



**Literacy Design
Collaborative**

Calculating the Costs: Atomic Bombs in 1945

by Meagan I. Brockway and Curtis E. Martin

The decision to drop the atomic bombs on Hiroshima and Nagasaki was seen by many, including President Truman, as a necessary means to end World War II. But was the United States justified in its decision to drop the bombs? Students will look at the social, diplomatic, and economic costs and whether those costs outweighed the overall benefit of using the bomb to end World War II. Students will be responsible for analyzing various primary sources and secondary documents to develop an argumentative essay.

Additional Notes:

- Students will be using a document packet for the note taking mini-tasks in addition to a Writer's Notebook which houses all of the worksheets needed to complete the mini-tasks.
- The entire Writer's Notebook is attached, and individual worksheets, powerpoints, and photos are attached to the specified mini-tasks.
- The attached texts are the full texts - it is **HIGHLY** suggested that you review the provided texts and modify based on your class structure and ability.


GRADES

9 - 10

DISCIPLINE

 **Social Studies**

COURSE

 **United States
History (9th
grade)**

Section 1: What Task?

Teaching Task

Task Template 2 - Argumentation

Was the United States justified in dropping the atomic bomb on Japan in August 1945? After reading primary and secondary sources, write an essay in which you address the question and argue whether President Truman made the correct decision to end World War II through the use of the atomic bomb in 1945. Support your position with evidence from the text(s).

D 1

Be sure to address and refute competing views.

Standards

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

RI.9-10.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.9-10.2

Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

RI.9-10.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

RI.9-10.10

By the end of grade 9, read and comprehend literary nonfiction in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9—10 text complexity band independently and proficiently.

W.9-10.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.9-10.1.a

Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

W.9-10.1.b

Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

W.9-10.1.c

Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

W.9-10.1.d

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.9-10.1.e

Provide a concluding statement or section that follows from and supports the argument presented.

W.9-10.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.9-10.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W.9-10.9

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

W.9-10.9.a

Apply grades 9—10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").

W.9-10.9.b

Apply grades 9—10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").

W.9-10.10

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 discipline-specific tasks, purposes, and audiences.

Academic Standards for History (Secondary)

8.3.12.D.

Evaluate how conflict and cooperation among groups and organizations in the U.S. have influenced the growth and development of the world.

- Ethnicity and race
- Working conditions

- Immigration
- Military conflict
- Economic stability

8.4.C.D.

Analyze strategies used to resolve conflicts in society and government. Evaluate the role of nationalism in uniting and dividing citizens.

8.4.9.D.

Analyze how conflict and cooperation among groups and organizations have influenced the history and development of the world.

8.4.W.D.

Evaluate how conflict and cooperation among groups and organizations have impacted the development of the world today, including its effects on Pennsylvania.

Pennsylvania Draft Common Core Standards

CC.8.5.9-10.A.

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

CC.8.5.9-10.B.

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CC.8.5.9-10.D.

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

CC.8.5.9-10.F.

Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

CC.8.5.9-10.I.

Compare and contrast treatments of the same topic in several primary and secondary sources.

CC.8.5.9-10.J.

Read and comprehend texts in the grades 9–10 text complexity band independently and proficiently.

CC.8.6.9-10.A.

Write arguments focused on discipline-specific content.

CC.8.6.9-10.A.1.

Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and

evidence.

CC.8.6.9-10.A.2.

ly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.

CC.8.6.9-10.A.3.

Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

CC.8.6.9-10.A.4.

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CC.8.6.9-10.A.5.

Provide a concluding statement or section that follows from or supports the argument presented.

CC.8.6.9-10.A.1.

Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

CC.8.6.9-10.A.2.

ly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.

CC.8.6.9-10.A.3.

Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

CC.8.6.9-10.A.4.

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CC.8.6.9-10.A.5.

Provide a concluding statement or section that follows from or supports the argument presented.

CC.8.6.9-10.B.2.

Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

CC.8.6.9-10.B.3.

Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and

clarify the relationships among ideas and concepts.

CC.8.6.9-10.B.4.

Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

CC.8.6.9-10.B.5.

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CC.8.6.9-10.B.6.

Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

CC.8.6.9-10.C.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CC.8.6.9-10.D.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CC.8.6.9-10.E.

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CC.8.6.9-10.I.

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Texts

🔗 **Understanding the decision to drop the bomb - Donohue**

🔗 **Horror and Shame - EL Doctorow (Primary Reprint)**

🔗 **Unleashing an era of dread - Cullen (Primary Reprint)**

🔗 **The great Hiroshima cover up - Mitchell**

📖 **Why America dropped the bomb - Kagan**

Kagan, Donald. "Why America Dropped the Bomb." *Commentary Magazine* Sept. 1995: 17. Print.

📖 **Ground zero: Japan - Lynch/Matthews**

Lynch, Chrisinda, and Andrew Matthews. "Ground Zero: Japan." *Cobblestone* 1 Apr. 2013: n. pag. Print.

📖 **Truman and the bomb - Hamby**

Hamby, Alonzo. "Truman and the Bomb." *History Today*. N.p., Aug. 1995. Web. 03 Mar. 2014.

- **Writer's Notebook - full version (this would best be used with students who need additional support)**
- **Writer's Notebook - based on the advanced Industrial Revolution example paper.**
- **Writer's Notebook - based on the meets expectations GMO example paper.**

LDC Student Work Rubric - Argumentation

	Not Yet	Approaches Expectations	Meets Expectations	Advanced
	1	2	3	4
Focus	Attempts to address prompt, but lacks focus or is off-task.	Addresses prompt appropriately and establishes a position, but focus is uneven. D: Addresses additional demands superficially.	Addresses prompt appropriately and maintains a clear, steady focus. Provides a generally convincing position. D: Addresses additional demands sufficiently	Addresses all aspects of prompt appropriately with a consistently strong focus and convincing position. D: Addresses additional demands with thoroughness and makes a connection to claim.
Controlling Idea	Attempts to establish a claim, but lacks a clear purpose.	Establishes a claim.	Establishes a credible claim.	Establishes and maintains a substantive and credible claim or proposal.
Reading/Research	Attempts to reference reading materials to develop response, but lacks connections or relevance to the purpose of the prompt.	Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness.	Accurately presents details from reading materials relevant to the purpose of the prompt to develop argument or claim.	Accurately and effectively presents important details from reading materials to develop argument or claim.
Development	Attempts to provide details in response to the prompt, but lacks sufficient development or relevance to the purpose of the prompt.	Presents appropriate details to support and develop the focus, controlling idea, or claim, with minor lapses in the reasoning, examples, or explanations.	Presents appropriate and sufficient details to support and develop the focus, controlling idea, or claim.	Presents thorough and detailed information to effectively support and develop the focus, controlling idea, or claim.
Organization	Attempts to organize ideas, but lacks control of structure.	Uses an appropriate organizational structure for development of reasoning and logic, with minor lapses in structure and/or coherence.	Maintains an appropriate organizational structure to address specific requirements of the prompt. Structure reveals the reasoning and logic of the argument.	Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific prompt. Structure enhances development of the reasoning and logic of the argument.
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 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 appropriate format.
Content Understanding	Attempts to include disciplinary content in argument, 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.

Background for Students

As the war in Europe during 1945 came to a close, the conflict in the Pacific Theater still remained strong. President Truman faced the difficult decision of ending the war through the use of the atomic bombs or to continue the battle with a weary American force. The extreme loss of human life has called into question the moral, ethical, and military **justifications** for dropping the atomic bombs on Hiroshima and Nagasaki. Was Truman's decision to drop the bomb justified?

Extension

Not provided

Section 2: What Skills?

Preparing for the Task

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

TASK ANALYSIS > STUDENT NEEDS: Identifying student needs to complete the task prompt.

BRIDGING CONVERSATION > PRE-ASSESSMENT WRITING: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.

TASK AND RUBRIC ANALYSIS > ESSENTIAL VOCABULARY: Ability to define and understand the application of key vocabulary prior to reading the texts.

Reading Process

PRE-READING > VIDEO NOTE-TAKING: Ability to watch multimedia sources and analyze key information.

ACTIVE READING > ANNOTATION: Ability to Mark Up the Text and complete an Active Reading Guide using a specific process and with an intended purpose.

ACTIVE READING > QUESTIONING: Ability to question texts and evidence at certain checkpoints in the reading process.

POST-READING > ACADEMIC INTEGRITY: Ability to use and credit sources appropriately.

Transition to Writing

POST-READING AND IDENTIFICATION > PROS/CONS OF ARGUMENT: Ability to analyze text findings (from Marking Up the Text and Active Reading Guides) to summarize and synthesize evidence into pros and cons.

Writing Process

INITIATION OF TASK > ESTABLISHING THE CONTROLLING IDEA: Ability to establish a claim and consolidate information relevant to task.

INITIATION OF TASK > ESTABLISHING THE COUNTERCLAIMS: Ability to identify and link claims reasons and counterclaim reasons.

PLANNING > PLANNING THE WRITING: Ability to develop a line of thought and text structure appropriate to an argumentation task.

PLANNING AND DEVELOPMENT > OUTLINING AND DEVELOPING BODY PARAGRAPHS: Ability to outline and develop (rough draft) the body paragraphs based on claim reasons and counterclaim reasons.

PLANNING AND DEVELOPING > OUTLINING AND DEVELOPING INTRODUCTION AND CONCLUSION: Ability to outline and develop (rough draft) the introduction and conclusion.



REVISION, EDITING, AND COMPLETION > PEER EDITING: Ability to peer edit based on a specific criteria (Peer Editing Checklist) and Argumentative Writing Rubric.

REVISION, EDITING, AND COMPLETION > FINAL DRAFT: Ability to submit final piece that meets expectations with an emphasis on understanding and implementing MLA formatting.

COMPLETION > END OF MODULE SURVEY: Ability to reflect on module and provide productive feedback.

Section 3: What Instruction?

PACING SKILL AND DEFINITION PRODUCT AND PROMPT SCORING GUIDE INSTRUCTIONAL STRATEGIES

Preparing for the Task				
20 mins	BRIDGING CONVERSATION > TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.	ENDING WWII QUESTION Using the "Ending WWII" Question in Writer's Notebook, list 4 possible ways to end WWII (excluding the use of the bomb).	Students complete the "Ending WWII" question in the Writer's Notebook - 4 answers with a short detail.	<ul style="list-style-type: none"> (~20 minutes): Read the prompt and have students find the "Ending WWII" question in their Writer's Notebooks. <ul style="list-style-type: none"> Using the <i>WWII in HD</i> Episode 10 video clip from the History Channel series. Link listed here: (WWII in HD: Episode 10 (End Game)). Play the clip from <i>WWII in HD</i> (End Game: Episode 10) beginning with Hitler's suicide at minute 21:44 (<i>this allows students to connect prior knowledge about the end of the war in Europe to the United State's focus on ending the war in the Pacific</i>). End the clip at minute 31:22 (<i>this is the moment directly before the bomb drops - the video clip mentions Operation Downfall and the Potsdam Declaration</i>). Have students fill in their responses to the "Ending WWII" question with 4 different possible endings to the war without the use of the bomb - they should include a short detail to explain their endings. Discuss as a class whether the possible endings were feasible and connect to the decision making process of Truman.
Additional Attachments: <div>  Ending WWII Question Worksheet </div> <div>  Ending WWII Question - Student Work Example </div>				
20 mins	TASK ANALYSIS > STUDENT NEEDS: Identifying student needs to complete the task prompt.	"WHAT DO YOU NEED?" CLASS POSTER/DISCUSSION Contribute at least one sticky note to the class poster after completing the "What Do You Need" worksheet in the Writer's Notebook.	Students complete the "What Do You Need" worksheet in the Writer's Notebook and contribute at least one sticky note to the class poster.	<ul style="list-style-type: none"> (~20 minutes): Have students turn to the "What Do You Need" worksheet in their Writer's Notebook and re-read the task question as a class. Students should brainstorm independently at least one item needed from the teacher in order to complete the task for each category (vocabulary, historical background, and writing techniques). Have students select at least one of the items that they noted as needed for completing the task and write that item on a sticky note. The sticky notes should be placed on the class poster in the front of the room (see picture in attachments for example). Discuss a few of the sticky notes and remind students that they may add or remove any of their sticky notes throughout the module.

Additional Attachments:


 **What Do You Need - Student Work Example**
 **What Do You Need Worksheet**

 **What Do You Need Class Poster (photo)**

30 mins

BRIDGING CONVERSATION > PRE-ASSESSMENT WRITING:

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

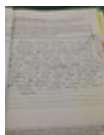
INITIAL RESPONSE - ACE PARAGRAPH




Examine an example of how an ACE paragraph is written and then identify the parts of the paragraph used for grading. Complete the "Initial Response" worksheet in the Writer's Notebook.



Students complete the "**Initial Response**" **worksheet** in their Writer's Notebook. In addition, students should also participate during the ACE presentation and complete the peer editing portion of the ACE process.

- (~10 minutes): Show students the **ACE Presentation** - ACE stands for *Answer the Question, Cite Evidence, and Explain/Elaborate*. This presentation gives students a sample of a well-developed paragraph completed using the ACE strategy. Students can practice identifying the parts of ACE throughout the presentation.
- (~10 minutes): Reread the task prompt out loud to the class and allow students independent time to complete the "**Initial Response**" **worksheet** in the Writer's Notebook.
- (~10 minutes): Have students exchange Writer's Notebooks and give students time to identify the parts of ACE from the other student's response and peer conference to discuss the peer editor's findings.
 - Students use symbols to peer edit the ACE paragraphs and identify areas of strength and weakness.
 - A - Answer the Question is marked with an * - students should ask themselves "Did they answer the task question?" and mark the answer with the * symbol. If not, then the student editor should make a note for the peer conference.
 - C - Cite Evidence is marked with a #1, #2, and #3 - students should identify individual pieces of specific evidence. 2-3 pieces of evidence for an ACE paragraph is the expectation.
 - E - Explain/Elaborate is marked with a @#1, @#2, @#3 - these correspond to the piece of evidence that is being explained or elaborated on.




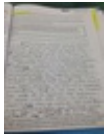



Additional Attachments:










 **ACE Initial Response - Student Work Example**
 **ACE Powerpoint**
 **Initial Response Worksheet**

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
45 mins	TASK AND RUBRIC ANALYSIS > ESSENTIAL VOCABULARY: Ability to define and understand the application of key vocabulary prior to reading the texts.	VOCAB WHEELS Complete 3 of the 4 parts of the Vocab Wheels in the Writer's Notebook for 12 essential words, in collaborative groups.	Students complete the vocab word, initial definition, and actual definition portions of the " Vocab Wheel " worksheets in their Writer's Notebooks.	<ul style="list-style-type: none"> (~5 minutes): Allow students to copy the vocab words into the first section of the Vocab Wheels (please see the attached reference for the quadrant descriptions) - large chart paper with the list of key vocabulary words in the front of the room or the list projected for the class to see is very helpful. (~5 minutes): After students have the words copied into the first section, read the words as a class to ensure that students understand pronunciation. (~5 minutes): Walk students through the process of completing the remaining two sections of the Vocab Wheels: <ul style="list-style-type: none"> <i>Initial Definition</i> should be completed first and is the student's current understanding of the word - "I don't know" is not acceptable and students should make all attempts to come up with their current definition <i>Actual Definition</i> should be completed second with the emphasis on finding the definition of the word as it would apply to the historical content (~30 minutes): Both of these sections can be completed individually, collaboratively, or as a homework assignment <p>**Note: The last section of the Vocab Wheels (Sentence from Text) should be completed after all texts have been read**</p>
Additional Attachments: <div>    </div>				
Reading Process				

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
25 mins	<p>PRE-READING > VIDEO NOTE-TAKING: Ability to watch multimedia sources and analyze key information.</p>	<p>3-2-1 VIDEO GRAPHIC ORGANIZER - THEODORE VAN KIRK INTERVIEW</p> <p>Complete "3-2-1 graphic organizer" in Writer's Notebook to organize thoughts before, during, and after video.</p>	<p>Students complete the "3-2-1 graphic organizer" and participate in the after video class discussion.</p>	<ul style="list-style-type: none"> (~5 minutes): Have students look over the "3-2-1 graphic organizer" in their Writer's Notebook and explain the steps to the class - they should list the following: <ul style="list-style-type: none"> 3 new pieces of information that they learned 2 interesting facts (not a part of the "3" information) 1 quality question (not a yes/no response question) (~10 minutes): Show students the video using this link (Theodore Van Kirk Interview) (~5 minutes): Allow students some time to complete their 3-2-1 organizer (~5 minutes): Have students share at least one of the bullet points from their organizer to the class and discuss
<p>Additional Attachments:</p> <div>  <p>3-2-1 Graphic Organizer - Student Work Example</p> </div> <div>  <p>3-2-1 Graphic Organizer</p> </div>				

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
Not provided	<p>ACTIVE READING > ANNOTATION: Ability to Mark Up the Text and complete an Active Reading Guide using a specific process and with an intended purpose.</p>	<p>MARKING UP THE TEXT AND ACTIVE READING GUIDES</p> <p>Complete the Marking Up the Text and Active Reading Guides for each selected text.</p>	<p>Students complete Marking Up the Text and the Active Reading Guide for each of the selected texts. This is an ongoing part of the module - students can complete texts in class or for homework.</p>	<ul style="list-style-type: none"> Please see the attached resources for all teacher versions of the documents - this may help to explain Marking Up the Text and Active Reading Guides in more detail. (~40 minutes): Using teacher modeling, show students the steps taken when Marking Up the Text (please see all attached resources for more information) with particular attention on the process. Doc #1 (Kagan) is the best teacher model sample document: <ul style="list-style-type: none"> First, identify your purpose for reading the text and write this at the top of text (list of purposes for the selected texts included in the attachments) <ul style="list-style-type: none"> A different color highlighter for each part of the purpose helps to easily identify the purpose sections Second, box in the title and the sub-titles to help preview the text and gain an idea of what will be discussed in the text Third, number the paragraphs for easy identification in the Active Reading Guide and discussions Fourth, circle any unknown vocab, phrases, etc...as you read the text paragraph by paragraph and look up the definition (students were able to use their personal technology to look up the words) Use the other marks from the Marking Up the Text guideline sheet to identify portions of the text that relate to the purpose (~20 minutes): Using teacher modeling, show students the steps taken when completing an Active Reading Guide with particular attention on the process: <ul style="list-style-type: none"> Write the title of the text, full text citation, and the purpose for the document at the appropriate place on the Active Reading Guide form On the left hand side of the Active Reading Guide, write the quote highlighted from the Marking Up the Text <ul style="list-style-type: none"> Students should try to link quotes together to make connections throughout the text On the right hand side of the Active Reading Guide, write your thoughts, questions, inferences, etc... Students should complete an Active Reading Guide for each text after Marking Up the Text <ul style="list-style-type: none"> Based on class dynamics, you can choose to complete just the Marking Up the Text without the Active Reading Guide The Marking Up the Text is a way for students to pull out specific evidence and the Active Reading Guide allows students to annotate thoughts, questions, connections, etc... Marking Up the Text and Active Reading Guides are used throughout the writing process as a way to incorporate specific evidence from the texts that

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
	<p>Additional Attachments:</p> <div>   </div> <p>  Marking Up the Text Guide - GASD English Department Resource  Active Reading Guide </p>			
40 mins	<p>ACTIVE READING > QUESTIONING: Ability to question texts and evidence at certain checkpoints in the reading process.</p>	<p>ACE QUESTIONS #1 AND #2 - TEXT EVIDENCE CHECKPOINTS</p> <p>Complete the ACE question in the Writer's Notebook using evidence from completed texts.</p>	<p>Students complete the "ACE question #1" after reading the first 3 texts and "ACE question #2" after reading the last 4 texts.</p> <p>***The 2nd ACE question is great for additional practice if needed***</p>	<ul style="list-style-type: none"> (~5 minutes): Reinforce the ACE process by discussing the symbols used for peer or self editing (see the attached ACE poster for more information). <ul style="list-style-type: none"> A - * C - #1, #2, #3 E - @#1, @#2, @#3 (~10 minutes): Students review their current evidence (from Marking Up the Text and Active Reading Guides and 3-2-1 graphic organizer) and complete the ACE question: <ul style="list-style-type: none"> "Was the United States justified in its decision to drop the atomic bomb on Japan in August 1945?" (~5 minutes): Students should peer OR self edit the ACE paragraph that they have completed and peer conference if appropriate. Repeat this same process for the second ACE question after students complete all of the readings - this strategy could be used at any point along the reading process as a "check" for students and teacher. <p>**It is up to the teacher (based on class dynamics and progress) whether or not to complete the second ACE question after the students complete the texts**</p>
	<p>Additional Attachments:</p> <div>  </div> <p>  ACE Question #2  ACE Question #1  ACE Poster and Argumentative Essay Format Class Posters (photo)  ACE Class Poster </p>			

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
20 mins	POST-READING > ACADEMIC INTEGRITY : Ability to use and credit sources appropriately.	BIBLIOGRAPHIC INFORMATION AND IN-TEXT CITATIONS Complete the bibliographic information worksheet in the Writer's Notebook.	Students complete the "Bibliographic Information and In-Text Citations" worksheet in their Writer's Notebook.	(~5 minutes): Review the issues associated with plagiarism according to school policy. (~5 minutes): Review handouts associated with works cited page information, in-text citations, and formatting guides, and guide students to the Purdue Online Writing Lab (OWL) website for an additional source. (~10 minutes): Allow students to gather information from texts to begin worksheet in their Writer's Notebook.
Additional Attachments: <div>  Bibliographic Information and In-Text Citations Worksheet </div> <div>  Citation Information Handout - GASD English Department Resource </div> <div>  <div>  Bibliographic and In-text Citations - Student Work Example </div> </div> <div>  <div>  Works Cited Handout </div> </div> <div>  <div>  Sample Works Cited Handout </div> </div>				
Transition to Writing				

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
40 mins	POST-READING AND IDENTIFICATION > PROS/CONS OF ARGUMENT: Ability to analyze text findings (from Marking Up the Text and Active Reading Guides) to summarize and synthesize evidence into pros and cons.	REASONS FOR/REASONS AGAINST CHART Complete the "Reasons For/Reasons Against" chart in the Writer's Notebook using information from Marking Up the Text and Active Reading Guides.	Students complete the classroom activity and "Reasons For/Reasons Against chart" in their Writer's Notebook.	<ul style="list-style-type: none"> (~40 minutes): Have students grouped together (4-6 students) and ask them to reference their Writer's Notebook particularly the Active Reading Guides and texts: <ul style="list-style-type: none"> With a piece of posterboard, space on a wall, whiteboard, etc... - divide the space into 2 sections (Pros/Reasons For and Cons/Reasons Against) Students should identify evidence for the argument for and against the United States dropping the bomb on Japan (reference the task prompt) using Active Reading Guides, documents, and other materials that we have used up to this point. In their groups, students should write down reasons for (pro side) or reasons against (con side) - each group should leave multiple sticky notes in each column (see attached photo) Have students rotate groups or areas with the intent that they will assess and add/remove/modify sticky notes for each group's posterboard, whiteboard, or wall space. As a class, reconvene and ask students to review their posterboards, whiteboard, wall space for common for and against reasons: <ul style="list-style-type: none"> Create a class Reasons For/Reasons Against T-chart Distribute Reasons For and Reasons Against T-chart and have students copy the main for and against reasons from the class T-chart Stress to students that they will need to have reasons for both sides of the argument because we will be addressing counterclaims in the near future.

Additional Attachments:



 **Pros/Cons Group Activity Poster (photo)**



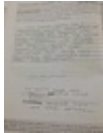

 **Reasons For/Reasons Against Class T-chart (photo)**



 **Reasons For and Reasons Against T-chart - Student Work Example**

 **Reasons For/Reasons Against T-chart**

Writing Process

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
25 mins	INITIATION OF TASK > ESTABLISHING THE CONTROLLING IDEA: Ability to establish a claim and consolidate information relevant to task.	STARTING A CLAIM WITH PEER EDITING Create a claim with 3 pieces of evidence from texts and complete the "Starting a Claim" worksheet in the Writer's Notebook.	Student completes the "Starting a Claim" worksheet in their Writer's Notebook and peer edits another claim.	<ul style="list-style-type: none"> (~5 minutes): Students should reference their Pros and Cons T-chart from the previous lesson and review both parts of the argument. They should make an official decision at this point on which stance of the argument they will be writing. (~5 minutes): Students should highlight using a GREEN highlighter, the 3 reasons that they will use to support their claim. (~5 minutes): Discuss the differences between a thesis and a claim, what is included in a claim, sample claims, and directions for peer editing a claim. (~5 minutes): Allow students time to complete the "Starting a Claim" worksheet using the highlighted reasons from the Pros/Cons T-chart. (~5 minutes): Students should peer edit and conference with each other on ways to improve and develop their claim.
Additional Attachments:  Starting a Claim Worksheet - Student Work Example  Starting a Claim Worksheet				
30 mins	INITIATION OF TASK > ESTABLISHING THE COUNTERCLAIMS: Ability to identify and link claims reasons and counterclaim reasons.	MATCHING CLAIM AND COUNTERCLAIM REASONS Complete the "Matching Claim and Counterclaims Reasons" worksheet using Pros/Cons chart.	Students complete the "Matching Claim and Counterclaim Reasons" worksheet in their Writer's Notebook.	<p>(~10 minutes): Show students the "Set 'Em Up and Knock 'Em Down" powerpoint - this presentation discusses what a counterclaim is, how to identify and match claim and counterclaim reasons, and how these should be written within an argumentative essay.</p> <p>(~5 minutes): Students should use the Pros/Cons T-chart to identify the 3 opposing reasons to the GREEN highlighted claim reasons. A YELLOW highlighter should be used to identify these counterclaim reasons.</p> <p>(~5 minutes): Students should use the "Matching Claim and Counterclaim Reasons" worksheet to identify the best organization of the claim and counterclaim reasons (particular attention should be given to matching the claim and counterclaim reasons for cohesion within the essay).</p> <p>(~10 minutes): Reorganize the class T-chart of pros and cons to reflect the best "matches" and discuss how these claim and counterclaim reasons help to add validity to argumentative writing.</p>

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
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Additional Attachments:

 **Set 'Em Up and Knock 'Em Down - The Language of Argument**



 **Matching Claim and Counterclaim Reasons Worksheet - Student Work Example**

 **Matching Claim and Counterclaim Reasons Worksheet**

20 mins

**PLANNING >
PLANNING THE
WRITING:**

Ability to develop a line of thought and text structure appropriate to an argumentation task.

**ARGUMENTATIVE
ESSAY FORMAT AND
RUBRIC REVIEW**

Examine 2 different examples of an Argumentative Essay and participate in the class discussion.

None

- (~5 minutes): Discuss and explain the different scoring elements associated with the Scoring Rubric for Argumentation Template Tasks.
 - Students should understand the difference between SCORING and GRADING through this process
 - Students will be using these element categories to peer edit in the near future
- (~5 minutes): Using the Argumentative Essay Format poster (see attached photo), explain the sections of an argumentative essay and the structure and format that the essay should follow:
 - *Introduction, Claim Paragraph, Counterclaim Paragraph, Claim Paragraph, Counterclaim Paragraph, Claim Paragraph, Counterclaim Paragraph, Conclusion*
 - Stress the use of the Matching Claim and Counterclaim Reasons worksheet (already completed in the Writer's Notebook) as a mean of organizing the claim and counterclaim paragraphs.
- (~10 minutes): Distribute the 2 sample essays (Genetically Modified Organisms and The Industrial Revolution)
 - Allow students time to determine the structure of the essay (does the author introduce the counterclaims or claims first?)
 - Discuss how the Genetically Modified Organism sample essay provides a stronger argument
 - Counterclaims are dispelled throughout the essay and are placed immediately after the introduction

Additional Attachments:



 **Industrial Revolution Example**



 **Genetically Modified Crops Advanced Essay Example**

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
1 hr and 20 mins	PLANNING AND DEVELOPMENT > OUTLINING AND DEVELOPING BODY PARAGRAPHS: Ability to outline and develop (rough draft) the body paragraphs based on claim reasons and counterclaim reasons.	BODY (CLAIM AND COUNTERCLAIM) PARAGRAPH OUTLINES AND ROUGH DRAFTS Complete an outline and rough draft of the essay based on the task question.	Students complete the outlines and rough drafts for the body (claim and counterclaim) paragraphs in their Writer's Notebook.	<ul style="list-style-type: none"> • Students should decided if they want to follow the "GMO" format, "Industrial Revolution" format, or the more guided approach listed below. The Writer's Notebook contains the more guided approach but is easily adapted for to all 3 types. • Students should be allowed time to complete an outline and rough draft. Below is a more detailed approach to outlining and creating a rough draft. This may be more suitable to learning support students or those who need a more detailed approach to writing a rough draft. <ul style="list-style-type: none"> ○ (~10 minutes): Students should turn to the Reason #1 Outline in their Writer's Notebook. Review the elements of the outline as a class: <ul style="list-style-type: none"> ■ List the reason at the top of the outline (this is one of the 3 identified reasons from the Pros/Cons T-chart and Matching Claims/Counterclaims worksheets - highlighted GREEN) ■ Students should use the completed Active Reading Guides and texts (Marking Up the Text) to identify pieces of evidence (quotes, facts, etc...) that will support their claim reasons ■ There is space for the evidence and explanation for at least 2 pieces of key evidence (students can incorporate more than 2 pieces of evidence) ○ (~10 minutes): Use the Writing a Counterclaim presentation to explain to students the "set 'em up" and "knock 'em down" theory. <ul style="list-style-type: none"> ■ <i>Set 'Em Up</i> - provide evidence that an "opponent" would use in an argument against the claim reason ■ <i>Knock 'Em Down</i> - provide a rebuttal to the evidence from Set 'Em Up ■ Students should then identify and write the counterclaim reason that matches the claim reason (referencing the Matching Claims/Counterclaims worksheet) in the space provided on the outline: <ul style="list-style-type: none"> ■ Finding and include a piece of evidence that supports the counterclaim (from Active Reading Guides and texts) - Set 'Em Up ■ Provide a rebuttal to the counterclaim with evidence - Knock 'Em Down ■ Students should then move onto the next reason paragraph outline OR work on the rough draft of the Reason #1 Outline (using the Rough Draft lined space) ○ (~60 minutes): Allow students time to complete the 3 body (claim and counterclaim) paragraph outlines and rough drafts.

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
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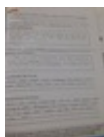
Additional Attachments:

 **Writing a Counterclaim Powerpoint - GASD LDC Collaborative Team Resource**

 **Claim/Counterclaim #1 Worksheet (Outline and Rough Draft)**

 **Counterclaim-Industrial Revolution Example Outline**

 **Counterclaim - GMO Example Outline**



 **Claim Reason #1 Worksheet - Student Work Example**

 **Claim/Counterclaim #3 Worksheet (Outline and Rough Draft)**

 **Claim/Counterclaim #2 Worksheet (Outline and Rough Draft)**

1 hr and
20 mins


PLANNING AND DEVELOPING > OUTLINING AND DEVELOPING INTRODUCTION AND CONCLUSION: Ability to outline and develop (rough draft) the introduction and conclusion.




INTRODUCTION AND CONCLUSION OUTLINES AND ROUGH DRAFTS






Review the Introduction and Conclusion handout and review/modify rough draft.

Students complete the outlines and rough drafts for the introduction and conclusion in their Writer's Notebook.

- (~10 minutes): Review the aspects of writing an introduction and conclusion using the **"Writing an Introduction and Conclusion" handout and powerpoint** (attached).
- (~10 minutes): Direct students to analyze the outlines for the introduction and conclusion and review the process of writing each.
 - The introduction is broken down into 3 parts:
 - *Attention Getter or Hook* - based on Q AID Q (see "Writing an Introduction and Conclusion for full details on Q AID Q)
 - *Background Information and Establishing Controversy* - these elements also serve a bridge to the claim
 - *Claim* - students should reference their Starting a Claim worksheet
 - The conclusion is also broken down into 3 parts:
 - *Echo Introduction* - referring back to the attention getter or hook (for instance, students can conclude their introduction anecdote)
 - *Claim* - restating the claim in a different way that reinforces the claim reasons
 - *Concluding Thoughts* - calling the reader to action or challenging the reader to pursue further analysis of the topic
 - It may be helpful for students to write the claim first (referring back to the Starting a Claim worksheet), then the background information and establish controversy, followed last by the attention getter or hook
- (~60 minutes): Provide time for students to work on the Introduction and Conclusion Outlines and Rough Drafts.
 - Stress the importance of outlines and rough drafts for the next lesson - peer editing

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
	<div>Additional Attachments:</div> <div><div><div>Introduction and Conclusion Outline - Student Work Example</div><div>Writing an Introduction and Conclusion Powerpoint</div><div>Writing an Introduction and Conclusion Student Handout</div><div>Conclusion Rough Draft Worksheet</div><div>Introduction Rough Draft Worksheet</div><div>Introduction/Conclusion Outline</div></div></div>			

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
1 hr and 10 mins	REVISION, EDITING, AND COMPLETION > PEER EDITING: Ability to peer edit based on a specific criteria (Peer Editing Checklist) and Argumentative Writing Rubric.	PEER EDITING CHECKLISTS AND MINI-CONFERENCES Complete the peer editing process using the provided checklist in the Writer's Notebook.	Students complete the peer editing process (checklists in their Writer's Notebooks and mini-conferences).	<ul style="list-style-type: none"> (~10 minutes): Have students turn to the Peer Editing Checklist sections (one for each claim reason and a separate checklist for both the introduction and the conclusion) and review exactly what the students are going to be looking for during peer editing. The checklist is set up to reflect the scoring elements of the Argumentative Task Template Rubric and gives specific directions. <ul style="list-style-type: none"> It may be helpful to give students "questions" to ask as they consider each element: <ul style="list-style-type: none"> Focus - is there a steady train of thought throughout the entire essay or is the reader off task? Controlling Idea - is there a clear claim with 3 clear supporting reasons? Reading/Research - is it clear (through the use of quality and relevant evidence) that the writer has put in the work to enhance their paper through their source information? Development - does the writer explain and elaborate (you aren't asking "why?", "how?", "who?", and/or "what?") the claim reasons and connections to the evidence provided? Organization - does the essay follow an the Argumentative Essay Format (intro, claim reasons matched to counterclaim reasons, conclusion)? Conventions - does the essay display proper grammar, punctuation, sentence structure, etc.? Content Understanding - is the writer able to showcase their knowledge of the topic with a strong understanding of the task question? (~5 minutes): Set up a class structure and time limits for reading/editing and conferencing. <ul style="list-style-type: none"> ~25 minutes to read and go through the peer editing checklist ~5 minutes to mini-conference and discuss the first paper ~5 minutes to mini-conference and discuss the second paper <ul style="list-style-type: none"> **Adjust as needed but it is recommended to use a timer** (~20 minutes): Students will take these peer editing checklists and mini-conference notes and make corrections to their rough drafts with the anticipation that the final draft is expected.
Additional Attachments: <ul style="list-style-type: none">  Claim/Counterclaim #1 Peer Editing Checklist  Claim/Counterclaim #2 Peer Editing Checklist  Claim/Counterclaim #3 Peer Editing Checklist 				

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
20 mins	REVISION, EDITING, AND COMPLETION > FINAL DRAFT: Ability to submit final piece that meets expectations with an emphasis on understanding and implementing MLA formatting.	MLA FORMATTING REVIEW - FINAL DRAFT INFORMATION Review the basics of MLA formatting and make changes prior to final submission.	Students will submit their final drafts and Writer's Notebook for credit.	(~5 minutes): Show students the Purdue Online Writing Lab (OWL) website as a reference for MLA guidelines and formatting. (~10 minutes): Using the handouts in the Writer's Notebook, review setting up a document before typing (margins, font size, font type, header with last name and page number) and how to set up a works cited page. (~5 minutes): Establish the guidelines for submitting the final draft (turnitin.com, electronic submission, hard copies, etc...)
Additional Attachments: <div>  Works Cited Examples Handout </div> <div>  MLA 7th Edition Works Cited Models Handout - GASD English Department Resource </div> <div>  Sample Works Cited Handout </div> <div>  MLA Formatting Handout - GASD English Department Resource </div>				
10 mins	COMPLETION > END OF MODULE SURVEY: Ability to reflect on module and provide productive feedback.	END OF MODULE SURVEY Complete the "End of Module" survey and turn in Writer's Notebook.	Students complete the "End of Module Survey".	(~10 minutes): Allow students the opportunity to fill in the survey paper with an emphasis on providing valuable feedback that will help to improve the module. It may be helpful to stress that complaining without providing a way to change or modify is not acceptable.
Additional Attachments: <div>  End of Module Survey </div>				

Instructional Resources

No resources specified

Section 4: What Results?

Student Work Samples

Advanced

 **Atomic - Advanced (no marks)**

Approaches Expectations

 **Atomic - Approaches (no marks)**

Meets Expectations

 **Atomic - Meets (no marks)**

Not Yet

 **Atomic - Not Yet (no marks)**

Teacher Reflection

Students were able to develop key skills that will be utilized throughout the remaining units and within other classes. Other members of the LDC Team were able to collaborate and create common documents, strategies, etc...that allow students to practice and use these developed key skills within many class structures. The student Writer's Notebook was given to students in "chunks" - this was 3-hole punched and placed in a color coded folder/notebook for easy identification. It was also helpful to have the documents printed for students to place in the front pocket of their folder/notebook. It is highly recommended that teachers modify documents based on student levels and ability. Take into consideration the end product, vocabulary, and historical background knowledge of students prior to the module. For instance, if students are not familiar with Truman's background within World War I, then it would be beneficial to eliminate that part of the passage.

All Attachments

🔗 Understanding the decision to drop the bomb - Donohue :

<https://s ldc.org/u/r2f9zz9dyjltrwnxr8kexu6g>

🔗 Horror and Shame - EL Doctorow (Primary Reprint) :

<https://s ldc.org/u/d0i17y1jjlean5gw71cdi6m1l>

🔗 Unleashing an era of dread - Cullen (Primary Reprint) :

<https://s ldc.org/u/23x5flhqj9u74tuf9pocqq0rj>

🔗 The great Hiroshima cover up - Mitchell : <https://s ldc.org/u/79rir1nq0wipm81nudhizgulh>

📄 Writer's Notebook - full version (this would best be used with students who need additional support) : <https://s ldc.org/u/7cnzi6q1ustxjw3j4mrsfewz>

📄 Writer's Notebook - based on the advanced Industrial Revolution example paper. : <https://s ldc.org/u/8w0nwwaaca71ntjfs4eq6h2>

📄 Writer's Notebook - based on the meets expectations GMO example paper. : <https://s ldc.org/u/cif6cc600jaoliv02gaftvj5>

📄 Atomic - Advanced (no marks) : <https://s ldc.org/u/54iwdlom9inegpui961uj9t1o>

📄 Atomic - Approaches (no marks) : <https://s ldc.org/u/114pscffpjthq2eymcwelkix3>

📄 Atomic - Meets (no marks) : <https://s ldc.org/u/97la4uwbehzgv5cwrqgaz5adq>

📄 Atomic - Not Yet (no marks) : <https://s ldc.org/u/9uci0tgrxm87xo4h0nli2utnx>