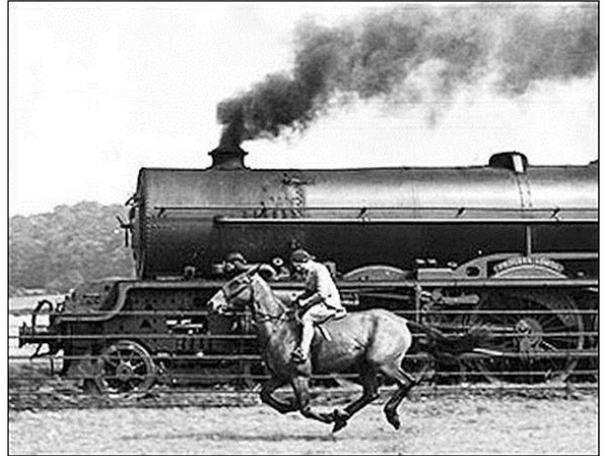


The Industrial Revolution

**LITERACY DESIGN COLLABORATIVE--
ARGUMENTATIVE MODULE**



Information Sheet

Module Title:	Industrialization and Nationalism 1800-1870
Module Description (overview):	This module will explore the transformation in human society that occurred when mechanized factories replaced craftsmen as the primary producers of commercial goods. It will also explore nationalism, conservatism, and liberalism, and their effect on European nations. The events that occurred during this time period had a profound effect on world developments in the twentieth century.

Task 6 SS Argumentation/ Evaluation	Task 6 Template: [Insert question] After reading _____ (literature or informational texts), write a/an _____ (essay or substitute) that discusses _____ (content) and evaluates _____ (content). Be sure to support your position with evidence from text(s). (Argumentation/Evaluation)
Teaching Tasks:	
Task 6 ELA Argumentation/ Evaluation	<u>Were the achievements and growth of the Industrial Revolution era worth the cost to society?</u> After reading <u>informational texts</u> , write an <u>essay</u> that discusses <u>the benefits and detriments</u> of the <u>Industrial Revolution</u> and evaluates <u>whether the costs outweigh the benefits to society</u> . Be sure to support your position with evidence from the text(s). (Argumentation/Evaluation)
Task 6 SS Argumentation/ Evaluation	<u>How did the growth of the ideologies of nationalism, liberalism, and conservatism effect Europe?</u> After reading <u>informational texts</u> , write an <u>essay</u> that discusses the ideologies of <u>nationalism, liberalism, or conservatism</u> and evaluates <u>which ideology had the most profound effect on Europe</u> . Be sure to support your position with evidence from the text(s). (Argumentation/Evaluation)
Grade(s)/Level:	9
Discipline:	English Language Arts and Social Studies
Course:	Literature and World History & Cultures

Section 1: What Task?

What task sets clear, measurable goals for learning?

Teaching Tasks:	
<p>Task 6 ELA Argumentation/ Evaluation</p>	<p><u>Were the achievements and growth of the Industrial Revolution era worth the cost to society?</u> After reading <u>informational texts</u>, write an <u>essay</u> that discusses <u>the benefits and detriments</u> of the <u>Industrial Revolution</u> and evaluates whether <u>the costs outweigh the benefits to society</u>. Be sure to support your position with evidence from the text(s). (Argumentation/Evaluation)</p>
<p>Task 6 SS Argumentation/ Evaluation</p>	<p><u>How did the growth of the ideologies of nationalism, liberalism, and conservatism effect Europe?</u> After reading <u>informational texts</u>, write an <u>essay</u> that discusses the ideologies of <u>nationalism, liberalism, or conservatism</u> and evaluates <u>which ideology had the most profound effect on Europe</u>. Be sure to support your position with evidence from the text(s). (Argumentation/Evaluation)</p>
<p>Reading Texts and Multimedia</p>	<p>Literature selections <i>Background Information on the Industrial Revolution</i> The Industrial Revolution...article **Negative selections The Unfortunate Situation of Working Women...L'Atelier article The Physical Deterioration of the Textile Workers...P. Gaskell...excerpt Life in the Mill: Memoirs of a Child Laborer...John Brown...memoir Defense of the Weavers...Lord Byron...speech Lifestyle: Slum Housing...article **Positive selections Steam...excerpt The Flying Shuttle...excerpt The Spinning Jenny...Shirley Burchill, et al...article The Advantages of the Industrial Revolution...Billy McCauley...article Long Term Effects of the Industrial Revolution...article</p> <p>World History Modern Times text Chapter 12</p> <p>**Pacemaker World History text Chapter 19 (all)</p>
<p>Background to share with students:</p>	<p>This module will explore the transformation in human society that occurred when mechanized factories replaced craftsmen as the primary producers of commercial goods. It will also explore nationalism, conservatism, and liberalism, and their effect on European nations. The events that occurred during this time period had a profound effect on world developments in the twentieth century.</p>

Standards: The CCR Anchor Standards from the common core standards are already identified by the Literacy Design Collaborative for all tasks.

Number	CC Reading Standards For Argumentation Template Tasks
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1	Read closely to determine what the text says explicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from text.
2	Determine central ideas or themes of text and analyze their development; summarize the key supporting details and ideas.
4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
10	Read and comprehend complex literary and informational texts independently and proficiently.
Number	CC Writing Standards for Argumentative Template Tasks
1	Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5	Develop and strengthen writing as needed by planning, revision, editing, rewriting, or trying a new approach.
9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
10	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audience.

Transfer Goals--Students will be able to independently use their learning to:

Write as a process that documents and perfects thought using purpose, topic and audience.

Consider historical context as essential to interpreting cause and effect.

Analyze the influence of social, cultural, and political contexts and how these prepare one for participation as active, critical citizens in a democratic society.

LDC Argumentation Rubric for Teaching Task

ADVANCED

Focus	Addresses all aspects of the prompt (teaching task) appropriately and maintains a strongly developed focus.
Controlling Idea	Establishes a strong controlling Idea with a clear purpose maintained throughout the response.
Reading/Research	Accurately presents information relevant to all parts of the prompt with effective selection of sources and details from the reading materials. (L2) Addresses the credibility of sources and identifies salient sources when prompted.
Development	Presents thorough and detailed Information to strongly support the focus and controlling idea. (L2) Thoroughly discusses relevant and salient implications or consequences.
Organization	Maintains an organizational structure that intentionally and effectively enhances the presentation of Information as required by the specific prompt.
Conventions	Demonstrates and maintains a well-developed command of standard English conventions and cohesion, with few errors. Response includes language and tone consistently appropriate to audience, purpose and specific requirements of the prompt. Consistently cites sources using an appropriate format.
Content Understanding	Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.

MEETS EXPECTATIONS

Focus	Addresses prompt appropriately and maintains a clear, steady focus.
Controlling Idea	Establishes a controlling idea with a clear purpose maintained throughout the response.

Reading/Research	Presents information from reading materials relevant to the prompt with accuracy and sufficient detail. (L2) Addresses the credibility of sources when prompted.
Development	Presents appropriate and sufficient details to support the focus and controlling idea. (L2) Explains relevant and plausible implications, and (L3) a relevant gap/unanswered question.
Organization	Maintains an appropriate organizational structure to address the specific requirements of the prompt.
Conventions	Demonstrates a command of standard English conventions and cohesion, with few errors. Response includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt. Cites sources using an appropriate format with only minor errors.
Content Understanding	Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.
NOT YET	
Focus	Attempts to address prompt, but lacks focus or is off-task.
Controlling Idea	Attempts to establish a controlling idea, but lacks a clear purpose.
Reading/Research	Attempts to present information in response to the prompt, but lacks connections or relevance to the purpose of the prompt. (L2) Does not address the credibility of sources as prompted.
Development	Attempts to provide details in response to the prompt, including retelling, but lacks sufficient development or relevancy. (L2) Implication is missing, irrelevant, or illogical. (L3) Gap/unanswered question is missing or irrelevant.
Organization	Attempts to organize ideas, but lacks control of structure.
Conventions	Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, and mechanics. Sources are used without citation.
Content Understanding	Attempts to include disciplinary content in explanations, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.

Scoring Rubric for Argumentation/Problem Solving Template Tasks

Scoring Elements	Not Yet		Approaches Expectations		Meets Expectations		Advanced	
	1	1.5	2	2.5	3	3.5	4	
Focus	Attempts to address prompt, but lacks focus or is off-task.		Addresses prompt appropriately, but with a weak or uneven focus.		Addresses prompt appropriately and maintains a clear, steady focus.		Addresses all aspects of prompt appropriately and maintains a strongly developed focus.	
Controlling Idea	Attempts to establish a controlling idea, but lacks a clear purpose.		Establishes a controlling idea with a general purpose.		Establishes a controlling idea with a clear purpose maintained throughout the response.		Establishes a strong controlling idea with a clear purpose maintained throughout the response.	
Reading/Research	Attempts to present information in response to the prompt, but lacks connections or relevance to the purpose of the prompt. (L2) Does not address the credibility of sources as prompted.		Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness. (L2) Begins to address the credibility of sources when prompted.		Presents information from reading materials relevant to the prompt with accuracy and sufficient detail. (L2) Addresses the credibility of sources when prompted.		Accurately presents information relevant to all parts of the prompt with effective selection of sources and details from reading materials. (L2) Addresses the credibility of sources and identifies salient sources when prompted.	
Development	Attempts to provide details in response to the prompt, including retelling, but lacks sufficient development or		Presents appropriate details to support the focus and controlling idea. (L2) Briefly notes a relevant implication or (L3) a relevant gap/unanswered		Presents appropriate and sufficient details to support the focus and controlling idea. (L2) Explains relevant and plausible implications, and (L3) a relevant		Presents thorough and detailed information to strongly support the focus and controlling idea. (L2) Thoroughly discusses relevant and salient implications or	

	relevancy. (L2) Implication is missing, irrelevant, or illogical. (L3) Gap/unanswered question is missing or irrelevant.		question.		gap/unanswered question.		consequences, and (L3) one or more significant gaps/unanswered questions.
Organization	Attempts to organize ideas, but lacks control of structure.		Uses an appropriate organizational structure to address the specific requirements of the prompt, with some lapses in coherence or awkward use of the organizational structure		Maintains an appropriate organizational structure to address the specific requirements of the prompt.		Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific prompt.
Conventions	Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, and mechanics. Sources are used without citation.		Demonstrates an uneven command of standard English conventions and cohesion. Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently cites sources.		Demonstrates a command of standard English conventions and cohesion, with few errors. Response includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt. Cites sources using an appropriate format with only minor errors.		Demonstrates and maintains a well-developed command of standard English conventions and cohesion, with few errors. Response includes language and tone consistently appropriate to the audience, purpose, and specific requirements of the prompt. Consistently cites sources using an appropriate format.
Content Understanding	Attempts to include disciplinary content in explanations, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.		Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.		Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.		Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.

Section 2: What Skills?

What skills do students need to succeed on the teaching task?

Skills Set 1: Preparing for the Task	
1. Bridging conversation	Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.
2. Task and rubric analysis	Ability to understand and explain the teaching task and rubric.
Skills Set 2: Reading Process	
1. Pre-reading	Ability to select appropriate texts and understand reading strategies needed for the task.

2. Active reading and Note-making	Ability to apply reading strategies needed for the task and develop an understanding of a text by locating words and phrases that identify key concepts and facts, or information.
3. Organizing notes	Ability to prioritize and narrow notes and other information; to summarize and/or paraphrase.
Skills Set 3: Transition to Writing	
1. Bridging conversation	Ability to transition from reading or researching phase to the writing phase.
Skills Set 4: Writing Process	
1. Initiation of task	Ability to establish a thesis and consolidate information relevant to task.
2. Planning	Ability to develop and organize ideas into a preliminary draft.
3. Development	Ability to construct rough and final drafts with appropriate information, components and structure.

Section 3: What Instruction?

How will teachers teach students to succeed on the teaching task?

Skills Set 1: Preparing for the Task		
1. Bridging conversation	<i>Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.</i>	<i>Pacing:</i> 1-2 hours
<i>Mini-task</i>	<i>Teaching Task:</i> In a quick write response, what is your first reaction to the teaching task? What strategies did you use to interpret this teaching task?	<i>Product:</i> short response
<i>Mini-task scoring</i>	Teacher Discretion	
<i>Instructional strategies/ notes</i>	<p style="text-align: center;"><u>ELA</u></p> <p>Student will complete a KWL chart on their knowledge of the Industrial Revolution in Europe. The students will share their responses.</p> <p>Students complete the quick-write and share responses with peers.</p>	<p style="text-align: center;"><u>SS</u></p> <p>Students will analyze the maps on p. 367 and p. 372 completing the “Geography Skills” questions.</p> <p>Students complete the quick-write and share responses with peers.</p>
<i>Teacher Preparation</i>	<p>Identify appropriate reading and writing strategies for this module.</p> <p>Review the rubric requirements.</p> <p>Draft an exemplar to ensure understanding of the demands and cognitive processes involved in the teaching task.</p>	<p>Identify appropriate reading and writing strategies for this module.</p> <p>Review the rubric requirements.</p> <p>Draft an exemplar to ensure understanding of the demands and cognitive processes involved in the teaching task.</p>

2. Task and Rubric analysis	<i>Ability to understand and explain the teaching task and rubric.</i>		<i>Pacing:</i> 1-2 Hours
<i>Mini-task</i>	<i>Teaching Task:</i> In your own words, write a brief explanation of what the task is asking you to do. <i>Rubric:</i> Students will translate the rubric in their own words.		<i>Product:</i> Short response
<i>Mini-task scoring</i>	Teacher Discretion		
<i>Instructional strategies/ notes</i>	<p style="text-align: center;"><u>ELA</u></p> <p>Have students share responses so that they can hear how others are interpreting the task, and encourage them to help each other when appropriate.</p> <p>Students will independently complete the <u>Task Analysis Template</u> and will share out their interpretations.</p> <p>Divide class into groups of 3-4. Each group will reword the rubric criteria in student friendly language, relating to the Teaching Task using the <u>Rubric Translation Template</u>.</p> <p>Groups will be asked to share out one criteria per group.</p>	<p style="text-align: center;"><u>SS</u></p> <p>Have students share responses so that they can hear how others are interpreting the task, and encourage them to help each other when appropriate.</p> <p>Students will independently complete the <u>Task Analysis Template</u> and will share out their interpretations.</p> <p>Divide class into groups of 3-4. Each group will reword the rubric criteria in student friendly language, relating to the Teaching Task using the <u>Rubric Translation Template</u>.</p> <p>Groups will be asked to share out one criteria per group.</p>	
<i>Teacher Preparation</i>	<p style="text-align: center;"><u>ELA</u></p> <p>Collaboratively plan the task: e.g. How much time to teach each step? How much time to score? How to conduct scoring? Do we need any training on specific aspects of the task? Who has the expertise?</p>	<p style="text-align: center;"><u>SS</u></p> <p>Collaboratively plan the task: e.g. How much time to teach each step? How much time to score? How to conduct scoring? Do we need any training on specific aspects of the task? Who has the expertise?</p>	

Skills Set 2: Reading Process		
1. Pre-Reading	<i>Ability to select appropriate texts and understand reading strategies needed for the task.</i>	<i>Pacing:</i> 1 hour
<i>Mini-task</i>	<i>Teaching Task:</i> <ol style="list-style-type: none"> 1) What are the characteristics of a primary source document and maps? 2) What strategies can you use to overcome the difficulties in reading a primary source document and maps? 	<i>Product:</i> Reading Strategy List
<i>Mini-task scoring guide</i>	Meets: <ul style="list-style-type: none"> • List of characteristics of a primary source document and maps. • Complete notes on reading strategies/text strategies. Not yet: <ul style="list-style-type: none"> • Attempts to meet the criteria for “meets”. 	

<p><i>Instructional strategies/ notes</i></p>	<p style="text-align: center;"><u>ELA</u></p> <p>The class will read excerpts from “The Unfortunate Situation of Working Women” from L’Atelier.</p> <p>As a class, discuss what students already know about a “primary source” document while writing responses on the board. What are some of the challenges you will face when reading this type of document? What strategies can we use to overcome those challenges? (Create list of strategies on board, students record in notes).</p>	<p style="text-align: center;"><u>SS</u></p> <p>Students will analyze the maps on the unification of Italy and Germany on p. 379 and p. 380 completing the “Geography Skills” questions.</p> <p>As a class, discuss what students already know about a “primary source” maps while writing responses on the board. What are some of the challenges you will face when reading this type of document? What strategies can we use to overcome those challenges? (Create list of strategies on board, students record in notes).</p> <p>Students will examine the maps using the document review process from the Library of Congress http://www.loc.gov/teachers/usingprimarysources/guides.html</p>
<p><i>Teacher Preparation</i></p>	<p style="text-align: center;"><u>ELA</u></p> <p>Determine which primary source will best meet the needs of your students.</p> <p>Review and discuss reading strategies that pertain to specific types of texts and to the task.</p> <p>Review the requirements for using citations. (MLA style)</p> <p>Plan for students who need extra time, resources, or assistance.</p>	<p style="text-align: center;"><u>SS</u></p> <p>Determine which primary source will best meet the needs of your students.</p> <p>Review and discuss reading strategies that pertain to specific types of texts and to the task.</p> <p>Review the requirements for using citations. (MLA style)</p> <p>Plan for students who need extra time, resources, or assistance.</p>

***Active Reading and Note-making should be completed in conjunction with each other for each text.**

<p>2. Active Reading and Note-making</p>	<p><i>Ability to apply reading strategies needed for the task and develop an understanding of a text by locating words and phrases that identify key concepts and facts, or information.</i></p>		<p><i>Pacing:</i> 2 Hours</p>
<p><i>Mini-task</i></p>	<p><i>ELA Teaching Task:</i> Use the <u>Essential Vocabulary Template</u>.</p> <p>Use annotation techniques to demonstrate your reading process and your level of understanding the essential vocabulary and components of the text.</p>	<p><i>SS Teaching Task:</i> Use the <u>Text Structure Template</u> to demonstrate awareness of text structure.</p> <p>Use annotation techniques to demonstrate your reading process and your level of understanding the essential vocabulary and components of the text.</p>	<p><i>Product:</i> List or Cite sources; complete requirements of <u>Essential Vocabulary Template, Text Structure Templates</u>.</p>

<i>Mini-task scoring guide</i>	Meets: <ul style="list-style-type: none"> • Accurately completes the appropriate templates. Not yet: <ul style="list-style-type: none"> • Attempts to meet the criteria for “meets”. 	
<i>Instructional strategies/ notes</i>	<p style="text-align: center;"><u>ELA</u></p> Students work in pairs to complete the <u>Essential Vocabulary Template</u> . Instruction should be very explicit and include group/partner work and teacher modeling.	<p style="text-align: center;"><u>SS</u></p> Students finish reading the rest of the selection using their <u>Text Structure Templates</u> . The teacher will have a class discussion around completing the template.
<i>Teacher Preparation</i>	Consider the appropriateness of <u>Essential Vocabulary Template</u> , and other templates, and enrichment texts for specific tasks. Review and discuss reading strategies that pertain to specific types of texts and to the task. Select resources to support MLA citation format. Plan for students who need extra time, resources, or assistance.	Discuss and analyze the appropriateness of <u>Text Structure Template</u> for profiles, photographs, graphics and political cartoons contained in the text. Review and discuss reading strategies that pertain to specific types of texts and to the task. Select resources to support MLA citation format. Plan for students who need extra time, resources, or assistance.

2. Active Reading and Note-making (cont.)	<i>Ability to apply reading strategies needed for the task and develop an understanding of a text by locating words and phrases that identify key concepts and facts, or information.</i>		Pacing: 10 Hours
<i>Mini-task</i>	<i>ELA Teaching Task:</i> Use the <u>Note-Making Template</u> with text to identify the essential information and analyze text.	<i>SS Teaching Task:</i> Use the <u>Note-Making Template</u> with text, to identify the essential information.	Product: Notes, short responses, sources, <u>Note-Making Template</u> , <u>Active Reading</u>
<i>Mini-task scoring guide</i>	Meets: <ul style="list-style-type: none"> • Students accurately identify essential information from text. • Citations are correct. Not yet: <ul style="list-style-type: none"> • Attempts to meet the criteria for “meets”. 	Meets: <ul style="list-style-type: none"> • Students accurately identify essential information from text. • Students define nationalism, liberalism, and conservatism. • Citations are correct. Not yet: <ul style="list-style-type: none"> • Attempts to meet the criteria for “meets”. 	

<p><i>Instructional strategies/ notes:</i></p>	<p style="text-align: center;"><u>ELA</u></p> <p>Instruction for each section of the chapter should be very explicit and include group/partner work and teacher modeling.</p> <p>Students finish reading the rest of the document using their <u>Active Reading</u> and <u>Note-Making Template</u>.</p> <p>Utilize 25-word summary, <u>QAR</u>, reciprocal teaching, etc to determine where the information from the selections fit into the graphic organizer.</p>	<p style="text-align: center;"><u>SS</u></p> <p>Instruction for each section of the chapter should be very explicit and include group/partner work and teacher modeling.</p> <p>Students finish reading the rest of the document using their <u>Active Reading</u> and <u>Note-Making Template</u>.</p>
<p><i>Teacher Preparation:</i></p>	<p style="text-align: center;"><u>ELA</u></p> <p>Strategies for summarizing and paraphrasing to determine the most appropriate information from <u>Note-Making Templates</u> and graphic organizers.</p> <p>Plan for students who need extra time, resources, or assistance.</p>	<p style="text-align: center;"><u>SS</u></p> <p>Strategies for summarizing and paraphrasing to determine the most appropriate information from <u>Note-Making Templates</u> and graphic organizers.</p> <p>Plan for students who need extra time, resources, or assistance.</p>

<p>3. Organizing Notes</p>	<p><i>Ability to prioritize and narrow notes and other information; to summarize and/or paraphrase.</i></p>		<p><i>Pacing plan:</i> 1 hour</p>
<p><i>Mini-task</i></p>	<p><i>ELA Teaching Task:</i> Prioritize relevant information on <u>Industrial Revolution Graphic Organizer</u>.</p>	<p><i>SS Teaching Task:</i> Prioritize relevant information on <u>Ideology Graphic Organizer</u>.</p>	<p><i>Product:</i> Notes and graphic organizer completion</p>
<p><i>Mini-task scoring guide</i></p>	<p style="text-align: center;"><u>ELA</u></p> <p>Meets:</p> <ul style="list-style-type: none"> • Creates a prioritized set of notes that categorizes evidence. • Identify benefits and detriments cost of the Industrial Revolution. • Evaluates the cost on society. <p>Not yet:</p> <ul style="list-style-type: none"> • Attempts to meet the criteria for “meets”. 	<p style="text-align: center;"><u>SS</u></p> <p>Meets:</p> <ul style="list-style-type: none"> • Creates a prioritized set of notes that categorizes evidence. • Identify the three ideologies: nationalism, liberalism, and conservatism. • Evaluate which ideology had the most profound effect on Europe. <p>Not yet:</p> <ul style="list-style-type: none"> • Attempts to meet the criteria for “meets”. 	
<p><i>Instructional strategies/ notes:</i></p>	<p>Students place relevant information from the texts and their own background knowledge into the <u>Industrial Revolution Graphic Organizer</u>.</p> <p>Students will prioritize the information in the graphic organizer as it relates to</p>	<p>Students place relevant information from the texts and their own background knowledge into the <u>Ideology Graphic Organizer</u>.</p> <p>Students will prioritize the information in the graphic organizer as it relates to content knowledge and the teaching task.</p>	

	the teaching task.	
<i>Teacher Preparation:</i>	Strategies for prioritizing ideas, supporting evidence.	Strategies for prioritizing ideas and supporting evidence.

Skills Set 3: Transition to Writing			
1. Bridging Conversation	<i>Ability to transition from reading or researching phase to the writing phase.</i>		<i>Pacing:</i> 1 Hour
<i>Mini-task</i>	<i>ELA Teaching Task:</i> In a quick write, write brief overview of your sources and information. How will your information be organized?	<i>SS Teaching Task:</i> In a quick write, write brief overview of your sources and information. How will your information be organized?	<i>Product:</i> Short response
<i>Mini-task scoring</i>	Teacher Discretion		
<i>Instructional strategies/ notes:</i>	<p style="text-align: center;"><u>ELA</u></p> <p>Review a sample argumentative essay. Students will deconstruct and evaluate the explanation based on the argumentative rubric.</p> <ul style="list-style-type: none"> ○ Evaluate the thesis statement. ○ Demonstrate patterns of development. ○ Identify claim and counter claim. ○ Evaluate effectiveness – Do you get the information and explanation you expect? Why? <p>Discuss the process for writing an argumentative essay.</p>	<p style="text-align: center;"><u>SS</u></p> <p>Review a sample argumentative essay. Students will deconstruct and evaluate the explanation based on the argumentative rubric.</p> <ul style="list-style-type: none"> ○ Evaluate the thesis statement. ○ Demonstrate patterns of development. ○ Identify claim and counter claim. ○ Evaluate effectiveness – Do you get the information and explanation you expect? Why? <p>Discuss the process for writing an argumentative essay.</p>	
<i>Teacher Preparation:</i>	Choose an essay sample to use in the transition discussion.	Choose an essay sample to use in the transition discussion.	

Skills Set 4: Writing Process			
1. Initiation of task	<i>Ability to establish a controlling idea/thesis and consolidate information relevant to task.</i>		<i>Pacing:</i> 1 hour
<i>Mini-task</i>	<i>ELA Teaching Task:</i> Write a formal and appropriate thesis.	<i>SS Teaching Task:</i> Write a formal and appropriate thesis.	<i>Product:</i> Thesis/ Paragraph
<i>Mini-task scoring guide</i>	<p>Meets: Writes a thesis that establishes a controlling idea and identifies key points that support development.</p> <p>Not yet: Attempts to meet the criteria for “meets”.</p>		

<p><i>Instructional strategies/ notes:</i></p>	<p style="text-align: center;"><u>ELA</u></p> <p>Before students write their formal thesis:</p> <p>Review qualities of a strong thesis as a class: must be informational, include evidence, and include categories to lead reader and organize the essay.</p> <p>In pairs, students will edit sample thesis statements provided by the teacher. As a class, go over each thesis statement, asking for volunteers to identify the strong and weak characteristics of each statement. http://writing2.richmond.edu/writing/wweb/thesisexerciseprint.html</p> <p>In pairs, students share their thesis statements. Student volunteers share their thesis with the class for critique.</p> <p>Students can be given sentence frames to help write the thesis. http://writing2.richmond.edu/writing/wweb/thesisexercise.html</p>	<p style="text-align: center;"><u>SS</u></p> <p>Before students write their formal thesis:</p> <p>Review qualities of a strong thesis as a class: must be explanatory, include evidence, and include categories to lead the reader and organize the explanation.</p> <p>In pairs, students will edit sample thesis statements provided by the teacher or from the link below. As a class, go over each thesis statement, asking for volunteers to identify the strong and weak characteristics of each statement. http://writing2.richmond.edu/writing/wweb/thesisexerciseprint.html</p> <p>In pairs, students share their thesis statements. Student volunteers share their thesis with the class for critique.</p> <p>Students can be given sentence frames to help write the thesis. http://writing2.richmond.edu/writing/wweb/thesisexercise.html</p>
<p><i>Teacher Preparation</i></p>	<p>Deconstruct the demands and qualities of thesis statements embedded in the rubric. What strategies or methods can help students acquire these skills and qualities of performance?</p> <p>Choose sample thesis statements, strong and weak, to use in editing or use the included thesis statements.</p>	

<p>2. Planning</p>	<p><i>Ability to develop and organize ideas into a preliminary draft.</i></p>		<p><i>Pacing:</i> 1 hour</p>
<p><i>Mini-task</i></p>	<p><i>ELA Teaching Task:</i> Use your formal thesis and supporting details to complete the <u>Outline Template for Argumentative Tasks</u>.</p>	<p><i>SS Teaching Task:</i> Use your formal thesis and supporting details to complete the <u>Outline Template for Argumentative Tasks</u>.</p>	<p><i>Product:</i> Completed draft template</p>
<p><i>Mini-task scoring guide</i></p>	<p>Meets: Preliminary draft is constructed and reflects the template and teaching task. Includes development and organization of main points connected to the thesis.</p> <p>Not yet: Attempts to meet the criteria for “meets”.</p>		

<i>Instructional strategies/ notes:</i>	<p style="text-align: center;"><u>ELA</u></p> <p>Students will write an introduction that includes their thesis statement.</p> <p>Use the <u>Outline Template for Argumentative Tasks</u> to develop the body of their essay.</p> <p>Write an effective conclusion.</p>	<p style="text-align: center;"><u>SS</u></p> <p>Students will write an introduction that includes their thesis statement.</p> <p>Use the <u>Outline Template for Argumentative Tasks</u> to develop the body of their essay.</p> <p>Write an effective conclusion.</p>
<i>Teacher Preparation</i>	Deconstruct the demands and qualities embedded in the rubric. What strategies or methods can help students acquire these skills and qualities of performance?	

3. Development	<i>Ability to construct rough and final drafts with appropriate information, components and structure.</i>		Pacing: 1 hour
<i>Mini-task</i>	<p><i>ELA Teaching Task:</i></p> <p>Write a rough draft of your essay consisting of 4-5 paragraphs and includes an introduction, 2-3 body paragraphs and a conclusion.</p>	<p><i>SS Teaching Task:</i> Write a rough draft of your essay consisting of 4-5 paragraphs and includes an introduction, 2-3 body paragraphs and a conclusion.</p>	Product: Rough Draft
<i>Mini-task scoring guide</i>	<p style="text-align: center;"><u>ELA</u></p> <p>Meets:</p> <ul style="list-style-type: none"> • Provides an introduction including thesis statement. • Body will discuss the benefits and detriments of the Industrial Revolution and evaluate the cost on society. • Support discussion with evidence and citations. • Provide an initial draft with all elements of the teaching task addressed. <p>Not yet: Attempts to meet the criteria for “meets.”</p>	<p style="text-align: center;"><u>SS</u></p> <p>Meets:</p> <ul style="list-style-type: none"> • Provides an introduction including thesis statement. • Body will discuss the three ideologies (nationalism, liberalism, and conservatism) and evaluate which had the most profound effect on Europe. • Support discussion with evidence and citations. • Provide an initial draft with all elements of the teaching task addressed. <p>Not yet:</p> <ul style="list-style-type: none"> • Attempts to meet the criteria for “meets.” 	
<i>Instructional strategies/ notes</i>	<p style="text-align: center;"><u>ELA</u></p> <p>Review strategies for the writing process. Peer-review using rubric. Teacher conference as needed.</p>	<p style="text-align: center;"><u>SS</u></p> <p>Review strategies for the writing process. Peer-review using rubric. Teacher conference as needed.</p>	
<i>Teachers Preparation</i>	Drafting strategies – conferencing and whole group		

Section 4 will be completed during common scoring sessions ...

Section 4: What Results?

How good is good enough?

- A. **Student work samples:** Collect/include examples of student work to represent each performance level on the teaching task.

Teacher Work Section

What now, what next?

- A. **Teacher thoughts:** Provide thoughts and ideas after teaching the module to different students in different classes

- B. **Possible variations:** Add ideas for spin-offs or extensions to the module.