

## America and World War II

### LITERACY DESIGN COLLABORATIVE-- INFORMATIONAL/EXPLANATORY MODULE



## Information Sheet

<b>Module Title:</b>	<b>America in World War II</b>
<b>Module Description (overview):</b>	In this module, students will learn about America's involvement in World War II resulted in the formation of the United Nations, the invention of nuclear weapons, and the US emerging as the most powerful nation in the world. However, these changes did not come easily. The American people came together to transform the American economy into the most productive and efficient in the world. American ideologies were tested and new cultural and societal norms emerged. Through extended reading and writing, students will examine key events and the impact World War II had on our American society.

<b>Template Task (include number, type, level)</b>	<b>Task 14 Template:</b> [Insert question] After reading _____ (literature or informational texts), write a/an _____ (essay, report, or substitute) in which you describe _____ (content) and address the question. Support your discussion with evidence from the text(s). <b>(Informational or Explanatory/Description)</b>
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<p><b>Teaching Tasks:</b></p> <p><b>Task14</b> <b>ELA Informational or Explanatory/Description</b></p> <p><b>Task14</b> <b>SS Informational or Explanatory/Description</b></p>	<p><b><u>How were American attitudes toward women and minorities transformed through World War II?</u></b> After reading <u>nonfiction, autobiographies, and fictional literature</u>, write a <u>letter</u> in which you describe <u>the challenges of individuals during this period</u> and address the question. Support your discussion with evidence from the text(s). <b>(Informational or Explanatory/Description)</b></p> <p><b><u>How were American attitudes toward women and minorities transformed through World War II?</u></b> After reading <u>informational texts</u>, write an <u>editorial for the local newspaper</u> in which you describe <u>the changes experienced in communities</u> and address the question. Support your discussion with evidence from the text(s). <b>(Informational or Explanatory/Description)</b></p>
<b>Grade(s)/Level:</b>	11
<b>Discipline:</b>	English Language Arts and Social Studies
<b>Course:</b>	English 11 and Modern American History

## Section 1: What Task?

### What task sets clear, measurable goals for learning?

Teaching Tasks:	
<p><b>Task14</b> <b>ELA Informational or Explanatory/Description</b></p> <p><b>Task 14</b> <b>SS Informational or Explanatory/Description</b></p>	<p><b><u>How were American attitudes toward women and minorities transformed through World War II?</u></b> After reading <u>nonfiction, autobiographies, and fictional literature</u>, write a <u>letter</u> in which you describe <u>the challenges of individuals during this period</u> and address the question. Support your discussion with evidence from the text(s). <b>(Informational or Explanatory/Description)</b></p> <p><b><u>How were American attitudes toward women and minorities transformed through World War II?</u></b> After reading <u>informational texts</u>, write an <u>editorial for the local newspaper</u> in which you describe <u>the changes experienced in communities</u> and address the question. Support your discussion with evidence from the text(s). <b>(Informational or Explanatory/Description)</b></p>
<p><b>Reading Texts and Multimedia:</b></p>	<p><b><i>Language of Literature Grade 11 text</i></b>  <i>from</i> Survival in Auschwitz ... Primo Levi...Autobiography  In Response to Executive Order 9066 ... Dwight Okita...Poetry</p> <p><b><i>Novel Selection</i></b>  Farewell To Manzanar... Jeanne Wakatsuki Houston and James D.</p>

	<p>Houston...Autobiography</p> <p><b>American Vision text</b>  Chapter 25 America and World War II 1941-1945  A Day Which Will Live in Infamy...Grace Tully...memoir excerpt  Executive Order 8802 President Franklin D. Roosevelt  Japanese Internment in the United States...Iwao Matsushita...letter</p> <p><b>**Pacemaker United States History</b>  Chapter 22 Sec 3  The War at Home</p> <p><b>Optional Reading Texts included:</b>  Executive Order 9066 Resulting in the relocation of Japanese 1942  Western Defense Command-Instructions to All Persons of Japanese Ancestry  Japanese-American Internment Camps During World War II  Manzanar-America's Concentration Camp</p>
<b>Background to share with students:</b>	<p>In this module, students will learn about America's involvement in World War II resulted in the formation of the United Nations, the invention of nuclear weapons, and the US emerging as the most powerful nation in the world. However, these changes did not come easily. The American people came together to transform the American economy into the most productive and efficient in the world. American ideologies were tested and new cultural and societal norms emerged. Through extended reading and writing, students will examine key events and the impact World War II had on our American society.</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 Informational or Explanatory Template Tasks
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.
6	Assess how point of view or purpose shapes the content and style of a text.
7	Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well in words.
10	Read and comprehend complex literary and informational texts independently and proficiently.
Number	CC Writing Standards for Informational or Explanatory Template Tasks
2	Write informational/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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.
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<b>Transfer Goals--Students will be able to independently use their learning to:</b>
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.

<b>LDC informational/Explanatory Rubric for Teaching Task</b>	
<b>ADVANCED</b>	
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.
<b>MEETS EXPECTATIONS</b>	
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.
<b>NOT YET</b>	
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 Informational or Explanatory 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 relevancy. (L2) Implication is missing, irrelevant, or illogical. (L3) Gap/unanswered question is missing or irrelevant.		Presents appropriate details to support the focus and controlling idea. (L2) Briefly notes a relevant implication or (L3) a relevant gap/unanswered question.		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.		Presents thorough and detailed information to strongly support the focus and controlling idea. (L2) Thoroughly discusses relevant and salient implications or 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?*

<b>Skills Set 1: Preparing for the Task</b>	
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.
<b>Skills Set 2: Reading Process</b>	
1. Pre-reading	Ability to select appropriate texts and understand reading strategies needed for the task.
2. Active reading	Ability to understand reading strategies needed for the task and develop an understanding of a text by locating words and phrases that identify key concepts, facts, or information.
3. Note Making	Ability to read purposefully and select relevant information, and to summarize and/or paraphrase.
4. Organizing notes	Ability to prioritize and focus notes and other information.

### Skills Set 3: Transition to Writing

1. Bridging conversation	Ability to transition from reading or researching phase to the writing phase.
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### Skills Set 4: Writing Process

1. Initiation of task	Ability to establish a thesis and consolidate information relevant to the task.
2. Development	Ability to write an initial draft with an emerging line of thought and structure.
3. Editing and Revision	Ability to apply revision strategies to define development of an essay, including line of thought, language, tone, and presentation.

## Section 3: What Instruction?

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

Skills Set 1: Preparing for the Task		
<b>1. Bridging conversation</b>	<i>Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.</i>	<i>Pacing:</i> 1-1.5 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>Students will read Executive Order 9066  <a href="http://www.pbs.org/childofcamp/history/eo9066.html">http://www.pbs.org/childofcamp/history/eo9066.html</a></p> <p>Students work in groups completing the quick-write in their journals and share responses with peers.</p> <p>Using pages 1068-1069, students will view Rupert Garcia's art and explore connections between art, quote and unit theme.</p>	<p style="text-align: center;"><u>SS</u></p> <p>Students complete the quick-write and share responses with peers.</p> <p>Students will review selected primary source posters from the time period from  <a href="http://www.archives.gov/exhibits/powers_of_persuasion/powers_of_persuasion_home.html">http://www.archives.gov/exhibits/powers_of_persuasion/powers_of_persuasion_home.html</a></p> <p>Students will then examine the posters using the poster review worksheet from the National Archives.  <a href="http://www.archives.gov/education/lessons/worksheets/poster.html">http://www.archives.gov/education/lessons/worksheets/poster.html</a></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</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>

	teaching task.	
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<b>2. Task and rubric analysis</b>	<i>Ability to understand and explain the teaching task and rubric.</i>		<i>Pacing:</i> 1-1.5 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 into 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>Students will independently complete the <u>Task Analysis Template</u> and will share out their interpretations.</p> <p>Divide class into groups. Each group will reword the rubric criteria into student friendly language, relating to the Teaching Task, using the <u>Rubric Translation Template</u>. Groups will be asked to share out one criterion per group.</p>	<p style="text-align: center;"><u>SS</u></p> <p>Students will independently complete the <u>Task Analysis Template</u> and will share out their interpretations.</p> <p>Divide class into groups. Each group will reword the rubric criteria in student friendly language, relating to the Teaching Task, using the <u>Rubric Translation Template</u>. Groups will be asked to share out one criterion 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>	

<b>Skills Set 2: Reading Process</b>			
<b>1. Pre-Reading</b>	<i>Ability to select appropriate texts and understand reading strategies needed for the task.</i>		<i>Pacing:</i> 1-1.5 hour
<i>Mini-task</i>	<p><i>ELA Teaching Task:</i></p> <ul style="list-style-type: none"> <li>• What are the characteristics of the text? Consider genre, structure, language, syntax, and graphics.</li> <li>• What strategies can you use to overcome the difficulties of reading this text?</li> </ul>	<p><i>SS Teaching Task:</i></p> <ul style="list-style-type: none"> <li>• What are the characteristics of this informational text? Consider whether this is a primary or secondary source as well as structure, language, and graphics.</li> <li>• What strategies can you use to overcome the difficulties of reading this text?</li> </ul>	<i>Product:</i> List of characteristics and strategies
<i>Mini-task scoring guide</i>	<p>Meets:</p> <ul style="list-style-type: none"> <li>• Lists the characteristics of the text.</li> <li>• Lists reading strategies/text strategies.</li> </ul>	<p>Meets:</p> <ul style="list-style-type: none"> <li>• Lists characteristics of the informational text.</li> <li>• Lists reading strategies/text strategies.</li> </ul>	

	Not Yet: <ul style="list-style-type: none"> <li>Attempts to meet the criteria for “meets.”</li> </ul>	Not Yet: <ul style="list-style-type: none"> <li>Attempts to meet the criteria for “meets.”</li> </ul>
<i>Instructional strategies/ notes</i>	<p style="text-align: center;"><u>ELA</u></p> <p>Students will examine the following primary source documents:</p> <p><i>from</i> Survival in Auschwitz ... Primo Levi...Autobiography</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, student’s record in notes).</p>	<p style="text-align: center;"><u>SS</u></p> <p>Students will examine the following primary source documents:</p> <p>Executive Order 8802  <a href="http://www.teachingamericanhistory.org/library/index.asp?document=547">http://www.teachingamericanhistory.org/library/index.asp?document=547</a>  A Day Which Will Live in Infamy...Grace Tully  Japanese Internment in the United States...Iwao Matsushita</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).  Students will examine the documents using the document review process from the Library of Congress  <a href="http://www.loc.gov/teachers/usingprimarysources/guides.html">http://www.loc.gov/teachers/usingprimarysources/guides.html</a></p>
<i>Teacher Preparation</i>	<p style="text-align: center;"><u>ELA</u></p> <p>Before beginning to read all texts for this module, the teacher reviews reading strategies appropriate for the text genre.</p> <p>Review the requirements for source citation in 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>Before beginning to read all texts for this module, the teacher reviews reading strategies appropriate for the text genre.</p> <p>Review the requirements for source citation in MLA style.</p> <p>Plan for students who need extra time, resources or assistance.</p>

<b>2. Active reading</b>	<i>Ability to understand reading strategies needed for the task and develop an understanding of a text by locating words and phrases that identify key concepts, facts, or information</i>		<i>Pacing:</i> 4-8 hours
<i>Mini-task</i>	<p><b>ELA Teaching Task:</b></p> <ul style="list-style-type: none"> <li>Use annotation techniques to identify key concepts, facts, or information.</li> <li>Use the <u>Essential Vocabulary Template</u> to identify key vocabulary.</li> </ul>	<p><b>SS Teaching Task:</b></p> <ul style="list-style-type: none"> <li>Use annotation techniques to identify key concepts, facts, or information.</li> <li>Use the <u>Note Making Template</u> to identify key</li> </ul>	<i>Product:</i> Completed annotations and templates

		terms.	
<i>Mini-task scoring guide</i>	<p>Meets:</p> <ul style="list-style-type: none"> <li>Annotated or “actively read” documents will have a variety of marks (circles, underlining, stars, highlights, etc.). Annotations are the text based support for the teaching task.</li> <li>Students define and understand vocabulary and terms in the texts.</li> <li>Citations are correct.</li> </ul> <p>Not yet:</p> <ul style="list-style-type: none"> <li>Attempts to meet the criteria for “meets.”</li> </ul>	<p>Meets:</p> <ul style="list-style-type: none"> <li>Annotated or “actively read” documents will have a variety of marks (circles, underlining, stars, highlights, etc.). Annotations are the text based support for the teaching task.</li> <li>Students define and understand vocabulary and terms in the texts.</li> <li>Citations are correct.</li> </ul> <p>Not yet:</p> <p>Attempts to meet the criteria for “meets.”</p>	
<i>Instructional strategies/ notes</i>	<p style="text-align: center;"><u>ELA</u></p> <p>Students now read all texts in the module. As students read, they focus on looking for textual evidence they will use for the module task, using appropriate <i>reading strategies</i> and <i>vocabulary comprehension strategies</i>.</p> <p>Instruction should be very explicit and include group/partner work and teacher modeling.</p>	<p style="text-align: center;"><u>SS</u></p> <p>Students now read all texts in the module. As students read, they focus on looking for textual evidence they will use for the module task, using appropriate <i>reading strategies</i> and <i>vocabulary comprehension strategies</i>.</p> <p>Instruction should be very explicit and include group/partner work and teacher modeling.</p>	
<i>Teacher Preparation</i>	<p>Choose the appropriate note making organizer for each text.</p> <p>Review and discuss note making strategies that pertain to specific types of texts and to the task.</p> <p>Select resources to support MLA format.</p> <p>Plan for students who need extra time, resources, or assistance.</p>	<p>Choose the appropriate note making organizer for each text.</p> <p>Review and discuss note making strategies that pertain to specific types of texts and to the task.</p> <p>Select resources to support MLA format.</p> <p>Plan for students who need extra time, resources, or assistance.</p>	

<b>3. Note Making</b>	Ability to read purposefully and select relevant information, and to summarize and/or paraphrase.		<i>Pacing:</i> 2-6 hours
<i>Mini-task</i>	<p><i>ELA Teaching Task:</i></p> <ul style="list-style-type: none"> <li>Review the Teaching Task</li> <li>Use the appropriate note making organizer</li> </ul>	<p><i>SS Teaching Task:</i></p> <ul style="list-style-type: none"> <li>Review the Teaching Task</li> <li>Use the <u>Note Making Template</u> and/or <u>Classical Culture Graphic Organizer</u> to identify relevant information</li> </ul>	Product: Notes, short responses, source citations

<i>Mini-task scoring guide</i>	<p>Meets:</p> <ul style="list-style-type: none"> <li>• Students effectively paraphrase the Teaching Task.</li> <li>• Students create notes that will provide textual evidence for the Teaching Task.</li> <li>• Citations are correct.</li> </ul> <p>Not yet:</p> <p>Attempts to meet the criteria for “meets”</p>	<p>Meets:</p> <ul style="list-style-type: none"> <li>• Students effectively paraphrase the Teaching Task.</li> <li>• Students create notes that will provide textual evidence for the Teaching Task.</li> <li>• Citations are correct.</li> </ul> <p>Not yet:</p> <ul style="list-style-type: none"> <li>• Attempts to meet the criteria for “meets.”</li> </ul>
<i>Instructional strategies/ notes:</i>	<p style="text-align: center;"><u>ELA</u></p> <p>Students now read all texts in the module. As students read, they focus on looking for textual evidence they will use for the module task, using <i>note making organizers</i>, such as evidence charts, note making guides, and two-column/dialectical journals, among others.</p> <p><u>Heroic Tradition Graphic Organizer or Evidence Chart.</u></p>	<p style="text-align: center;"><u>SS</u></p> <p>Students now read all texts in the module. As students read, they focus on looking for textual evidence they will use for the module task, using <i>note making organizers</i>, such as evidence charts, note making guides, and two-column/dialectical journals, among others.</p> <p><u>Classical Culture Graphic Organizer and/or Note Making Template</u></p>
<i>Teacher Preparation</i>	<p style="text-align: center;"><u>ELA</u></p> <p>Strategies for note making.</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 note making.</p> <p>Plan for students who need extra time, resources, or assistance.</p>

<b>4. Organizing notes</b>	Ability to prioritize and focus notes and other information.		<i>Pacing:</i> 1 hour
<i>Mini-task</i>	<p><i>ELA Teaching Task:</i></p> <ul style="list-style-type: none"> <li>• Guide students through a deconstruction of the Teaching Task</li> <li>• Prioritize students' notes relevant for the Teaching Task using an essay template</li> </ul>	<p><i>SS Teaching Task:</i></p> <ul style="list-style-type: none"> <li>• Guide students through a deconstruction of the Teaching Task</li> <li>• Prioritize students' notes relevant for the Teaching Task using an essay template</li> </ul>	Product: Completed essay templates
<i>Mini-task scoring guide</i>	<p style="text-align: center;"><u>ELA</u></p> <p>Meets:</p> <ul style="list-style-type: none"> <li>• Completes essay template with textual evidence focused on the Teaching Task</li> </ul> <p>Not yet:</p> <ul style="list-style-type: none"> <li>• Attempts to meet the criteria for “meets.”</li> </ul>	<p style="text-align: center;"><u>SS</u></p> <p>Meets:</p> <ul style="list-style-type: none"> <li>• Completes essay template with textual evidence focused on the Teaching Task</li> </ul> <p>Not yet:</p> <ul style="list-style-type: none"> <li>• Attempts to meet the criteria for “meets.”</li> </ul>	

<i>Instructional strategies/ notes:</i>	After students have read and taken notes on all texts in the module, they use the essay template to organize their notes and identify the textual evidence they will use when completing the Teaching Task.	After students have read and taken notes on all texts in the module, they use the essay template to organize their notes and identify the textual evidence they will use when completing the Teaching Task.
<i>Teacher Preparation:</i>	<u>ELA</u> Create an exemplar of the essay template that demonstrates strategies for prioritizing ideas and supporting evidence.	<u>SS</u> Create an exemplar of the essay template that demonstrates strategies for prioritizing ideas and supporting evidence.

<b>Skills Set 3: Transition to Writing</b>			
<b>1. Bridging conversation</b>	<i>Ability to transition from reading or researching phase to the writing phase.</i>		<i>Pacing:</i> 1 hour
<i>Mini-task</i>	<u>ELA Teaching Task:</u> In a quick write, give a brief overview of your essay. How will it be constructed, and what is your thesis?	<u>SS Teaching Task:</u> In a quick write, give a brief overview of your essay. How will it be constructed, and what is your thesis?	<i>Product:</i> Short response
<i>Mini-task scoring</i>	Teacher Discretion		
<i>Instructional strategies/ notes:</i>	<u>ELA</u> Review a sample informational essay in Appendix C at <a href="http://www.corestandards.org/assets/Appendix_C.pdf">http://www.corestandards.org/assets/Appendix_C.pdf</a>  Students will deconstruct and evaluate the essay based on the informational/explanatory rubric. <ul style="list-style-type: none"> <li>○ Evaluate the thesis statement.</li> <li>○ Analyze patterns of development.</li> <li>○ Evaluate the sample essay's effectiveness – Does it provide the necessary information and explanation? How?</li> </ul>	<u>SS</u> Review a sample informational essay in Appendix C at <a href="http://www.corestandards.org/assets/Appendix_C.pdf">http://www.corestandards.org/assets/Appendix_C.pdf</a>  Students will deconstruct and evaluate the essay based on the informational/explanatory rubric. <ul style="list-style-type: none"> <li>○ Evaluate the thesis statement.</li> <li>○ Analyze patterns of development.</li> <li>○ Evaluate the sample essay's effectiveness – Does it provide the necessary information and explanation? How?</li> </ul>	
<i>Teacher Preparation:</i>	<u>ELA</u> Choose an essay sample to use in the transition from note making to writing.	<u>SS</u> Choose an essay sample to use in the transition from note making to writing.	

<b>Skills Set 4: Writing Process</b>		
<b>1. Initiation of task</b>	<i>Ability to establish a controlling idea/thesis and consolidate information relevant to task.</i>	<i>Pacing:</i> 1 hour

<i>Mini-task</i>	<p><b>ELA Teaching Task:</b></p> <ul style="list-style-type: none"> <li>• Write a formal thesis using your quick writes, notes, and texts to ensure a strong, controlling idea.</li> <li>• Write a draft introduction that will set the context for your position.</li> </ul>	<p><b>SS Teaching Task:</b></p> <ul style="list-style-type: none"> <li>• Write a formal thesis using your quick writes, notes, and texts to ensure a strong, controlling idea.</li> <li>• Write a draft introduction that will set the context for your position.</li> </ul>	<p><b>Product:</b></p> <p>Thesis statement and introductory paragraph</p>
<i>Mini-task scoring guide</i>	<p><b>Meets:</b></p> <p>Writes a thesis that establishes a controlling idea and identifies key points that support development. Writes a draft introduction that establishes the context.</p> <p><b>Not yet:</b></p> <p>Attempts to meet the criteria for “meets.”</p>	<p><b>Meets:</b></p> <p>Writes a thesis that establishes a controlling idea and identifies key points that support development. Writes a draft introduction that establishes the context.</p> <p><b>Not yet:</b></p> <p>Attempts to meet the criteria for “meets.”</p>	
<i>Instructional strategies/ notes:</i>	<p style="text-align: center;"><u>ELA</u></p> <p>Review qualities of a strong thesis as a class: takes a clear position in response to the Teaching Task and identifies sub-topics that will be developed.</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. <a href="http://writing2.richmond.edu/writing/wweb/theb/thesisexerciseprint.html">http://writing2.richmond.edu/writing/wweb/theb/thesisexerciseprint.html</a></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. <a href="http://writing2.richmond.edu/writing/wweb/theb/thesisexercise.html">http://writing2.richmond.edu/writing/wweb/theb/thesisexercise.html</a></p>	<p style="text-align: center;"><u>SS</u></p> <p>Review qualities of a strong thesis as a class: takes a clear position in response to the Teaching Task and identifies sub-topics that will be developed.</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. <a href="http://writing2.richmond.edu/writing/wweb/theb/thesisexerciseprint.html">http://writing2.richmond.edu/writing/wweb/theb/thesisexerciseprint.html</a></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. <a href="http://writing2.richmond.edu/writing/wweb/theb/thesisexercise.html">http://writing2.richmond.edu/writing/wweb/theb/thesisexercise.html</a></p>	
<i>Teacher Preparation</i>	<p>Review the rubric for focus and controlling idea. What strategies or methods can help students write a strong thesis?</p> <p>Choose sample thesis statements, strong and weak, to use in editing or use samples from Common Core Appendix C.</p>	<p>Review the rubric for focus and controlling idea. What strategies or methods can help students write a strong thesis?</p> <p>Choose sample thesis statements, strong and weak, to use in editing or use samples from Common Core Appendix C.</p>	

<b>2. Planning</b>	<i>Ability to develop and organize ideas into a preliminary draft.</i>		<i>Pacing:</i> 1 hour
<i>Mini-task</i>	<i>ELA Teaching Task:</i> Use your formal thesis and supporting details to review and complete the selected writing template.	<i>SS Teaching Task:</i> Use your formal thesis and supporting details to review and complete the selected writing template.	<i>Product:</i> Completed initial draft
<i>Mini-task scoring guide</i>	<p>Meets: Initial 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>	<p>Meets: Initial 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>	<u>ELA</u>	<u>SS</u>	
	Students will write a multi-paragraph essay including an introduction, body paragraphs, and conclusion.	Students will write a multi-paragraph essay including an introduction, body paragraphs, and conclusion.	
<i>Teacher Preparation</i>	Review the rubric for focus and controlling idea. What strategies or methods can help students write a well developed essay? Choose sample essays, strong and weak, to use in editing or use samples from Common Core Appendix C.	Review the rubric for focus and controlling idea. What strategies or methods can help students write a well developed essay? Choose sample essays, strong and weak, to use in editing or use samples from Common Core Appendix C.	

<b>3. Development</b>	<i>Ability to construct rough and final drafts with appropriate information components and structure.</i>		<b>Pacing plan:</b> 1 hour
<i>Mini-task</i>	<i>ELA Teaching Task:</i> Apply revision strategies for clarity, logic, language, cohesion, appearance, and conventions.	<i>SS Teaching Task:</i> Apply revision strategies for clarity, logic, language, cohesion, appearance, and conventions.	<i>Product:</i> Revised and Final Draft
<i>Mini-task scoring guide</i>	<u>ELA</u>	<u>SS</u>	
	<p>Meets:</p> <ul style="list-style-type: none"> <li>Completed proofreading and editing checklist.</li> <li>Review to make sure all elements of the Teaching Task are addressed in an essay with an introduction, body paragraphs, and conclusion.</li> </ul> <p>Not yet: Attempts to meet the criteria for “meets.”</p>	<p>Meets:</p> <ul style="list-style-type: none"> <li>Completed proofreading and editing checklist.</li> <li>Review to make sure all elements of the Teaching Task are addressed in an essay with an introduction, body paragraphs, and conclusion.</li> </ul> <p>Not yet:</p> <ul style="list-style-type: none"> <li>Attempts to meet the criteria for “meets.”</li> </ul>	

<i>Instructional strategies/ notes</i>	<u>ELA</u> Use the proofreading and editing checklist to revise the essay. Hold editing conferences with teacher and/or peers as needed.	<u>SS</u> Use the proofreading and editing checklist to revise the essay. Hold editing conferences with teacher and/or peers as needed.
<i>Teacher Preparation</i>	Editing and revision strategies Teacher and peer conferencing	Editing and revision strategies Teacher and peer conferencing

**B. Materials, references and supports:** List the supplemental materials for teachers and required materials for students.

For Teachers (Supplemental)	For Students (Required)
<p><a href="http://digital.library.northwestern.edu/wwii-posters/index.html">http://digital.library.northwestern.edu/wwii-posters/index.html</a> Additional WWII posters</p> <p><a href="http://www.manzanar.com/information.php">www.manzanar.com/information.php</a> -information and photographs</p>	<ul style="list-style-type: none"> <li>• Rubric Translation Activity</li> <li>• Teaching Task Template Rewrite</li> <li>• Active Reading Rubric</li> <li>• APPARTS Template</li> <li>• Reciprocal Teaching Activity</li> <li>• Text Structure Template</li> <li>• World War II Graphic Organizer</li> <li>• Outline Template</li> <li>• Essential Vocab Template</li> <li>• Notemaking Template</li> <li>• Poster Analysis</li> <li>• Primary Source Analysis</li> <li>• Letter of Appeal</li> <li>• Editorial Template</li> </ul>



## Supplemental Material for the Dust Bowl and Great Depression

### Q2:W1-W3

Farewell To Manzanar:

<http://www.sparknotes.com/lit/manzanar/>

[http://thebestnotes.com/booknotes/Farewell\\_To\\_Manzanar/Farewell\\_To\\_Manzanar01.html](http://thebestnotes.com/booknotes/Farewell_To_Manzanar/Farewell_To_Manzanar01.html)

Best of History Website

<http://www.besthistorysites.net/>

PBS

<http://www.pbs.org>

American Experience (PBS)

<http://www.pbs.org/wgbh/americanexperience>

Teacher Tube

<http://www.teachertube.com/>

Discovery Streaming

<http://streaming.discoveryeducation.com/>

Glencoe

[tav.glencoe.com](http://tav.glencoe.com)

### American History Foldables (PDF)

<http://www.myteacherpages.com/webpages/plash/files/foldables.pdf>

[www.smithsonianeducation.org](http://www.smithsonianeducation.org)

[www.scholastic.com](http://www.scholastic.com)

[www.discoveryeducation.com](http://www.discoveryeducation.com)