chart, have students write the most surprising thing they learned from the reading. They can share these responses in a closing if desired.

ESSENTIAL QUESTION: What are the best ways to gather information?

TASK: Research connection

Standards:

ELACC3W7: Conduct short research projects that build knowledge about a topic.

ELACC3L1: h. Use coordinating and subordinating conjunctions.

i. Produce simple, compound, and complex sentences.

ELACC3L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

ELACC3SL2: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
ELACC3W6: With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

Instruction:

- Assign students a topic or allow them to brainstorm and suggest their own topic for a short research connection pertaining to human rights (possible subjects can include the United Nations Declaration, or the circumstances in the countries of origin of the children they read about the last task, or even a local Human Rights issue such as access to services for handicapped people, or bullying) OR an American hero who has worked to help others.
- Provide students with adequate time and access to texts and technology to complete their informal research.
- Students may report their findings in any format you choose: a poster, a tri-fold, a collage, a written report, a PowerPoint, etc.
- At your discretion, you may use this research project to facilitate explicit instruction on a 3rd grade grammatical concept not yet covered in this unit (for example, coordinating and subordinating conjunctions or compound/complex sentences).

ESSENTIAL QUESTION: Why do we sometimes speak metaphorically?

TASK: Poetry

Standards:

ELACC3L5: With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
a. Distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps).
c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
ELACC3RL5: Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

Instruction:

- Review information from earlier in this unit (have students produce their notes) on non-literal language and on the definition of the word “stanza”.
- Introduce students to the “Found Poem” made up of quotes from and facts about Eleanor Roosevelt (provided in Appendix C).
- Read “The Sneetches” by Dr. Suess, allowing the students to choose several stanzas from the story to use as a poem for study.
- Require students to identify uses of non-literal language in the poems.
- For the chosen “Sneetches” excerpt, students will complete the “SIFT” activity (a video describing how to employ the SIFT method is available on the Teaching Channel website. A description of SIFT is included in Appendix D).
- For the Found Poem from Eleanor Roosevelt, students will use the model to create a found poem of their own. Found poetry is poetry that is created using existing sources such as newspapers, novels, manuals, advertisements, web pages or any other sources. You capture words, phrases, even passages from these sources and combine them in a way that gives it a new meaning. The rules for found poetry are loose. A found poem is the literary equivalent of a collage. Students may want to use the short stories by children on human rights as material for their found poems.

ESSENTIAL QUESTION: Why is word choice important?

TASK: Varying language choices

Standards:

ELACC3L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
a. Choose words and phrases for effect

ELACC3L4: Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
a. Use sentence-level context as a clue to the meaning of a word or phrase.

Instruction:

- Using excerpts from the following two books, students will share stories noticing the differences in formal language versus informal language, and the differences in adult language and children’s language: Voices from the Fields: Children of Migrant Farm Workers Tell Their Stories, and Amelia’s Road

My parents work in *la fresa* [the strawberries] and *la mora* [the raspberries], and my mom sometimes packs mushrooms. During the week, they leave in the morning around six o’clock. I go and help them, mostly on weekends. I help pick the strawberries and put them in boxes. Last year my father took me to the fields a lot during the week, too, instead of bringing me to school. I would find out I was going because he would say, “Let’s go pick strawberries now.” I like going to the fields with my family because it is pretty out there.

(The above excerpt from Voices in the Field can be used to illustrate this activity. Note informal phrases like “around six o’clock,” “a lot” and “mostly”).

- Guide students in noticing the variations in word choice for different audiences (formal versus informal).
- Guide students in using context clues to decode unknown Spanish words in the texts.
- Have students create a T-chart; the first side is “my friend” and the second side is “our principal”; provide the students with 5 or 10 statements to be delivered (for example: ask to borrow a dollar, tell this person that you broke a window, explain to this person why you are late); have the students observe the differences between how they write those statements based on their audience.
- NOTE: thematic connections can be established in this activity for tolerance, bullying, differences between people, respect, etc.

ESSENTIAL QUESTION: What are the elements of effective informational writing?

TASK: Preview assessment

Standards:

ELACC3RI3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

ELACC3RI4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

ELACC3RF4: c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

ELACC3SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- d. Explain their own ideas and understanding in light of the discussion.

Instruction

- Place the assessment prompt from the box at the beginning of this task planner on the board.
- Conduct several close readings of the prompt. You may provide students with strips of paper containing the prompt and allow them to circle or highlight it.
- Engage students in a collaborative discussion about the prompt and exactly what it is they will be asked to do on the assessment.
- Engage students in brainstorming about what a great project might look like, and put some of their ideas on chart paper.
- Provide students with copies of the rubric for independent study: add extra points categories to the rubric for grammatical issues you have studied such as abstract nouns, comparative and superlative adjectives, correct punctuation for quotations, and linking words.
- Ask students to prepare one “test” question each about the content of the rubric. For example, “Is this paper about facts or opinions?” “How many points will I lose for spelling errors?”
- Collect and ask these questions to the class in the form of a game. You may separate the class into teams for this activity.
- Close with a final Q&A about the nature of the assessment, with a special focus on the nature of narrative writing.

ESSENTIAL QUESTION: Why is revision and editing so important?**TASK: Rough draft, writer’s workshop****Standards:**

ELACC3W4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

ELACC3W5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)

ELACC3SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- d. Explain their own ideas and understanding in light of the discussion.

Instruction:

- Provide a substantive review of what is expected on this assignment.
- Remind students that the piece must contain linking words and compound and/or complex sentences.
- Allow students to create a rough draft of their narrative assessment.
- Place students in pairs or small groups with a guiding check sheet and have them review their peers’ narratives in the style of a “writer’s workshop”; that is, they can give feedback on how they enjoy the piece as a reader, and also on grammar, conventions, organization, etc.
- Students should leave this task with a marked-up rough draft ready for the final assessment.

ESSENTIAL QUESTION: What are the elements of effective informational writing?**TASK: Assessment****Standards:**

ELACC3RI1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

ELACC3RI2: Determine the main idea of a text; recount the key details and explain how they support the main idea.

ELACC3RI3: Describe the relationship between a series of historical events, scientific ideas or concepts,

or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

ELACC3W2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- b. Develop the topic with facts, definitions, and details.
- c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
- d. Provide a concluding statement or section.

ELACC3L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Instruction:

- Students will have a full, quiet, period in which to polish their final drafts.
- Graded papers should be placed in writing portfolios for future reference.

CULMINATING ASSESSMENT: NARRATIVE (TEXT-BASED)

Susan B. Anthony and Frederick Douglass are two important figures from 19th century America. You are going to use your imagination to travel back in time to an important day in the life of either Douglass or Anthony. You will pretend to be them, and as them will write a letter to your class explaining how you are feeling and what you are thinking on this important day.

If you choose to write as Frederick Douglass, you will travel back in time to February 20, 1895. On that day Douglass received a standing ovation at an important meeting in Washington, D.C., showing honor and respect for his amazing life and work. It must have been a very moving moment for him. Later that day, back at his home, he passed away.

If you choose to write as Susan B. Anthony, you will travel back in time to November 8, 1872. On this day, Anthony was sitting in her home when the constable came and arrested her for daring to place a vote in a local ballot box. It was against the law at that time for women to vote. Anthony wanted to use the arrest to make a point about the unfairness of the laws, and legend has it that she even insisted that they handcuff her instead of treating her differently than they would a man.

Be sure to use dialogue and descriptions of the actions, thoughts, and feelings of your main character.

ESSENTIAL QUESTION: Who were these two American heroes?

TASK: Pre-reading, activating background knowledge

Standards:

ELACC3RI3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

ELACC3W8: Recall information from experience or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Instruction:

- Provide background information as desired on the years between 1850 and 1880 and the social barriers, restrictions, and obstacles that these historical figures had to overcome.
- Introduce our two heroes for this part of the unit, Susan B. Anthony and Frederick Douglass. A wide variety of PowerPoints and biographical sketches are available online.
- Guide students in taking effective notes on the basic facts about these two American heroes.

ESSENTIAL QUESTION: Why was the life of Frederick Douglass particularly important?**TASK: Frederick Douglass exploration/irregular verbs****Standards:**

ELACC3W8: Recall information from experience or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

ELACC3SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- d. Explain their own ideas and understanding in light of the discussion.

ELACC3L1:d. Form and use regular and irregular verbs.

Instruction:

- Begin in-depth exploration of the life of Frederick Douglass by having students complete a webquest (several exist online, or one can easily be created) or by conducting a scavenger hunt in your media center for information on Douglass.
- Guide students in taking appropriate notes.
- Introduce a discussion about the chronology of Douglass's life.
- In pairs, ask students to conduct a check of each other's notes.
- Ask students to write a paragraph describing one or more positive character traits of Frederick Douglass.

ESSENTIAL QUESTION: Why was the life of Susan B. Anthony particularly important?**Task: Susan B. Anthony/character traits****Standards:**

ELACC3RF3. Know and apply grade-level phonics and word analysis skills in decoding words.

ELACC3RF4: Read with sufficient accuracy and fluency to support comprehension.

- a. Read on-level text with purpose and understanding.
- b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

ELACC3RI1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Instruction:

- Begin in-depth exploration of Susan B. Anthony with "Susan B. Anthony Dares to Vote!" by Ira Peck, found in Appendix E.
- Allow students to read the article aloud in class (using popcorn or some other read aloud selection method).
- Stop periodically to scaffold comprehension with questions like, "How did Susan B. Anthony probably feel at that moment?" "Why do you think she felt that way?" "What do you think she is going to do next?" "Why do you think the jurors laughed at the lawyer's remark?"
- Guide students in taking notes on important facts throughout the reading.
- On chart paper or the board, ask students to list 3 character traits of Anthony. Ask students to state these traits in the form of adjectives first, then ask them to translate them where possible into abstract nouns (Anthony was brave; she exhibited bravery).
- Conduct periodic notebook checks to ensure that students are taking adequate notes to be able to succeed on the assessment.

ESSENTIAL QUESTION: Why is it effective to sometimes say what we have to say indirectly?

Task: Non-literal language, poetry

Standards:

ELACC3L5: With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

- a. Distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps).
- c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

ELACC3RL5: Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

ELACC3RL4: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.

Instruction:

- Engage students in a discussion of non-literal language, having them refer to their notes from the earlier task on the subject.
- Guide the discussion to the ways in which non-literal language is often found in poetry; we have read and examined several pieces of informational text about the lives of two American Heroes in this segment: Susan B. Anthony and Frederick Douglass; today we will examine some literary texts about them - in what ways do you expect these texts to be different? Students should write predictions in their notebook.
- The Dream Keeper and Other Poems, Langston Hughes
 - Mother to Son
 - Dreams
- “Frederick Douglass,” Paul Laurence Dunbar (Choose one or two stanzas.)
- “To Miss Susan B. Anthony on Her Fiftieth Birthday,” Phoebe Cary (choose one or two stanzas)
- Set up workstations for each poem engaging the students in different activities for each to scaffold comprehension. One station may have a TPCASTT template (may be found online if you are unfamiliar with TPCASST) for example, another may ask students to draw a visual representation, another may require dramatic read-alouds with a partner, etc. NOTE: provide explicit instruction as needed in TPCASST.
- After the students have experienced the poems, engage them in a discussion about how the two Langston Hughes poems connect to the experiences of oppression in the lives of Douglass and Anthony. What can this tell us about how many different kinds of people can experience similar kinds of experiences? How was the experience of Susan B. Anthony similar to the experience of Frederick Douglass?
- Challenge students to find examples of non-literal language in the poems and discuss how that language affects the reader and/or impacts the meaning of the poem.
- Require students to identify one non-literal language choice and explain how it made them feel or how they think the author intended for it to make people feel or what the author wanted the reader to take as its meaning.

ESSENTIAL QUESTION: What kinds of experiences shape a person’s life?

TASK: Susan B. Anthony exploration

Standards:

ELACC3RI1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

ELACC3RI2: Determine the main idea of a text; recount the key details and explain how they support the main idea.

ELACC3W8: Recall information from experience or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

ELACC3SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.

a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

Instruction:

- Begin preparing students for the narrative writing task they will complete in a few days by providing the historical information necessary.
- Read the following article to students aloud: The Arrest of Susan B. Anthony (reprinted in Appendix F). This is a long article and may be excerpted or abridged as necessary.
- After reading aloud, give one selected segment of the article each to small groups of students, providing them with a worksheet to complete. This worksheet will require students to:
 - Count the sentences in their selection.
 - Determine whether the sentences are simple, compound, or complex (explicit instruction may be required).
 - Identify interesting word choices and figurative language.
 - Determine the main ideas of the paragraphs.
 - List any facts or details supporting the main idea.
- Have the small groups share their results with adjustments/corrections pointed out by instructor along the way
- Require students to take careful notes of the facts and details so that they can refer to them in writing their narratives

ESSENTIAL QUESTION: What kinds of experiences shape a person's life?

TASK: Frederick Douglass exploration

Standards:

ELACC3RI1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

ELACC3RI2: Determine the main idea of a text; recount the key details and explain how they support the main idea.

ELACC3W8: Recall information from experience or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

ELACC3SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

Instruction:

- Begin preparing students for the narrative writing task they will complete in a few days by providing the historical information necessary.
- Read the following article to students aloud: The Death of Frederick Douglass (see Appendix G).
- After reading aloud, give one paragraph of the article each to small groups of students, providing them with an activity to complete; this activity will require students to
 - Count the sentences in their paragraph
 - Determine whether the sentences are simple, compound, or complex. Explicit instruction may be required.
 - Locate any abstract nouns that may be in the paragraph.
 - Locate any comparative or superlative adjectives that may be in the paragraph.
 - Determine the main idea of the paragraph.
 - List any facts or details supporting the main idea.
- Have the small groups share their results with adjustments/corrections pointed out by the instructor along the way.
- Require students to take careful notes of the facts and details so that they can refer to them in writing their narratives.

ESSENTIAL QUESTION: How can I best depict people and events in my story?**TASK: Practicing dialogue, descriptive language, and characterization.****Standards:**

ELACC3SL2: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

ELACC3W5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

ELACC3W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

Instruction:

- Provide students with several pre-selected pieces of text that clearly demonstrate effective use of imagery and sensory detail (ideally, it could be the same text), including details that describe characters (characterization).
- Show students a short video clip that has two or more characters talking to each other, showing emotion, and moving about (perhaps eating in a restaurant, shooting baskets, etc.).
- Show a very short clip of a minute or two several times, allowing the students to take notes.
- Have the students write a paragraph relating what they saw in the clip, then have them trade paragraphs with a partner. With highlighters of different colors, have students identify instances of descriptive language (sensory detail) and dialogue.
- Review with students how well they employed these strategies (if at all). Ask them to rewrite their paragraphs incorporating dialogue to relate the characters' communication (it need not be verbatim) and with at least 3-4 good examples of sensory detail added.
- Engage students in a review and discussion of the improvements they perceive in the second drafts of the paragraphs.

ESSENTIAL QUESTION: What are the elements of effective narrative writing?**TASK: Rubric and prompt study, pre-writing (rubric is instructor created)****Standards:**

ELACC3RI3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

ELACC3RI4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

ELACC3RF4: c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

ELACC3SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- d. Explain their own ideas and understanding in light of the discussion.

Instruction:

- Place the assessment prompt from the box at the beginning of this task planner on the board.
- Conduct several close readings of the prompt. You may provide students with strips of paper containing the prompt and allow them to circle or highlight it.
- Engage students in a collaborative discussion about the prompt and exactly what it is they will be

asked to do on the assessment.

- Engage students in brainstorming about what a great paper might look like, and put some of their ideas on chart paper.
- Provide students with copies of the rubric for independent study: add extra points categories to the rubric for grammatical issues you have studied such as abstract nouns, comparative and superlative adjectives, and correct punctuation for quotations. NOTE: you will need to provide the rubric you intend to use. You may choose to use the DOE CCGPS Rubric generator for this purposes.
- Ask students to prepare one “test” question each about the content of the rubric (for example, “Is this paper about facts or opinions?” “How many points will I lose for spelling errors?”).
- Collect and ask these questions to the class in the form of a game. You may separate the class into teams for this activity.
- Close with a final Q&A about the nature of the assessment, with a special focus on the nature of narrative writing.

ESSENTIAL QUESTION: Why is the writing process important?

TASK: Rough draft and writer’s workshop

Standards:

ELACC3W4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

ELACC3W5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)

ELACC3SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- d. Explain their own ideas and understanding in light of the discussion.

Instruction:

- Provide a substantive review of what is expected on this assignment.
- Remind students that the piece must contain an example of dialogue with appropriate punctuation.
- Allow students to create a rough draft of their narrative assessment.
- Place students in pairs or small groups with a guiding check sheet and have them review their peers’ narratives in the style of a “writer’s workshop”; that is, they can give feedback on how they enjoy the piece as a reader, and also on grammar, conventions, organization, etc.
- Students should leave this task with a marked-up rough draft ready for the final assessment.

ESSENTIAL QUESTION: What are the elements of effective narrative writing?

Task: Final draft writing assessment

Standards:

ELACC3W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- c. Use temporal words and phrases to signal event order.
- d. Provide a sense of closure.

ELACC3L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

ELACC3L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Instruction:

- Students will have a full, quiet period in which to polish their final drafts.
- If time permits, students may begin sharing and reading aloud their “Letters to the Class” from Susan B. Anthony and Frederick Douglass.

The following CCGPS integrated sample tasks appear in Teacher Guidance Documents in grades 3, 4, and 5 and can be found on the CCGPS ELA page on the GaDOE website at

<https://www.georgiastandards.org/Common-Core/Pages/ELA.aspx>

Each of these tasks is accompanied by a list of Skills and Concepts for students, Suggested Instructional Strategies for teachers, and a list of Vocabulary for Teaching and Learning. The tasks listed here are for teaching narrative, opinion, and informational essay writing skills that will scaffold successful performance on the Georgia Grade 3 Writing Assessment. For more lessons on grammar, conventions, sentence fluency, etc., see the Teacher Guidance Document for the standard you wish to address. These lessons may be used to supplement the modules provided above.

Sample Task #1:

Engage students in creating a “how-to guide” for a process or procedure with which they are familiar (a recipe, a gamer’s guide, a computer manual, etc.) Guide students in using temporal words, headings, and proper organizational structures for the information they are conveying.

Grade 3 Writing Assessment Connection

This exercise will allow students experience with domain-specific vocabulary, exclusion of extraneous detail, organizational structures, citing evidence, and making themselves clear to their readers.

Sample Task #2:

Model and review the elements of plot with students (exposition, rising action, climax, falling action, and exposition). Use a text under consideration by the class to illustrate each element. Explain the concept of an “epilogue” giving the definition and examples. Allow students to choose any text they have enjoyed throughout the year or in a previous year, and create an epilogue for that story. As with all narrative writing, students should choose one or more skills relative to narrative writing to focus on in this creation: writing dialogue, creating setting, using descriptive language, characterization, etc.

Grade 3 Writing Assessment Connection

This task provides students with an opportunity not only to review how the authors they’ve read have employed narrative elements and constructed plot, but to practice using these elements themselves with good examples firmly in mind.

Sample Task #3:

Each year the President of the United States gives a “Back to School” speech. Have your students view the current speech at <http://www.whitehouse.gov/mediaresources/>. Provide students with a graphic organizer to help them identify the President’s main points. Engage them in a discussion, perhaps including several additional viewings, of whether any claims were made and whether or not those claims were supported. What reasons did the President give for his or her assertions?

Grade 3 Writing Assessment Connection

In viewing a well-constructed persuasive speech (in this case one encouraging students to do well in school), students have an opportunity to experience the emotional and intellectual power of a good argument. By deconstructing the speech, they have an opportunity to examine various argumentative (rhetorical) strategies and to recognize how they have been explicitly employed.

Sample Task #4:

Have students take a poem or piece of prose that employs a significant amount of figurative language and rewrite it in literal terms only. Have students read the two versions of the piece aloud and carefully consider the differences in the reader/audience experience. On a chart with three columns, have students put the original figurative word or phrase in the first column. In the second column put the literal version. In the third column have students make a qualitative reader-response comment on the ways in which the experience was different (for example “the literal version of the poem was much less scary”). Engage the students in a collaborative discussion about the ways in which figurative language enhanced their experience and understanding.

Grade 3 Writing Assessment Connection

This task provides students with an opportunity to truly experience the value of imagery, sensory detail, and figurative language in their writing. It may also provide them with some good examples of figurative language to use in their own writing as well as simply providing a good review of non-literal language in general.

Sample Task #5:

Using various types of texts (instructions for assembly or a recipe, dramatic literature in acts and scenes, informational articles written in outline form with Roman numerals, etc.), print copies of the texts and then cut the text into pieces with structural elements intact (headings, labels, numbers, transitional words, etc.). Have students attempt to reassemble the pieces using the clues provided by the structure. Have students write a brief response after reassembling each text explaining how the structural clues helped them to put the pieces back together.

Grade 3 Writing Assessment Connection

In this exercise students become experientially aware of the importance of organizational structure as well as being exposed to examples of various structures in practice.

Supplemental Materials

For Grade 3 Writing Assessment Resources including:

- Grade 3 Writing Assessment Guidelines 2012
- Grade 3 Writing Coordinators Manual 2012
- Grade 3 Writing Assessment Update Bulletin 2012
- Grade 3 Individual Student Report Form
- Grade 3 Writing Assessment Coordinator's Manual
- Grade 3 Writing Assessment Guidelines 2011
- Grade 3 Writing Assessment and Instructional Guide
- Grade 3 Writing Assessment Presentation Guide
- Grade 3 Writing Assessment
- Grade 3 Writing What Writing Is and Is Not
- Frequently Asked Questions
- Suggestions for Using Writing Samples
- Tips for Scoring with an Analytic Rubric
- Grade 3 Writing Assessment and Instructional Guide (PPT Format)
- Grade 3 Writing Rubric

<http://www.doe.k12.ga.us/Curriculum-Instruction-and-Assessment/Assessment/Pages/WA-Grade-3-Resources.aspx>

For Common Core Initiative Student Writing Samples

http://www.corestandards.org/assets/Appendix_B.pdf

APPENDICES

The following appendices contain resources that are the property of their respective owners. The Georgia Department of Education collected the resources to assist teachers in the conduct of their classes. The following resources shall be used for noncommercial educational classroom purposes only in accordance with standards for Fair Use. It remains the school's responsibility to evaluate the resources to determine their value and appropriateness for its students' situations and needs.

APPENDIX A: The Universal Declaration of Human Rights

UN General Assembly, *Universal Declaration of Human Rights*, 10 December 1948, 217 A (III), available at: <http://www.unhcr.org/refworld/docid/3ae6b3712c.html>

Scaffold and excerpt this material as necessary for grade-level accessibility and appropriateness.

Preamble

Whereas recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,

Whereas disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind, and the advent of a world in which human beings shall enjoy freedom of speech and belief and freedom from fear and want has been proclaimed as the highest aspiration of the common people,

Whereas it is essential, if man is not to be compelled to have recourse, as a last resort, to rebellion against tyranny and oppression, that human rights should be protected by the rule of law,

Whereas it is essential to promote the development of friendly relations between nations, Whereas the peoples of the United Nations have in the Charter reaffirmed their faith in fundamental human rights, in the dignity and worth of the human person and in the equal rights of men and women and have determined to promote social progress and better standards of life in larger freedom,

Whereas Member States have pledged themselves to achieve, in cooperation with the United Nations, the promotion of universal respect for and observance of human rights and fundamental freedoms,

Whereas a common understanding of these rights and freedoms is of the greatest importance for the full realization of this pledge,

Now, therefore, The General Assembly proclaims this Universal Declaration of Human Rights as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction.

Article 1

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

Article 2

Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, color, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

Article 3

Everyone has the right to life, liberty and security of person.

Article 4

No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

Article 5

No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

Article 6

Everyone has the right to recognition everywhere as a person before the law.

Article 7

All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.

Article 8

Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.

Article 9

No one shall be subjected to arbitrary arrest, detention or exile.

Article 10

Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal in the determination of his rights and obligations and of any criminal charge against him.

Article 11

(1) Everyone charged with a penal offence has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defense.
(2) No one shall be held guilty of any penal offence on account of any act or omission which did not constitute a penal offence, under national or international law, at the time when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time the penal offence was committed.

Article 12

No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honor and reputation. Everyone has the right to the protection of the law against such interference or attacks.

Article 13

(1) Everyone has the right to freedom of movement and residence within the borders of each State.
(2) Everyone has the right to leave any country, including his own, and to return to his country.

Article 14

(1) Everyone has the right to seek and to enjoy in other countries asylum from persecution.
(2) This right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations.

Article 15

(1) Everyone has the right to a nationality.
(2) No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.

Article 16

- (1) Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution.
- (2) Marriage shall be entered into only with the free and full consent of the intending spouses.
- (3) The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.

Article 17

- (1) Everyone has the right to own property alone as well as in association with others.
- (2) No one shall be arbitrarily deprived of his property.

Article 18

Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.

Article 19

Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

Article 20

- (1) Everyone has the right to freedom of peaceful assembly and association.
- (2) No one may be compelled to belong to an association.

Article 21

- (1) Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.
- (2) Everyone has the right to equal access to public service in his country.
- (3) The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.

Article 22

Everyone, as a member of society, has the right to social security and is entitled to realization, through national effort and international cooperation and in accordance with the organization and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.

Article 23

- (1) Everyone has the right to work, to free choice of employment, to just and favorable conditions of work and to protection against unemployment.
- (2) Everyone, without any discrimination, has the right to equal pay for equal work.
- (3) Everyone who works has the right to just and favorable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.
- (4) Everyone has the right to form and to join trade unions for the protection of his interests.

Article 24

Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

Article 25

- (1) Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right

to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.

(2) Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.

Article 26

(1) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.

(2) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.

(3) Parents have a prior right to choose the kind of education that shall be given to their children.

Article 27

(1) Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.

(2) Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.

Article 28

Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.

Article 29

(1) Everyone has duties to the community in which alone the free and full development of his personality is possible.

(2) In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society.

(3) These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.

Article 30

Nothing in this Declaration may be interpreted as implying for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein.

APPENDIX B: Eleanor Roosevelt Biography

"Eleanor Roosevelt Biography." *The Universal Declaration of Human Rights*. Franklin and Eleanor Roosevelt Institute, 05 August 1998. <http://www.udhr.org/history/Biographies/bioer.htm>

Scaffold and excerpt this material as necessary for grade-level accessibility and appropriateness.

"Where, after all, do universal human rights begin? In small places, close to home - so close and so small that they cannot be seen on any maps of the world. Yet they are the world of the individual person; the neighborhood he lives in; the school or college he attends; the factory, farm, or office where he works. Such are the places where every man, woman, and child seeks equal justice, equal opportunity, equal dignity without discrimination. Unless these rights have meaning there, they have little meaning anywhere. Without concerted citizen action to uphold them close to home, we shall look in vain for progress in the larger world." - Eleanor Roosevelt

Although she had already won international respect and admiration in her role as First Lady to President Franklin D. Roosevelt, Eleanor Roosevelt's work on the Universal Declaration of Human Rights would become her greatest legacy. She was without doubt, the most influential member of the UN's Commission on Human Rights.

Unlike most other members of the Commission, Mrs. Roosevelt was neither a scholar nor an expert on international law. Her enthusiasm for her work at the United Nations was rooted in her humanitarian convictions and her steady faith in human dignity and worth. Although she often joked that she was out of place among so many academics and jurists, her intellect and compassion were great assets, and proved to be of crucial importance in the composition of a direct and straightforward Universal Declaration of Human Rights.

With characteristic modesty, Eleanor Roosevelt considered her position on the Commission to be one of ambassador for the common man and woman: "I used to tell my husband that, if he could make me understand something, it would be clear to all other people in the country, and perhaps that will be my real value on this drafting commission!"

The delegates to the Commission on Human Rights elected Eleanor Roosevelt their Chairperson. Like so many individuals throughout the world, the delegates recognized Eleanor Roosevelt's unparalleled humanitarian convictions. During her tenure in the White House she had assisted her physically disabled husband in political matters, serving as his "eyes and ears," traveling throughout the U.S. to gauge the mood of the people. Through this work, she became widely esteemed as a person who both understood and felt the plight of the common man and woman.

Even prior to her years in the White House, Eleanor Roosevelt was actively engaged in politics and advocacy on the local and national level. She was an astute, accomplished, and intelligent woman, thoroughly familiar with the world of political negotiation. Just as she had served as a liaison of sorts between the President and his constituency, so she acted as a liaison between the Commission and the hopes of humanity. She may have lacked certain factual knowledge, but she had a keen sense of what the average person expected out of life - what men, women and children needed to flourish as individuals.

Her common sense approach, constant optimism and boundless energy were integral to the smooth facilitation of meetings. On any given issue, her colloquial style and good humor were engaged not only to win over the majority of delegates who generally supported a particular U.S. position, but to confound those who opposed it. A New York Times reporter who was present at the Commission meetings wrote of the power Mrs. Roosevelt's personality had over certain unreasonable diplomats:

The Russians seem to have met their match in Mrs. Roosevelt. The proceedings sometimes turn into a long vitriolic attack on the U.S. when she is not present. These attacks, however, generally denigrate into flurries in the face of her calm and undisturbed but often pointed replies.

If Mrs. Roosevelt made one sort of impression with her familiar style, she made another with her commitment to produce a universally accepted, "living" declaration. She was recognized as a tireless worker, stating triumphantly at one point, "I drive hard and when I get home I will be tired! The men on the Commission will be also!" Many of the delegates found this aspect of her personality less agreeable than her charm. One went so far as to suggest that his own human rights were violated by the length of the meetings!

Envisioning a declaration with enduring principles that would be perpetually recognized by all nations, she was a strong advocate of true universality within the Declaration. She was adamant that different conceptions of human rights be deliberated during the UDHR's composition:

We wanted as many nations as possible to accept the fact that men, for one reason or another, were born free and equal in dignity and rights, that they were endowed with reason and conscience, and should act toward one another in a spirit of brotherhood. The way to do that was to find words that everyone would accept.

Eleanor Roosevelt's personal sense of accomplishment with the finished Declaration was unparalleled in her life. Her speech before the General Assembly as she submitted the Declaration for review demonstrates the historical significance she placed upon its adoption:

We stand today at the threshold of a great event both in the life of the United Nations and in the life of mankind. This declaration may well become the international Magna Carta for all men everywhere. We hope its proclamation by the General Assembly will be an event comparable to the proclamation in 1789 [of the French Declaration of the Rights of Man], the adoption of the Bill of Rights by the people of the U.S., and the adoption of comparable declarations at different times in other countries...

Eleanor Roosevelt's concern for humanity made her the driving force behind the Universal Declaration of Human Rights. Her leadership of the Commission on Human Rights led to the composition of a Declaration that has endured as a universally accepted standard of achievement for all nations. As our respect for and understanding of the Universal Declaration has grown, so too has our gratitude and admiration for this modest woman who passionately pursued what she imagined would become a cornerstone in the struggle for human rights and fundamental freedoms for everyone - everywhere.

She lived her life in the center of what many would regard the Twentieth Century's most consequential events, the Great Depression, World War II, the establishment of the United Nations and the adoption of the Universal Declaration of Human Rights. She confronted both opportunity and adversity with a sense of optimism and determination. A former Democratic presidential candidate, Adlai Stevenson, once said of Eleanor Roosevelt, "She would rather light a candle than curse the darkness."

APPENDIX C: Found Poem of Eleanor Roosevelt Quotes

Roosevelt, Eleanor. "Eleanor Roosevelt Quotes." *Good Reads*. N.p., 2012.
http://www.goodreads.com/author/quotes/44566.Eleanor_Roosevelt

Do one thing every day that scares you
Do what you feel in your heart to be right
You gain strength, courage and confidence by every experience
in which you really stop to look fear in the face
You must do the thing you think you cannot do
You wouldn't worry so much about what others think of you
if you realized how seldom they do
The future belongs to those who believe in the beauty of their dreams
Learn from the mistakes of others
You can't live long enough to make them all yourself

APPENDIX D: The SIFT Method for Analyzing Poetry

"The SIFT Strategy." *TCH*. The Teaching Channel, 2012.
<https://www.teachingchannel.org/>

Symbol: Examine the title and the text for symbolism

Images: Identify images and sensory details

Figures of speech: Analyze figurative language and other devices

Tone and Theme: Discuss how all devices reveal tone and theme

Symbol:

- * Determine if there is a deeper meaning in the title. Explain how the title contributes to the overall understanding of the poem.
- * Are there any symbols used throughout the poem (something that represents something else)? How do these symbols contribute to the overall understanding of the poem?

Images:

- * Ask yourself, "What do I see, hear, taste, smell or feel?"
- * What is the effect the author is trying to create with these images?

Figurative language:

- * Find examples of similes, metaphors, hyperboles, personification, allusion, irony etc.
- * How do these figures of speech enhance meaning?

Tone:

- * What is the author's attitude about the main subject of the poem?
- * How do you know this?
- * How would you describe this feeling(s) in one word?

Theme:

- * Theme is a one sentence statement about what the author is trying to say about life, the world or human nature.
- * Start with one word – the focus of the poem (Ex from *Speak*- identity) Then ask, "What is the author saying about that word?" (Ex. Finding one's identity is key to finding success.)

APPENDIX E: Susan B. Anthony Dares to Vote!

Peck, Ira. "Susan B. Anthony Dares to Vote! ." *Teachers* . Junior Scholastic, 10 March 1989.
<http://www.scholastic.com/browse/article.jsp?id=4973>

Scaffold and excerpt this material as necessary for grade-level accessibility and appropriateness.

SUSAN B. ANTHONY DARES TO VOTE!

The courtroom was packed for the trial of Susan B. Anthony, the foremost leader of the women's rights movement in the United States. What crime was she accused of committing? In November 1872, she and 15 other women in Rochester, New York, had demanded to be registered and had voted in the national election. Soon after, all 16 women were arrested. In 1872, women could not vote in New York or in any other state.

Of the 16 women, only the leader, Susan B. Anthony, was put on trial. Hers would be a test case. If she could convince the jury that she had a right under the U.S. Constitution to vote, she would be found not guilty. Then all U.S. women would win the right to vote.

The U.S. District Attorney, Richard Crowley, charged Anthony with violating the 14th Amendment of the Constitution. That amendment, adopted in 1868 after the Civil War, was intended to guarantee blacks the same rights as whites. It forbade any state to deny "the right to vote ... to any of the male inhabitants" who were 21 or older. It was the first time that the word male had ever been written into the Constitution, and it bothered Anthony plenty.

Anthony saw in the amendment a legal case for the right of women to vote. The 14th Amendment also said that "No state shall make or enforce any law which shall abridge [lessen] the privileges or immunities of citizens of the United States." Well, said Anthony, weren't women citizens of the United States? And if citizens could not be denied the right to vote, it seemed plain enough that women could not be denied that right.

"She Is Indeed A Woman"

The District Attorney's opening statement to the jury caused many of Anthony's supporters in the courtroom to laugh. After charging her with voting on November 5, 1872, he added, "At that time she was a woman." Even some members of the jury smiled.

Anthony's lawyer, Henry Selden, a former judge, did not let this remark pass. He said "Your honor, gentlemen of the jury, the defense wishes to concede that Miss Susan B. Anthony is indeed a woman." Then he pointed to the defendant, who was wearing a plain back silk dress with a white lace collar.

Selden argued that his client was on trial simply for being a woman. "If this same act [voting] had been done by her brother, it would have been honorable. But having been done by a woman, it is said to be a crime... I believe this is the first instance in which a woman has been arraigned [accused] in a criminal court merely on account of her sex."

The judge, Ward Hunt, was known for his opposition to women's "suffrage" (the right to vote). He shocked Anthony and her lawyer by refusing to let her take the witness stand to testify in her own defense.

When the attorneys had finished arguing the case, Judge Hunt read a prepared statement. "The 14th Amendment," he said, "gives no right to a woman to vote, and the voting of Miss Anthony was in violation of the law." He directed the jury to find a verdict of guilty.

Selden protested, reminding the judge that in a criminal case the jury must decide on the guilt or innocence of the defendant. Hunt ignored him. He ordered the court clerk to record a verdict of guilty, even though the jury had not voted.

There was an uproar in the courtroom. Not everyone there supported women's suffrage. But all agreed that Anthony had been denied her right to a fair trial.

"I Shall Never Pay A Dollar!"

The next day, Judge Hunt was about to sentence Anthony. But he made one mistake. He asked Anthony the usual question: "Has the prisoner anything to say why sentence should not be pronounced?" This was the opportunity that Anthony was waiting for.

"Yes, your honor," she said. "I have many things to say. In your ordered verdict of guilty, you have trampled underfoot every vital principle of our government. My natural rights, my civil rights, my political rights, my judicial rights are all alike ignored."

Judge Hunt became furious. "The court orders the prisoner to sit down," he shouted. "It will not allow another word!" Then Judge Hunt said, "The sentence of the court is that you pay a fine of \$100 and the costs of prosecution."

"May it please your honor," Anthony replied. "I shall never pay a dollar of your unjust penalty. And I shall earnestly and persistently continue to urge all women... that resistance to tyranny is obedience to God."

The judge could have put her in jail until she paid the fine, but he didn't. If he had, she could have appealed her case to a higher court. She probably would have won, because she had been denied a proper trial by jury. Instead, her case was closed for good.

Although Anthony lost, the trial was a turning point in the struggle for women's suffrage. Until then, people had ridiculed Anthony as an "old maid" who wanted to upset the traditional authority of men. But the courage she had shown at her trial won her new respect. Gradually, public opinion swung in her favor. It would take years of struggle, but women one day would win the right to vote.

A Quaker Upbringing

From childhood, Susan B. Anthony had been taught that women were important. Born February 15, 1820, to Quaker parents in Adams, Massachusetts, she was strongly influenced by their faith. Quaker women were allowed to speak at religious meetings, to vote on church matters, and to become ministers. At home, daughters were treated as no less important than sons.

This was highly unusual in a time when a woman had no property other than her clothes. If she earned money, it belonged to her husband. He had complete control over their children. She could not sign a contract, make a will, or sue in a court of law. She could not vote in elections. By custom, women were barred from higher education and almost all professions except teaching.

Anthony first became active in the Daughters of Temperance, an organization that crusaded against the sale and use of liquor. Drunkenness was becoming a serious problem, especially for the wives of alcoholic husbands. Wife beating was not a crime, nor was alcoholism grounds for divorce.

Like her parents, Susan B. Anthony also became an abolitionist, supporting immediate freedom for slaves.

Susan B. Anthony is most famous as an early leader of the women's rights movement. She became convinced that women could not achieve equality unless they won the right to vote. In 1869, she and Elizabeth Cady Stanton started a new organization, the National Woman Suffrage Association. Its goal

was nothing less than the passage of an amendment to the Constitution that would give women the right to vote.

Stanton was married and the mother of six children. She divided her time between her family and the women's rights movement. But Anthony, who had remained single, devoted herself entirely to her cause.

It was not an easy life. Anthony gave lectures all over the country in support of women's suffrage. In one year alone, she traveled 13,000 miles and gave 171 lectures. Many nights she had to sleep in railroad stations.

She often was heckled, or worse. Gangs of ruffians sometimes broke into her lectures and threw rotten eggs at her. She was accused of undermining the home, the family, and the purity of American womanhood.

But after the famous trial in 1872, she won more and more support. Younger women rallied around her. They too went out and made speeches and handed out petitions. Affectionately, they called her "Aunt Susan." Even some men were beginning to admire her.

In February 1906, Susan B. Anthony made her last speech at a convention in Baltimore. She was given a 10 minute ovation. She told the women, "I am here for a little time only, and then my place will be filled... The fight must not cease. You must see that it does not stop. Failure is impossible."

In March, she became ill and had to stay in bed in her Rochester, NY home. At that time, only four states, all in the West, allowed women to vote. Anthony told a friend, "I have been striving for over 60 years for a little bit of justice... and yet I must die without obtaining it. Oh, it seems so cruel." She was dead two days later.

Other women carried on the struggle. In 1919, Congress passed the 19th Amendment to the Constitution which was ratified in 1920 by the states. It said, "The right of a citizen of the United States to vote shall not be denied or abridged by the United States or any state on account of sex."

One hundred years after her birth, Susan B. Anthony's dream had come true.

APPENDIX F: The Trial of Susan B. Anthony for Illegal Voting

Linder, Doug. "The Trial of Susan B. Anthony for Illegal Voting." *Famous American Trials*. UMKC Faculty Projects, n.d. <http://law2.umkc.edu/faculty/projects/ftrials/anthony/sbahome.html>

Scaffold and excerpt this material as necessary for grade-level accessibility and appropriateness.

"Susan B. Anthony is not on trial; the United States is on trial."--Matilda Joslyn Gage

More than any other woman of her generation, Susan B. Anthony saw that all of the legal disabilities faced by American women owed their existence to the simple fact that women lacked the vote. When Anthony, at age 32, attended her first woman's rights convention in Syracuse in 1852, she declared "that the right which woman needed above every other, the one indeed which would secure to her all the others was the right of suffrage." Anthony spent the next fifty-plus years of her life fighting for the right to vote. She would work tirelessly: giving speeches, petitioning Congress and state legislatures, publishing a feminist newspaper--all for a cause that would not succeed until the ratification of the Nineteenth Amendment fourteen years after her death in 1906.

She would, however, once have the satisfaction of seeing her completed ballot drop through the opening of a ballot box. It happened in Rochester, New York on November 5, 1872, and the event--and the trial for illegal voting that followed--would create a opportunity for Anthony to spread her arguments for women suffrage to a wider audience than ever before.

The Vote

Anthony had been planning to vote long before 1872. She would later state that "I have been resolved for three years to vote at the first election when I had been home for thirty days before." (New York law required legal voters to reside for the thirty days prior to the election in the district where they offered their vote.) Anthony had taken the position--and argued it wherever she could--that the recently adopted Fourteenth Amendment gave women the constitutional right to vote in federal elections. The Amendment said that "all persons born and naturalized in the United States...are citizens of the United States," and as citizens were entitled to the "privileges" of citizens of the United States. To Anthony's way of thinking, those privileges certainly included the right to vote.

On November 1, 1872, Anthony and her three sisters entered a voter registration office set up in a barbershop. The four Anthony women were part of a group of fifty women Anthony had organized to register in her home town of Rochester. As they entered the barbershop, the women saw stationed in the office three young men serving as registrars. Anthony walked directly to the election inspectors and, as one of the inspectors would later testify, "demanded that we register them as voters."

The election inspectors refused Anthony's request, but she persisted, quoting the Fourteenth Amendment's citizenship provision and the article from the New York Constitution pertaining to voting, which contained no sex qualification. The registers remained unmoved. Finally, according to one published account, Anthony gave the men an argument that she thought might catch their attention: "If you refuse us our rights as citizens, I will bring charges against you in Criminal Court and I will sue each of you personally for large, exemplary damages!" She added, "I know I can win. I have Judge Selden as a lawyer. There is any amount of money to back me, and if I have to, I will push to the 'last ditch' in both courts."

The stunned inspectors discussed the situation. They sought the advice of the Supervisor of elections, Daniel Warner, who, according to thirty-three-year-old election inspector E. T. Marsh, suggested that they allow the women to take the oath of registry. "Young men," Marsh quoted Warner as saying, "do you know the penalty of law if you refuse to register these names?" Registering the women, the registrars were advised, "would put the entire onus of the affair on them." Following Warner's advice, the three inspectors voted to allow Anthony and her three sisters were registered to vote in Rochester's eighth ward. Testifying later about the registration process, Anthony remembered "it was a full hour" of debate "between the supervisors, the inspectors, and myself." In all, fourteen Rochester women successfully

registered that day, leading to calls in one city paper for the arrest of the voting inspectors who complied with the women's demand. The Rochester Union and Advertiser editorialized in its November 4 edition: "Citizenship no more carries the right to vote that it carries the power to fly to the moon...If these women in the Eighth Ward offer to vote, they should be challenged, and if they take the oaths and the Inspectors receive and deposit their ballots, they should all be prosecuted to the full extent of the law."

Soon after the polls opened at the West End News Depot on Election Day, November 5, Anthony and seven or eight other women cast their ballots. Inspectors voted two to one to accept Anthony's vote, and her folded ballot was deposited in a ballot box by one of the inspectors. Inspector E. T. Marsh testified later as to feeling caught between a rock and a hard place: "Decide which way we might, we were liable to prosecution. We were expected...to make an infallible decision, inside of two days, of a question in which some of the best minds of the country are divided." Seven or eight more women of Rochester successfully voted in the afternoon. Anthony's vote went to U. S. Grant and other Republicans, based on that party's promise to give the demands of women a respectful hearing. Later that day, Anthony would write of her accomplishment to her close friend and fellow suffragist, Elizabeth Cady Stanton:

Dear Mrs Stanton

Well I have been & gone & done it!--positively voted the Republican ticket--strait this a.m. at 7 o'clock--swore my vote in at that--was registered on Friday....then on Sunday others some 20 or thirty other women tried to register, but all save two were refused....Amy Post was rejected & she will immediately bring action for that....& Hon Henry R. Selden will be our Counsel--he has read up the law & all of our arguments & is satisfied that we our right & ditto the Old Judge Selden--his elder brother. So we are in for a fine agitation in Rochester on the question--I hope the morning's telegrams will tell of many women all over the country trying to vote--It is splendid that without any concert of action so many should have moved here so impromptu--

The Democratic paper is out against us strong & that scared the Dem's on the registry board--How I wish you were here to write up the funny things said & done....When the Democrat said my vote should not go in the box--one Republican said to the other--What do you say Marsh?--I say put it in!--So do I said Jones--and "we'll fight it out on this line if it takes all winter"....If only now--all the women suffrage women would work to this end of enforcing the existing constitution--supremacy of national law over state law--what strides we might make this winter--But I'm awful tired--for five days I have been on the constant run--but to splendid purpose--So all right--I hope you voted too.

Affectionately,
Susan B. Anthony

Arrest and Indictment

The votes of Susan Anthony and other Rochester women was a major topic of conversation in the days that followed. In a November 11 letter to Sarah Huntington, Anthony wrote: "Our papers are discussing pro & con every day." Anthony occupied much of her time meeting with lawyers to discuss a planned lawsuit by some of the women whose efforts to register or vote were rejected.

Meanwhile, a Rochester salt manufacturer and Democratic poll watcher named Sylvester Lewis filed a complaint charging Anthony with casting an illegal vote. Lewis had challenged both Anthony's registration and her subsequent vote. United States Commissioner William C. Storrs acted upon Lewis's complaint by issuing a warrant for Anthony's arrest on November 14. The warrant charged Anthony with voting in a federal election "without having a lawful right to vote and in violation of section 19 of an act of Congress" enacted in 1870, commonly called The Enforcement Act. The Enforcement Act carried a maximum penalty of \$500 or three years imprisonment.

The actual arrest of Anthony was delayed for four days to allow time for Storrs to discuss the possible prosecution with the U. S. Attorney for the Northern District of New York. On November 18, a United States deputy marshal showed up at the Anthony home on Madison Street in Rochester, where he was greeted by one of Susan's sisters. At the request of the deputy, Anthony's sister summoned Susan to the

parlor. Susan Anthony had been expecting her visitor. As Anthony would later tell audiences, she had previously received word from Commissioner Storrs "to call at his office." Anthony's response was characteristically plainspoken: "I sent word to him that I had no social acquaintance with him and didn't wish to call on him."

At the May meeting of the National Women's Suffrage Association, Anthony described what happened when the deputy marshal, "a young man in beaver hat and kid gloves (paid for by taxes gathered from women)," came to see her:

He sat down. He said it was pleasant weather. He hemmed and hawed and finally said Mr. Storrs wanted to see me...."what for?" I asked. "To arrest you." said he. "Is that the way you arrest men?" "No." Then I demanded that I should be arrested properly. [According to another account, Anthony at this point held out her wrists and demanded to be handcuffed.] My sister desiring to go with me he proposed that he should go ahead and I follow with her. This I refused, and he had to go with me. In the [horse-drawn] car he took out his pocketbook to pay fare. I asked if he did that in his official capacity. He said yes; he was obliged to pay the fare of any criminal he arrested. Well, that was the first cents worth I ever had from Uncle Sam.

Anthony was escorted to the office of Commissioner Storrs, described by Anthony as "the same dingy little room where, in the olden days, fugitive slaves were examined and returned to their masters." Upon arriving, Anthony was surprised to learn that among those arrested for their activities on November 5 were not only the fourteen other women voters, but also the ballot inspectors who had authorized their votes.

Anthony's lawyers refused to enter a plea at the time of her arrest, and Storrs scheduled a preliminary examination for November 29. At the hearing on the 29th, complainant Sylvester Lewis and Eighth Ward Inspectors appeared as the chief witnesses against Anthony. Anthony was questioned at the hearing by one of her lawyers, John Van Voorhis. Van Voorhis tried to establish through his questions that Anthony believed that she had a legal right to vote and therefore had not violated the 1870 Enforcement Act, which prohibited only willful and knowing illegal votes. Anthony testified that she had sought legal advice from Judge Henry R. Selden prior to casting her vote, but that Selden said "he had not studied the question." Van Voorhis asked: "Did you have any doubt yourself of your right to vote?" Anthony replied, "Not a particle." Storrs adjourned the case to December 23.

After listening to legal arguments in December, Commissioner Storrs concluded that Anthony probably violated the law. When Anthony--alone among those charged with Election Day offenses--refused bail, Storrs ordered her held in the custody of a deputy marshal until the grand jury had a chance to meet in January and consider issuing an indictment. Anthony saw the commissioner's decision as a ticket to Supreme Court review, and began making plans with her lawyers to file a petition for a writ of habeas corpus. In a December 26 letter, Anthony wrote confidently, "We shall be rescued from the Marshall hands on a Writ of Habeas Corpus--& case carried to the Supreme Court of the U. S.--the speediest process of getting there." Already letters were coming in with contributions to her "Defense Fund." She was anxious to put the money to use.

By early January, Anthony was already trying to make political hay out of her arrest. She sent off "hundreds of papers" concerning her arrest to suffragist friends and politicians. She still, however, found her situation difficult to comprehend: "I never dreamed of the U. S. officers prosecuting me for voting--thought only that if I was refused I should bring action against the inspectors-- But "Uncle Sam" waxes wrath with holy indignation at such violation of his laws!!"

Anthony's attorney, Henry Selden asked a U. S. District Judge in Albany, Nathan Hall, to issue a writ of habeas corpus ordering the release of Anthony from the marshal's custody. Hall denied Selden's request and said he would "allow defendant to go to the Supreme Court of the United States." The judge then raised Anthony's bail from \$500 to \$1000. Anthony again refused to pay. Selden, however, decided to pay Anthony's bail with money from his own bank account. In the courtroom hallway following the hearing Anthony's other lawyer, John Van Voorhis, told Anthony that Selden's decision to pay her bail meant "you've lost your chance to get your case before the Supreme Court." Shaken by the news, Anthony

confronted her lawyer, demanding that he explain why he paid her bail. "I could not see a lady I respected put in jail," Selden answered.

A disappointed Anthony still had a trial to face. On January 24, 1873, a grand jury of twenty men returned an indictment against Anthony charging her with "knowingly, wrongfully, and unlawfully" voting for a member of Congress "without having a lawful right to vote,....the said Susan B. Anthony being then and there a person of the female sex." The trial was set for May.

On the Stump

Anthony saw the four months until her trial as an opportunity to educate the citizens of Rochester and surrounding counties on the issue of women suffrage. She took to the stump, speaking in town after town on the topic, "Is it a Crime for a Citizen of the United States to Vote?"

By mid-May, Anthony's exhausting lecture tour had taken her to every one of the twenty-nine post-office districts in Monroe County. To many in her audience, Anthony was the picture of "sophisticated refinement and sincerity." The fifty-two-year-old suffragist delivered her earnest speeches dressed in a gray silk dress a white lace collar. Her smoothed hair was twisted neatly into a tight knot. She would look at her audience, ranging from a few dozen to over a hundred persons, and begin:

Friends and Fellow-citizens: I stand before you to-night, under indictment for the alleged crime of having voted at the last Presidential election, without having a lawful right to vote. It shall be my work this evening to prove to you that in thus voting, I not only committed no crime, but, instead, simply exercised my citizen's right, guaranteed to me and all United States citizens by the National Constitution, beyond the power of any State to deny.

In her address, Anthony quoted the Declaration of Independence, the U. S. Constitution, the New York Constitution, James Madison, Thomas Paine, the Supreme Court, and several of the leading Radical Republican senators of the day to support her contention that women had a legal right as citizens to vote. She argued that natural law, as well as a proper interpretation of the Civil War Amendments, gave women the power to vote, as in this passage suggesting that women, having been in a state of servitude, were enfranchised by the recently enacted Fifteenth Amendment extending the vote to ex-slaves:

And yet one more authority; that of Thomas Paine, than whom not one of the Revolutionary patriots more ably vindicated the principles upon which our government is founded:

"The right of voting for representatives is the primary right by which other rights are protected. To take away this right is to reduce man to a state of slavery; for slavery consists in being subject to the will of another; and he that has not a vote in the election of representatives is in this case...."

Is anything further needed to prove woman's condition of servitude sufficiently orthodox to entitle her to the guaranties of the fifteenth amendment? Is there a man who will not agree with me, that to talk of freedom without the ballot, is mockery--is slavery--to the women of this Republic, precisely as New England's orator Wendell Phillips, at the close of the late war, declared it to be to the newly emancipated black men?

Anthony ended her hour-long lectures by frankly attempting to influence potential jurors to vindicate her in her upcoming trial:

We appeal to the women everywhere to exercise their too long neglected "citizen's right to vote." We appeal to the inspectors of elections everywhere to receive the votes of all United States citizens as it is their duty to do. We appeal to United States commissioners and marshals to arrest the inspectors who reject the names and votes of United States citizens, as it is their duty to do, and leave those alone who, like our eighth ward inspectors, perform their duties faithfully and well.

We ask the juries to fail to return verdicts of "guilty" against honest, law-abiding, tax-paying United States citizens for offering their votes at our elections. Or against intelligent, worthy young men, inspectors of elections, for receiving and counting such citizens votes.

We ask the judges to render true and unprejudiced opinions of the law, and wherever there is room for a doubt to give its benefit on the side of liberty and equal rights to women, remembering that "the true rule

of interpretation under our national constitution, especially since its amendments, is that anything for human rights is constitutional, everything against human right unconstitutional."

And it is on this line that we propose to fight our battle for the ballot-all peaceably, but nevertheless persistently through to complete triumph, when all United States citizens shall be recognized as equals before the law.

Anthony's lecture tour plainly worried her prosecutor, U. S. Attorney Richard Crowley. In a letter to Senator Benjamin F. Butler, Anthony wrote, "I have just closed a canvass of this county--from which my jurors are to be drawn--and I rather guess the U. S. District Attorney--who is very bitter--will hardly find twelve men so ignorant on the citizen's rights--as to agree on a verdict of Guilty." In May, however, Crowley convinced Judge Ward Hunt (the recently appointed justice of the U. S. Supreme Court who would hear Anthony's case) that Anthony had prejudiced potential jurors, and Hunt agreed to move the trial out of Monroe County to Canandaigua in Ontario County. Hunt set a new opening date for the trial of June 17.

Anthony responded to the judge's move by immediately launching a lecture tour in Ontario County. Anthony spoke for twenty-one days in a row, finally concluding her tour in Canandaigua, the county seat, on the night before the opening of her trial.

The Trial

Going into the June trial, Anthony and her lawyers were somewhat less optimistic about the outcome than they had been a few months before. In April, the U. S. Supreme Court handed down its first two major interpretations of the recently enacted Civil War Amendments, rejected the claimed violations in both cases and construing key provisions narrowly. Of special concern to Anthony was the Court's decision in *Bradwell vs. Illinois*, where the Court had narrowly interpreted the Fourteenth Amendment's equal protection clause to uphold a state law that prohibited women from becoming lawyers. In an April 27 letter, Anthony anxiously sought out Benjamin Butler's views of the decision, noting that "The whole Democratic press is jubilant over this infamous interpretation of the amendments."

Even without the Supreme Court's narrow interpretation of the amendments; many observers expressed skepticism about the strength of Anthony's case. An editorial in the *New York Times* concluded:

"Miss Anthony is not in the remotest degree likely to gain her case, nor if it were ever so desirable that women should vote, would hers be a good case. When so important a change in our Constitution as she proposes is made, it will be done openly and unmistakably, and not left to the subtle interpretation of a clause adopted for a wholly different purpose."

In a lengthy response to the *Times* editorial, Elizabeth Cady Stanton quoted Judge Selden as confidently telling Anthony, "there is law enough not only to protect you in the exercise of your right to vote, but to enfranchise every woman in the land."

On June 17, 1873, Anthony, wearing a new bonnet faced with blue silk and draped with a veil, walked up the steps of the Canandaigua courthouse on the opening day of her trial. The second-floor courtroom was filled to capacity. The spectators included a former president, Millard Fillmore, who had traveled over from Buffalo, where he practiced law. Judge Ward Hunt sat behind the bench, looking stolid in his black broadcloth and neck wound in a white neck cloth. Anthony described Hunt as "a small-brained, pale-faced, prim-looking man, enveloped in a faultless black suit and a snowy white tie."

Richard Crowley made the opening statement for the prosecution:

We think, on the part of the Government, that there is no question about it either one way or the other, neither a question of fact, nor a question of law, and that whatever Miss Anthony's intentions may have been--whether they were good or otherwise--she did not have a right to vote upon that question, and if she did vote without having a lawful right to vote, then there is no question but what she is guilty of violating a law of the United States in that behalf enacted by the Congress of the United States.

The prosecution's chief witness was Beverly W. Jones, a twenty-five-year-old inspector of elections. Jones testified that he witnessed Anthony cast a ballot on November 5 in Rochester's Eighth Ward. Jones added he accepted Anthony's completed ballot and placed it a ballot box. On cross-examination, Selden asked Jones if he had also been present when Anthony registered four days earlier, and whether objections to Anthony's registration had not been considered and rejected at that time. Jones agreed that was the case, and that Anthony's name had been added to the voting rolls.

The main factual argument that the defense hoped to present was that Anthony reasonably believed that she was entitled to vote, and therefore could not be guilty of the crime of "knowingly" casting an illegal vote. To support this argument, Henry Selden called himself as a witness to testify:

Before the last election, Miss Anthony called upon me for advice, upon the question whether she was or was not a legal voter. I examined the question, and gave her my opinion, unhesitatingly, that the laws and Constitution of the United States, authorized her to vote, as well as they authorize any man to vote. Selden then called Anthony as a witness, so she might testify as to her vote and her state of mind on Election Day. District Attorney Crowley objected: "She is not a competent as a witness on her own behalf." Judge Hunt sustained the objection, barring Anthony from taking the stand. The defense rested. The prosecution called to the stand John Pound, an Assistant United States Attorney who had attended a January examination in which Anthony testified about her registration and vote. Pound testified that Anthony testified at that time that she did not consult Selden until after registering to vote. Selden, after conferring with Anthony, agreed that their meeting took place immediately after her registration, rather than before as his own testimony had suggested. On cross-examination, Pound admitted that Anthony had testified at her examination that she had "not a particle" of doubt about her right as a citizen to vote. With Pound's dismissal from the stand, the evidence closed and the legal arguments began.

Selden opened his three-hour-long argument for Anthony by stressing that she was prosecuted purely on account of her gender:

If the same act had been done by her brother under the same circumstances, the act would have been not only innocent, but honorable and laudable; but having been done by a woman it is said to be a crime. The crime therefore consists not in the act done, but in the simple fact that the person doing it was a woman and not a man, I believe this is the first instance in which a woman has been arraigned in a criminal court, merely on account of her sex....

Selden stressed that the vote was essential to women receiving fair treatment from legislatures: "Much has been done, but much more remains to be done by women. If they had possessed the elective franchise, the reforms which have cost them a quarter of a century of labor would have been accomplished in a year."

Central to Selden's argument that Anthony cast a legal vote was the recently enacted Fourteenth Amendment:

It will be seen, therefore, that the whole subject, as to what should constitute the "privileges and immunities" of the citizen being left to the States, no question, such as we now present, could have arisen under the original constitution of the United States. But now, by the fourteenth amendment, the United States have not only declared what constitutes citizenship, both in the United States and in the several States, securing the rights of citizens to "all persons born or naturalized in the United States;" but have absolutely prohibited the States from making or enforcing " any law which shall abridge the privileges or immunities of citizens of the United States." By virtue of this provision, I insist that the act of Miss Anthony in voting was lawful.

Finally, Selden insisted that even if the Fourteenth Amendment did not make Anthony's vote legal, she could not be prosecuted because she acted in the good faith belief that her vote was legal: Miss Anthony believed, and was advised that she had a right to vote. She may also have been advised, as was clearly the fact, that the question as to her right could not be brought before the courts for trial, without her voting or offering to vote, and if either was criminal, the one was as much so as the other. Therefore she stands now arraigned as a criminal, for taking the only steps by which it was possible to bring the great constitutional question as to her right, before the tribunals of the country for adjudication. If

for thus acting, in the most perfect good faith, with motives as pure and impulses as noble as any which can find place in your honor's breast in the administration of justice, she is by the laws of her country to be condemned as a criminal, she must abide the consequences. Her condemnation, however, under such circumstances, would only add another most weighty reason to those which I have already advanced, to show that women need the aid of the ballot for their protection.

After District Attorney Crowley offered his two-hour response for the prosecution, Judge Hunt drew from his pocket a paper and began reading an opinion that he had apparently prepared before the trial started. Hunt declared, "The Fourteenth Amendment gives no right to a woman to vote, and the voting by Miss Anthony was in violation of the law." The judge rejected Anthony's argument that her good faith precluded a finding that she "knowingly" cast an illegal vote: "Assuming that Miss Anthony believed she had a right to vote, that fact constitutes no defense if in truth she had not the right. She voluntarily gave a vote which was illegal, and thus is subject to the penalty of the law." Hunt that surprised Anthony and her attorney by directing a verdict of guilty: "Upon this evidence I suppose there is no question for the jury and that the jury should be directed to find a verdict of guilty."

In her diary that night Anthony would angrily describe the trial as "the greatest judicial outrage history has ever recorded! We were convicted before we had a hearing and the trial was a mere farce." During the entire trial, as Henry Selden pointed out, "No juror spoke a word during the trial, from the time they were impaneled to the time they were discharged." Had the jurors had an opportunity to speak, there is reason to believe that Anthony would not have been convicted. A newspaper quoted one juror as saying, "Could I have spoken, I should have answered 'not guilty,' and the men in the jury box would have sustained me."

Sentencing

The next day Selden argued for a new trial on the ground that Anthony's constitutional right to a trial by jury had been violated. Judge Hunt promptly denied the motion. Then, before sentencing, Hunt asked, "Has the prisoner anything to say why sentence shall not be pronounced?" The exchange that followed stunned the crowd in the Canandaigua courthouse:

"Yes, your honor, I have many things to say; for in your ordered verdict of guilty, you have trampled underfoot every vital principle of our government. My natural rights, my civil rights, my political rights, my judicial rights, are all alike ignored. Robbed of the fundamental privilege of citizenship, I am degraded from the status of a citizen to that of a subject; and not only myself individually, but all of my sex, are, by your honor's verdict, doomed to political subjection under this, so-called, form of government."

Judge Hunt interrupted, "The Court cannot listen to a rehearsal of arguments the prisoner's counsel has already consumed three hours in presenting."

But Anthony would not be deterred. She continued, "May it please your honor, I am not arguing the question, but simply stating the reasons why sentence cannot, in justice, be pronounced against me. Your denial of my citizen's right to vote, is the denial of my right of consent as one of the governed, the denial of my right of representation as one of the taxed, the denial of my right to a trial by a jury of my peers as an offender against law, therefore, the denial of my sacred rights to life, liberty, property and-

"The Court cannot allow the prisoner to go on."

"But your honor will not deny me this one and only poor privilege of protest against this high-handed outrage upon my citizen's rights. May it please the Court to remember that since the day of my arrest last November, this is the first time that either myself or any person of my disfranchised class has been allowed a word of defense before judge or jury-

"The prisoner must sit down-the Court cannot allow it."

"All of my prosecutors, from the eighth ward corner grocery politician, who entered the compliant, to the United States Marshal, Commissioner, District Attorney, District Judge, your honor on the bench, not one

is my peer, but each and all are my political sovereigns; and had your honor submitted my case to the jury, as was clearly your duty, even then I should have had just cause of protest, for not one of those men was my peer; but, native or foreign born, white or black, rich or poor, educated or ignorant, awake or asleep, sober or drunk, each and every man of them was my political superior; hence, in no sense, my peer. Even, under such circumstances, a commoner of England, tried before a jury of Lords, would have far less cause to complain than should I, a woman, tried before a jury of men. Even my counsel, the Hon. Henry R. Selden, who has argued my cause so ably, so earnestly, so unanswerably before your honor, is my political sovereign. Precisely as no disfranchised person is entitled to sit upon a jury, and no woman is entitled to the franchise, so, none but a regularly admitted lawyer is allowed to practice in the courts, and no woman can gain admission to the bar-hence, jury, judge, counsel, must all be of the superior class.

"The Court must insist-the prisoner has been tried according to the established forms of law."

"Yes, your honor, but by forms of law all made by men, interpreted by men, administered by men, in favor of men, and against women; and hence, your honor's ordered verdict of guilty; against a United States citizen for the exercise of "that citizen's right to vote," simply because that citizen was a woman and not a man. But, yesterday, the same man made forms of law, declared it a crime punishable with \$1,000 fine and six months imprisonment, for you, or me, or you of us, to give a cup of cold water, a crust of bread, or a night's shelter to a panting fugitive as he was tracking his way to Canada. And every man or woman in whose veins coursed a drop of human sympathy violated that wicked law, reckless of consequences, and was justified in so doing. As then, the slaves who got their freedom must take it over, or under, or through the unjust forms of law, precisely so, now, must women, to get their right to a voice in this government, take it; and I have taken mine, and mean to take it at every possible opportunity."

"The Court orders the prisoner to sit down. It will not allow another word."

"When I was brought before your honor for trial, I hoped for a broad and liberal interpretation of the Constitution and its recent amendments that should declare...equality of rights the national guarantee to all persons born or naturalized in the United States. But failing to get this justice-failing, even, to get a trial by a jury not of my peers-I ask not leniency at your hands-but rather the full rigors of the law--"

"The Court must insist-"

Finally, Anthony sat down, only to be immediately ordered by Judge Hunt to rise again. Hunt pronounced sentence: "The sentence of the Court is that you pay a fine of one hundred dollars and the costs of the prosecution."

Anthony protested. "May it please your honor, I shall never pay a dollar of your unjust penalty. All the stock in trade I possess is a \$10,000 debt, incurred by publishing my paper- The Revolution -four years ago, the sole object of which was to educate all women to do precisely as I have done, rebel against your manmade, unjust, unconstitutional forms of law, that tax, fine, imprison and hang women, while they deny them the right of representation in the government; and I shall work on with might and main to pay every dollar of that honest debt, but not a penny shall go to this unjust claim. And I shall earnestly and persistently continue to urge all women to the practical recognition of the old revolutionary maxim, that "Resistance to tyranny is obedience to God."

Judge Hunt, in a move calculated to preclude any appeal to a higher court, ended the trial by announcing, "Madam, the Court will not order you committed until the fine is paid."

Epilogue

True to her word, Anthony never paid a penny of her fine. Her petition to Congress to remit the fine was never acted upon, but no serious effort was ever made by the government to collect.

Anthony tried to turn her trial and conviction into political gains for the women suffrage movement. She ordered 3,000 copies of the trial proceedings printed and distributed them to political activists, politicians, and libraries. In the eyes of some, the trial had elevated Anthony to the status of the martyr, while for others the effect may have been to diminish her status to that of a common criminal. Many in the press, however, saw Anthony as the ultimate victor. One New York paper observed, "If it is a mere question of who got the best of it, Miss Anthony is still ahead. She has voted and the American constitution has survived the shock. Fining her one hundred dollars does not rule out the fact that...women voted, and went home, and the world jogged on as before."

APPENDIX G: Death of Frederick Douglass

"The Death of Fred Douglass Obituary." *New York Times On This Day*. New York Times Learning Network, 2010. <http://learning.blogs.nytimes.com/on-this-day/february-20/>

Scaffold and excerpt this material as necessary for grade-level accessibility and appropriateness.

WASHINGTON, Feb. 20--Frederick Douglass dropped dead in the hallway of his residence on Anacostia Heights this evening at 7 o'clock. He had been in the highest spirits, and apparently in the best of health, despite his seventy-eight years, when death overtook him.

This morning he was driven to Washington, accompanied by his wife. She left him at the Congressional Library, and he continued to Metzert Hall, where he attended the sessions of the Women's Council in the forenoon and the afternoon, returning to Cedar Hill, his residence, between 5 and 6 o'clock. After dining, he had a chat in the hallway with his wife about the doings of the council. He grew very enthusiastic in his explanation of one of the events of the day, when he fell upon his knees, with hands clasped.

Mrs. Douglass, thinking this was part of his description, was not alarmed, but as she looked he sank lower and lower, and finally lay stretched upon the floor, breathing his last. Realizing that he was ill, she raised his head, and then understood that he was dying. She was alone in the house, and rushed to the front door with cries for help. Some men who were nearby quickly responded, and attempted to reassure the dying man. One of them called Dr. J. Stewart Harrison, and while he was injecting a restorative into the patient's arm, Mr. Douglass passed away, seemingly without pain.

Mr. Douglass had lived for some time at Cedar Hill with his wife and one servant. He had two sons and a daughter, the children of his first wife, living here. They are Louis H. and Charles Douglass and Mrs. Sprague.

Mr. Douglass was to deliver a lecture tonight at Hillside African Church, near his home, and was waiting for a carriage when talking to his wife. The carriage arrived just as he died.

Mrs. Douglass said to-night that her husband had apparently been in the best of health lately, and had shown unusual vigor for one of his years. No arrangements, she said, would be made for his funeral until his children could be consulted.

It is a singular fact, in connection with the death of Mr. Douglass, that the very last hours of his life were given in attention to one of the principles to which he has devoted his energies since his escape from slavery. This morning he drove into Washington from his residence, about a mile out from Anacostia, a suburb just across the eastern branch of the Potomac, and at 10 o'clock appeared at Metzert Hall, where the Women's National Council is holding its triennial. Mr. Douglass was a regularly-enrolled member of the National Women's Suffrage Association, and had always attended its conventions. It was probably with a view to consistency in this respect that he appeared at Metzert Hall.

Although it was a secret business session of the Council, Mr. Douglass was allowed to remain, and when the meeting had been called to order by Mrs. May Wright Sewall, the President of the Council, she appointed Miss Susan B. Anthony and the Rev. Anna H. Shaw a committee to escort him to the platform, where most of the delegates, not more than fifty in number, were sitting. Mrs. Sewall presented Mr. Douglass to the Council, and contenting himself with a bow in response to the applause that greeted the announcement, he took a seat beside Miss Anthony, his lifelong friend. Nothing to indicate that he was not in his usual good health was remarked at the time, and to-night, after his death was made known, nobody could recall anything in his appearance or actions out of the ordinary, except, according to the

statement of a lady present, that he rubbed his left hand constantly with his right, as though it were benumbed.

The morning session lasted until after 12 o'clock, and just before that hour an informal discussion was started on the proposition that has been mooted for some time, to divide the National Council into an upper and a lower house. Mr. Douglass became much interested in this discussion, so much so, in fact, that, when the Council reconvened at 4 o'clock to give further consideration to the matter, he was again present, although it had been his intention to return to his home earlier in the day. He left the hall on the adjournment of the session, about 5 o'clock, and had been at his home but a short time when his death occurred.

When Miss Susan B. Anthony heard of Mr. Douglass's death, at the evening session of the council, she was very much affected. Miss Anthony has a wonderful control over her feelings, but to-night she could not conceal her emotion. Despite her seventy-five years, she immediately announced her intention of going to the Douglass homestead, near Anacostia, and had actually started, when some of her friends, fearful that the journey, with its quota of bad roads, and the excitement of a visit to the presence of death would have a bad effect on her, used persuasion to such an extent that she finally consented to defer the trip until to-morrow. She was very much averse to returning to the stage in Metzert Hall, contending that it would appear unfeeling for her to do so, but as a number of the more distinguished members of the council were absent, she agreed to take her accustomed place to the right of the presiding officer.

Miss Anthony and Mr. Douglass formed an intimate friendship when both resided in Rochester, N.Y., and that friendship had continued for many decades. One incident in connection with her relations with Mr. Douglass was recalled by Miss Anthony. During the early days of the anti-slavery agitation Miss Anthony and her venerable associate, Elizabeth Cady Stanton, appeared at an anti-slavery meeting in which Frederick Douglass was taking a prominent part. Women were not welcome as public speakers in those days, and Mr. Douglass had agreed to read an address prepared by Mrs. Stanton. His rendition of her written remarks did not suit that lady, and, stepping forward, she took the paper from his hands with the remark, "Here, Frederick, let me read it." And she did so, thus marking the initiative in the appearance of women as actors in public gatherings.

At to-night's meeting of the Women's Council Mrs. May Wright Sewall announced the death of Mr. Douglass. There was a murmur expressing surprise and sympathy, and then the council settled down to the business of the evening.

The Slave Who Ran Away

Career of the Most Representative African America Has Produced

Frederick Douglass has been often spoken of as the foremost man of the African race in America. Though born and reared in slavery, he managed, through his own perseverance and energy, to win for himself a place that not only made him beloved by all members of his own race in America, but also won for himself the esteem and reverence of all fair-minded persons, both in this country and in Europe.

Mr. Douglass had been for many years a prominent figure in public life. He was of inestimable service to the members of his own race, and rendered distinguished service to his country from time to time in various important offices that he held under the Government.

He became well known, early in his career, as an orator upon subjects relating to slavery. He won renown by his oratorical powers both in the northern part of the United States and in England. He had become known before the civil war also as a journalist. So highly were his opinions valued that he was often consulted by President Lincoln, after the civil war began, upon questions relating to the colored race. He held important offices almost constantly from 1871 until 1891.

Mr. Douglass, perhaps more than any other man of his race, was instrumental in advancing the work of banishing the color line.

Mr. Douglass's life from first to last was filled with incidents that gave to it a keen flavor of romance.

The exact date of his birth is unknown. It was about the year 1817. His mother was a negro slave and his father was a white man. Mr. Douglass's birthplace was on the Eastern Shore of Maryland, in the Tuckahoe district. He was reared as a slave on the plantation of Col. Edward Lloyd. He was sent, when ten years old, to one of Col. Lloyd's relatives in Baltimore. Here he was employed in a shipyard.

Douglass, according to his own story, suffered deeply while under the bonds of slavery. His superior intelligence made him conscious of his wrongs and rendered him keenly sensitive to his condition. The manner in which he acquired the rudiments of his education has become a familiar story. He learned his letters; it is said, from the carpenters' marks on planks and timbers in the shipyard. He used to listen while his mistress read the Bible, and at length asked her to teach him to read it for himself. All the while he was in the shipyard he continued to pick up secretly all the information he could.

It was while here, too, that he heard of the abolitionists, and began to formulate plans for escaping to the North. He made his escape from slavery Sept. 3, 1838, and came to New-York. Thence he went to New-Bedford, where he married. He supported himself for two or three years by day labor on the wharves and in the workshops.

He made a speech in 1841 at an anti-slavery convention, held at Nantucket, that made a favorable impression, and he became the agent of the Massachusetts Anti-Slavery Society. He then traveled four years through New-England, lecturing against slavery.

He went to England in 1845, where his lectures in behalf of the slave won a great deal of attention. He also visited Scotland, Ireland, and Wales. Mr. Douglass's friends in England feared that he might be captured and forced back into slavery, and so they raised 150, by means of which he was afterwards formally manumitted.

Mr. Douglass often met with many unpleasant experiences while traveling about, owing to the prejudice that was felt against his race. On one occasion, when the passengers on a boat would not allow him to enter the cabin, his friend Wendell Phillips, refused to leave him, and the two men spent the night together on deck.

William Lloyd Garrison had also become interested in young Douglass, and before Douglass went to England had done all he could to assist him in gaining an education. Throughout the anti-slavery agitation, Mr. Douglass's efforts in behalf of the slaves were unflagging.

On returning from England Mr. Douglass founded Frederick Douglass's Paper, a weekly journal, at Rochester, N.Y. The title was changed to The North Star. He continued its publication for several years.

Mr. Douglass and John Brown were friends, and had the same objects in view. Douglass, however, did not approve of Brown's plan for attacking Harper's Ferry, and the men parted some two weeks before the attack was made. Douglass was in Philadelphia the night the Harper's Ferry episode occurred. It became plain to him immediately afterward that he could scarcely hope to escape being implicated in the trouble, and at the earnest solicitation of his friends he made his escape to Canada. United States Marshals appeared in Rochester to apprehend him a few hours after his flight. He discovered, many years later, that a requisition for his arrest had been made by the Governor of Virginia. He went to Quebec, and thence to England, where he remained six or eight months. He afterward returned to Rochester, and again took charge of his paper.

Mr. Douglass urged upon President Lincoln, when the civil war began, the employment of colored troops and the proclamation of emancipation. Permission for organizing such troops was granted in 1863, and Mr. Douglass became active in enlisting men to fill the colored regiments, notably the Fifty-fourth and the Fifty-fifth Massachusetts.

Mr. Douglass returned to the lecture field after slavery had been abolished. He attracted great crowds wherever he went. His appearance on the platform was imposing. His height was over 6 feet and his weight was fully 200 pounds. His complexion was swarthy rather than black. His head was covered with a great shock of white hair. A large head, low forehead, high cheekbones, and large mouth, with gleaming white teeth, were some of the noticeable characteristics of his appearance. As a speaker he was characterized by his earnestness. He made but few gestures and used simple language.

He became the editor in 1870 of *The New National Era*, in Washington, which was afterward published by his sons, Lewis and Frederick.

He received the appointment in 1871 as Assistant Secretary to the commission to San Domingo, and on his return from that mission President Grant appointed him one of the Territorial Council of the District of Columbia. He was elected Presidential Elector at Large for the State of New York in 1872, and was appointed to carry the electoral vote of the State to Washington.

Mr. Douglass was appointed United States Marshal for the District of Columbia in 1876, and retained that office till 1881, when he became Recorder of Deeds in the District of Columbia. President Cleveland removed him from that office in 1886. In the Autumn of that year he made a third visit to England.

President Harrison made Mr. Douglass Minister to Haiti in 1889. He resigned this office in August, 1891. Mr. Douglass's administration in Haiti was not entirely satisfactory, and for some time previous to his resignation unfavorable reports of the affairs of his office had reached Washington. Mr. Douglass went to Haiti just after the revolution that put Hippolyte in power, and that country was still in an unsettled condition. The Haitians did not take kindly to Mr. Douglass, because of his race, and failed to give him the respect to which his office should have entitled him. It was recognized when President Harrison appointed him that it was an experiment, the outcome of which was very uncertain. Someone in commenting on Mr. Douglass's actions in Haiti said that he seemed to consider himself rather the representative of the negro race than the representative of the United States Government. Admiral Gheradi, who visited Haiti while Mr. Douglass was there, brought back to Washington very unfavorable reports of the condition of affairs there. There was a great deal of comment in one way and another, and Mr. Douglass thought best to resign. He said, however, that the reports about his having been snubbed by Haitian officials had been grossly exaggerated.

Mr. Douglass wrote several books that have met with considerable sale. Among them are "Narrative of My Experience in Slavery," 1844; "My Bondage and My Freedom," 1855; "Life and Times of Frederick Douglass," 1881.

Of recent years he has always been prominent in all movements having in view the social and political advancement of women, and no later than yesterday afternoon was a welcome attendant at the session of the Women's National Council, where he was honored with a seat on the platform.

Fred Douglass was married twice, his second wife being Miss Pitts, a white woman from New-York State, who was a clerk in the Recorder's office while he held that position. For a time this lost him some case among the people of his own race, but his personal standing and overpowering intellectuality quickly dissipated the sentiment that some sought to disseminate to his discredit. He was one of the most distinguished-looking men that appeared on the thoroughfares of the capital. He was kindly disposed to all, courteous, and of gentle bearing, and by all alike, white and black, or of whatever creed, religion, or race, the news of his death will meet only with genuine regret.

There is no end of stories about Mr. Douglass. One of his most marked characteristics was his intense dislike to being addressed or spoken of as Fred Douglass. It is told of him that one day, when in the East Room of the White House, on overhearing a woman say, "There's Fred Douglass," he turned to her, made a courtly bow, and said, "Frederick Douglass, if you please."

In addressing a colored school, March 24, 1893, at Easton, Md., near his birthplace, Mr. Douglass said:

"I once knew a little colored boy whose mother and father died when he was but six years old. He was a slave and had no one to care for him. He slept on a dirt floor in a hovel, and in cold weather would crawl into a mealbag head foremost and leave his feet in the ashes to keep them warm. Often he would roast an ear of corn and eat it to satisfy his hunger, and many times has he crawled under the barn or stable and secured eggs, which he would roast in the fire and eat.

"That boy did not wear pantaloons, as you do, but a tow linen shirt. Schools were unknown to him, and he learned to spell from an old Webster's spelling book and to read and write from posters on cellar and barn doors, while boys and men would help him. He would then preach and speak, and soon became well known. He became Presidential Elector, United States Marshal, United States Recorder, United States diplomat, and accumulated some wealth. He wore broadcloth and didn't have to divide crumbs with the dogs under the table. That boy was Frederick Douglass.

"What was possible for me is possible for you. Don't think because you are colored you can't accomplish anything. Strive earnestly to add to your knowledge. So long as you remain in ignorance so long will you fail to command the respect of your fellowmen."