



**Literacy Design
Collaborative**

What is the Enduring Legacy of the Emancipation Proclamation?

by Christopher Holcomb and Cathy S. Myers

Through primary and secondary source document analysis, students will explore the effects of the Emancipation Proclamation on the outcome of the American Civil War. Students will also consider the lasting impact of the Emancipation Proclamation on American society as our nation moved from this period of internal struggle, through similar succeeding periods, to the cultural realities of today.

GRADES

6 - 8

DISCIPLINE

 **Social Studies**

COURSE

Any

Section 1: What Task?

Teaching Task

Task Template 5 - Argumentation

After researching primary and secondary source documents on the Emancipation Proclamation, write an essay in which you discuss the Emancipation Proclamation as a war measure and evaluate its lasting legacy in American history. Support your position with evidence from your research.

Standards

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

L.8.6

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

RH.6-8.1

Cite specific textual evidence to support analysis of primary and secondary sources.

RH.6-8.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.6-8.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

RH.6-8.10

By the end of grade 8, read and comprehend history/social studies texts in the grades 6—8 text complexity band independently and proficiently.

WHST.6-8.1

Write arguments focused on discipline-specific content.

WHST.6-8.1

Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

WHST.6-8.1.b

Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

WHST.6-8.1.c

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Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

WHST.6-8.1.d

Establish and maintain a formal style.

WHST.6-8.1.e

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

WHST.6-8.4

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

WHST.6-8.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

WHST.6-8.9

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

WHST.6-8.10

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.

Performance Standards for Social Studies

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State the importance of key events of the Civil War; include Antietam, Emancipation Proclamation, Gettysburg, Chickamauga, the Union blockade of Georgia's coast, Sherman's Atlanta Campaign, Sherman's March to the Sea, and Andersonville.

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Explain the importance of key issues and events that led to the Civil War; include slavery, states' rights, nullification, Missouri Compromise, Compromise of 1850 and the Georgia Platform, Kansas-Nebraska Act, Dred Scott case, election of 1860, the debate over secession in Georgia, and the role of Alexander Stephens.

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Analyze the impact of Reconstruction on Georgia and other southern states, emphasizing Freedmen's Bureau; sharecropping and tenant farming; Reconstruction plans; 13th, 14th, and 15th amendments to the constitution; Henry McNeal Turner and black legislators; and the Ku Klux Klan.

Texts

No texts specified

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

Teachers should guide students through a reading of "The Emancipation Proclamation through Different Eyes" (<http://www.gilderlehrman.org/history-by-era/african-americans-and-emancipation/resources/emancipation-proclamation-through-differ>) before they begin reading the primary documents.

From this resource: "The Emancipation Proclamation is the document that Lincoln felt would cement his name in history. It stated that all enslaved people within the states in rebellion were free. Although the document was not accepted in the Confederacy and therefore did not immediately free any slaves, it is considered one of the most important in American history. The proclamation, controversial in its own time, laid down a pathway for the future and provided a commitment to ending slavery. The document promoted the mission of reestablishing a unified nation—a goal that was seen as an important part of creating a fairer and better America. In order to keep the border states in the Union, Lincoln's proclamation did not apply to them. President Lincoln issued the document as a wartime measure justified by "the power vested in me as Commander in Chief" by the Constitution. As word of the proclamation spread, enslaved people made their way from plantation fields to union lines in battle zones. Issued after the Battle of Antietam, a bloody battle in which Union forces claimed victory, the document raised the stakes for both the Confederacy and the Union. European nations, which had abolished slavery, were now less likely to recognize the rebellious Southern government. Free blacks in the North welcomed the added moral dimension to the conflict and joined the Union army in increasing numbers. With the subsequent passage of the Thirteenth Amendment in 1865, the promise of the Emancipation Proclamation was kept, as four million people were freed from bondage, and chattel slavery came to an end."

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

Reading Process

TEXT SELECTION: Ability to identify appropriate texts.

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

ACTIVE READING > ESSENTIAL VOCABULARY: Ability to identify and master terms essential to understanding a text.

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

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

Transition to Writing

BRIDGING CONVERSATION > PREPARING FOR WRITING: Ability to begin linking reading results to writing task.

Writing Process

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

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

DEVELOPMENT: Ability to construct an initial draft with an emerging line of thought and structure.

REVISION: Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.

EDITING: Ability to proofread and format a piece to make it more effective.

COMPLETION: Ability to submit final piece that meets expectations.



Section 3: What Instruction?

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
Preparing for the Task				
10 mins	BRIDGING CONVERSATION > TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.	QUICK WRITE In a quick write, tell me what you know about the Emancipation Proclamation and its impact on the Civil War.	None	<ul style="list-style-type: none"> • Link this task to earlier class content. • Discuss student responses. If students do not know about the impact of the Emancipation Proclamation on the war, teachers might ask them how they think it would have affected the war.
15 mins	TASK AND RUBRIC ANALYSIS > TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.	LIST In your own words, what are the important features of a good response to this prompt?	Students list relevant features	<ul style="list-style-type: none"> • Share examples of type of text students will produce (either from past students or from professional writers). • Identify or invite students to identify key features of examples. • Pair students to share and improve their individual bullets. • Create a classroom list: Choose one student to share a few ideas on the board, and ask other to add to it.
Reading Process				
20 mins	TEXT SELECTION: Ability to identify appropriate texts.	NOTES For each teacher-selected text, find and list the available bibliographic information (using the html web address as a starting point for the present use of the research material). Add bullets on why you think the work is credible and/or worthy of study.	<ul style="list-style-type: none"> • Identifies author, title, publisher, date, and any other needed information (in this case, students will record the html web address). • Includes reasonable evidence that work is credible and/or worthy of study. 	<ul style="list-style-type: none"> • Provide citation guide and discuss why each element of citation is needed. • Ask students to brainstorm what makes an author credible and/or worthy of study. • Provide access to research sources for students to assess the texts.

What is the Enduring Legacy of the Emancipation Proclamation?

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
50 mins	ACTIVE READING > NOTE-TAKING: Ability to select important facts and passages for use in one's own writing.	<p>SHORT CONSTRUCTED RESPONSE</p> <p>Excerpts from the Emancipation Proclamation</p> <p>As you read the Emancipation Proclamation, take notes that will help you answer the following questions:</p> <ul style="list-style-type: none"> • What do you think that President Abraham Lincoln is trying to accomplish in excerpts 1-3 of the preliminary Emancipation Proclamation (released following the Battle of Antietam (September 17, 1862)? Which parts of the text show you that? • How might the issuance of the document affect the stability of daily plantation life in the South? • What do you think that the European response will be, considering a) they had already abolished slavery by law within their own empires, b) they depended on the unencumbered flow of Southern cotton to their refineries and mills, and c) General Robert E. Lee chose to retreat back into the safety of Virginia following the "strategic draw" at the Battle of Antietam? • What do you think the potential impact will be on the Union's war goals, strategies, and capabilities considering the impending future enlistment of potentially large numbers of African Americans into the Union Army? As you answer each question, cite evidence from the Emancipation Proclamation to support your response. Which parts of the text lead you to your responses? 	<ul style="list-style-type: none"> • Answers questions with credible response and supporting evidence from text. 	<ul style="list-style-type: none"> • Invite students to brainstorm ways to figure out President Lincoln's immediate and long term goals. • Invite students to share and discuss their answers for each text. • After the discussion, allow them to add to their entries.

What is the Enduring Legacy of the Emancipation Proclamation?




PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
		question, cite evidence from the Emancipation Proclamation to support your response. Which parts of the text lead you to your response?		
	Additional Attachments:  The Emancipation Proclamation through Different Eyes (1350L)  The Emancipation Proclamation (History Channel) (1310L)			
50 mins	ACTIVE READING > NOTE-TAKING: Ability to select important facts and passages for use in one's own writing.	SHORT CONSTRUCTED RESPONSE After a close reading of the Gettysburg Address, answer the following questions: <ul style="list-style-type: none"> • How do you think that the Emancipation Proclamation changed the war goals of the Union? Where does the language of the Gettysburg Address suggest either a change in the goals or no change in the goals? • Why do you think Lincoln refers to the Declaration of Independence in this document? What goals do the Declaration of Independence and the Emancipation Proclamation have in common? As you answer these questions, use specific examples from each text to support your answer. • What is the "new birth of freedom" that Lincoln references? How does this phrase echo the language of the Emancipation Proclamation? • What should your generation teach future generations about the values (and principles) present in these formative American documents? 	Answers questions with credible response and specific support from the texts.	Invite students to determine the efficacy of President Lincoln's Gettysburg Address. (Consider his immediate and long term goals.) Invite students to share and discuss their answers for each text. After the discussion, allow students to add to their entries. Notes: The creation of the preliminary Emancipation Proclamation came in the late spring/early summer of 1862. President Abraham Lincoln recognized the necessity for changing the overall war goal for the United States. Fighting for "the intangible nature of a Union" (versus a potential separate and confederated system of government) did not seem by itself enough to motivate the floundering Union Army of the Potomac (under the command of George B. McClellan). Lincoln needed to make bold moves to prevent England from joining in a military alliance with the Confederate States of America. Thus, the nature of the war would change. Robert E. Lee, commander of the Army of Northern Virginia embarks upon two major invasions of the North (beginning in the summer of 1862). These invasions culminate with the Battles of Antietam (September 17, 1862) and Gettysburg (July 1-3, 1863). In an interview for the History Channel historian Dr. Gary Gallagher (University of Virginia) says, "Antietam and Gettysburg are connected. The preliminary proclamation sets in motion events that make it possible for Lincoln's great statement in the Gettysburg Address, that the war is for Union and freedom. The Gettysburg Address follows through on the promise of Antietam, what became possible in the wake of Antietam". An analytical examination of the Gettysburg Address will help students understand the changing nature of the war. The changing nature of the Civil War, coupled with Grant's strategy of "Total War" will ultimately lead to the success of the Union Army in conquering Lee's Army of Northern Virginia. The long range ramifications prove to be immense. Following the war, the entire social fabric of the former Confederate States will be changed, and these changes will impact the nation for the next 150 years.

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PACING SKILL AND DEFINITION PRODUCT AND PROMPT SCORING GUIDE INSTRUCTIONAL STRATEGIES

	Additional Attachments: 🔗 The Gettysburg Address			
50 mins	ACTIVE READING > NOTE-TAKING: Ability to select important facts and passages for use in one's own writing.	SHORT CONSTRUCTED RESPONSE After closely reading General Order 143 (issued by the Union Army following the issuance of the preliminary Emancipation Proclamation) and examining the recruitment flyer (encouraging African Americans to join the Union ranks), answer the following questions: <ul style="list-style-type: none"> • What legal or procedural obstacles to African American enlistment were dealt with in General Order 143? • Do you think that the provisions offered to African Americans in recruitment flyers were sufficient to convince slaves to run away and join the Union ranks? Why or why not? Provide a logical justification and textual evidence for your argument. • Considering your response on question 2, predict the social and economic impact of "runaways" on the plantation culture of the South. In other words, how did the Emancipation Proclamation and subsequent recruitment of African Americans impact the Southern economy and the rigid social hierarchy present in the plantation culture? 	Answer questions with credible response and textual evidence.	Invite students to continue brainstorming ways to determine President Lincoln's immediate and long term goals. Invite students to share and discuss their answers for each text. After the discussion, allow them to add to their entries.
	Additional Attachments: 🔗 General Order 143 Excerpt			

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50 mins	ACTIVE READING > NOTE-TAKING: Ability to select important facts and passages for use in one's own writing.	SHORT CONSTRUCTED RESPONSE After reading the teacher-selected article on the contributions of African Americans in the Union war effort, answer the following questions: <ul style="list-style-type: none"> • What were the various combat and non-combat roles played by African Americans during the Civil War? • What trends become evident in a brief analysis of the statistical data contained within the text? Cite the statistical data that suggests the trends you identify. • In the short constructed response, analyze the quotation from President Abraham Lincoln. What is the historical significance of Lincoln's statement? • In the short constructed response, analyze the quotation from Frederick Douglass. What is the historical significance of Douglass's statement? 	Short responses answer the questions and cite textual evidence to support answers.	Invite students to determine the relative success of President Lincoln's strategies to accomplish his immediate and long term goals. Invite students to share and discuss their answers for each text. After the discussion, allow them to add to their entries.
Additional Attachments:  African American Contributions in the American Civil War  To Colored Men! Freedom, protection, pay, and a call to military duty!				
20 mins	ACTIVE READING > ESSENTIAL VOCABULARY: Ability to identify and master terms essential to understanding a text.	LIST In your notebook, list words and phrases essential to the texts. Add definitions, and (if appropriate) notes on connotation in the context of the Emancipation Proclamation and the Civil War.	<ul style="list-style-type: none"> • Lists appropriate phrases. • Provides accurate definitions relevant to context. 	<ul style="list-style-type: none"> • After scoring, ask some students to share definitions of terms that others overlooked or misunderstood. • After scoring, be willing to provide direct instruction or guide a close reading if needed to work through a key phrase most students missed.
Additional Attachments:  Keywords				

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20 mins	POST-READING > ACADEMIC INTEGRITY: Ability to use and credit sources appropriately.	SHORT CONSTRUCTED RESPONSE Return to your notes and check to make sure you have included source information for each set of notes from your reading. Define "plagiarism" and list ways to avoid it.	<ul style="list-style-type: none"> Provides accurate definition Lists several appropriate strategies, including using resource information on the notes 	<ul style="list-style-type: none"> Discuss respect for others' work to assemble evidence and create texts. Explain the importance of quoting texts accurately and providing information about the source of quoted and cited texts. <p>Provide time for students to practice writing sentences using information from their notes and including appropriate documentation. Share student examples.</p>
30 mins	ACTIVE READING > NOTE-TAKING: Ability to select important facts and passages for use in one's own writing.	LIST From your responses to each text, make a list of the evidence you cite and the points you make that look most important for answering the prompt. Be sure to include the source for each point on your list.	<ul style="list-style-type: none"> Identifies relevant evidence and points. Includes information to support accurate citation (website addresses and paragraphs numbers for quotations). 	<ul style="list-style-type: none"> Teach a model format for note taking. If students do not have what they need in their short constructed responses, allow them to return to the primary and secondary sources to gather more information
Transition to Writing				
20 mins	BRIDGING CONVERSATION > PREPARING FOR WRITING: Ability to begin linking reading results to writing task.	QUICK WRITE AND LIST In a quick write, write about what you know now that you have read about the Emancipation Proclamation, its purpose, and its impact on American history.	None	<ul style="list-style-type: none"> After students complete the quick-write, have them share what they have learned in small groups. Each group should create a T-Chart that lists what they have learned about the Emancipation Proclamation and its purpose in one column and its impact in the other column.

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1 hr and 30 mins	BRIDGING CONVERSATION > PREPARING FOR WRITING: Ability to begin linking reading results to writing task.	OUTLINE After examining contemporary viewpoints on the Emancipation Proclamation from scholars and activists including historian Eric Foner, poet Maya Angelou, Governor Deval Patrick, and others, you will then evaluate which perspective is most similar to your own. Tomorrow you will then participate in a scholarly discussion where these perspectives are examined in great depth. The discussion format will be that of a "roundtable discussion."	Scoring Guidelines for Discussion: Positive Points 1. Taking a position: +2 2. Relevant Comment: +1 3. Using evidence: +2 4. Including others: +1 5. Clarifying question: +1 6. Making an analogy: +2 7. Recognizing Contradictions: +2 8. Recognizing Irrelevance: +2 Scoring Guidelines for Discussion: Negative Points 1. Not Paying Attention: -2 2. Interruption: -2 3. Making an irrelevant comment: -1 4. Monopolizing: -3 5. Making a personal attack: -3	<p>In preparation for the scholarly discussion, students will be assigned a pre-selected article ("Freedom," <i>American History</i>, December 2012) to analyze for homework. The students should highlight material from the article in preparation for a point/counterpoint examination of the contemporary perspectives present in the article. Then the students should make an outline, identifying the analyses that are most similar to their own, including a summary of the commentary from the author of their choice. The students should also write statements of their own, that coordinate with the author of their choice. Considering the nature of the assignment is (point/counterpoint discussion), the outline should also contain potential counter-arguments for the analyses of other students. The students will be scored on their active participation and the cogency of their argument.</p> <p>Notes: Before the Discussion, give the following instructions to students: "Read and prepare your text the evening before the scholarly discussion. The following notes will aid in the completion of the discussion outline. Be ready to discuss the topic in a scholarly fashion. You should make notes in the following ways: 1. Highlight important passages/ideas and make notes in the margins of the text. 2. Use post-it notes to note specific passages and write your thoughts and/or questions on the post-its. 3. Use Cornell notes, a dialectical journal, or an outline template to keep track of your thoughts, paying close attention to notation of passages, page numbers, etc. You want to be able to easily reference the text. 4. Prepare three opening question that have not single right answer. Things to consider: Ask about view point, perspectives (realist, pessimist, optimist, etc.) 5. Examine the title, or tone of the article, or connect to current issues, theme, etc. 6. Ask, "How would s/he feel about...?" 7. Ask questions that explore your own interpretation of the reading. 8. Ask about importance: "So what...?" "What does it matter that..." "What does it mean that..." During the Discussion (Rules for Participation): 1. Be courteous. No put-downs or sarcasm. 2. Allow each speaker enough time to begin and finish his or her thoughts – don't interrupt. 3. Involve others in the discussion and ask others to elaborate on their responses. Build on what others say: ask questions, re-state and add, clarify, synthesize a variety of different views in your own summary. 4. Use your best active listening skills: nod, make eye contact, provide feedback, and listen carefully to others. 5. Participate openly, knowing you may pass whenever you need to. 6. Support your opinions with evidence from the text. 7. Remember the goal is EXPLORATION – keep an open mind and push for deeper and deeper interpretations."</p>

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				A teacher-generated alternate assignment should be prepared for students who resist public speaking and expression.
50 mins	BRIDGING CONVERSATION > PREPARING FOR WRITING: Ability to begin linking reading results to writing task.	SHORT CONSTRUCTED RESPONSE To what extent was the Emancipation Proclamation a war strategy?	<ul style="list-style-type: none"> Writes a concise summary statement or potential draft opening. Identifies key points that support development of argument. 	Have students write a short constructed response that explains their position on this topic before beginning writing their papers.
Writing Process				
30 mins	INITIATION OF TASK > ESTABLISHING THE CONTROLLING IDEA: Ability to establish a claim and consolidate information relevant to task.	SHORT CONSTRUCTED RESPONSE Write an opening paragraph that describes the Emancipation Proclamation and includes a controlling idea and sequences the key points you plan to make in your composition.	<ul style="list-style-type: none"> Writes a concise summary statement or draft opening. Provides direct answer to main prompt requirements. Establishes a controlling idea. Identifies key points that support development of argument. 	<ul style="list-style-type: none"> Offer several examples of opening paragraphs. Ask class to discuss what makes them strong or weak. Review the list that students created earlier to identify needed elements (from Cluster 1, skill 2). <p>Have students compare what they write in the previous short constructed response with what they see in effective opening paragraphs. Give students time to revise or rewrite those responses.</p>
30 mins	PLANNING: Ability to develop a line of thought and text structure appropriate to an argumentation task.	OUTLINE Create an outline that addresses all aspects of the Teaching Task. Then use your notes from reading to provide supporting examples and evidence to develop your essay.	<ul style="list-style-type: none"> Creates an outline that includes a section for explaining the Emancipation Proclamation as a war measure and a series of paragraphs for explaining its lasting impact on the US. Supports controlling idea. Uses evidence from texts read earlier. 	<ul style="list-style-type: none"> Discuss with students how the Teaching Task includes elements that must appear in the essay. Encourage students to develop outlines based on the Teaching Task. Invite students to share outlines they have created for their papers.

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50 mins	DEVELOPMENT: Ability to construct an initial draft with an emerging line of thought and structure.	LONG CONSTRUCTED RESPONSE Using your outline, write an initial draft complete with opening, development, and closing; insert and cite textual evidence.	<ul style="list-style-type: none"> Provides complete draft with all parts. Supports the opening in the later sections with evidence and citations. 	<ul style="list-style-type: none"> Encourage students to re-read prompt partway through writing, to check that they are on track.
30 mins	REVISION: Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.	LONG CONSTRUCTED RESPONSE Refine composition's analysis, logic, and organization of ideas/points. Use textual evidence carefully, with accurate citations. Decide what to include and what not to include.	<ul style="list-style-type: none"> Provides complete draft with all parts. Supports the opening in the later sections with evidence and citations. Improves earlier edition. 	<ul style="list-style-type: none"> Sample useful feedback that balances support for strengths and clarity about weaknesses. Assign students to provide each other with feedback on those issues
15 mins	EDITING: Ability to proofread and format a piece to make it more effective.	LONG CONSTRUCTED RESPONSE Revise draft to have sound spelling, capitalization, punctuation, and grammar. Adjust formatting as needed to provide clear, appealing text.	<ul style="list-style-type: none"> Provides draft free from distracting surface errors. Uses format that supports purpose. 	<ul style="list-style-type: none"> Briefly review selected skills that many students need to improve. Teach a short list of proofreading marks. Assign students to proofread each other's texts a second time.
1 hr and 30 mins	COMPLETION: Ability to submit final piece that meets expectations.	LONG CONSTRUCTED RESPONSE Turn in your complete set of drafts, plus the final version of your piece	<ul style="list-style-type: none"> Fits the "Meets Expectations" category in the rubric for the teaching task. 	Notes: Completion of the Long Constructed Response includes the following. 1. Evidence of an "analysis to synthesis" evolution of student mastery of the topic. 2. An appropriate written answer to the essential question posed by this LDC Module: What is the lasting impact of the Emancipation Proclamation on American society when we consider how our nation moved from this period of internal struggle, through similar succeeding periods, to the cultural realities of today?

Instructional Resources

No resources specified

Section 4: What Results?

Student Work Samples

No resources specified

Teacher Reflection

Not provided