

## UNIT 2

### Close Reading

Theme:  
**RESPONSIBILITY**

#### STUDENT OBJECTIVES

- I can participate in a discussion about a text.
- I can quote from a text when explaining what the text says and what I learn from the text.
- I can find the main ideas of a text and explain how they are supported.
- I can decide the meaning of important words in a text.

#### MATERIALS

- Copy of text for each student
- Copy of text for teacher

## PRESIDENT JOHN F. KENNEDY ON RESPONSIBILITY

This text-based discussion lesson is designed to:

- Provide students with regular **practice** with complex text and academic vocabulary
- Provide students with the opportunity to **hear text read** by a fluent reader (When students follow along, this supports their developing fluency.)
- Provide students with the opportunity to engage in collaborative, text-based **conversations** about important ideas
- Provide students with off-game opportunities to **reflect** on important themes that may influence their in-game decision making

The lesson is designed so that while it contains challenge, the student experience is supportive. Design elements such as the teacher read-alouds and group discussions will support a range of student abilities and classroom settings.

#### AGENDA

Each discussion has five parts:

- Part 1: Bridge from the Game Environment (10 min)
- Part 2: Whole class discussion (10 min)
- Part 3: Small group discussion (10 min)
- Part 4: Whole group share (8 min)
- Part 5: Bridge to the Game (7 min)

***You know your students best. Use your knowledge of your students to adapt the suggested facilitation to meet their needs and the learning environment. For example, you may re-read sections of the text during the discussion, work with a group that needs extra support, or preview important vocabulary.***

#### TEXT ANALYSIS LESSON (TIME: 45 MINUTES)

##### PART 1: BRIDGE FROM THE GAME ENVIRONMENT (10 minutes)

- **Introduce the reading. Say:** *Efforts are underway at the Center to get people help after the storm and just as we talked about in our last group reading and discussion—some barriers to collaboration are getting in the way. We've discussed the need for cooperation during times of crisis. Today, we are going to step back and reflect on the need for each individual to take on responsibility to help solve problems. To think more about this we're going to work together to read and discuss John F. Kennedy's Inaugural Address,*

or the speech he made when he was sworn in as president of the United States.

- **Read the selection aloud to students as they follow along.** Listening to a fluent reader read a text aloud while following along is one way to help readers to develop reading fluency.

### **PART 2: WHOLE CLASS DISCUSSION (10 minutes)**

**Ask the following questions to the whole group:**

1. In paragraph 4, President Kennedy talks about the sacrifices that the United States is willing to make. Why does President Kennedy say that the United States will “pay any price, bear any burden, meet any hardship, support any friend, oppose any foe”?
2. What is liberty and why does Kennedy think it is worth these sacrifices?
3. If President Kennedy values liberty or the opportunity for each person to make their own decisions freely, how do you think he would react to Pierre’s plans to implement food rules at the Community Center?
4. According to this speech, what does President Kennedy think are our most important responsibilities?

### **PART 3: SMALL GROUP DISCUSSION (Groups of 3 or 4): (10 minutes)**

- **Reread aloud a section of the text.** **Say:** *Now I’m going to re-read a few paragraphs from President Kennedy’s speech. As I read, listen for what Kennedy describes as the responsibilities for citizens of the United States and citizens of other countries. Let’s start at paragraph 6. (Read paragraphs 6-10.)*
- **After students re-read the paragraphs, lead them to discuss the following questions:** *According to Kennedy, what responsibility do citizens of the United States have? What responsibility do citizens of other countries have? Underline the places in the text that support your thinking?*

### **PART 4: WHOLE GROUP SHARE (8 minutes)**

**Groups share their responses to the questions they discussed in the small group.**

## **STANDARDS ADDRESSED**

### **CCSS.ELA-LITERACY.RI.5.1**

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

### **CCSS.ELA-LITERACY.RI.5.2**

Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

### **CCSS.ELA-LITERACY.RI.5.4**

Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

### **CCSS.ELA-LITERACY.SL.5.1.C**

Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

### **CCSS.ELA-LITERACY.SL.5.1.D**

Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

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### **PART 5: BRIDGE TO THE GAME (7 minutes)**

**Say:** *Think about Gabe's feeling that his services are not useful and President Kennedy's statement that we should ask "what we can do for our country." How could this advice help Gabe? How will this reading and discussion influence the decisions you make in the next episodes of the game?*

# Inaugural Address (Excerpted)

JOHN F. KENNEDY

*January 20, 1961*

*Washington, D.C.*

1. Vice President Johnson, Mr. Speaker, Mr. Chief Justice, President Eisenhower, Vice President Nixon, President Truman, Reverend Clergy, fellow citizens:
  7. Let both sides explore what problems unite us instead of belaboring those problems which divide us.
2. We observe today not a victory of party but a celebration of freedom—symbolizing an end as well as a beginning—signifying renewal as well as change. For I have sworn before you and Almighty God the same solemn oath our forebears prescribed nearly a century and three quarters ago.
  8. In your hands, my fellow citizens, more than mine, will rest the final success or failure of our course. Since this country was founded, each generation of Americans has been summoned to give testimony to its national loyalty. The graves of young Americans who answered the call to service surround the globe.
3. The world is very different now. For man holds in his mortal hands the power to abolish all forms of human poverty and all forms of human life. And yet the same revolutionary beliefs for which our forebears fought are still at issue around the globe—the belief that the rights of man come not from the generosity of the state but from the hand of God.
  9. And so, my fellow Americans: ask not what your country can do for you—ask what you can do for your country.
4. Let every nation know, whether it wishes us well or ill, that we shall pay any price, bear any burden, meet any hardship, support any friend, oppose any foe to assure the survival and the success of liberty.
  10. My fellow citizens of the world: ask not what America will do for you, but what together we can do for the freedom of man.
5. This much we pledge—and more.
  11. Finally, whether you are citizens of America or citizens of the world, ask of us here the same high standards of strength and sacrifice which we ask of you. With a good conscience our only sure reward, with history the final judge of our deeds, let us go forth to lead the land we love, asking His blessing and His help, but knowing that here on earth God's work must truly be our own. ❖
6. So let us begin anew—remembering on both sides that civility is not a sign of weakness, and sincerity is always subject to proof. Let us never negotiate out of fear. But let us never fear to negotiate.

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READABILITY MEASURES: Reading Maturity: 8.6 . Flesch-Kincaid 9.6