**Example of Chart #1 for Social Studies Productive Persistence Activity and Relevant History 11th/12th Grade History/Social Studies and ELA Standards**

**Directions**: Work in small groups (3-4 max)

Read and study JFK’s speech closely.

On the left hand side of the chart, chunk the speech and identify with a label or short phrase the ideas JFK is developing in each chunk.

On the right hand side of the chart, trace each chunk in relationship to the argument he is making and what he is asking Americans to do.

Your chart should look like this:

|  |  |  |
| --- | --- | --- |
| Identify Chunks and Label the Ideas JFK is presenting in each chunk. |  | Trace each chunk of the speech in relationship to the argument and what JFK is asking of Americans. |
|  | Text of JFK Speech is attached to this area of the chart. |  |

**Prompt for Chart #2 for Social Studies Productive Persistence Activity**

On a second chart, respond to the following using the work in chart #1 to support your thinking:

What is JFK asking of Americans?

**Relevant ELA and History/Social Studies Standards**

**11th/12th Grade History Social Studies Standards:**

**CA H/SS 11.11 Students analyze the major social problems and domestic policy issues in contemporary American society.**

2. Discuss the significant domestic policy speeches of Truman, Eisenhower, Kennedy, Johnson, Nixon, Carter, Reagan, Bush, and Clinton (e.g., with regard to education, civil rights, economic policy, environmental policy).

**ELA 11/12 Grade Informational Text Standards:**

**RI 1** Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

**RI 2** Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

**RI 5** Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

**RI 6** Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

**RI 8** Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist,* presidential addresses).