It's All About Balance!
Parallel Structure

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Grade Level	9th Grade	**Time Frame**	100 minutes
Subject	English/Language Arts	**Duration**	2-3 class periods

Essential Question

What is the purpose of parallel structure, and why do writers use it?

Summary

In this lesson, students will explore the meaning of the word "parallel" and analyze how and for what purposes parallel structure is used in speeches. At the end of the lesson, students will compose a tweet to summarize the purpose of parallel structure in writing. This lesson includes optional modifications for distance learning and resources for use in Google Classroom.

Snapshot

Engage

Students analyze an image of parallel-parked cars to determine what the term "parallel" means in one context.

Explore

Students interpret the meaning of "parallel" and its synonyms in various contexts and environments.

Explain

Students examine the use of parallel structure in a speech and analyze the author's purpose for using parallel structure.

Extend

Students create a claim about the speech author's use of parallel structure and provide support for the claim.

Evaluate

Students compose a tweet to summarize the purpose of parallel structure in writing.

Standards

Oklahoma Academic Standards for English Language Arts (Grade 9)

9.5.R.1: Students will examine the function of parallel structures, various types of phrases, and clauses to convey specific meanings.

Attachments

- Claim-Evidence-Reasoning-It-s-All-About-Balance - Spanish.docx
- Claim-Evidence-Reasoning-It-s-All-About-Balance - Spanish.pdf
- Claim-Evidence-Reasoning-It-s-All-About-Balance.docx
- Claim-Evidence-Reasoning-It-s-All-About-Balance.pdf
- Frayer-Model-It-s-All-About-Balance - Spanish.docx
- Frayer-Model-It-s-All-About-Balance - Spanish.pdf
- Frayer-Model-It-s-All-About-Balance.docx
- Frayer-Model-It-s-All-About-Balance.pdf
- Lesson-Slides-It-s-All-About-Balance.pptx

Materials

- Lesson Slides (attached)
- Famous speeches (linked; share the links or print one copy each per student)
  - I Have a Dream by Martin Luther King, Jr.
  - Malala Yousafzai's Nobel Peace Prize Lecture
  - President Bush on the Patriot Act
- Frayer Model handout (attached; one per student)
- Claim Evidence Reasoning handout (attached; one per student)
- Student devices with internet access

Engage

Using the attached **Lesson Slides**, introduce students to the essential question on **slide 3** and the objectives on **slide 4**.

Go to **slide 5**. Show students the image of parallel parked cars and pose the following questions:

Why is it called **parallel** parking? What does that mean?

Have students use the Think-Pair-Share strategy to first think about the image and the questions individually, next talk about their thoughts with a partner, and then share out with the whole class.

Explore

Go to **slide 6**. Explain to students that beyond a driver's test and parallel parking, there are many other areas where the idea of being parallel is important. The word parallel is similar to other words. What other words can students think of that are similar? Have students brainstorm ideas as you write them on the board.

> **Optional Modification for Distance Learning**
>
> Have students brainstorm as a group in an application like Google Docs or [Padlet](#).

> **Possible Student Responses**
>
> Words students might come up with include balance, equal, equality, and similarity.

Have students form small groups and identify a list of other disciplines or areas of their lives where these words apply. Where have they seen these words used?

> **Possible Student Responses**
>
> Students might say that they see balance in chemistry when balancing equations or in math for the same reason. Or they might say that they see equality in politics because politics attempts to allow for equality of people or power.

Regroup with the whole class and have groups share out their thoughts. Add new ideas to the brainstorm list.

Explain

Go to **slide 7** and pass out copies of the **Frayer Model** handout. Explain that the word parallel can mean different things depending on the context in which it is used.

Introduce the definition of parallel structure as it pertains to writing, and have students work with their Elbow Partner to analyze this term and fill out each section of the Frayer Model.

Once pairs have finished working, ask volunteers to share out with the class what they have written in the various sections.

Optional Modification for Distance Learning

For online or distance learning, consider assigning a copy of the Frayer Model to each student using Google Docs in Google Classroom or another LMS.

Go to **slide 8**. Give students the opportunity to choose which speech they will be reading. The links below take you to the page for each speech. If you have not prepared printed copies, share the links with your students.

- Martin Luther King, Jr.'s I Have a Dream
- Malala Yousafzai's Nobel Peace Prize Lecture
- President Bush on the Patriot Act

Teacher's Note: Voice and Choice

Students are more likely to be engaged and invested in the activity when they have a choice of which speech to read.

Have students Why-Light their speech to call out the parallel structures they find as they read. Students can work individually or with an Elbow Partner.

After they've finished reading and annotating their speeches, have students form small groups with others who chose the same text and share their findings.

Ask students to consider the following questions:

> What did you notice about the ideas that were presented in parallel? Why did the authors choose to use parallel structure for these ideas?

Optional Modification for Distance Learning

For distance learning, consider creating breakout rooms for students who chose the same speech to work together.

Extend

Go to **slide 9**. Pass out copies of the **Claim Evidence Reasoning** handout or have students navigate to the digital version. Review the [Claim, Evidence, Reasoning (CER)](#) method of writing with the class, and then pose the following prompt:

> How did the author use parallel structures in the speech? What was the author's purpose and intent in using parallel structure with these ideas?

Have students begin by writing their claims. Give them time to draft their claims individually, and then organize students into small groups and have them share their claims with each other.

Ask groups to each choose one claim that they consider to be the strongest, and have a volunteer from each group come up and write that claim on the board.

Once all the groups have submitted a claim, have the class vote on the strongest claim. You can conduct the voting via any method you choose, such as engaging students in a [Spend a Buck](#) activity or setting up a Google form where students can vote anonymously.

Optional Modification for Distance Learning

For online or distance learning consider making this a whole-group discussion or assigning students to breakout rooms to discuss the topic. You could also consider creating a discussion board post to which students can respond directly.

Wrap up the discussion by telling students that by reviewing examples from their peers, have seen several different ways to write strong claims.

Give students time to work individually to make any revisions to their claims and to complete the remaining portions (evidence and reasoning) of their CER paragraphs. Students can submit their completed CER paragraphs on paper or digitally through Google Classroom or another LMS platform of your choice.

Evaluate

Go to **slide 10**. Have students get out a sheet of paper. Ask them to reflect on the purpose of parallel structure in writing and write down their thoughts for one minute without stopping.

Go to **slide 11**. Have students review the ideas they generated and use the [Tweet Up](#) strategy to compose a tweet that identifies the purpose of parallel structure in writing. Challenge them to employ parallel structure as they compose their responses.

When they are finished writing, have students share their tweets by posting them around the classroom and then engaging in a [Gallery Walk](#) to view their classmates' responses. Or, have them share digitally, via Twitter, [Flip](#), or Padlet.

Resources

- Bush, G.W. (2001). On the Patriot Act [Speech]. https://www.commonlit.org/en/texts/president-bush-on-the-patriot-act
- K20 Center. (n.d.). Claim, Evidence, Reasoning (CER). Strategies. https://learn.k20center.ou.edu/strategy/156
- K20 Center. (n.d.). Elbow Partners. Strategies. https://learn.k20center.ou.edu/strategy/116
- K20 Center. (n.d.). Flip. Tech Tools. https://learn.k20center.ou.edu/tech-tool/1075
- K20 Center. (n.d.). Frayer Model. Strategies. https://learn.k20center.ou.edu/strategy/126
- K20 Center. (n.d.). Gallery Walk / Carousel. Strategies. https://learn.k20center.ou.edu/strategy/118
- K20 Center. (n.d.). Google Classroom. Tech Tools. https://learn.k20center.ou.edu/tech-tool/628
- K20 Center. (n.d.). Padlet. Tech Tools. https://learn.k20center.ou.edu/tech-tool/1077
- K20 Center. (n.d.). Spend a buck. Strategies. https://learn.k20center.ou.edu/strategy/154
- K20 Center. (n.d.). Think-Pair-Share. Strategies. https://learn.k20center.ou.edu/strategy/139
- K20 Center. (n.d.). Tweet Up. Strategies. https://learn.k20center.ou.edu/strategy/130
- K20 Center. (n.d.). Why-Lighting. Strategies. https://learn.k20center.ou.edu/strategy/128
- King Jr., M.L. (1963). I have a dream [Speech]. https://read.activelylearn.com/#teacher/reader/authoring/preview/749540/notes
- Padlet. (n.d.). https://padlet.com/
- Yousafzai, M. (2014). Nobel lecture [Speech]. https://www.commonlit.org/en/texts/malala-yousafzai-s-nobel-lecture
- Paquette, A. (2019, August 13). Walking business man in Belgium [Image]. https://unsplash.com/photos/p0oC-D6rbWs
- Nygard, A. (2020, May 22). Parked cars [Image]. https://unsplash.com/photos/FwRTLAjTeE0