



Battle of Olustee - Comparing Firsthand and Secondhand Accounts

★ TASK

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The Civil War pitted, brother against brother, friend against friend, and neighbor against neighbor. Many technological advances were made during this war including the repeating rifle, rail travel, and improved communications. In this module students will read a firsthand account of the Battle of Olustee from the position of a Confederate soldier in a letter home to his mother. They will also read a secondhand account of the same battle written from the view of a historian. Students will analyze the differences and commonalities of these accounts to better understand primary and secondary sources and to also differentiate the author's view points.

This lesson is taught in-conjunction with Florida's role in the Civil War. Students learn about certain battles that took place in Florida at this time. Previous to this module students will have learned about different points-of-view. Students have also been taught editing and revising of writing earlier in the year. Following the module, students will revise, edit, and publish a final draft of the final product.

*The Lexile levels of the text are higher than a 4th grade level. The texts should be read with the students the first time to clear up any confusion of vocabulary. The "Battle of Olustee" text is 1220L.

GRADES	DISCIPLINE	COURSE	PACING
4	 Social Studies	Any	 12hr

Section 1: What Task?

Teaching Task

Task Template IE5 - Informational or Explanatory

After reading a firsthand account and a secondhand account of the Battle of Olustee, write an essay in which you compare how each source contributes to the understanding of this historical event. Support your response with evidence from the text/s. Explain how focus of the primary source and secondary source are different.

Standards

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

RI.4.6

Focus

Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

W.4.9

Focus

Draw evidence from literary or informational texts to support analysis, reflection, and research.

RI.4.9

Focus

Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Florida Standards

SS.4.A.5.1.

Focus

Describe Florida's involvement (secession, blockades of ports, the battles of Ft. Pickens, Olustee, Ft. Brooke, Natural Bridge, food supply) in the Civil War.

Social Studies Next Generation Sunshine State Standards

SS.4.A.1.1

Focus

Analyze primary and secondary resources to identify significant individuals and events throughout Florida history.

Texts

 Letter_from_Cpl_Henry_Shekelford20160215-3-159c3z2.pdf

 Battle of Olustee.pdf

Student Work Rubric - Informational or Explanatory Task - Grades 4-5

	Emerging	Approaches Expectations	Meets Expectations	Advanced
	1	2	3	4
Topic / Main Idea	Introduces the topic and an unclear main idea.	Introduces the topic and a clear main idea with an inconsistent focus on the main idea.	Introduces the topic and a clear main idea with a consistent focus on the main idea.	Introduces the topic and a clear and specific main idea with a consistent focus on the main idea.
Use of Sources	Includes few relevant details from sources.	Summarizes, paraphrases, or quotes relevant details from sources with minor inaccurate or incomplete elements . Includes a list of sources.	Summarizes, paraphrases, or quotes relevant details from sources. Includes a list of sources.	Summarizes, paraphrases, or quotes well-chosen details from sources. Includes a complete list of sources.
Development	Includes minimal facts, definitions, details, and/or quotations related to the main idea, or that are loosely related to the main idea.	Includes relevant facts, definitions, concrete details, and/or quotations (as well as illustrations or multimedia when appropriate).	Includes relevant facts, definitions, concrete details, and/or quotations (as well as illustrations or multimedia when appropriate) that help develop the main idea .	Explains facts, definitions, concrete details, and/or quotations (as well as illustrations or multimedia when appropriate) that develop the main idea.
Organization	Sequence of sentences or sections lacks a logical order or an evident beginning, middle, and end.	Sequences sentences and groups related information in paragraphs or sections, with a clear beginning, middle and end . Uses transitions (e.g., another, for example, also, because) to connect information.	Sequences sentences and groups related information logically in paragraphs or sections that introduce and develop the main idea, and provide a conclusion. Uses transitions (e.g., another, for example, also, because, in contrast, especially) to connect or compare information.	Sequences sentences and groups related information logically in paragraphs or sections that introduce and develop the main idea, and provide a unifying conclusion. Consistently and precisely uses transitions (e.g., another, for example, also, because, in contrast, especially) to connect or compare information
Conventions	Major errors in standard English conventions appropriate to the grade level interfere with the clarity of the writing. Language use is inappropriate	Errors in standard English conventions appropriate to the grade level sometimes interfere with the clarity of the writing. Uses language and domain-specific vocabulary with minor errors .	Consistently applies standard English conventions appropriate to the grade level. Minor errors , while noticeable, do not interfere with the clarity of the writing.	Consistently applies standard English conventions appropriate to the grade level, with few errors . Attempts to use untaught conventions, appropriate to grade level .
Additional Task Demands (When applicable)	Does not address additional task demands.	Addresses additional task demands superficially .	Addresses additional task demands adequately to support the explanation .	Addresses additional task demands effectively to strengthen the clarity and development of the explanation .
C3 Practice: Types of Historical sources	Identifies all sources as one type.	Accurately Identifies sources as primary or secondary for a particular question/inquiry.	Explains how primary and secondary sources help us understand past events.	Distinguishes what we can learn from primary and secondary sources about a past event.

Background for Students

You will be looking at two different texts about the Battle of Olustee, a firsthand account and a secondhand account. After reading a firsthand account and a secondhand account of the Battle of Olustee, write an essay in which you compare how each source contributes to the understanding of this historical event. Support your response with evidence from the text/s. Explain how focus of the primary source and secondary source are different.

Extension

Not provided

Section 2: What Skills?

Preparing for the Task

TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.

TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.

Reading Process

ANNOTATION: Ability to identify, mark and make notes of significant passages of text.

NOTE-TAKING: Ability to select important facts and passages for use in one's own writing.

ENHANCING COMPREHENSION: Ability to use higher ordered thinking skills to understand a text deeply and use understandings to create something new.

Transition to Writing

SEMINAR: Ability to engage through speaking and listening in a large group to organize and gain information about a common topic and reading.

Writing Process

PLANNING THE WRITING: Ability to develop a line of thought and text structure appropriate to an informational/explanatory task.

INTRODUCTORY PARAGRAPH: Ability to construct a paragraph that engages a reader and states the purpose of a piece of writing.

BODY PARAGRAPHS: Ability to construct a paragraph that makes a point and supports this point through evidence and reasoning.



CONCLUDING PARAGRAPH: Ability to construct a paragraph that brings a sense of closure to a piece of writing.


Revision Process

MAKING TECHNICAL REVISIONS: Ability to proofread and format a final paper.


Section 3: What Instruction?

PACING SKILL AND DEFINITION PRODUCT AND PROMPT SCORING GUIDE INSTRUCTIONAL STRATEGIES

Preparing for the Task				
20 mins	TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.	TASK ANALYSIS As a class we will analyze the prompt for this module and break it down so we know what we're going to be learning about and what our TAP is for the final product.	Students meet expectations if: <ul style="list-style-type: none"> TAP is filled out on student's copy Students will fill out Prompt Reflection fully 	<ul style="list-style-type: none"> Read / share important background knowledge about the unit/module with your students. Explain to the class that the goal of this unit/module is to learn about primary and secondary sources and learn more about author's point of view. After doing all this learning they will write an essay in which they compare how each source contributes to the understanding of this historical event. Pass out Prompt Reflection Sheet and guide a class discussion about what each part of the prompt means. Use questions like: <ul style="list-style-type: none"> What will you have to do to successfully answer this part of the prompt? What do you need to learn to be able to do this? What parts of this seem easy / what parts seem hard? Review the reflection sheets and read them over so you have a good sense of how well each student understands the task – provide additional feedback and support as necessary in the following days.
Standards: RI.4.1 : Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. W.4.4 : Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.				
Additional Attachments:  Prompt Reflection TEMPLATE  Prompt_Reflection.pdf				
30 mins	TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.	FIRST PERSON VS. THIRD PERSON POINT OF VIEW Compare and contrast your first person account of recess with your teacher's third person account of recess. Based on class discussion, fill in the chart with defining characteristics and examples of first person and third person accounts.	Student meets expectations if: <ul style="list-style-type: none"> defines first and third person point of view. records accurate examples of each point of view. 	<p><i>Note: Prior to this lesson, the teacher should write her own account of recess. This account should be written using third person narration (pronouns: he/ she/ they). It should contain only facts about what happened, without any personal thoughts or emotion.</i></p> <p>Quick Write</p> <p>Ask students to write a recount of recess or lunch from the previous school day. Recounts should be only five or six sentences (two or three sentences for younger students).</p> <p>If students have a hard time getting started, provide a few sentence stems:</p> <p>Yesterday during recess, I _____. First, ... Next, ...</p> <p>Whole Group Instruction</p> <p>Share your pre-written third person account of recess (or other event) with the students.</p> <p>Explain that you will all compare and contrast your stories.</p> <p>Review the terms "compare" and "contrast."</p> <p>Pair Share</p>

				<p>How is your account of recess similar to and different from the account of recess given to you by your teacher?</p> <p>Possible responses: both are about the same thing, they use different pronouns, the teacher's is "more boring," etc.</p> <p>Whole Group Share</p> <p>Record student responses. As students share out, ask them to categorize their response as <i>comparing</i> or <i>contrasting</i>. You may want to record this on a Venn diagram.</p> <p>Whole Group Instruction</p> <p>Explain that the students wrote a first person account, while you wrote a third person account. Tell students that we've already learned a lot about the differences and similarities between these two points of view.</p> <p>Lead students in filling out the attached chart.</p> <p>Ask students to help you come up with a definition for a first person account and a third person account. Once the class has reached consensus, ask students to record their definitions onto their handout (included in the Student Handouts as an attachment).</p> <p>Look back over the recorded student responses for contrasting characteristics. Record the characteristics on the student handout.</p> <p>Finally, ask students to look at their own narrative and the teacher narrative and record examples they like on the handout.</p> <p>Ask: When might an author use first person accounts when she writes? When might she use a third person account?</p> <p>Oral or Written Reflection</p> <p>Ask student to write on their own or pair share: What did they learn about first person point of view versus third person point of view?</p> <p>Follow Up/Application Activity</p> <p>Provide a selection of first and third person narratives and ask students to identify the perspective of each selection.</p> <p>Explain the second person point of view (or have students try to guess what it might be) and provide an example.</p>
<p>Standards:</p> <p>RL.4.6 : Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p> <p>SS.4.A.1.1 : Analyze primary and secondary resources to identify significant individuals and events throughout Florida history.</p> <p>Additional Attachments:</p> <p> First Vs Third Person POV</p>				
1 hr and 30 mins	<p>TASK ENGAGEMENT:</p> <p>Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.</p>	<p>PRIMARY AND SECONDARY SOURCES</p> <p>Today you are going to learn how to identify and differentiate between primary and secondary sources. By the end of this lesson you should be able to analyze and differentiate</p>	<p>Students meet expectations if:</p> <ul style="list-style-type: none"> analyze scenarios and records to demonstrate their ability to differentiate between primary and secondary sources define, in their own 	<ol style="list-style-type: none"> Review "Fact Sheet: Primary Sources" Write the Guiding Question across the top of the board. "How can I tell the difference between a primary and secondary source?" Teach students about primary and secondary sources through completion of "What it Really Means" and Primary Source web diagram worksheets




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	the difference between primary and secondary sources.	words, the terms "primary" and "secondary" sources	<p>4. Complete the "Source Scenarios" activity with the students</p> <p>5. Have students complete one of the Exit Tickets; if time permits, have students share their answers with the class</p> <p>6. Ask if students have any remaining questions about the difference between primary and secondary sources</p> <p>*See Teacher Resources for worksheets named above.</p>
<p>Standards:</p> <p>SS.4.A.1.1 : Analyze primary and secondary resources to identify significant individuals and events throughout Florida history.</p> <p>RI.4.1 : Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.4.3 : Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p>			
<p>Additional Attachments:</p> <p> SecondaryLP_PrimarySecondarySources_Web.pdf</p>			

Reading Process

30 mins	<p>ANNOTATION: Ability to identify, mark and make notes of significant passages of text.</p>	<p>ANNOTATING TEXT Read the text and make annotations either individually or with a partner. Then, reflect with a partner to share your annotations. Don't forget to make annotations that connect with TAP. While you will be using your annotation bookmark, you should also be writing connections.</p>	<p>Students meet expectations if:</p> <ul style="list-style-type: none"> Students know the value and purpose of annotating text. Students demonstrate a procedure for annotating text. Students apply annotations to help determine meaning and to locate information. Students apply annotations to address TAP, resolve questions, queries, and surprises. 	<p>Note. For students new to annotating text, they will benefit from an instructional sequence that gradually releases responsibility from teacher to student. Students will greatly benefit from explicit instruction that provides an instructional rationale for annotating, demonstrates a procedure for annotating, and models how to apply annotations to enhance comprehension. Teacher will model with the class on the first text and students will apply this mini-task with the second text.</p> <p>1. Tell/remind students the benefit of annotating text while reading: annotations mark important or confusing ideas in the text -they are more effective than highlighting because the symbol you choose indicates why you marked the text.</p> <p>2. Handout and review an annotation guide that shows students how to mark text (there are two sample handouts below that can be adapted). You can add features such as number the paragraphs in the text and write a "gist" statement for each chunk of text.</p> <p>3. Model/Guided Practice. Demonstrate to students how to move through a text and make notes. When finished, demonstrate how to resolve confusions and how to synthesize across the gist statements.</p> <p>4. Student Practice. Give students an opportunity to practice making annotations with a short text. Students can either work with a partner or annotate independently and then reflect with a partner to share annotations.</p> <p>5. Reflection. Bring the class back together to discuss the annotating activity: what was hard, what was easy, what were some observations?</p> <p>6. Review the benefits of annotation and encourage students to continue to use this active reading strategy.</p> <p>Teacher will go through the whole annotating process, note catcher, and summarizing process with the students for the first text as a model. The students will do the second text independently. I recommend doing the Letter with the students and then the second text on their own.</p>
Standards:				

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	<p>RI.4.2 : Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>RI.4.1 : Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>			
	<p>Additional Attachments:</p> <p> Annotation Bookmark</p> <p> Letter_from_Cpl_Henry_Shekelford20160215-3-159c3z2.pdf</p> <p> Battle of Olustee.pdf</p>			
30 mins	<p>NOTE-TAKING: Ability to select important facts and passages for use in one's own writing.</p>	<p>NOTE CATCHER</p> <p>Reread each text and record important information from the text and your annotations on your Note Catcher. Be sure to focus on: Who was the author of the text? What point of view was the text written in? What kind of source is the text? How does each text contribute to the understanding of this historical event?</p>	<p>Meets expectations if students were able to identify the following for each:</p> <ul style="list-style-type: none"> Who was the author of the text? What point of view was the text written in? What kind of source is the text? How does each text contribute to the understanding of this historical event? 	<p>Teacher Notes:</p> <ul style="list-style-type: none"> This mini-task will follow the "Annotations" mini-task. It will first be completed together as a class (teacher modeling) using the Henry Shackelford text, then students will repeat the mini-task independently for the remaining text "The Battle of Olustee". This mini-task will take about 30 minutes to complete for each text for a total of 60 minutes. <p>Whole Group Instruction</p> <p>Students will be transferring the information from each text and their annotations onto the note catcher.</p> <p>Teacher Model (with Henry Shackelford text)</p> <ul style="list-style-type: none"> Reread the text aloud to students. Complete the first section of the note catcher (bulleted notes) by modeling your think aloud as your refer back to the text codes and annotations to gather information. Ask students to follow along and record your notes on their note catcher. Repeat this process with the next section asking students to continue to follow along. Ask students to complete the next two sections on their own and share their ideas so other students can add/change their notes as needed. The teacher should also contribute ideas that the students might have missed. <p>Independent Practice</p> <p>Students will work independently to complete their note catcher using bulleted notes for each text based on their text, codes, and annotations to guide their thinking.</p>
	<p>Standards:</p> <p>RI.4.1 : Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>			
	<p>Additional Attachments:</p> <p> Note Catcher.pdf</p>			
30 mins	<p>ENHANCING COMPREHENSION:</p> <p>Ability to use higher ordered thinking skills to understand a text deeply and use understandings to create something new.</p>	<p>SHORT RESPONSE FOR EACH TEXT</p> <p>After reading/annotating and completing your Note Catcher for each text, write a paragraph explaining the author's point of view and how each text helps you understand the significance, if any, of the Battle of Olustee.</p>	<p>Meets expectations if students were able to summarize the following for each text:</p> <ul style="list-style-type: none"> identify point of view identify primary or secondary source how each text helps you understand the Battle of Olustee from different perspectives 	<p>Teacher Notes:</p> <ul style="list-style-type: none"> This mini-task will first be completed together as a class (teacher modeling) using the Henry Shackelford letter, then students will repeat the mini-task independently for the Battle of Olustee text. This mini-task should take about 30 minutes for each text for a total of 60 minutes. <p>Whole Group Instruction</p> <p>After reviewing their Note Catcher, students will summarize the information by writing a paragraph.</p>

				<p>Teacher Model (with Henry Shackelford letter)</p> <ul style="list-style-type: none"> • Review the text and notes from the note catcher about Text 1. • Summarize the information from the note catcher aloud. • Synthesize the information about the text's point of view, type of source, and significance of the battle. During this time, students should be contributing to the teacher's "think aloud" as the class comes to a conclusion together. • Write a paragraph explaining the author's point of view and how each text helps you understand the significance, if any, of the Battle of Olustee. Students should follow along and record the paragraph in their journal as a sample. <p>Independent Practice</p> <p>Students will work independently to review the information from the text and their note catcher, summarize the information from their note catcher in their head, synthesis the information about the text, and write a paragraph explaining the author's point of view and how each text helps you understand the significance, if any, of the Battle of Olustee.</p>
<p>Standards:</p> <p>RI.4.1 : Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.4.3 : Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p>				

Transition to Writing

1 hr	<p>SEMINAR: Ability to engage through speaking and listening in a large group to organize and gain information about a common topic and reading.</p>	<p>SOCRATIC SEMINAR - APPLICATION OF CLOSE READING</p> <p>After completing a close reading of an assigned text, you will participate in a Socratic Seminar. Using the Socratic Method, a form of inquiry and discussion based on asking and answering questions to stimulate critical thinking and illuminate ideas, you will develop a deep understanding of a topic that you can communicate to others.</p>	<p>Meets Expectations if:</p> <ul style="list-style-type: none"> • Students come to class prepared for the Socratic Seminar <ul style="list-style-type: none"> ◦ Text read/annotated ◦ Completion of Socratic Seminar Outline • Students actively participate in the Socratic Seminar <ul style="list-style-type: none"> ◦ Demonstrate active listening and speaking skills. ◦ Demonstrate attempts to understand text and other peoples' points of view. 	<p>Teacher Notes:</p> <ul style="list-style-type: none"> • A Socratic Seminar is a discussion based on the close reading of a text, with the goal of answering an essential question. In the seminar itself, students use evidence from the text to discuss and answer a series of questions related to the essential question. This deep engagement with a text, applied to a group discussion, allows students to analyze various aspects of the text, as well as collectively gain a deeper understanding than they would be able to achieve by simply reading the text. • This is a routine. The first time you use it, you will need to model and explain extensively. It is helpful to do a "fishbowl" socratic seminar of a few strong students, requiring that non-participants use the Discussion Points handout. Following this demonstration, lead a discussion about the strengths and weaknesses of the fishbowl seminar. It's your job to set your students up for success through providing strong modeling, clear expectations, and scaffolds such as sentence starters and the handouts attached. For sentence starter ideas, see the link in Teacher Resources. • Much of the work you must do to ensure a fruitful Socratic Seminar occurs the day before when the text is read, annotated, and analyzed. If students do not understand the text, or if they didn't note important passages or ideas from the text, they won't have anything to say during the discussion. Hold students accountable for active reading and note-taking through structured annotations and handouts. • Start out with timed discussions of 5-10 minutes. Some
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groups will struggle to fill this time. Let them figure out how to proceed on their own. Lulls in the conversation are expected!

Instruction

In preparation for a Socratic Seminar, students must complete a close reading of a text that focuses on an essential question.

- I ask students to annotate the text and read for particular information that will be the focus of the discussion (see examples in teacher resources).
- For more scaffolding and accountability, I sometimes give students a Socratic Seminar Outline to complete while they read in preparation for the seminar (see example in student handouts).

****This process will take a class period before the seminar itself****

To set up for a Socratic Seminar, I arrange the classroom into large circles of approximately 10 desks each. In smaller classes, one circle is fine. In larger classes, there are sometimes 3-4 discussions taking place at once.

- To hold students accountable for the discussion, I select a group leader to keep track of participation using a form called Discussion Points (see attached in teacher resources).
- Students can only get a discussion point if they:
 - Reference a specific passage in the text
 - Ask a question that references a specific passage in the text
 - Give specific evidence when agreeing/disagreeing with another student

The Socratic Seminar itself:

- Will only be successful if norms are understood and followed (see Socratic Seminar Expectations). It will help to post these.
 - Only one student may speak at a time
 - Students may defend their argument but may not attack others
- Always begins and ends with an essential question
- Progresses through the text based on discussion topics pre-selected by the teacher (see Seminar Example)
 - These seminars are often based on themes, connections to content, topics in text, etc.
 - I use animations in powerpoint to move through these topics as students are ready for them
- Must be rooted in the TEXT
 - Students may make connections and identify real-life examples, but should be redirected to the text if the conversation moves off topic
- Should end back where it started - with the essential question
 - Based on learning and insight gained during the discussion, students should be able to clearly answer the essential question and support with evidence from the text

Standards:

CCR.SL.4 : Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

CCR.SL.1 : Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and

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expressing their own clearly and persuasively.

CCR.R.1 : Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Additional Attachments:



 [Text Annotation Key.pdf](#)

 [Discussion Points.docx](#)

 [Socratic Seminar Expectations.pdf](#)


 [Ideas for Sentence Starters](#)





Writing Process

1 hr	PLANNING THE WRITING: Ability to develop a line of thought and text structure appropriate to an informational/explanatory task.	OUTLINE/PLAN FOR WRITING You will organize your information, facts and details, and analysis into a graphic organizer. This will be a road map that you can refer to as you organize your writing. Your plan should include an introduction, three body paragraphs, and a conclusion. Remember to state your baby thesis' in your body paragraphs. You should refer to your knowledge of planning an informative essay and using T-TEA.	Student will produce an outline that can be referred to during writing. This will be turned in with the final product to be scored.	Model how to plan an informative essay using a graphic organizer. Students should not be writing their essay on their planning page. The planning page should be used to organize their final essay which should include transitions, thesis statement, facts and details, and evidence that the student will use to address the template task. This plan should include a breakdown of what will be included in the introduction, body paragraphs, and conclusion. The body paragraphs should include which documents students will be using for evidence in their essays. An example for this would be the T-TEA planner, but you may use whatever planner works best for your students. Creating a thesis statement has been taught throughout the year. Students use the template task to create a thesis for their papers.
Standards:				
W.4.5 : With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.				
Additional Attachments:				
 TEA Paragraph Guide Sheet .pdf				
30 mins	INTRODUCTORY PARAGRAPH: Ability to construct a paragraph that engages a reader and states the purpose of a piece of writing.	INTRODUCTION PARAGRAPH Develop an effective and engaging introduction paragraph for your essay incorporating a hook, explanation, and thesis.	Meets expectations if: <ul style="list-style-type: none"> Hook is engaging and relevant Explanation successfully bridges hook and argument. Thesis is specific, well articulated, and the actual topic of the paper and follows the task template. 	*This tool should be used with students who already know their thesis, not as a tool to develop one. 1. Using the handout, do a think aloud in which you walk through the steps to develop an introduction paragraph. Think about several hooks, and chose the best one (emphasizing that the first idea isnt always the best). 2. Allow students to complete the handout independently. 3. Finish with a share, either class wide or between partners.
Standards:				
CCR.W.4 : Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.				
CCR.W.5 : Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.				
Additional Attachments:				
 Intro Handout				
2 hrs	BODY PARAGRAPHS: Ability to construct a	BODY PARAGRAPHS Write your first body	Students will produce 3 paragraphs that each	Model how to write a body paragraph that includes transitions, a baby thesis, evidence, source,

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	paragraph that makes a point and supports this point through evidence and reasoning.	paragraph (paragraph 2). Be sure to include transitions, a baby thesis, evidence, elaboration, and examples to support your reason, a source, and analysis. Reflect on your paragraph strengths and weaknesses in order to improve your paragraph. Follow the same format for paragraphs 3 and 4.	include: <ul style="list-style-type: none">transitionsa baby thesisevidencesourceelaboration/explanationanalysis	elaboration/explanation, and analysis. Guide students in following their planner while they write paragraph 2. Display your sample paragraph and walk through parts of your paragraph, highlighting parts as you go. Ask students to notice the transitions in your paragraph and underline them in a specific color. Students should then mimic the process with their own paragraph. Students should make a note on a Post-it this is an area of weakness. Follow the same process for the baby thesis, evidence, source, elaboration/explanation, and analysis. Repeat the color coding process for paragraphs 3 and 4 with less guidance from the teacher. Hopefully, as students reflect, they will adjust their writing as they progress.
	<p>Standards:</p> <p>RI.4.3 : Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>SS.4.A.5.1 : Describe Florida's involvement (secession, blockades of ports, the battles of Ft. Pickens, Olustee, Ft. Brooke, Natural Bridge, food supply) in the Civil War.</p> <p>W.4.2 : Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>			
1 hr and 30 mins	CONCLUDING PARAGRAPH: Ability to construct a paragraph that brings a sense of closure to a piece of writing.	WRITING EFFECTIVE CONCLUSIONS Your conclusion should be a summary of what you wrote in your essay. By this point in your essay, you should have addressed the task template and analyzed your evidence used. You will write your conclusion paragraph to include a transition, thesis statement, summary of what you wrote, and a final thought.	Meets expectations: <ul style="list-style-type: none">Student participates in discussion and partner work to identify strategies for writing effective conclusions.Student's conclusion includes a recap of the thesis.Student's conclusion includes at least one of the strategies for effective conclusions.Student provides feedback to a partner to identify if their thesis is recapped and any strategies used.	Drafting an Conclusion Ask, "What do you need to make sure is included in your conclusion?" (Students should note that they must include clear emphasis of their thesis statement.) Allow time for students to draft, then ask them to share with a partner. Have partners listen to recognize the thesis statement and strategies from our list used to build the conclusion. Allow time for students to draft, then ask them to share with a partner. Provide the following directions: <ul style="list-style-type: none">Author reads conclusion to his/her partner.Partner listens to recognize the thesis and strategies from our list used to build the conclusion.Partner tells the author what they think is the thesis and what they think the author wants to leave the reader thinking, pointing out the language in the conclusion that makes him/her draw that conclusion.Author confirms or clarifies and makes notes of any needed revision.Partner identifies any strategies used from our class list.Author confirms or clarifies.Authors makes notes of any needed revisions. Switch roles and repeat.
	<p>Standards:</p> <p>W.4.4 : Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>W.4.5 : With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>			
Revision Process				
1 hr	MAKING TECHNICAL REVISIONS: Ability to	USING ARMS TO REVISE Today you will use the	Students will revise their essay using the ARMS	Teacher Notes: Revising is the process of making sure that the writing

	proofread and format a final paper.	ARMS strategy to revise your writing. When we revise something we find ways to make it better.	strategy.	<p>says what the writer wants it to say. Most writers look for the biggest problems first and then tackle the smaller ones. For example, a writer may begin with the completeness of the content, accuracy and depth of supporting details and evidence, and the way the writing is organized, then look at style, grammar, spelling and usage. Sometimes it is helpful to consider reviewing the writing by looking at paragraphs, then sentences, and finally words and phrases.</p> <p>Depending on students' previous experience with revising, you may need to add more or less support.</p> <p>Partner Work</p> <p>Have students select a section of their current writing task that they want to revise, and read it aloud to another student. The partner summarizes/paraphrases the content. The "student author" notes changes, misunderstandings, and omissions, and then clarifies the partner's paraphrase. The partner asks questions about the content and the elements of style to clarify the writing's content and organization. The student author uses the feedback to revise his or her writing. You may want to model this in a <i>fishbowl</i> activity while the rest of the class watches.</p> <p>Encourage students to read their writing aloud either to a partner or to the whole class, and then the audience can point out "wishes and stars", and provide advice about ideas that are confusing, note where information or evidence is missing, and point out repetitious information or words.</p> <p>Have students use the ARMS Strategy:</p> <p>Add words and sentences (be descriptive, capture all ideas).</p> <p>Remove words and sentences (be concise).</p> <p>Move words and sentences (sentence fluency, organization).</p> <p>Substitute words and sentences (word choice, voice).</p>
	<p>Standards:</p> <p>W.4.5 : With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>Additional Attachments:</p> <p> ARMS Revising.jpg</p>			
50 mins	MAKING TECHNICAL REVISIONS: Ability to proofread and format a final paper.	USING CUPS TO EDIT You will use CUPS editing strategy to edit writing and help give systematic feedback to others to improve their writing.	<p>Assess self editing and/or peer editing as complete or not complete.</p> <p>Complete:</p> <ul style="list-style-type: none"> Evidence of student feedback from self and/or peer(s) <ul style="list-style-type: none"> comments/suggestions proofreading marks Completed Checklist <p>Not Complete:</p> <ul style="list-style-type: none"> No evidence of student feedback from self and/or peer(s) No Checklist 	<p>Whole Group Instruction</p> <ul style="list-style-type: none"> Explain: Once you've revised your writing, it's time to edit. When editing, use the CUPS strategy. Display the CUPS strategy (anchor chart or other visual) <ul style="list-style-type: none"> Check the following in your writing and when peer editing: <div>-C apitalization, Usage, Punctuation, Spelling</div> Review the CUPS strategy with students if they have used it before. For students unfamiliar with this strategy, model how to edit for capitalization, usage, punctuation, and spelling with an example text. Assign students to partners to apply the CUPS strategy with a piece of their writing. Circulate and give feedback to students where needed. Invite students to conference with their partner,

				<p>outlining and explaining the edits they made.</p> <p><i>Note: "NCTE Edit Checklist" and "Peer Checklist" included below in teacher resources outline alternative editing strategies</i></p>
	<p>Standards:</p> <p>CCR.W.5 : Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>			
	<p>Additional Attachments:</p> <p> Peer Checklist (Revision and Edit)</p> <p> NCTE Edit Checklist</p> <p> CUPS Editing Strategy</p> <p> CUPS Editing Strategy.pdf</p>			

Instructional Resources

No resources specified

Section 4: What Results?

Student Work Samples

No resources specified

Teacher Reflection

Not provided

All Attachments

- Letter_from_Cpl_Henry_Shekelford20160215-3-159c3z2.pdf : <https://s ldc.org/u/5sqmxwesv6bb l v b w 5 m q e t x e 6 z>
- Battle of Olustee.pdf : <https://s ldc.org/u/eg t 7 m 3 s p s o b o l u x x c r y n 4 4 m 5 q>