Is the International Community Successful at Promoting the United Nation's Educational Goals?

⭐ TASK

by Melissa A. Seggelke

This module takes place within the context of the Interconnected World Unit for 6th Grade Social Studies Students in Denver Public Schools. This module is designed as a case study where students take an in-depth look at one particular human right that the UN established a series of goals around - the right to an education.

For the module, students focus on children's' rights , in particular the right to an education. With an emphasis on GLE 1 which focuses on the influence of individuals, countries, and organizations on international events, students read sources on the UN's goals for promoting education, and evaluate the success of the international community at increasing all children's' access to an education, a vital human right.

After weighing the evidence, students write a letter to the UN General Assembly arguing if the international community has been overall successful, or unsuccessful, at providing access to an education for children and advancing this right. Students examine editorials, infographics, and multimedia sources to gather evidence and deepen their understanding about the teaching task.

Prior to engaging with the module, students should have a solid background on the formation of the United Nations, the UN's purposes, and the Millennium Development Goals. Students should understand that the UN is an international vehicle for prompting and advancing human rights.

This module focuses on the following standards:

Colorado Academic Standards (CAS)

- **CAS-SS09-GR.6-S.1: History**
    - CAS-SS09- GR.6-S.1-GLE.1: Analyze and interpret historical sources to ask and research historical questions.

- **CAS-SS09-GR.6-S.2: Geography**
    - CAS-SS09-GR.6-S.2-GLE.1: Use geographic tools to solve problems.

- **CAS-SS09-GR.6-S.4: Civics**
    - CAS-SS09-GR.6-S.4-GLE.1: Analyze the interconnectedness of the United States and other nations.

Common Core State Standards

- **RH-6-8.1:** Cite specific textual evidence to support analysis of primary and secondary sources.
- **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.
- **SL.6.1:** Engage effectively in a range of collaborative discussions (one-on-one in groups and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- **L.6.6:** 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.

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GRADES	DISCIPLINE	COURSE	PACING
6	🌐 **Social Studies**	☰ **6th Grade Social Studies**	🕐 **18hr**

Section 1: What Task?

Teaching Task

Task Template A4 - Argumentation

After reading excerpts from the United Nations' Education for All goals and examining the global community's progress at meeting the United Nations education initiatives, write a report for the UN General Assembly in which you argue how successful, or unsuccessful, the international community has been at advancing the educational rights of children. Support your position with evidence from the text/s. Be sure to acknowledge competing views. What conclusions can you draw about the root cause(s) of children being denied access to education?

Standards

Is the International Community Successful at Promoting the United Nation's Educational Goals?

Colorado Academic Standards for Social Studies

1.1.

Analyze and interpret historical sources to ask and research historical questions

4.1.

Analyze the interconnectedness of the United States and other nations

4.1.c.

Focus

Describe how groups and individuals influence the government and other nations

4.1.d.

Focus

Explain how political ideas and significant people have interacted, are interconnected, and have influenced nations

4.1.e.

Analyze political issues from both a national and global perspective over time

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

RH.6-8.1

Focus

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

WHST.6-8.1

Focus

Write arguments focused on discipline-specific content.

SL.6.1

Focus

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

L.6.6

Focus

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.6-8.10

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.6-8.10

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.

Texts

🔗 **Global Monitoring Report 2015 - Current State of Education (Video)**

Is the International Community Successful at Promoting the United Nation's Educational Goals?

- 🔗 **UN's Six Education for All Goals**
- 🔗 **Malala's Noble Peace Prize Acceptance Speech Excerpts (Video).**
- 📄 **Report_Card_InfoGraphics20151026-3-ueny4n (1).docx (infographics)**
- 🔗 **Education for All scheme has failed to meet targets, says Unesco - From the Guardian (Print Text)**
- 🔗 **Kenya's Success - Abolishing fees boosts African schooling (Print Text).**

Is the International Community Successful at Promoting the United Nation's Educational Goals?

Student Work Rubric - Argumentation Task - Grades 6-8

	Emerging	Approaches Expectations	Meets Expectations	Advanced
	1	**2**	**3**	**4**
Controlling Idea	Makes an unclear or unfocused claim.	Makes a **general** claim **that addresses the prompt**, with an **uneven focus**.	Establishes and maintains a clear claim that addresses all aspects of the prompt.	Establishes and maintains a clear, specific, and credible claim that addresses all aspects of the prompt.
Selection & Citation of Evidence	Includes minimal details from sources. Sources are used without citation.	Includes **details, examples, and/or quotations** from sources that are **relevant to the claim**. **Inconsistently** cites sources.	Includes details, examples, and/or quotations from sources that are relevant to the claim and supporting ideas. Consistently cites sources with minor formatting errors.	Includes well-chosen details, examples, and/or quotations from sources that support the claim and supporting ideas. Consistently cites sources using appropriate format.
Development / Explanation of Sources	Explanation of ideas and source material is irrelevant, incomplete, or inaccurate.	Explanation of ideas and source material is **minimal** or **contains minor errors**.	Accurately explains ideas and source material and how they support the argument.	Thoroughly and accurately explains ideas and source material, using reasoning to support and develop the argument.
Organization	Lacks an evident structure. Makes unclear connections among claim, reasons, and evidence.	**Groups ideas and uses some transitions** to connect ideas, with **some lapses in coherence or organization**.	Groups and sequences ideas to develop the controlling idea. Uses transitions to clarify the relationships among claim(s), reasons, and evidence.	Groups and sequences ideas logically to develop the controlling idea and create cohesion. Uses varied transitions to clarify the relationships among claim(s), reasons, and evidence.
Conventions	Major errors in standard English conventions interfere with the clarity of the writing. Language or tone is inappropriate.	**Errors** in standard English conventions **sometimes interfere** with the clarity of the writing. Uses language and tone that are sometimes inappropriate for the audience and purpose.	Consistently applies standard English conventions; minor errors, while noticeable, do not interfere with the clarity of the writing. Uses language and tone appropriate to the audience and purpose.	Consistently applies standard English conventions, with few errors. Demonstrates varied syntax and precise word choice. Consistently uses language and tone appropriate to the audience and purpose.
Content Understanding (Generic)	Attempts to include disciplinary content in explanation or 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 part of your unit on the Interconnected World, you will investigate how successful the international, or global, community has been advancing children's educational rights. You should already have learned about the how the United Nations formed and its basic structure and purpose prior to beginning. You will examine an editorial, an article, infographics and multimedia sources in order to create an argument in response to this prompt:

After reading excerpts from the United Nations' Education for All goals and examining the United Nations education initiatives, write report to the UN General Assembly in which you argue how successful, or unsuccessful, the international community has been at advancing the educational rights of children. Support your position with evidence from the text/s.

Extension

- Have students research a region of the world, or country that has successfully met all of the EFA goals. What polices are in place by the government? What structures and funding does that country provide for education? What other factors allowed that country or region to successfully meet all of the EFA goals?

Section 2: What Skills?

Preparing for the Task

ACTIVATING PRIOR KNOWLEDGE: Ability to make connections between existing knowledge and experiences and new information and questions

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

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

READING OF THE RUBRIC: Ability to understand and explain the rubric.

Reading Process

ACTIVE VIEWING AND LISTENING > UNDERSTANDING THE MEANING OF MULTIMEDIA: Ability to understand information presented in diverse formats.

PRE-READING > SOURCING - UNDERSTANDING A TEXT'S PURPOSE: Ability to identify aspects of a text that reveal an author's point of view and article's purpose.

ACTIVE READING>ANALYZING AND INTERPRETING TEXT: Ability to interpret and analyze concepts and details from a source on one nation's progress, of lack of progress in supporting education distinct from prior knowledge or opinions.

ACTIVE READING > ENHANCING COMPREHENSION: Ability to determine the central ideas or information of an article about the UN and educational rights for children and provide an accurate summary.

POST READING > CITING TEXTUAL EVIDENCE: Ability to cite and use specific textual evidence to support analysis of primary and secondary sources.

PRE-READING> INTERPRETING INFROGRAPHICS: Ability to identify aspects of visual texts to deepen understanding of the meaning.

ACTIVE READING AND VIEWING > SYTHASIZE EVIDENCE FROM VISUAL INFORMATION: Ability to integrate, cite and synthesize visual information.

POST VIEWING>CITING TEXTUAL EVIDENCE: Ability to cite specific textual evidence to support analysis of primary and secondary sources.

PRE-READING>EXAMINING ESSENTIAL VOCABULARY CONTENT AND ACADEMIC VOCABULARY: Ability to determine the reading of words and phrases as they are used in a text, including vocabulary specific to the domain of social studies.

PRE-READING> - SOURCING - UNDERSTANDING A TEXT'S PURPOSE: Ability to identify aspects of a text that reveal an author's point of view or purpose.

ACTIVE READING > ANNOTATING TEXT: Ability to identify key steps in a text's description of a process related to history/social studies.

ACTIVE READING > ENHANCING COMPREHENSION: Ability to determine central ideas of information; provide an accurate summary of the sources distinct from personal opinions or judgements.

POST READING > CITING TEXTUAL EVIDENCE: Ability to cite and use specific textual evidence that supports the success of lack of success of the UN.

ACTIVE VIEWING > INTEGRATING INFORMATION FROM MULTIMEDIA: Ability to interpret information presented in multimedia to understand historical events and people.

POST-VIEWING>ANALYZING INFORMATION FROM MULTIMEDIA: Ability to analyze a multimedia text to determine an author's purpose.

POST-VIEWING >CORROBORATING EVIDENCE FROM MULTIMEDIA AND PRINT SOURCES: Ability to evaluate and compare evidence presented in diverse formats

Transition to Writing

PREPARING FOR DISCUSSION > IDENTIFYING SIGNIFICANT QUESTIONS: Gather relevant information and draw evidence from print and digital sources to develop questions for discussion.

BRIDGING CONVERSATIONS > BUILDING ON OTHERS' IDEAS TO STRENGTHEN ARGUEMENT: Ability to collaboratively express your own ideas while building on the ideas of others.

Writing Process

PLANNING THE WRITING >ORGANIZE AND EVALUATE EVIDENCE TO SUPPORT THESIS: Ability to consolidate and evaluate evidence to support thesis statement.

PLANNING THE WRITING > ESTABLISHING THE CONTROLLING IDEA: Ability to develop and strengthen a thesis statement.

DEVELOPING THE WRITING > DEVELOPING A HOOK AND INTRODUCTION PARAGRAPH:

DEVELOPMENT OF WRITING > ACADEMIC INTEGRITY AND CITATION: Ability to cite and give credit to sources using parenthetical citations.

PLANNING THE WRITING > OUTLINING: SWBAT in writing an outline, using signal words and phrases (prior to, however, as a result of, etc.).

DEVELOPMENT OF WRITING > USING TRANSITIONAL WORDS EFFECTIVELY: Ability to link and progress smoothly in writing from one idea to another.

DEVELOPMENT OF THE WRITING > INITIAL DRAFT: Ability to introduce and develop claims and counterclaims, supplying data and evidence for each, and creating an organization that establishes clear relationships among the claims, reasons and evidence.

REVISION AND EDITING>PEER REVIEW: Ability to refine text, including line or thought, language usage, and tone as appropriate to audience and purpose.

FINALIZING THE WRITING > FINAL DRAFT: Ability to develop and strengthen writing as needed by revising, editing, and trying a new approach.

Section 3: What Instruction?

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
Preparing for the Task				
25 mins	**ACTIVATING PRIOR KNOWLEDGE**: Ability to make connections between existing knowledge and experiences and new information and questions	**EDUCATION AS A HUMAN RIGHT** S.W.B.A.T analyze the importance of education and why it is a human right using casual words and phrases.	Meets expectations if: • Student's exit ticket explains the importance of education as a basic human right. Students responses can include, but are not limited to connecting education as a way to move out of poverty, promote individual freedom, become active citizens, and lead to the advancement of other human rights.	Begin by stating that the UN and UNCEF, an sub-group of the UN, believes that every human being should have certain rights that should not be denied to them. Have students with a partner brainstorm and write a list of things that students believe are rights for all children and teenagers. Emphasize that these are things that all children and young adults need to be safe, healthy and grow up to be successful. Next, show the video For Every Child https://www.youtube.com/watch?v=Mmy9MpwyKnQ. Explain to student partner teams that as they watch, they should be adding to their list of rights. • Depending on the needs of students, you can pause the video to highlight each right as it is explained in the video and provide students time to add to their list. Next, have partner teams form a group of 4. Have each small group take turns going around and responding to this prompt: Why is education considered a human right? Provide 4 minutes for the team to discuss this. • Walk around and listen to group conversations. If students get stuck ask: ○ How can education help children in poverty grow up to be successful? ○ How can education promote individual rights? ○ Why is it important, and a law in the US, for all children to attend school? ○ How can education promote tolerance and understanding? Finally, have students submit an exit ticket responding to the following question: Why is a education considered a basic human right by the UN? For more advanced students, have them respond to the following question instead: Why does education lead to and promote all the other basic human rights?

Standards:

4.1.A. : Discuss advantages and disadvantages of living in an interconnected world

SL.6.1 : Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

| 25 mins | **TASK ENGAGEMENT**: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns. | **ACCESS TO EDUCATION - MORE DIFFICULT THAN YOU THINK** S.W.B.A.T synthesize orally and in writing international barriers to education by using causal words and phrases. | Students' reflection connects the barriers to education to originating from cultural values about gender roles in countries, lack of funding, money spent on war, not enough infrastructure (roads and transportation) to support students getting to school. Students reflection mentions what a countries or nations can do to help end these barriers to an education | Explain to students that while education is a right, not all students worldwide have easy, reliable, and consistent access to education. |

Explain to students that while education is a right, not all students worldwide have easy, reliable, and consistent access to education.

As a warm-up, ask students to think and then write how they get to school in the morning? Who takes them? Do they get a ride from their parents? Do they take the bus? How long does it typically take? Are there any things that make it difficult to get to school? Students can write their response and then share with a partner.

Next, explain that worldwide many students face barriers that make it difficult, sometimes next to impossible to access their right to an education. Explain that they will be examining some pictures in small groups that highlight some of these environmental, cultural, and gender barriers that pose difficulties for students.

Distribute the **Barriers to Education Visuals**.

Explain to students that they will spend just a few minutes examining all the pictures in front of them.

Next, ask students to categorize the pictures into themes or patterns that they see.

Provide students a few minutes to organize/cluster their pictures into categories.

- Walk around the room checking students understandings and asking questions.
  - What is this picture showing? Why did you place it in this category?
  - Why do you think this category presents a barrier to education?
  - What themes or patterns are you seeing that represent barriers to education?

- When all teams have finished, have a brief whole class discussion on common themes that emerged. Suggested themes might include: Location/Environmental Barriers, Poverty, War and Violence, Gender. *Post the categories somewhere in the room throughout the module as a reminder for students including the visuals.*

Finally, have students write a reflection responding to these two questions: Why do these barriers exist? Is there anything a country's government or society can do to overcome these barriers to education?

Standards:

RH.6-8.7 : Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

2.2.B. : Identify physical features and explain their effects on people in the Western Hemisphere

1.1. : Analyze and interpret historical sources to ask and research historical questions

Additional Attachments:

📄 **Visuals of Barriers to Education.docx**

| 15 mins | **TASK ENGAGEMENT**: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns. | **WHO IS MALALA?** S.W.B.A.T describe and identify in writing and orally who Malala Yousafzai is and her importance related to education by using descriptive words and phrases. | Meets Expectations if: Student graphic organizer contains accurate information that describes who Malala is and her mission/goals. | Explain to students that they will be watching a short video titled *Malala's Story - #WeAreSilent* at *https://youtu.be/8Se1MpgdN-0* that introduces them to Malala Yousafzai. Explain that Malala is a famous activist for educational rights for all children around the globe. As students watch the short video, they will be completing the graphic organizer titled Malala is/was/believes and Malala isn't/wasn't/does not believe. Distribute the graphic organizer to all students.

 • Explain that as students watch, they will be providing details for who Malala's is to deepen understanding about her life thus far and her mission.
 • Also, describe the organization of the video briefly by stating that famous actors will be speaking "for" Malala and using the first person.
 • Model for students by completing one example for each column of the graphic organizer. For example, you could say and then write Malala is teenager from Pakistan and Malala wasn't allowed to attend school by the Taliban (a group who is trying to control parts of Afghanstan and Pakistan).

 Play for students the video having them complete the graphic organizer as they watch (Note, you might consider playing the video 2x for students).

 Provide students some time at the end of video to finish their graphic organizer.

 Finally, have students share their graphic organizer with a partner.

 • As they listen, have them continue to provide some details and add to Malala is/was/believes and Malala isn't/wasn't/does not believe.

 Close by stating that later students will watch a short excerpt from a speech by Malala that shows her beliefs about the international |

community's success, or lack of success, at advancing educational rights for children.

Standards:

RH.6-8.7 : Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

4.1.D. : Explain how political ideas and significant people have interacted, are interconnected, and have influenced nations

4.1.C. : Describe how groups and individuals influence the government and other nations

Additional Attachments:

% **Malala isn't/wasn't/does not believe graphic organizer**

| 20 mins | **TASK ANALYSIS**: Ability to understand and explain the task's prompt. | **TASK ANALYSIS REFLECTION** S.W.B.A.T identify in writing the social studies content they will be learning and their actions to be successful in responding to the prompt using verbs. | *Meets Expectations:*

• Sheet is fully filled out and student responses reflect understanding of the task. | Distribute the Task Analysis Handout to Students.

Read / share important background knowledge about the module with your students aloud. This is also printed for them on their handout.

Explain to the class that the goal of this module is to analyze the international community's success with advancing educational rights, and learn more about the Education For All Goals (ERA Goals). They will write a report to the UN General Assembly arguing overall if the international community has been successful or unsuccessful at advancing educational rights.

• Guide a class discussion about what each part of the prompt means. Use questions like:
  ○ 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 will you have to do to demonstrate what you have learned (this consists of the actions (verbs) that they will do (i.e. write, explain, argue, show etc.?

Optional - Model for students by completing the first row as a class explaining your thinking throughout the process by saying the suggested:

1. First, I need to think about the social studies content, terms ideas, or concepts that I will be learning about. Based on this first part of the prompt, I know I will be learning about the the UN's Education for All Goals and the how well the global community has meet the UN's goals.

2. Next, model how to complete the next column by saying when I look at what I will be doing, I will be reading to learn about these |

			things or concepts.
			Provide students time individually to complete the remaining rows and then submit for feedback.

Standards:

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.

Additional Attachments:

⸗ **Task Analysis Reflection**

| 30 mins | **READING OF THE RUBRIC**: Ability to understand and explain the rubric. | **UNDERSTAND THAN REFLECT!** Students will explain in writing the meaning of criteria of the rubric and reflect on next steps using rubric words and phrases (development, organization, in-depth understanding, etc.). | Meets Expectations if **Student work meets expectations if it includes a reasonable set of words for each descriptor** **Student demonstrates understanding of the rubric by paraphrasing sections in own words that still reflect meaning of the rubric.** **Student rubric contains highlighted sections that reflect students own identified strengths and areas of growth.** | Provide students with computer access or thesaurus and the Handout What Will Count as a Strong Answer. Explain that this is the same rubric from the fall module and they will be spending some class time reviewing the rubric components and reflecting on their strengths and weaknesses. With the handout, demonstrate how you would restate the first descriptor, and ask students for suggestions on how to restate the second one. Example: "One of the major components of the rubric is FOCUS. In order to meet this expectation, I will need to - *Address the prompt appropriately and maintain a clear, steady focus.* Another way of saying this is - I will need to answer the essay question and stay on topic throughout my paper. If there is a word that I need to paraphrase, I can use my thesaurus to find a synonym. Remember, a synonym is - a word that means exactly or nearly the same as another word. For example *shut* is a synonym of *close*. Have students fill in the other rows individually walking around and asking the following questions. What does this category mean to you? How could you explain the meaning of this category in your own words? How could you rephrase what this category means do you can understand it better? Next have student examine the LDC Argumentative Rubric in their Student Portfolio. Pass out two highlighters - one green and one pink per student. Tell students to: |

- Choose one of your green highlights as a "glow," or an area in which you shine. Circle it and write "glow" next to it. Then look at the "Advanced" column for that glow and write out a commitment: What are you going to do to make sure that you score advanced in that area?
  What support do you need? From whom?

- Choose one of your pink highlights as a "grow," or an area to focus on for improvement. Circle it and write "grow" next to it. Then write out a commitment: What are you going to do to make sure that your score "meets expectations" in that area? What support do you need? From whom? Have students turn and talk with a partner, sharing their glows and grows. How can they help to support one another?

Optional Extension: Have students share their glow and grow with an adult advisor (parent, grandparent, neighbor, another teacher, etc.). Ask adult advisors to comment on how they can help to support.

Standards:

WHST.6-8.9 : Draw evidence from informational texts to support analysis, reflection, and research.

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.

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.

Additional Attachments:

📄 **What Will Count as a Strong Answer? Handout**

Reading Process

| 20 mins | ACTIVE VIEWING AND LISTENING > UNDERSTANDING THE MEANING OF MULTIMEDIA: Ability to understand information presented in diverse formats. | CLOSE VIEWING - GLOBAL MONITORING REPORT VIDEO GRAPHIC ORGANIZER (GLOBAL MONITORING REPORT VIDEO). S.W.B.A.T analyze and information from multimedia to explain the UN's success, or the lack of success, with reaching the EFA goals by using causal words and phrases. | Meets Expectations If: • Submitted video graphic organizer contains specific textual evidence that aligns to the four themes from the video: Background on the EFA, Progress Made, Lack of Progress and Educational Funding. | This mini-task should be used with the video titled - *Global Monitoring Report.* Explain to students that they are going to watch an overview that introduces briefly the EFA goals and the progress that has been made since the goals introduction in 2000. Distribute the graphic organizer to students. Explain that they will be finding textual evidence aligned to four categories: Background on the Development of the EFA Goals, Progress Made, Lack of Progress and Educational Funding. Play the video for the students, stopping when information about the first category is mentioned (Background on the Development of the EFA Goals). • Model for students by projecting the |

graphic organizer and writing in the last column evidence from the video that explains the development of the EFA goals by the UN by directly quoting or paraphrasing the information from the video.

Have students watch the video and pull textual evidence that aligns to the last three categories: Progress Made, Lack of Progress, and Educational Funding.

- Encourage students to aim for two pieces of textual evidence per category. *Note: It might be advisable to play the video two times or pause after each section so students have time to record their textual evidence.*

After students have recorded their textual evidence from the video, students engage in a paper pass by handing their paper to partner. After students receive their peer's paper they add one piece of textual evidence that it not currently written **for only the last three categories** (Progress Made, Lack of Progress, and Educational Funding). If time, have students complete another round of the paper pass further adding new pieces of textual evidence.

Standards:

4.1.E. : Analyze political issues from both a national and global perspective over time

4.1.D. : Explain how political ideas and significant people have interacted, are interconnected, and have influenced nations

RH.6-8.3 : Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

RH.6-8.1 : Cite specific textual evidence to support analysis of primary and secondary sources.

Additional Attachments:

🔗 **Global Monitoring Video Graphic Organizer**

| 20 mins | **PRE-READING > SOURCING - UNDERSTANDING A TEXT'S PURPOSE**: Ability to identify aspects of a text that reveal an author's point of view and article's purpose. | **WIDE-ANGLE READING GRAPHIC ORGANIZER ("KENYA'S SUCCESS - ABOLISHING FEES BOOSTS AFRICAN SCHOOLING")** SWBAT orally and in writing preview a text about one nation's success or lack of success at advancing educational rights using casual words and phrases. | Submitted Graphic Organizer contains:

 - Identified background knowledge that relates to the article and demonstrates that students understand what prior learning and understanding they need.
 - Questions relate back to the purpose of the text.
 - Students identified thinking skills they feel they need that aligns to the article.
 - Students identified that the text contains paragraphs, a visual, and headline which connects to how articles | Distribute copies of the article *Kenya's Success - Abolishing Fees Boosts African Schools* and the *Wide- Angel Graphic Organizer - The Blueprint of the Text* graphic organizer to students.

 Explain to students the purpose by sharing that strong readers think about the big picture or purpose of a text prior to reading. This provides a rough "blueprint" or framework for reading and interpreting the text.

 Share that the Graphic Organizer is shaped like a house with certain portions of the house connected to questions they will be thinking about and answering as they preview the text to determine the purpose. |

| | | using appear in printed or online magazines. | Have students look at the title and all other visual clues. Ask them to think about a possible main purpose for reading the text. Have them share the purpose of reading with a partner using sentence stems like I think the purpose of the text is to inform me about...or to persuade me about. Tell them to lock the title of the the text in their mind and to be on lookout for references to the title in the text. Have students read the first paragraph. After they are done, have them write what they think on the top of their graphic organizer. Explain that the text can have more than one purpose(s) , but to write the most likely purpose for right now. Next have students identify the type of text that they will be reading. Ask students to write how the article is structured and its features. For this article, they might put that there is a visual picture, the article is organized in paragraphs. Ask them what kind of thinking is involved in interpreting the text or what thinking skills they will need. For example, they might put cause/effect interpreting, or problem/solution. Encourage them to examine signal words that might signal this thinking. Next, have students ask questions using the title and the first paragraph as guidance. The questions should connect back to the purpose or key information. Finally, ask them to reflect back on the background knowledge they think they will need to read the article. For example, they might write that they need to understand the UN and its purpose, the Millennium Development goals related to education etc. Have students share the background knowledge and questions with a partner looking for patterns in their question and background knowledge. |

Standards:

RH.6-8.6 : Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Additional Attachments:

% **Wide-Angle Graphic Organizer**

| 40 mins | **ACTIVE READING>ANALYZING AND INTERPRETING TEXT**: Ability to interpret | **STICKY NOTES CONVERSATIONS ("KENYA'S SUCCESS -** | Patterns We Had Sheet meets expectations if Students major understandings from the text | First distribute the article *Kenya's Success - Abolishing Fees Boosts African Schools* and have students number the paragraphs in the article (there should be 8). |

and analyze concepts and details from a source on one nation's progress, of lack of progress in supporting education distinct from prior knowledge or opinions.

ABOLISHING FEES BOOSTS AFRICAN SCHOOLING")
SWBAT orally and in writing analyze concepts from a soucre on Kenya's progress, of lack of progress, regarding education using causal words and phrases and sentence stems.

reflect main arguments made by the author that relate back to the prompt.

- Students questions and reactions reflect basic understanding of the content in the article.

Have them write the number on the side of the page next to the paragraph and circle the number. This will help them reference sections of the text.

Depending on the needs of your students, chunk the reading into manageable sections. For example, you could easily have students read two paragraphs at a time. Have them draw a horizontal line across the page to separate out the chunks of text they will be reading.

Distribute **three** different colors of sticky notes.

Explain to students that the yellow sticky notes are for questions they have about the text, blue are for their reactions to the text, and pink represents what students understand about the text.

Show students the sentence stems for each of the three sticky notes. (See Sentence Stem Handout). Keep the sentence stems up throughout the first reading of the article so students can refer back.

Partner students for reading. At their own pace, have students take turns quietly reading the article aloud to each other stopping at each chunk.

- After each chunk, have students write on their color sticky note. They can leave multiple questions on the yellow sticky note for each section if they wish, but they should have at least one question. They should also write at least one reaction, and one major thing they learned.
- In their partner teams, they can share their reactions and major takeaways with each other after each chunk. Encourage them to think back to their prompt when thinking about their major learnings or understandings from the text, and think about if the author of the text is writing that the UN was successful at promoting education, not successful or both. Ask students though to hold off on sharing their questions with one another.
- At the end, have partner teams synthesize and look for patterns in their sticky notes. Each team completes the Common Patterns in the text sheet.
  - Some Suggested Patterns for students:
    - the article relates back to the prompt because it supports that a country that is part of the international community has had success
    - students in Kenya were able to attend school because of

			■ education was not something they had to pay for anymore ■ students completing primary school in Kenya has increased by roughly 14% ○ On the sheet, students record two-three questions that they had in common, two to three reactions that they had in common, and what they feel like were the two to three biggest learnings (takeaways, understandings) from the article. Remind students that the biggest takeaways really means the two or three most important things they learned from the article about the progress Kenya made with regards to education. ○ *Note: It might be a good idea to have a place in the room where all students from each period can post their questions about the text individually. Educators can quickly examine all the questions, look for common sources of misunderstanding and or confusion, and address them the next day or at a later point to offer students feedback.* ○ ● Partner teams submit their Common Patterns Sheet.

Standards:

4.1.D. : Explain how political ideas and significant people have interacted, are interconnected, and have influenced nations

RH.6-8.3 : Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

Additional Attachments:

🔗 **Common Patterns Handout**

🔗 **Sentence Stems for Thinking Critically about the Text as I read**

25 mins	**ACTIVE READING > ENHANCING COMPREHENSION**: Ability to determine the central ideas or information of an article about the UN and educational rights for children and provide an accurate summary.	**INSTAGRAM SERIES SUMMARY ("KENYA'S SUCCESS - ABOLISHING FEES BOOSTS AFRICAN SCHOOLING")** SWBAT synthesize orally and and writing text about the UN's success, or lack of success, at advancing education to determine the main idea using casual words and phrases.	Student Work Meets Expectations: ● Peer Feedback sheet indicates that the visual clearly reflects the main idea of the article. ● The caption clearly explains both the visual and main idea of the text In addition - ● Student summary reflects changes based on the peer's feedback.	This strategy will be used for two texts: *Abolishing Fees Boosts African Schooling* and *Education for All Scheme has Failed to meet Targets.* Explain to students that they will be creating a series of Instagram pictures to summarize the main idea after each text that they interpret. At the end, students will have a series of visuals with brief captions that they either create themselves or download from public domain sites on the internet that reflect the main idea from all the texts. If you want to set up a class Instagram account to post student pictures on social media that would be a great way to have kids access one another's summaries, review their classmates progress, and for you to leave general feedback for the students or share other resources. There is also the option of

the using the Instagram App Handout below which is set-up to look like a smartphone with the Instagram App.

- Distribute or have students locate the Instagram summary sheet.
- Explain to students that they will be creating or finding a visual that reflects the main idea of each text they read.
- For each visual, students will also be creating a caption to explain their visual. While Instagram does not technically have a limit on caption length, encourage students to be concise with their caption.
- Individually ask students to create their visual or download a visual off the internet that reflects the main idea of the article (Note, if your school is not a 1 to 1 building, it might be easier to have them draw their own visual on the Instagram App Handout.
- Next, have students create a caption that explains the main idea of the article and why their visual depicts the main idea. (Again encourage them to write only a sentence or two).
  - *At this point, students can take a picture of their Instagram visual with their smartphone and post to the class' Instagram account if one is set up using the name of the article as the hashtag to help categorize them.*

- Finally, using the Instagram Peer Feedback sheet as a guide, have students partner up and examine one another's work using the feedback sheet.
- Have students leave their comments for one another in the Instagram Handout comment section at the bottom of each picture or students can leave comments online if you have a class Instagram account.
- Provide students a chance to briefly make corrections based on their peer's feedback before submitting.

Standards:

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.

Additional Attachments:

📄 **Instagram summary.docx**

| 25 mins | **POST READING > CITING TEXTUAL EVIDENCE**: Ability to cite and use specific textual evidence to | **BALANCING SCALES GRAPHIC ORGANZIER ("KENYA'S SUCCESS -** | Meets Expectations if:

- **graphic organizer contains at least two pieces of evidence from the text that clearly supports the** | After students have read and understand the article *Abolishing Fees Boosts African Schooling*, distribute Weighing the Evidence-Citing Textual Evidence Handout.

- Explain to students that they are going |

support analysis of primary and secondary sources.

ABOLISHING FEES BOOSTS AFRICAN SCHOOLING")
SWBAT cite and explain in writing, textual evidence that supports the success of lack of success by the international community at advancing educational rights by using causal words and phrases.

success of lack of success of the global community.
- **graphic organizer has a clear explanation of why the textual evidence used by the student support the international community's success and lack of success.**

look for evidence from the article that supports the international community's success **and** lack of success at increasing and supporting children's' educational rights.
- Tell students that they will first have to think and find evidence from the article that could be use to support both side of the argument.
- Model for students how to complete the graphic organizer by using a think-aloud model.
  ○ Project the graphic organizer
  ○ Say, for this row, I need to find two pieces of textual evidence that supports the international community was successful at supporting educational rights.
    ■ Write evidence in the box from the article directly in the box

  ○ Next, say I will now need to find textual evidence directly from the text that supports that the international community has not been successful.
    ■ Write evidence in the box directly in the box.

  ○ Finally, I need to analyze that evidence and explain why it supports a lack of success and success. In order to analyze the evidence, **I need to think outside the text.** What this means is I need to think about background knowledge I already have, and or **why** the pieces of textual evidence that I selected represent a lack of success and success in order to explain how the textual evidence supports the both sides of the prompt.

- Have students find and write at **least two** examples of textual evidence (one for success and one for unsuccessful), i.e. quotes or paraphrased excerpts, that support the international community's success and lack of success.

- Finally, have students analyze their textual evidence by explaining why the evidence they selected supports the success of lack of success of the UN using the optional sentence stem(s) from the teacher edition, which uses signal words, in the final row.
- Ask students to work with partner to discuss and compare, their two pieces of textual evidence, and their explanation of why their textual evidence supports the UN's success or lack of success with supporting educational rights for all children.
- Provide students time to make any

ABOLISHING FEES BOOSTS AFRICAN SCHOOLING")

Standards:

WHST.6-8.9 : Draw evidence from informational texts to support analysis, reflection, and research.

RH.6-8.1 : Cite specific textual evidence to support analysis of primary and secondary sources.

Additional Attachments:

% **Balance Scale - Citing Textual Evidence**

| 15 mins | **PRE-READING> INTERPRETING INFROGRAPHICS**: Ability to identify aspects of visual texts to deepen understanding of the meaning. | **INFOGRAPHIC STRUCTURE AND LAYOUT ("REPORT CARD INFOGRAPHICS")** S.W.B.A.T in writing explain visual and written information about the international community's progress on the EFA goals by using causal words and phrases. | Meets expectations if survey sheet:

• students write that the double check mark reflects improvement or successes, the single check mark reflects that attempts have been made to support children's access to an education, and an X means that there still remains obstacles. Check marks = positive gains or efforts, and X = negative (drawbacks, obstacles, lingering issues**).**
• Students correctly identify that the term uneven progress means that certain countries, groups, and regions continually face challenges with children accessing education.
• **Students explain why their infographic overall represents that the international community has been successful, unsuccessful or both.** | Explain to students that visuals, like written text, impart and provide rich information. Tell students that they will be analyzing a particular kind of visual called a infographic. Infographics visually represent complex ideas, often contain data and are used to educate and inform audiences.

Provide some context for students first by having them look at the four report card goals (early childhood care and education, universal primary education, skills and lower secondary education, gender parity and equality, and), measuring the effectiveness of the international community with increasing education worldwide. Explain that the Education for All Goals (EFA) were a series of 6 goals that the international community set for increasing education worldwide. **While there are a total of six goals, students will be examining only four of those goals.** Much like report cards that students receive, these report cards measure how well and how much the international community has accomplished at increasing education. They provide a percentage or a score for each goal followed by more details.

First, explain the overall structure of the report cards.

• The top row includes the overall global score of that particular goal worldwide. The overall score is a percentage and is divided into four categories: very far from goal, far from goal, close to goal, reached goal.
• The following rows provide more details and include data about success at reaching that particular goal, efforts made, challenges and uneven progress which highlights groups or income sections that have consistently faced obstacles at reaching that goal.

Next distribute two (of the four) goals to each partner team. Have each partner team respond to the half sheet survey questions to |

(Top right, continuation from previous page): revisions based on their conversation with a partner prior to submitting.

			deepen their understanding of their infographics. • Have partner teams quickly survey their two infographics responding to the three survey questions that support them in understanding the symbols, visuals, and words and phrases on their infographics. • Walk around the room to check for understanding and support students as needed.

Standards:

4.1.D. : Explain how political ideas and significant people have interacted, are interconnected, and have influenced nations

1.1. : Analyze and interpret historical sources to ask and research historical questions

RH.6-8.7 : Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH.6-8.5 : Describe how a text presents information (e.g., sequentially, comparatively, causally).

Additional Attachments:

% **Previewing Infographics**

45 mins	**ACTIVE READING AND VIEWING > SYTHASIZE EVIDENCE FROM VISUAL INFORMATION**: Ability to integrate, cite and synthesize visual information.	**INFO-GAP RESPONSES ("REPORT CARD INFOGRAPHICS")** S.W.B.A.T. orally and in writing analyze visual data related to the UN"s progress at reaching the EFA goals, by using casual words and phrases.	Meets expectations if student graphic organizer contains
			
			• **relevant information, and data or evidence to support it, from their partner in response to each of the three text-based questions.**
			• **Students successfully synthesize all of the four report cards and their response reflects a theme or pattern that they see across all the report cards.**
				This strategy should be used with the infographic sources titled *Report Card Results for Education For All Goals.* Explain to students that success at analyzing these goals require collaborating and active listening. Listening can be very demanding, but it is critical to understanding the infographics and is a valuable communication tool. You might consider making it a norm that partners cannot exchange or look at one another's goal paper to avoid copying. **They can only get the information by listening to their partner!**
				
				Partner students up in teams of two. Assign each partner team two goals (1 & 2 or 3 & 5) of the four to examine and analyze. Assign each team of students letters A or B (**As analyze goal 1 and 3 & Bs analyze goals 2 & 5**).
				
				• For each goal, student partner teams read and analyze the report card graphic, respond to text based questions. Students completed the Report Card Results Graphic Organizer has they complete the process.
				• After students have completed reaching their infographic independently, have them "interview" their partner about their goal.
				  ○ Partner B begins by asking Partner A the questions in the column for goals 1 or 3.
				  ○ **After partner A provides the answer, partner B must paraphrase**

				what partner B said to ensure understanding.
				○ Partner B then writes the information from Partner A in the box next to the question.
				○ After Partner B has "interviewed" or asked all their questions and written responses, have partner teams switch so that Partner A interview partner B about their assigned goal.
				• Next, have partner teams join up with another team forming a group of four. Each member goes around sharing at least one success and one lack of success for each goal using data or information from the infographic to support their responses. Students listen and then write the information.
				• Finally, after each member of the group of four has shared and written down at least one success and at least one lack of success for each goal, have them have a brief two minute discussion centered around patterns and themes they see across all the goals. *Students must synthesize the entire set of report cards and look for themes and patterns that repeat across report cards with data to support their analysis.*
				• Have students write their response at the bottom of their graphic organizer before submitting.
				Examples include:
				• Children and adults in poverty consistency struggle with gaining access to education.
				• Wealthier nations have experienced more success at reaching each of the four goals.
				• The international community has made progress with all of the goals, but the progress varies depending on gender, nation of origin, and level of income.

Standards:

RH.6-8.7 : Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH.6-8.3 : Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

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.

Additional Attachments:

% **Info-Gap Responses**

| *25 mins* | **POST VIEWING>CITING** | **BALANCING SCALES GRAPHIC** | Meets Expectations if: | After students have read and understand the infographics, ask students to locate again the |

TEXTUAL EVIDENCE: Ability to cite specific textual evidence to support analysis of primary and secondary sources.	**ORGANZIER ("REPORT CARD INFOGRAPHIC")** SWBAT cite and explain in writing, textual evidence that supports the success of lack of success by the international community at advancing educational rights by using causal words and phrases.	• graphic organizer contains at least two pieces of evidence from the text that clearly supports the success of lack of success of the global community.
		 • **graphic organizer has a clear explanation of why the textual evidence used by the student support the international community's success and lack of success.**
			Weighing the Evidence-Citing Textual Evidence Handout.
			
			 • Explain to students that they are going look for evidence from the article that supports the international community's success **and** lack of success at increasing and supporting children's' educational rights.
			 • Tell students that they will first have to think and find evidence from the article that could be use to support both side of the argument.
			 • Model for students how to complete the graphic organizer by using a think-aloud model.
			   ○ Project the graphic organizer
			   ○ Say, for this row, I need to find two pieces of textual evidence that supports the international community was successful at supporting educational rights.
			     ■ Write evidence in the box from the article directly in the box
			
			   ○ Next, say I will now need to find textual evidence directly from the text that supports that the international community has not been successful.
			     ■ Write evidence in the box directly in the box.
			
			   ○ Finally, I need to analyze that evidence and explain why it supports a lack of success and success. In order to analyze the evidence, **I need to think outside the text.** What this means is I need to think about background knowledge I already have, and or **why** the pieces of textual evidence that I selected represent a lack of success and success in order to explain how the textual evidence supports the both sides of the prompt.
			
			 • Have students find and write at **least two** examples of textual evidence (one for success and one for unsuccessful), i.e. quotes or paraphrased excerpts, that support the international community's success and lack of success.
			
			 • Finally, have students analyze their textual evidence by explaining why the evidence they selected supports the success of lack of success of the UN using the optional sentence stem(s) from the teacher edition, which uses signal words, in the final row.
			 • Ask students to work with partner to discuss and compare, their two pieces of textual evidence, and their explanation of why their textual evidence supports the UN's success or lack of success with

| | | | supporting educational rights for all children. • Provide students time to make any revisions based on their conversation with a partner prior to submitting. |

Standards:

WHST.6-8.9 : Draw evidence from informational texts to support analysis, reflection, and research.

RH.6-8.1 : Cite specific textual evidence to support analysis of primary and secondary sources.

Additional Attachments:

🔗 **Balance Scale - Citing Textual Evidence**

| 20 mins | **PRE-READING>EXAMINING ESSENTIAL VOCABULARY CONTENT AND ACADEMIC VOCABULARY**: Ability to determine the reading of words and phrases as they are used in a text, including vocabulary specific to the domain of social studies. | **BUILDING ESSENTIAL VOCABULARY GRAPHIC ORGANIZER ("EDUCATION FOR ALL SCHEME HAS FAILED TO MEET TARGETS, SAYS UNESCO")** Students will explain orally and in writing the meaning of words in phrases from a source about the success or lack of success of the EFA goals using descriptive words and phrases. | Student Graphic Organizer Contains: • Information on the last column of the content vocabulary portion reflects that students can understand and can connect their understanding of past content vocabulary phrases. • **Visuals, sentences, and examples reflects understanding of the essential academic vocabulary found in the text.** | **This instructional strategy should be used with the article** *Education for All Scheme has Failed to Meet Targets.* *Note: This strategy uses pre-identified essential academic and content vocabulary. Depending on the needs of your students, please fee free to add additional words or eliminate other words for the graphic organizer. Try to limit the vocabulary you select to no more than eight words so students do not become overwhelmed.* Begin by distributing the Building Essential Content and Academic Vocabulary Graphic Organizer to Students. Explain to students that they will be reviewing and learning vocabulary terms unique to social studies and words that will show up in an article that they are about to read. • Begin by activating students' prior knowledge about the two content vocabulary phrases. Students first write the sentence from the article where the phrase *Sub-Saharan Africa* and *Millennium Development Goals.* After students identify where in the article these two words appear, have them create two-three bullet points about the meaning of these two phrases. *Note: Using context clues by first writing the sentence that word appears can help jog their memory if necessary.* • Next, explain to students that they are going to define some additional important words from the article to to help them understand what they are about to read. • Explain to students that the words on the left of their graphic organizer represent words from the text. The second column contains a sentence using the word to help them understand the meaning of the word. • Model for students first how to complete the the last three columns using the word divert. |

- Project for students the graphic organizer.
- Write the sentence from the article where the word obstacle is used.
- Next, write a definition for the word.
- Finally, draw an illustration or create your own example of the word "divert " to show students the complete process.

- Working with a partner, have students complete the rest of the graphic organizer.
- Have student partner teams trade their graphic organizers with another pair of students.
  - Students examine one anothers graphic organizer paying close attention to the last column on the right.
  - Students write a check mark next to each visual or example that correctly represents the vocabulary term.
  - Have students hand back the papers.

- Provide students time to respond to the feedback immediately from their peers by correcting their sentence or their visual before submitting their graphic organizer.

Standards:

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.

L.6.6 : 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.

Additional Attachments:

⚯ **Content and Academic Graphic Organizer**

| 20 mins | **PRE-READING> - SOURCING - UNDERSTANDING A TEXT'S PURPOSE**: Ability to identify aspects of a text that reveal an author's point of view or purpose. | **WIDE-ANGLE READING GRAPHIC ORGANIZER ("EDUCATION FOR ALL SCHEME HAS FAILED TO MEET TARGETS, SAYS UNESCO")** SWBAT orally and in writing preview a text about the international community's overall success or lack of success using casual words and phrases. | Submitted Graphic Organizer contains:

- Identified background knowledge that relates to the article and demonstrates that students understand what prior learning and understanding they need.
- Questions relate back to the purpose of the text (persuade the audience and explain a solution to the UN's goals centered around education).
- Students identified thinking skills they feel they need that aligns to the article that relate to problem/solution.
- Students identified that the text contains paragraphs, a | Distribute copies of the article *Education for ALL Scheme has Failed to Meet Targets* graphic organizer to students.

Optional - If your students need to review the directions for completing the Wide-Angle Reading Graphic Organizer, then please review the information below.

Explain to students the purpose by sharing that strong readers think about the big picture or purpose of a text prior to reading. This provides a rough "blueprint" or framework for reading and interpreting the text.

Share that the Graphic Organizer is shaped like a house with certain portions of the house connected to questions they will be thinking about and answering as they preview the text to determine the purpose. |

visual, and headline which connects to how articles using appear in printed or online magazines.

- Have students look at the title and all other visual clues. Ask them to think about a possible main purpose for reading the text. Have them share the purpose of reading with a partner using sentence stems like I think the purpose of the text is to inform me about...or to persuade me about.
- Tell them to lock the title of the the text in their mind and to be on lookout for references to the title in the text.
  - *Note: It is important to draw your students to the "loaded language in the text's title. Words like scheme, failed etc. provide strong clues about the purpose of the article.*

- Have students read the first paragraph. After they are done, have them write what they think on the top of their graphic organizer. Explain that the text can have more than one purpose(s) , but to write the most likely purpose for right now.
- Next have students identify the type of text that they will be reading.
- Ask students to write how the article is structured and its features. For this article, they might put that there is a visual picture, the article is organized in paragraphs.
- Ask them what kind of thinking is involved in interpreting the text or what thinking skills they will need. For example, they might put cause/effect interpreting, or problem/solution. Encourage them to examine signal words that might signal this thinking.
- Next, have students ask questions using the title and the first paragraph as guidance. The questions should connect back to the purpose or key information.
- Finally, ask them to reflect back on the background knowledge they think they will need to read the article. For example, they might write that they need to understand the what successes and limitations the international community has had at achieving the EFA goals based on the texts that they already looked at.
  - Have students share the background knowledge and questions with a partner looking for patterns in their question and background knowledge.

Standards:

RH.6-8.6 : Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Additional Attachments:

Is the International Community Successful at Promoting the United Nation's Educational Goals?

	🔗 Wide-Angle Graphic Organizer			
40 mins	**ACTIVE READING > ANNOTATING TEXT**: Ability to identify key steps in a text's description of a process related to history/social studies.	**MARKING THE TEXT AND EXIT TICKET - WORKING INSIDE AND OUTSIDE THE TEXT ("EDUCATION FOR ALL SCHEME HAS FAILED TO MEET TARGETS, SAYS UNESCO")** Students will orally and in writing identify key details from a text relating to educational rights for children and the EFA goals by using cause and effect words and phrases).	Meets Expectations if: • **Students accurately identified essential information or the main idea of each section.** • **Students markings reflect that they have identified key concepts and comprehended the text and that the monitored their own understanding of the text.**	Explain to students that now that they have deepened their understanding about around essential vocabulary from the article *Education for All Scheme has Failed to Meet Targets*, they will now read and mark up the text. As they read, they will think back on all the information and prior knowledge they have already about the issue to make connections and their own thoughts about the issue so far as they code the text on the left side.

First, ask students to number each of the paragraphs in the article (there are 19 brief paragraphs). Have students number sequentially until they reach the end of the text. Have them write the number near the topic sentence for each paragraph.This will help students easily refer back to certain sections of the text.

Next have students chunk out the sections of the article and draw a line down the middle horizontally. Tell them to draw a line across the middle after paragraphs 2,5,8,10,12,and 16. You can write these paragraph numbers on the board or project for students.

Next, explain that students will be reading the text aloud in partners using quiet voices. Students can switch off between paragraphs or any other natural division that makes sense depending on student needs.

• Explain that after they complete reading **each chunk** students will stop and mark up the text using symbols individually and quietly.
• Have students use the following symbols when marking up the text: (**?**=confused/question, * star= important detail, ***Hmmm*** = new or interesting, **Q** (with underline section) for quotations to use or think about, **C.E.** next to sections that reveal cause and effect. Have them do these margins on the left side of their text. *(Note: if you already use a coding system in your classroom or school, feel free to change the symbols used in this lesson).*
• Model for students on the projector or document camera how to mark up with text using the first section as an example.
• On the left side, have students create a brief, concise sentence or bullet point statement that reflects what they think is the main idea of that section.
• After they are done marking up the text for that section, they will compare their marks to their reading partner to look for patterns. Student partner teams can |

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- discuss and respond to questions, discuss similarities, and share other thoughts about the main idea of that section of the text. Student's main idea statements don't have to be identical but should be similar.
- Have the whole class discussion centered on common questions, important details etc.
- Have students submit an exit ticket with the main idea **and how** the article relates back to the prompt.
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Standards:

RH.6-8.3 : Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

20 mins	**ACTIVE READING > ENHANCING COMPREHENSION**: Ability to determine central ideas of information; provide an accurate summary of the sources distinct from personal opinions or judgements.	**INSTAGRAM SERIES SUMMARY ("EDUCATION FOR ALL SCHEME HAS FAILED TO MEET TARGETS, SAYS UNESCO")** SWBAT synthesize orally and and writing text about the UN's success, or lack of success, at advancing education to determine the main idea using casual words and phrases.	Student Work Meets Expectations: - Peer Feedback sheet indicates that the visual clearly reflects the main idea of the article. - The caption clearly explains both the visual and main idea of the text In addition - - Student summary reflects changes based on the peer's feedback.	This strategy will be used for the following print text readings: Abolishing Fees Boosts African Schooling and Education for All Scheme has Failed to Meet Targets Explain to students that they will be creating a series of Instagram pictures to summarize the main idea after each text that they interpret. At the end, students will have a series of visuals with brief captions that they either create themselves or download from public domain sites on the internet that reflect the main idea from all the texts. If you want to set up a class Instagram account to post student pictures on social media that would be a great way to have kids access one another's summaries, review their classmates progress, and for you to leave general feedback for the students or share other resources. Depending on students needs, determine if you want to review the directions below: - Distribute or have students locate the Instagram summary sheet. - Explain to students that they will be creating or finding a visual that reflects the main idea of each text they read. - For each visual, students will also be creating a caption to explain their visual. While Instagram does not technically have a limit on caption length, encourage students to be concise with their caption. - Individually ask students to create their visual or download a visual off the internet that reflects the main idea of the article (Note, if your school is not a 1 to 1 building, it might be easier to have them draw their own visual. - Next, have students create a caption that explains the main idea of the article and

why their visual depicts the main idea. (Again encourage them to write only a sentence or two).

  ○ *At this point, students can take a picture of their Instagram visual with their smartphone and post to the class' Instagram account if one is set up using the name of the article as the hashtag to help categorize them.*

- Finally, using the Instagram Peer Feedback sheet, have students partner up and examine one another's work using the feedback sheet.
- Provide students a chance to briefly make corrections based on their peer's feedback before submitting.

Standards:

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.

20 mins	**POST READING > CITING TEXTUAL EVIDENCE**: Ability to cite and use specific textual evidence that supports the success of lack of success of the UN.	**BALANCING SCALES GRAPHIC ORGANZIER ("EDUCATION FOR ALL SCHEME HAS FAILED TO MEET TARGETS, SAYS UNESCO")** SWBAT cite and explain in writing, textual evidence that supports the success of lack of success of the UN by using signal words and phrases.	Meets Expectations if: • **graphic organizer contains at least two pieces of evidence from the text that clearly supports the success of lack of success of the UN.** • **graphic organizer has a clear explanation of why the textual evidence used by the student support the international community's success and lack of success.**	After students have read and understand the article *Education for All Scheme has Failed to Meet Targets*, have them return to their Balance Scales - Citing Textual Evidence Handout. • Explain to students that they are going look for evidence that for the article that supports success and lack of success of the international community at increasing and supporting children's educational rights. • Tell students that they will first have to think and find evidence from the article that could be use to support either side of the argument. Depending on the needs of your students, determine if you want to review the directions below. Explain to students that they are going look for evidence from Malala's speech that supports the international community's success **and** lack of success at increasing and supporting children's' educational rights. Tell students that they will first have to think and find evidence from the article that could be use to support both side of the argument. • Model for students how to complete the graphic organizer by using a think-aloud model. 1. Project the graphic organizer 2. Say, for this row, I need to find two pieces of textual evidence that supports the international community was successful at supporting educational rights.

o Write evidence in the box from the article directly in the box

3. Next, say I will now need to find textual evidence directly from the text that supports that the international community has not been successful.

o Write evidence in the box directly in the box.

4. Finally, I need to analyze that evidence and explain why it supports a lack of success and success. In order to analyze the evidence, **I need to think outside the text.** What this means is I need to think about background knowledge I already have, and or **why** the pieces of textual evidence that I selected represent a lack of success and success in order to explain how the textual evidence supports the both sides of the prompt.

- Have students find and write at **least two** examples of textual evidence (one for success and one for unsuccessful), i.e. quotes or paraphrased excerpts, that support the international community's success and lack of success.
- o Finally, have students analyze their textual evidence by explaining why the evidence they selected supports the success of lack of success of the international community using the optional sentence stem(s) from the teacher edition, which uses signal words, in the final row.
  o Ask students to work with partner to discuss and compare, their two pieces of textual evidence, and their explanation of why their textual evidence supports the international community's success or lack of success with supporting educational rights for all children.
  o Provide students time to make any revisions based on their conversation with a partner prior to submitting.

Standards:

WHST.6-8.9 : Draw evidence from informational texts to support analysis, reflection, and research.

RH.6-8.1 : Cite specific textual evidence to support analysis of primary and secondary sources.

Additional Attachments:

🔗 **Balance Scale - Citing Textual Evidence**

| 25 mins | **ACTIVE VIEWING > INTEGRATING INFORMATION FROM** | **TRACKING MALALA NOBLE PEACE PRIZE THEMES** | Meets expectations if:

• Students have responded | Explain to students that today they are going to listen and view an excerpt from Malala's Yousafzai's Noble Peace Prize Speech. |

MULTIMEDIA: Ability to interpret information presented in multimedia to understand historical events and people.

("MALALA'S NOBLE PEACE PRIZE ACCEPTANCE SPEECH EXCERPTS")
S.W.B.A.T - Explain main idea and supporting evidence from a Malala Yousafzai's Noble Peace Prize speech about the progress towards international education by using casual words and phrases

accurately to the questions on the graphic organizer based on what they heard and saw from Malala's Speech.

Important Educator Note: This mini-task allows students to track and understand key aspects of Malala's speech. Since the speech does not follow an organized structure and represents an emotional appeal, the graphic organizers allows students to trace, track and understand what her message is so they have solid foundation to engage in deeper analysis of the speech in the next mini-task

Remind students that they learned who Malala was from the short video at the beginning of the module. Provide some context for students by saying that Malala is an international activist for educational rights, in particular for girls, and a co-recipient of the 2014 Nobel Peace Prize award.

Tell students that they will be viewing the speech to discover Malala's beliefs about the international community's success, or lack success, and important aspects of her message in the speech.

Front-load the content vocabulary to ensure student understanding. Ensure that students understand the concepts of primary and secondary education, the Millennium Development Goals, and the Sustainable Development Goals. Malala references these concepts in her speech.

- Note: The Sustainable Development Goals are 17 goals that most countries adopted to be achieved by 2030. These goals include education, and pick up where the Millennium Development Goals left off.

Distribute the Tracking Ideas and Concepts from Malala Yousafzai's Noble Peace Prize Speech.

1. Explain to students that the graphic organizer contains quotes and questions.

- The quotes help students sequentially track key ideas.

- Students should also respond to the questions following the quotes. This helps ensure that they understand key components of her message and allows them to follow her message throughout the speech.
- As they listen, students should be responding to the questions.
  - Consider playing the video 2x - once stopping to allow them time to respond to the question and the second time play the speech in its entirety so students can hear her message all at once heightening the emotional appeal of the speech.

			4. Have students check their responses to the questions with a partner next to them before submitting.

Standards:

4.1.D. : Explain how political ideas and significant people have interacted, are interconnected, and have influenced nations

RH.6-8.3 : Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

Additional Attachments:

🔗 **Tracking Ideas and Concepts from Excerpts of Malala's Noble Peace Prize Speech**

40 mins	**POST-VIEWING>ANALYZING INFORMATION FROM MULTIMEDIA**: Ability to analyze a multimedia text to determine an author's purpose.	**DIGGING DEEPER SONG LYRICS - ANALYZING THEME AND PURPOSE OF MALALA'S SPEECH** S.W.B.A.T analyze and synthesize the purpose, main argument and supporting details from Malala speech by using content vocabulary words and phrases like primary and secondary education, UN, etc.	Meets Expectations if **Students song contains the main idea of Malala's Speech, key supporting details for that main idea and correctly identifies the speech's purpose.**	Ask students to locate their tracking ideas and concepts from Malala's Noble Peace Prize Speech graphic organizer and distribute their Digging Deeper - Analyzing Malala's Speech Graphic Organizer Song Lyrics.

• Creating song lyrics supports students understanding of the complex ideas in Malala's speech and supports them in synthesizing the key concepts in determining the main idea and purpose of the speech
• *Consider also having students locate and use their transcript copy of the speech as well.*

Explain to students that now that they have an understanding of Malala's Speech, they are going to analyze her speech and relate it back to the teaching task prompt by creating a song that represents her purpose in giving the speech and the main concepts.

Distribute the Creating the Song guidelines and discuss with students so they understand the expectations.

Have students work in a small group or with a partner.

First Identify two-three songs common songs that all students will likely know (nursery rhymes are easy go to lie twinkle, twinkle little star, Mary had a little lamb etc. Row, row , row you boat, Itsy,Bitsy spider)

1. Provide students one minute to select the melody from the two-three options you provide.

   ○ Depending on your students, you can instead choose the same tune for all students in your classroom to have them focus on the summary alone.
   ○ Have students write their selected song melody at the top of the graphic

organizer

2. Explain to students that they will first determine the purpose of Malala's Speech.

- Ask students guiding questions to help them determine the purpose.
    - What was Malala hoping to accomplish by giving the speech?
    - Who was Malala speaking to?
    - Was the speech informational or persuasive?
    - Did she provide a call to action for the audience? What was her call to action?

- students should write something along the lines that the speech was persuasive because she was trying to encourage the international community to do more for educational rights.
- explain to students that the purpose must be included in the song chorus or other lyrics

3. Next, explain that students are going to examine their Tracking Ideas and Concepts graphic organizer and   or the transcript of Malala's speech. With their team, students will synthesize components of the
   speech to determine the main idea key supporting details.

- The main idea represents the chorus of the speech
- The supporting details represent additional verses to the song

1. Model for students how to create the song by showing the song example provided create for the first   article they read. Project or display the sample song set to the Itsy Bitsy spider. Shown students that the main idea is the chorus and the supporting details represent important details.

- Show students how the identifying the main idea section at the top helped you identify the main idea for the article and the three supporting details.

1. Provide students time to complete their identifying the main idea section at the top.

- Provide feedback by waling around and support students by asking the following questions
    - Why do you think that is the main idea of the excerpt of the speech we watched?
    - Thinking about the purpose, how does _____relate back to the main idea?

- Why is that the most important part of the speech?

1. After students have determined the main idea and supporting details, provide them class time to create their song lyrics.
2. If time allows, as an extension, students can perform their songs for the class if you wish.

Standards:

4.1.D. : Explain how political ideas and significant people have interacted, are interconnected, and have influenced nations

1.1.B. : Interpret documents and data from multiple primary and secondary sources while formulating historical questions. Sources to include but not limited to art, artifacts, eyewitness accounts, letters and diaries, artifacts, real or simulated historical sites, charts, graphs, diagrams and written texts

1.1. : Analyze and interpret historical sources to ask and research historical questions

RH.6-8.7 : Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH.6-8.6 : Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

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.

30 mins	**POST-VIEWING >CORROBORATING EVIDENCE FROM MULTIMEDIA AND PRINT SOURCES**: Ability to evaluate and compare evidence presented in diverse formats	**IDENTIFYING AND CORROBORATING SOURCES MALALA'S SPEECH WITH OTHER SOURCES ("MALALA'S NOBLE PEACE PRIZE ACCEPTANCE SPEECH EXCERPTS")** S.W.B.A.T evaulate and corroborate Malala Speech against other sources about the UN's success of lack of success in support of international educational rights by using casual words and phrases.	Meets Expectation if: • Student's graphic organizer includes that the other sources used evidence like data, facts, statistics while Malala's speech uses a combination of personal experience and personal opinion.	Note to educators: The purpose of this mini-task is to support students in analyzing sources in an objective manner without being blinded by the emotional appeal or other compelling factors found in sources. Share with students that in social studies one of the unique skills that many social scientists engage in before forming their arguments is comparing and contrasting multiple sources. This is called corroboration. Corroborating sources helps to see patterns and contradictions between sources before social scientists, including historians, think and write about their own viewpoint or argument. Also, explain that social scientists and historians often evaluate sources against other sources to determine creditability. Distribute or have students locate Is Malala's Speech a Credible Source in their student portfolio. Explain that students are going to reflect and analyze Malala's speech, but this time, they will compare the speech to other documents that they have read previously. Explain that when corroborating sources it is important to weigh and evaluate the quality of the evidence contained within each source too to determine if the source is credible and reliable. Share with students that when thinking about if a source if reliable or valid, they should think about in terms of how dependable is the

source and what kinds of evidence does the source use?

1. Have students write in the author of each source. *This is really an opportunity for students to remind themselves of each source they have read of listened to.*

2. Either assign certain readings for students to focus on, or have students select from their text set two readings they want to focus on for comparing to Malala's speech.

- When thinking about the sources to use and compare against Malala's speech think about asking students to think of sources that utilize facts and statistics to support their argument.

3. Provide students time to compare their two sources with the information from Malala's Speech.

- Students can complete the graphic organizer in pairs or individually depending on their needs.

4. As an exit ticket or a whole class discussion ask the following questions:

- While Malala's speech if filled with emotion, what evidence does she use to support her argument?
- How does that evidence compare to the evidence used in other sources we have read?
- In thinking about writing your report, is Malala's speech a creditable source in forming your argument?
- If you use Malala's speech as a source to support your argument, what are some additional sources you should include to give your argument more creditability?

Note: Ensure that student's understand that although Malala's Speech lacks the the statistics, data, case studies and other forms of valid evidence, students may still use her speech in their report as long as they include enough additional sources that include dependable evidence.

Standards:

4.1.D. : Explain how political ideas and significant people have interacted, are interconnected, and have influenced nations

1.1. : Analyze and interpret historical sources to ask and research historical questions

RH.6-8.7 : Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH.6-8.1 : Cite specific textual evidence to support analysis of primary and secondary sources.

Additional Attachments:

🔗 **Corroborating Sources with Malala's Speech**

Is the International Community Successful at Promoting the United Nation's Educational Goals?

Transition to Writing				
40 mins	**PREPARING FOR DISCUSSION > IDENTIFYING SIGNIFICANT QUESTIONS**: Gather relevant information and draw evidence from print and digital sources to develop questions for discussion.	**STUDENT GENERATED TEXT-BASED QUESTIONS** SWBAT in writing analyze a text's argument about the success or lack of success of the international community in advancing education by using sentence stems and active verbs.	Meets expectations if students submit: • Two-three questions on their notecards that represent open-ended questions. • Questions identify the source, title of article, and ask a how, why, what type of question that connects back to the text they represent.	Explain to students that they will be participating in a discussion soon, and that they will be doing some preparation work beforehand by developing questions. Explain that during the discussion, students will be using and asking the questions they develop now. Divide the class in half. Label one half team A and one half team B. Explain that each half of the class will be further divided into four teams and assigned one text to know, understand, and represent during the discussion. Each group will become a text expert. Place students in each half of the class in groups of four (Team A will consist of four teams and Team B will now consist of four teams). Explain that each team,except one, will be assigned a text to develop questions that will be asked during the discussion. The team that does not have a text is the Provocateurs. Define Provocateurs to students as the group that sparks or provokes the discussion by asking questions and follow up questions. Basically, this group needs to ensure that the discussion continues. • Although they do not have an assigned text, members of this group still develop questions for the discussion based on the some or all of the texts. For Team A, assign each group one of the following texts: Kenya's Success, The UN's Scheme for Education has Failed, and the UN Report Cards with your Provocateur Group using and working with all three texts. Repeat the same process for Team B. • Explain that each team is responsible for developing two-three questions based on the text they were assigned. • Each question should relate back to the prompt and deal with whether or not the international community was overall successful or unsuccessful at advancing educational rights for children based on the information from the article. • Tell students that they need to remember the central idea for the text they represent first, and if the text seemed to portray the international community as successful, unsuccessful, or both. • Students will then as a team write questions that the Provocateurs will ask during the actual Pinwheel Discussion. • Advise students that only one of their three questions should be from the level one category. The other two questions

should be from level two and above.

1. Hand out notecards to every student in the class.

- *If available, consider assigning each group that represents a text their own color of notecard to help you and the Provocateurs quickly identify questions to ask that relate to each text. For example, "Kenya's Success" questions could be written on green notecards, questions for "The UN's Scheme for Education" could be red/pink, "The Report Card" questions could be written on blue, with the Provocateurs' questions on white.*
- *If colored notecards are not available, consider assigning each text a symbol (star, checkmark and circle). Have students write that symbol at the top of their notecard to help differentiate which notecard and questions relate to which text.*

2. Explain to students that they will be using the sentence stems to develop two-three questions as a team. The sentence stem starters are in their student portfolio, but also consider projecting them too. Although they should have similar questions, each student will still write their questions individually on their notecard. **Tell students that the questions they develop must be something that can be answered using evidence from the text.**

3. Model for students how to write questions using the sentence stems.

- Say,"If I represent the text that deals with the Report Cards, I first need to think back on the main idea of the infographics first. Then, using the sentence stem handouts, I need to create an open-ended question (which means a question that can't be answered with a just a yes or no), that could be asked during the Pinwheel Discussion. I want to also make sure that the question makes sense, so I will check it by answering my own question and using evidence directly form the text to support my answer."

4. Explain that the Provocateur group will also develop questions that may represent one text, two, or questions that synthesize all the texts together.

5. Provide students time to collaboratively develop their questions for the Pinwheel Discussion using the sentence stems.

6. Collect the notecards with the questions

from each team of students. Organize and vet all the questions beforehand giving them to the provocateur team who will take the questions and ask them during the Pinwheel Discussion.

Standards:

WHST.6-8.9 : Draw evidence from informational texts to support analysis, reflection, and research.

WHST.6-8.8 : Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Additional Attachments:

% **Leveled Question Sentence Stems**

| 1 hr | **BRIDGING CONVERSATIONS > BUILDING ON OTHERS' IDEAS TO STRENGTHEN ARGUEMENT**: Ability to collaboratively express your own ideas while building on the ideas of others. | **PINWHEEL DISCUSSIONS - TEXTS IN CONVERSATION AND STUDENT REFLECTION** SWBAT orally and in writing evaluate how successful, or unsuccessful the International Community has been at advancing educational rights by using questioning words and phrases. | • Listening Sheet collected from student
• **Student reflection sheet containing**
  ○ **thoughts about what they heard and spoke and how it deepened their understanding**
  ○ **Comments about how the process supported moving into the writing phrase.** | Set-up notes: It's best to set up the room in the Pinwheel Discussion Format prior to students coming in. See the attachment for a visual. Set up desks in four groups facing each other. Each group (with the exception of the provocateur group) represents one of the texts that students read thus far. Have four desks in the middle form a square shape. Students sitting knee to knee at these desks in the middle are actively involved in the discussion each representing their assigned text. Students in back of them rotate into the debate when it is their turn.

• Either set up two identical formations like the one above (one for team A and one for team B) or have students rotate, meaning team B will take the seats of team A when it is their turn to discuss the texts.
• Consider creating name-tags for each group labeled Provocateurs and the text that the other groups represent to help them quickly find their seats.

As students enter, have them sit with their group. Explain that today they will be synthesizing most of the texts they read by participating in a discussion to deepen their understanding. Remind students of the teaching task prompt.

• Share that they might have to temporarily "let-go" of opinions they formed already about the teaching task prompt, since they have to represent and discuss the questions they wrote yesterday based on their assigned text. For example, if they think the International Community was successful, but they were assigned the text the "UN' Educational Scheme Has Failed...", they need to still represent the views and evidence from that text, not |

- their own.
- In addition to the actual texts, students may also use their *Weighing the Evidence* graphic organizers to help them use textual evidence in their responses during the discussion.

Explain to students that the key to understanding all the texts deeply to form their own argument they need to actively listen to their peers throughout the discussion.

- Distribute the active listening sheets to the class. or have students reference them in their student portfolio. Explain that when Team A is participating in the discussion, team B will be actively listening and observing as audience members. Each member of team B will be assigned a member from team A to observe. They will fill out the observation sheet for the student they are assigned during the discussion, recording observation notes on their sheet.
- Each time their assigned partner does one of following things on the list, they will put a check mark on the sheet. S**tress, that partner B will also be watching their assigned partner even when they are not in the middle to ensure they are actively listening.**

Discuss the policies of a successful discussion stressing especially active listening even when you are not part of the discussion in the center.

Display for students the academic conversations sentence frames. Explain to students that this is a resource to help them ask academic conversations and follow-up questions.

Distribute the questions to the Provocateur Group members. Give each member two questions to start with reminding them that they can also ask any follow up questions on their own to. Remind the other groups that they can also ask follow up questions to. Include, if you needed, the supplemental questions below or your own educator-generated questions.

- Explain to the class that if the Provocateur asks a question created by the group, that same group cannot answer, but they can ask follow up question`s or add a comment.
- Remind the Provocateur group to ensure that every text is represented by a question.

Have the first Provocateur, and one member

from the expert text group sit facing each other in the middle. The Provocateur begins the conversations by asking his/her question. Members respond with the Provocateur leading the discussion by asking follow-up questions.

- Determine if you want the middle group to rotate after one question, a couple, or if you want members to tap in and tap out on their own, or if the provocateur determines when a round is over.
- Remind the Provocateur that their job is also to listen for textual evidence. If they do not hear textual evidence as students respond, they need to remind the individual to use textual evidence in their response.

During the discussion, chart or talley in a visual space in the classroom whenever you see or hear the following skills during the discussion rounds:

- Use of textual evidence
- Building on one anothers' ideas
- Offering new idea
- Asking a follow- up question
- Paraphrasing one another comments

The talleys provide a visual remind and a positive reinforcement throughout of these academic discussion skills.

Have Team A rotate out and become the audience after half the class period is over, or when every member has had a chance to participate in the active conversation in the middle.

Repeat the same process for Team B with Team A now observing and active listening.

Distribute the discussion reflection sheet at the end to all students.

  1. Explain that they will be thinking back on the discussion and ranking on the spectrum where if they feel the International Community has been successful or unsuccessful based on the discussion and why.

  2. Students submit their reflection and observation sheets.

Standards:

4.1.D. : Explain how political ideas and significant people have interacted, are interconnected, and have influenced nations

4.1.A. : Discuss advantages and disadvantages of living in an interconnected world

4.1. : Analyze the interconnectedness of the United States and other nations

1.1.B. : Interpret documents and data from multiple primary and secondary sources while formulating historical questions. Sources to include but not limited to art, artifacts, eyewitness accounts, letters and diaries, artifacts, real or simulated historical sites, charts, graphs, diagrams and written texts

1.1. : Analyze and interpret historical sources to ask and research historical questions

SL.6.1 : Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

WHST.6-8.9 : Draw evidence from informational texts to support analysis, reflection, and research.

Additional Attachments:

⚭ **Optional Questions for Pinwheel Discussion to Supplement student generated questions**

⚭ **Student Reflection Sheet and Spectrum Ranking**

⚭ **Student Norms for Pinwheel Discussions**

⚭ **Pinwheel Discussions Visuals**

⚭ **Observation Sheet**

⚭ **Collaborative Conversations**

Writing Process

40 mins	**PLANNING THE WRITING >ORGANIZE AND EVALUATE EVIDENCE TO SUPPORT THESIS**: Ability to consolidate and evaluate evidence to support thesis statement.	**STRENGTH OF EVIDENCE BAR GRAPH GRAPHIC ORGANIZER** S.W.B.A.T in writing evaluate and select evidence to support their thesis statement on the International Community's success or lack of success at advancing educational rights by using evaluative words and phrases (such as weak, strong, accurate, valid etc).	Meets Expectations if: • Students collaboratively discuss and evaluate the evidence • Students' bar graph graphic organizer reflects that they have analyzed and evaluated the evidence and how it supports all or parts of their prompt.	*Note: The purpose of this activity is to have students think critically about the evidence they will use in their report to support the prompt. Often, students pull evidence randomly or treat any piece of evidence as the best or only evidence needed. This mini-task supports students in becoming skilled decision makers in evaluating the quality of the evidence they select. The evidence they select and evaluate should lead them to developing their thesis statement.* Distribute the Strength of Evidence Bar Graph Graphic Organizer to students. Have students also refer to the *Weighing the Evidence Graphic Organizer* throughout the mini-task to support them, if needed, in finding evidence. Explain to students that they are going to determine evidence from the texts and how it relates or connects to the prompt and think about the strength of that evidence that either demonstrates the success, or lack of success, of the International Community at advancing educational rights. Explain to students that during the Pinwheel Discussion, a lot of textual evidence was used to support responses to questions. Today, they are going to go back to the texts again, and think about the strength of evidence within the sources. The textual evidence they identify supports them in next developing their thesis statement next. As they further develop their essay, they will go back to this process of evaluating textual evidence again and again as they find evidence to support their thesis statement. Model for students the process at first

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1. Have students write or paraphrase the prompt at the top of the box.

2. Select one of the texts to model the process of evaluating evidence using the AAA format.

3. Project the graphic organizer for students.

4. Do a think-aloud as you refer to the text and quote or paraphrase a piece of evidence from the text.

5. Next project the the triple A sheet. Explain to students that when they select textual evidence, they will need to "test" the quality of the textual evidence using the AAA guidelines (applicable, accurate,adequate).

6. Verbalize your thinking as you explain if your piece of textual evidence meets all three requirements and rank it on a range of 1-5. Write your ranking and justification on the graphic organizer.

Next, have students find three pieces of textual evidence that support the success and lack of success of the International Community from all the texts.

- Students can refer to their *Weighing the Evidence Graphic Organizer and/or* directly back to the texts to support help them in finding evidence.

In the the three boxes, have students record their evidence either by directly quoting or paraphrasing the evidence from the text.

Next, have students work in pairs or groups.

1. If needed, Review the Evaluating the Evidence Criteria Sheet and the AAA method of evaluating evidence (Applicable, Accurate, Adequate). Debrief and ensure students understand the meaning of all three words first.
2. Reinforce, that at this time, they are not thinking how they will create their thesis, or if the UN has overall been more successful than unsuccessful. Instead, they are just looking at the evidence and how it connects to the prompt.
3. For all three pieces of evidence, have students write next to the word the a score on a scale of 1-5 next to the piece of evidence and their explanation after discussing it with their peers.
4. For example, if students felt a piece of evidence was relevant to support responding to the prompt, they will put a 4 or 5 in the box below the evidence. They will then also need to explain their reasoning for that ranking verbally.
5. Have student partner teams or small

groups negotiate together which evidence to use and their values, which provides for a great discussion as student mutually weigh and select the evidence together.

- They can ask each other, *Why did you choose that type of evidence? Don't you think this evidence is more important?*

Individually, students now think back to the prompt for the module. Students decide how well the evidence they selected with their partner or small groups supports or connects to all of the triple A measures. Then they create a shaded bar representing Not at All, Somewhat, Well, Very Well or Completely reflecting their evaluation of the evidence.

- Note, it's important to stress to students that purpose at this point is not necessary to have every piece of evidence completely meet completely all the triple A criteria. It is really just an honest reflection at this point of the strength of the evidence and a visual representation of their thinking at this point, especially because they might not share the same opinion as their partner or small group about the quality of the evidence.

Have students submit their bar graph graphic organizer. Explain that the quality of the evidence should support and guide them in developing a thesis statement and could be used to support that thesis statement. However, they should also be thinking of additional evidence from the texts to use using the three As to evaluate all the evidence before selecting it.

Adapted from Common Core Standards in Diverse Classrooms by Jeff Zwiers, Susan O'Hara, and Robert Pritchard

Standards:

4.1.D. : Explain how political ideas and significant people have interacted, are interconnected, and have influenced nations

4.1.A. : Discuss advantages and disadvantages of living in an interconnected world

1.1. : Analyze and interpret historical sources to ask and research historical questions

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.

WHST.6-8.9 : Draw evidence from informational texts to support analysis, reflection, and research.

Additional Attachments:

🔗 **Strength of Evidence Bar Graph**

🔗 **Triple A Criteria for Evaluating Evidence**

30 mins	PLANNING THE WRITING > ESTABLISHING THE	REVISED THESIS DEVELOPMENT HANDOUT	• Wrote a thesis statement tying together his/her overarching claim	Explain to students that they will creating their thesis statements for their reports. Remind students that a thesis presents their

	CONTROLLING IDEA: Ability to develop and strengthen a thesis statement.	SWBAT in writing develop and strengthen a thesis statement arguing whether the International Community has been successful, or unsuccessful, at advancing the UN goals for education using compound sentences.	**and rationale**	argument about the international community's success, or lack of success, at advancing educational rights.

argument about the international community's success, or lack of success, at advancing educational rights.

Have them examine their notes, graphic organizers (weighing the evidence), final exit ticket from the Pinwheel Discussions and Evaluating the Evidence Bar Graph Graphic Organizer. Explain that they will think back on the information they heard from the discussion and the the evidence they have examined so far, and form an argument about the international community's success, or lack of success, with advancing and meeting the UN's educational goals.

Distribute the handout titled *Writing a Thesis Statement in Three Steps* to students. Explain that every thesis contains three main components or parts: the topic, the debatable phrase (often the verb) and the overall significance for the audience, or the so what.

1. Discuss the words and phrases in each column explaining that these are suggestions to help guide their thinking as they write their thesis statement (they may, of course, use other words or phrases as long as they have addressed all three parts).

2. Next have students look at that two examples of thesis statements below. Ask students to highlight or underline the topic, the debatable phrase, and significance for each example.

3. Have students share the portions they underlined or highlighted with partner to check for understanding.

Next, distribute the Developing a Thesis Statement sheet to students.

1. Explain to students that first they will be circling at the top the box with the thumbs up or the thumbs down indicating if they feel that the International Community was overall successful or unsuccessful at advancing the UN's educational goals.

2. Next, explain that students will now create their own thesis statement that includes all three components or parts (topic, debatable phrase, overall significance for the audience). Give students time to write their individual thesis statement in the box.

Finally, explain that students will participate in a paper pass where they hand their paper to someone sitting next to them, in back of them etc.

1. Their partner first reads the thesis. In the two boxes at the bottom their partner provide feedback by either asking a question about

the thesis such as

- Did you include all three parts?
- I'm not sure if you fully explained the significance etc,

or the student can leave a rebuttal to the thesis with evidence.

- *Explain to students if they are able to leave a rebuttal, that could indicate that the thesis is argumentative, **and** it could be something for the author to think about if the report includes the optional counter argument demand.*

2. Have students complete the paper pass two or three rounds depending on time so they can have several students look at their thesis and provide feedback.

3. When students receive their papers back, have them make any revisions or adds more depth or clarity if needed before submitting.

Standards:

WHST.6-8.1 : Write arguments focused on discipline-specific content.

Additional Attachments:

✎ **Developing a Thesis Handout**

✎ **Writing a Thesis Statement in Three Steps**

| 30 mins | **DEVELOPING THE WRITING > DEVELOPING A HOOK AND INTRODUCTION PARAGRAPH**: | **INTRODUCTION PARAGRAPH GRAPHIC ORGANIZER** SWBAT in writing develop an introduction and a revise their thesis about the international community's success, or lack of success at advancing education using compound sentences. | Meets expectations if:

• Student's outline contains a hook that grabs the reader's attention
• Student's outline provides background information for readers to understand the article
• If needed, students made revisions to their thesis statement | Distribute the thesis statement sheet back to students with feedback for revisions, if needed, along with the introduction paragraph graphic organizer. Explain that students will be working on revising their thesis and creating the broader introduction paragraph for their article to the UN. Share the following information with students about the components of an introduction paragraph.

• *Hook:* A hook is a sentence or question that captures the reader's attention— by addressing something that connects to their lives or providing particularly interesting or surprising information. It can also be a general statement that sets the tone for the essay.
• *Background Information:* To understand an essay, readers often need some background information on a topic. For example, your reader may never have heard about the UN's goals or that education is a basic human right. Writers often use the introduction to provide |

readers with the basic facts needed to understand the essay.

- *Thesis Statement:* The point of an argumentative essay is to persuade the reader to believe a claim you are making. The main claim of your essay is called the thesis statement.

Project or display the model thesis statement. Draw their attention to where in the paragraph the author wrote all three parts (hook, background information, and thesis statement).

Provide students time in class to work on their graphic organizer. Walk around the room and ask the following suggested questions to provide feedback to students as they work:

- Why do you think your hook grabs your readers' attention?
- What revisions did you make to your thesis statement based on feedback?
- Do your readers have enough information in the background to understand the concepts, topics and ideas in your article?

Students submit their introduction graphic organizers.

Standards:

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.

Additional Attachments:

% **Sample Introduction**

% **Introduction Paragraph**

| 50 mins | **DEVELOPMENT OF WRITING > ACADEMIC INTEGRITY AND CITATION**: Ability to cite and give credit to sources using parenthetical citations. | **SOURCE INTEGRATION CHART - USING PARENTHETICAL CITATIONS.** Provide credit to other sources' words or ideas using parenthetical citations and completing an Integration Chart. | • The student scoring guide (see handout).
○ punctuation is at the end of the parenthesis.
○ all three parts of source integration are present
○ students paraphrased or quoted accurately from the text. | This lesson can be used as review throughout different portions of the module as needed. It is placed here so students can determine how to cite the evidence properly to support the thesis statement they just developed.

Remind students that both quoted and paraphrased material require citation.

○ Citation is where you give the author credit for his or her thoughts or words and to show where an idea originated. Explain to students that parenthetical citations alert the reader when the author uses information or ideas from other sources or people.

• Model for students different ways to give author's credit for their thoughts using the teacher handout, *Giving Credit to a Source*, if you wish. |

- Next model using quotation marks and parenthetical citations using the teacher handout titled: *Citing Sources Directly.*
- Finally explain the 3-part source integration chart.
  - Explain that in their speech, sources need to be "packaged" so that the reader can seamlessly read how a source is used in the speech, and so the author can provide credit when they use words or ideas from different sources.
  - There are many ways to "package" a source. This is just one way below:
    - Part 1 - Introduce the source, the author and provide comments about the source and author
    - Part 2- Provide a paraphrase or direct quotation (Begin with a verb and end with a parenthetical citation).
    - Part 3 - Explain why this part of the text is important or relevant to the prompt
    - Provide students samples using the *Sample Integration Chart.*

- Students complete the 3-Part Source Integration Chart individually selecting two quotes or two ideas that they want to paraphrase from one of the two texts that they just read.
- Students trade their chart with a partner. The partner uses a the checklist for source integration to evaluate their partner's chart.
- Explain to students that they will use parenthetical citations in their speech to give credit to other sources' words or ideas.

Standards:

WHST.6-8.8 : Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

RH.6-8.1 : Cite specific textual evidence to support analysis of primary and secondary sources.

Additional Attachments:

📄 **Checklist for source integration.docx**

📄 **Sample Integration Chart.docx**

📄 **Citing Sources Directly.docx**

📄 **Giving Credit to a Source.docx**

📄 **3 part source intergration chart.docx**

| 1 hr | **PLANNING THE WRITING > OUTLINING**: SWBAT in | **STICKY NOTE ARGUMENT PLAN AND OUTLINE** | Meets expectations if student:

• **Clearly explains evidence** | Tell students that, today, they will use sticky notes to help them develop and outline their argument. Provide each student with a copy |

writing an outline, using signal words and phrases (prior to, however, as a result of, etc.).	SWBAT develop, in writing, an outline, using signal words and phrases (prior to, however, as a result of, etc.).	**in support of each reason (sub-claim)** ● **Thoroughly refutes evidence in support of a counterclaim for each reason (sub-claim)** *Note: This is optional only and based on the optional demand.* ● **Completes outline, including information for at least three reasons (sub-claim) as well as a conclusion**	of the Sticky Note Argument Plan graphic organizer and with 3" X 5" and 3" X 3" sticky notes. Tell students that placing the pieces of their argument on sticky notes will allow them to play around with the organization and order of their argument. **Reasons (Sub-claims) Sticky Notes** Students should return to their thesis statement and further develop three (or more) reasons that support their argument (overarching claim), writing each on one of the 3" X 5" sticky notes. Students should place their reason sticky notes in the appropriate boxes on the Sticky Note Argument Plan graphic organizer. Have students refer to the analysis verb sheet as they develop in writing their reasons to support the claim. Model for students developing a sentence using the analysis verb sheet by referring back to the Payton Manning introduction paragraph and projecting for students the paragraph again. 1. Explain to students one of you sub-claims will be about Payton Manning's ability to plan before games. 2. Model for students how to create a reasoning sentence that supports their argument using the verb sheet. ● For example, this could look like *Payton Manning a strong work ethnic by planning carefully for games and studying his opponents' plays with great detail.* *Note: Students have been provided with space on their Sticky Note Argument Plan for three reasons. If students wish to add additional reasons, they can add an additional page into their Sticky Note Argument Plan.* **Textual Evidence Sticky Notes** For **each** reason, students should return to their Weighing the Evidence graphic organizers, texts, and bar graph evaluating evidence graphic organizer using three separate 3" X 3" sticky notes to record: ● 2 pieces of textual evidence that support the reason (and their thesis statement) ● 1 piece of textual evidence that provides opposing evidence for the reason (and their thesis statement) (optional) *Note: You may wish to provide students with two different colors of 3" X 3" sticky notes - one color for evidence in support of their reasons and another color for opposing evidence.*

Students should place their textual evidence sticky notes in the appropriate boxes on the Sticky Note Argument Plan graphic organizer.

Explanation/Refutation Sticky Notes

For each piece of textual evidence in support of their thesis statement, students should explain on a sticky note how it supports their reason (and thesis statement).

For each piece of opposing evidence, students should refute it on a sticky note. Students should place their explanation sticky notes in the appropriate boxes on the Sticky Note Argument Plan graphic organizer. (optional)

From Sticky Note Argument Plan to Outline

Once students have completed their Sticky Note Argument Plan, they should use their plan to create an outline for the body paragraphs. Provide students with a copy of the Outlining handout and remind them that they have already completed the outline for their introductory paragraph. Students should use the format modeled for them to develop their outline, moving sticky notes around as needed on their Sticky Note Argument Plan as they develop their outline and including signal words and phrases to help shape the argument in their outline.

Note: Why Use Sticky Notes?

Writing each piece of the argument on an individual sticky note will enable students to lift them off the Sticky Note Argument Plan and arrange/rearrange them in the order in which they want to write them out. For example, a student might choose to begin with opposing evidence and follow with supporting; or he/she may choose to begin with an explanation and follow with a piece of evidence. Students may even choose to place their reason at the end of a string of evidence/explanations. The sticky notes enable them to play with the structure of their argument in a flexible and kinesthetic way. Alternatively, students can use an online sticky note website, such as linoit.com, to develop their Sticky Note Argument Plan.

Standards:

1.1. : Analyze and interpret historical sources to ask and research historical questions

WHST.6-8.9 : Draw evidence from informational texts to support analysis, reflection, and research.

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.

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RH.6-8.1 : Cite specific textual evidence to support analysis of primary and secondary sources.

Additional Attachments:

% **Verbs to Support Analysis and Reasoning**
% **Link to interactive online sticky notes**
% **Outlining: A Way of Organizing Ideas**
% **Sticky Note Argumentative Outline Plan**

15 mins	**DEVELOPMENT OF WRITING > USING TRANSITIONAL WORDS EFFECTIVELY**: Ability to link and progress smoothly in writing from one idea to another.	**TRANSITIONAL WORDS > LINKING AND TRANSITIONING BETWEEN BODY PARAGRAPHS EXIT TICKET** S.W.B.A.T in writing create an effective link from the introduction to body paragraph about the International Community's success or lack of success at advancing educational rights by using transitional words and phrases.	Meets Expectations if **Students transitional sentence utilizes a transitional word and reflects that thought was given to the function of that transitional word or phrase.** **Students second body paragraph transitional sentence smoothly and clearly transitions the reader from the first to second paragraph.**	*Note: 6th grade students often are familiar with transitions already. The purpose of this mini-task is to support them on incorporating more advanced transitions (aside from first, second, third) to further develop their writing, and **to put thought** behind what their transitions words are signaling to the reader. Depending on the needs of your students, decide if you want them to still include basic transition words or if they are ready for advanced transitions. As a further extension, consider modeling and asking students to embed transitions between paragraphs.* Explain to students that transitional words are used to help the reader(s) of their report avoid confusion and understand the flow of ideas between paragraphs. Remind students too that transitional words are often found at the beginning of sentences and paragraphs (they can occur within the paragraph too). Share with students that as they move from one idea or concept to another, it is important to alert the reader to these shifts and help the reader bridge from one idea to another clearly. Explain that when using transition words and phrases, it is important to think about the relationship between the word and the purpose. For example, if you are wanting to emphasize or expand on a idea, you want to think of specific words or phrases that that demonstrate that you are going to explain something or add something in more detail. Ask students to refer to the Transition Words and Their Function Handout. Explain that function means the purpose of the word or what that phrase could signal to the reader. Model for students, by developing a bridge sentence (a sentence that transitions the reader from the introduction to the first body paragraph using one of the words from the transition words list. Show students the example introduction paragraph. Explain that you want to create a smooth transition from the introduction to body paragraph. 1. Remind students that you want to help the

reader bridge from one paragraph to another but you also want to think clearly about your transition word or phrase and what your are trying to communicate next to the reader.

2. Read the introduction paragraph out loud to students about the Broncos.

3. Model for students by doing a think-out-loud as you describe the transition word or phrase that you are using in the first sentence of the body paragraph to bridge from the introduction and to convey to the reader your purpose.

4. Show students the example transition sentence explaining how it smoothly links first body paragraph to the second body paragraph, and how it also shows the function or purpose of the sentence too.

To check students' understanding, have them create a transition sentence for their report using their Transition Word List and submit for feedback

1. Students take out their introduction, and write a topic sentence for their first body paragraph

2. Then students creating a transitional topic sentence transitioning clearly and smoothly from the first paragraph to the second.

- Depending on time, students can either create transitional sentences for their all their body paragraphs or just between their first body paragraph and second.

Standards:

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.

WHST.6-8.4 : Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Additional Attachments:

% **Same Transition Sentences**

% **Payton Manning Sample Introduction Paragraph**

% **Transition Words and their Functions**

| 1 hr | **DEVELOPMENT OF THE WRITING > INITIAL DRAFT**: Ability to introduce and develop claims and counterclaims, supplying data and evidence for each, and creating an organization that | **INITIAL DRAFT** SWBAT argue, in writing, whether the International Community was successful, or unsuccessful, at advancing the UN's educational goals | Initial Draft contains the following:

- introduction that contains a hook with a claim
- body paragraphs with both evidence from the text cited using parenthetical citations and logical reasoning from | - Provide students with time to examine their feedback on the outline and ask any questions for clarification.
- Have students use their outline or any other graphic organizers and write out their final draft.
- Remind students that the outline should help organize their writing and to ensure that their topic sentence introduces the |

establishes clear relationships among the claims, reasons and evidence.	using signal words and phrases.	the student. • a conclusion that connects back to the claim and leaves a lasting impression, or a call to action, to the audience.	whole paragraph. • Circulate around the room to respond to student questions or provide feedback.

Standards:

L.6.6 : 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.

L.6.3 : Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.6.2 : Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

WHST.6-8.9 : Draw evidence from informational texts to support analysis, reflection, and research.

WHST.6-8.4 : Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.6-8.1 : Write arguments focused on discipline-specific content.

| 45 mins | **REVISION AND EDITING>PEER REVIEW**: Ability to refine text, including line or thought, language usage, and tone as appropriate to audience and purpose. | **CRITICAL FRIENDS - WARM AND COOL TEAM FEEDBACK AND REFLECTION** SWBAT evaluate, in writing, peers' responses to the teaching task prompt, using comparative words and phrases (stronger, clearer, more specific, more concise, etc.). | Meets Expectations if:
• Student discussions focus on specific strengths and areas of growth for the article
• **Student reflection sheet outlines what they heard from their team and clear next steps for improvement** | First, ensure students are in groups of three (depending on your needs consider heterogeneous, homogeneous) groups.

Have students revisit the LDC rubric to remind them of the criteria again. *Note: if your only focusing on aspects of the rubric instead of the entire rubric, remind students students of those elements.*

Explain that today students will be providing feedback on one another's work.They will take turns examining one another's drafts and offering feedback. Remind them that writing is constantly revising drafts.

• Distribute and discuss The Warm and Cool Feedback Guidelines.
• Discuss the sheet with students to ensure they understand how to utilize the guidelines during the activity.

Teams of students begin by selecting one student's article to read. They will first complete the Examining the Whole Paper form individually writing down notes or thoughts about each section of the writing and responding to the questions on the form. .

• If students are typing their drafts at home or at school, students can examine one another's draft electronically. If students have a handwritten rough draft, two students can look share and look at the draft between them.
• Have students complete the form quietly and individually leaving their own feedback.

After providing students write to quietly provide feedback to the author, explain that the two student revisors will discuss the draft and their feedback together while the author listens in like a fly on the wall. |

- The key is to remind students that when they are discussing the author's work, they are not speaking directly to the author. Instead the two revisors speak with another and share warm (strengths) of the paper and cool (areas of growth).
  - Consider modeling how this looks or having students fishbowl this structure so students can see how it looks firsthand.

- Student revisors may use the warm and cool feedback sentence stems to support them during the conversations.
- While the two student revisors engage in conversation, the student author takes notes about what they are hearing.
  - The author must stay silent and can't interject even if student revisers have a question. This allows the author to see how their text comes across to others without interjecting "This is what I meant" or I was trying to say etc." They get to see their text as just a text.

Once the students reviors discuss the feedback, the author is "allowed" into the conversation. The author can clarify any points and ask questions about the feedback they heard from their peers.

Repeat this same process for the other two members of the group.

After every member of the team has gone, have every student complete the reflection sheet. On this sheet, participates write patterns that they heard from the revisers' discussion and write what specific steps they are planning on taking to make improvements to their draft.

Standards:

SL.6.1 : Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

WHST.6-8.9 : Draw evidence from informational texts to support analysis, reflection, and research.

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.6-8.4 : Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.6-8.1 : Write arguments focused on discipline-specific content.

Additional Attachments:

% **Warm and Cool Feedback Guidelines**

% **Reflection on Initial Draft**

% **Examining the Whole Paper**

1 hr	**FINALIZING THE WRITING > FINAL DRAFT**: Ability to develop and strengthen writing as needed by revising, editing, and trying a new approach.	**FINAL DRAFT** SWBAT argue, in writing, whether the international community was successful or unsuccessful at advancing educational rights, using signal words and phrases.	Meets expectations if student: ● Wrote final draft with all parts (introductory paragraph, body paragraphs, concluding paragraph), incorporating feedback from peer revision workshop ● Wrote final draft in the form of an article for a historical journal, including properly formatted citations ● **Supported the thesis statement in the body of the essay by citing and explaining textual evidence in support of claims and citing textual evidence and possible counterclaims.**	Ask students to use feedback received during the peer revision workshop to revise their initial draft, ending up with a final draft.

Standards:

L.6.6 : 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.

L.6.2 : Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.6.1 : Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

4.1.C. : Describe how groups and individuals influence the government and other nations

4.1.D. : Explain how political ideas and significant people have interacted, are interconnected, and have influenced nations

1.1. : Analyze and interpret historical sources to ask and research historical questions

WHST.6-8.9 : Draw evidence from informational texts to support analysis, reflection, and research.

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.6-8.4 : Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.6-8.1 : Write arguments focused on discipline-specific content.

Instructional Resources

No resources specified

Section 4: What Results?

Student Work Samples

No resources specified

Teacher Reflection

Not provided

Is the International Community Successful at Promoting the United Nation's Educational Goals?

All Attachments

    🔗 **Global Monitoring Report 2015 - Current State of Education (Video) :**
https://s.ldc.org/u/c9xnylfw6k82db7xkz1tyxtat

    🔗 **UN's Six Education for All Goals : https://s.ldc.org/u/5brexmz6kk934qhlrlo1fddlk**

    🔗 **Malala's Noble Peace Prize Acceptance Speech Excerpts (Video). :**
https://s.ldc.org/u/58o7lpi375cwt0o8h3s4phtgf

    📄 **Report_Card_InfoGraphics20151026-3-ueny4n (1).docx (infographics) :**
https://s.ldc.org/u/8gmap5knvtoabvi0roxynct6v

    🔗 **Education for All scheme has failed to meet targets, says Unesco - From the Guardian (Print Text)**
: https://s.ldc.org/u/avy8iujbxul8pizqqmlwtme5v

    🔗 **Kenya's Success - Abolishing fees boosts African schooling (Print Text). :**
https://s.ldc.org/u/10ihcmi5cu4405opgi78oo4jr