



Literacy Design
Collaborative

Age of Exploration

★ TASK

by Christine Veillette

Students will examine 4 main different types of sources. While learning how to examine these sources students will also take that information and be able to develop and defend their argument if the cost outweighed the benefits of European Exploration. This should build on prior content knowledge from previous years and they should be able to articulate their opinion in writing.

GRADES

7 - 8

DISCIPLINE

 Social
Studies

COURSE

 USA/NC

PACING

 7hr

Section 1: What Task?

Teaching Task

Task Template A5 - Argumentation

After reading primary and secondary sources/informational texts, write an essay in which you compare the costs and benefits of European Exploration (1490-1590) and argue whether the benefits outweighed the cost. Support your position with evidence from the text/s.

Standards

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

RH.6-8.1

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

RH.6-8.2

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

RH.6-8.4

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

RH.6-8.10

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

WHST.6-8.1

Write arguments focused on discipline-specific content.

WHST.6-8.5

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

WHST.6-8.9

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

North Carolina Social Studies Essential Standards

8.H.1.2

Summarize the literal meaning of historical documents in order to establish context.

8.H.2.1

Explain the impact of economic, political, social, and military conflicts (e.g. war, slavery, states' rights and citizenship and immigration policies) on the development of North Carolina and the United States.

8.G.1.1

Explain how location and place have presented opportunities and challenges for the movement of people, goods, and ideas in North Carolina and the United States.

8.C.1.1

Explain how influences from Africa, Europe, and the Americas impacted North Carolina and the United States (e.g. Columbian exchange, slavery and the decline of the American Indian populations).

Focus

Texts

 **Document_4._The_Landing_of_Columbus20140619-2-c582bo (1).docx**

 **Document_5._Journal_of_Columbus20140619-2-1ybrym8 (1).docx**

 **Document_6._The_Columbian_Exchange20140619-2-jbm69t.docx**

 **Document_9_Impact_of_Disease20140619-2-1vto29t.docx**

 **Reclaiming America Political Cartoon**

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

We will be researching information on what happened when European Explorers traveled to Caribbean nations. We will be examining how it affected the native populations in the Caribbean and the countries of the European Explorers. There will positive and negative effects for both groups. In the end students will decided was it more beneficial for everyone involved.

Extension

Not provided

Section 2: What Skills?

Preparing for the Task

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

Reading Process

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

POST-READING > ENHANCING COMPREHENSION: Ability to identify the central point and main supporting elements of a text.

Transition to Writing

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

Writing Process







DEVELOPMENT > INTRODUCTORY PARAGRAPH: Ability to establish a claim and consolidate information relevant to task.

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

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

REVISION, EDITING, AND COMPLETION > FINAL DRAFT: Ability to submit final piece that meets expectations.

Section 3: What Instruction?

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
Preparing for the Task				
40 mins	BRIDGING CONVERSATION > TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.	HOOK: NATIVE AMERICAN DISCRIMINATION Read through the article provided about the recent attacks on NFL teams that have an Native American Logo. I will provided further instructions after we read.	Not Provided	<ul style="list-style-type: none"> Provide students with NEWSELA article on the attack of the Redskins organizations Give students about 10 minutes to read through the article independently. Tell students as they read a second time make a pro/con for the Redskins to change there name and logo Divid students into 3 groups: Pro, Con, Maybe In there groups they should make a master list to support their side, be prepared to share with the class Each groups should share out there finding At the end have the maybe's pick the side they would want to join based on the other two groups arguments. TOC: Answer on a half sheet of paper, " Is the RedSkins NFL team logo discriminatory?
Additional Attachments:  20150923_064513.jpg  20150923_064451.jpg  20150923_064425.jpg  Native American.pdf				
25 mins	BRIDGING CONVERSATION > TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.	DO WHAT CHART Copy the task display on the board. Below your Task create a T-chart with Do/What at the top.	Good to Go/Not Yet <ul style="list-style-type: none"> Good to go means all elements of the Do What chart are in the task Students use transitions accurately Complete sentences and capital letters and punctuation are correct 	The teacher will: <ul style="list-style-type: none"> Model on the Do What chart what the task asks students to do by highlighting the verbs_ eg. write, explain, read, define etc. Guide students to use the chart to write their 4 sentences Assist students as they write by circulating around the room to ensure completion Conclude with the teacher will part and the student (I will) part Exchange with a partner to check for accuaracy of description
Additional Attachments:  DoWhat.pdf  20150923_072359.jpg				
30 mins	BRIDGING CONVERSATION > TASK	RECLAIMING AMERICA-POLITICAL CARTOON In your small group, work	Meets expectations <ul style="list-style-type: none"> Participation in discussion 	<ul style="list-style-type: none"> Brief introduction to era by discussion term "exploration" Pass out note cards as discuss concept of

ENGAGEMENT:

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

together to complete the image analysis handout for the cartoon. Make sure you record all your observations. We will be discussing the image and your findings.

- Students completed bubble map in their notebook with accurate positive and negative inferred notes

"exploration"

- In small groups students will complete the Political cartoon analysis given by the teacher.
- After student have complete the handout come back together as a whole groups and discuss what motives of the image developer, what is it telling you, can inferences can you make.
- In small groups students will complete a bubble map on the inferences they can make about Christopher Columbus Landing- Copy in your notebook
- With 2 different color markers circle the pro's with one color and the con's with another

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:

 Screenshot 2015-09-23 19.18.06.png

 20150923_072414.jpg

 cartoon_analysis_worksheet.pdf

Reading Process

55 mins

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

PRIMARY SOURCE GRAPHIC ORGANIZER- JOURNAL OF CHRISTOPHER COLUMBUS

Read through the article one by yourself. After we read together annotate the text yourself following the by underlining the text that matches the color.

- Green: Most important word/phrase to you
- Red: I don't know what it means
- Yellow: I have a question about this
- Purple: This is really interesting

You must have at least 1 of each color.

Meets expectations if worksheet is completed in a way that indicates an understanding of authorship and historical context.

- Cold read individually by students
- Read aloud as a whole group
- Student will individually annotate the text with given marks
- Green: most important words/phrase
- Red: don't know what this means (at least 2)
- yellow: question
- purple: interesting to me
- After they annotate, go over as a whole class
- Identify the groups of people who are in the journal
- Create a T-chart on what they letters tell you about both (Let the student complete individually or in pairs and than come back together)








Standards:


CCR.R.6 : Assess how point of view or purpose shapes the content and style of a text.





CCR.R.3 : Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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

Additional Attachments:

	 			
45 mins	POST-READING > ENHANCING COMPREHENSION: Ability to identify the central point and main supporting elements of a text.	THE COLUMBIAN EXCHANGE 1. On your map Label in the side margins "The New World" and "The Old World", than label each continent on your map. 2. Than, draw an arrow from the New World to the Old World and the Old World to the New World. 3. As you read the textbook entry and based on the video we watch in class, fill in the goods that followed each arrow.	Not Provided	Students will be given the World map and asked to label the following: <ul style="list-style-type: none"> 1. Label New World and Old World on the side Margin (Left or Right) 2. Label the continents on your map. 3. Draw an arrow from the New World to the Old World and the Old World to the New World. Should be clockwise!! 4. Above and below each arrow list the resources that were exchanged as you read the student handout. Fill in more as we watch the video. 5. Glue map in notebook. At the top of the page label: Columbian Exchange Map
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.				
Additional Attachments:  Map  Columbian Exchange Video  Columbian Exchange textbook entry  C.jpg				
45 mins	POST-READING > ENHANCING COMPREHENSION: Ability to identify the central point and main supporting elements of a text.	THE IMPACT OF DISEASE After reading the text; highlight key words- identifying vocabulary in relation to the time period being discussed; use the written text and graph to answer the questions provided to discuss the impact of disease brought about by the Age of Exploration.	Completion of questions 1-7 provided on the handout Doc. 9	Read as a class; review vocabulary specific to the text; discuss the graph and how information is provided numerically on this topic; allow students to provide interpretations of the illustration; students complete questions #1-7 independently. They must highlight and put the number above the text as to where they found the answer
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.				
Additional Attachments:  Document_9_Impact_of_Disease20140619-2-1vto29t.docx				

Transition to Writing				
50 mins	<p>PREPARING FOR WRITING: Ability to begin linking reading results to writing task.</p>	<p>CAUSE AND EFFECT ESSAY OUTLINE</p> <p>Open your notebook to your Explorer notes and have your essay handout. Review the outline yourself first and we will go over all together before we get started.</p>	<p>Meets expectations if:</p> <ul style="list-style-type: none"> Outline is complete Personal Checklist is complete Peer review process is complete 	<p>*This lesson assumes students have already collected research on a topic and are prepared to write an outline based on this information.</p> <ol style="list-style-type: none"> Go over page one of the attachment, which covers the basics of a argumentative essay. Have students complete their outline independently. Modeling each step as you go. Based on the level of students this can be as independent or guided as needed. Student may work within small groups to make sure there outlines are complete. Allow students time to discuss their outline within the small groups to insure understanding of the pro and con side of their argument. Students are now ready to type a draft.
<p>Standards:</p> <p>CCR.W.1 : Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>CCR.W.2 : Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>CCR.W.4 : Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CCR.W.5 : Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>CCR.W.9 : Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Additional Attachments:</p> <p> Student Planning Guide</p>				
Writing Process				
30 mins	<p>DEVELOPMENT > INTRODUCTORY PARAGRAPH: Ability to establish a claim and consolidate information relevant to task.</p>	<p>DRAFTING THE HOOK</p> <p>What is the most interesting fact that you have learned about European Exploration? It can be from anything that we have learned about Exploration; the natives, Columbus, an image, ect.</p>	<p>Meets expectations if student:</p> <ul style="list-style-type: none"> Clearly and thoroughly identifies audience. Composes a hook that is appropriate for the audience. Composes a hook that is relevant and appropriate for the writing task. 	<p>Modeling:</p> <ol style="list-style-type: none"> Give students the "Writing Your Hook Statement" handout. Read through the questions on the handout and help clarify each. Present PowerPoint with examples of hooks to the students. <ul style="list-style-type: none"> As students view the example hooks from the internet, talk students through the questions on the worksheet. Discuss whether the hooks are effective. As you progress through the PowerPoint, allow students to take more of a lead. You may also allow time for students to discuss the slides in the PowerPoint with elbow partners and share with class. <ul style="list-style-type: none"> Help students understand that they will be doing the same thing but on a more formal scale with their

				<p>writing. Share with them the student work included below, walking them through the strengths and weaknesses.</p> <p>Practice:</p> <ol style="list-style-type: none"> 1. Independently have students do the worksheet with the information for their paper. 2. Have students share this with their elbow partner and use feedback to rework the hook if necessary. 3. When the student and their partner agree they have a good hook, they should bring the worksheet to the teacher for feedback. 4. If hook is appropriate, they will begin working on their introduction paragraph. If it still needs work, they will rework the hook and meet with the teacher again.
	<p>Standards:</p> <p>CCR.W.5 : Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>CCR.W.4 : Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Additional Attachments:</p> <p> Writing Your Hook Statement.docx</p> <p> How to Write Good Hook Statements</p> <p> Writing your Hook Statement.pptx</p>			
30 mins	<p>DEVELOPMENT > INTRODUCTORY PARAGRAPH: Ability to establish a claim and consolidate information relevant to task.</p>	<p>INTRODUCTION PARAGRAPH</p> <p>Take out your hook handout from previous day. I will be giving you a handout to guide you through writing your opening paragraph. Read through the format for the opening paragraph first, do not start writing yet.</p>	<p>Meets expectations if:</p> <ul style="list-style-type: none"> ● Hook is engaging and relevant ● Explanation successfully bridges hook and argument. ● Thesis is specific, well articulated, and the actual topic of the paper. 	<p>*This tool should be used with students who already know their thesis, not as a tool to develop one.</p> <ol style="list-style-type: none"> 1. Using the handout, do a think aloud in which you walk through the steps to develop an introduction paragraph. Think about several hooks, and chose the best one (emphasizing that the first idea isnt always the best). 2. Allow students to complete the handout independently. 3. Finish with a share, either class wide or between partners.
	<p>Standards:</p> <p>CCR.W.5 : Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>CCR.W.4 : Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Additional Attachments:</p> <p> Intro Handout</p>			
50 mins	<p>DEVELOPMENT > BODY PARAGRAPHS:</p>	<p>CLAIMS, DATA, AND ANALYSIS</p> <p>Read the sample</p>	<ul style="list-style-type: none"> ● Meets Expectations if: <ul style="list-style-type: none"> ○ Work 	<ol style="list-style-type: none"> 1. Show students an example of a strong analytical paragraph. (This could be a paragraph from a former student or from Reproducible 20.1).

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

paragraph provided for you. As you read, make a note about what is the topic of this paragraph.

demonstrates strong claims, evidence and analysis.

- o Student creates multiple organizations for the presentation of their Claims, Data and Analysis.
- o Work demonstrates use of input from partners critique.

2. Discuss the ideas in the paragraph. What is the author claiming? Proving? Then discuss how the author crafts his or her argument.
3. On chart paper or on your computer projected to a Smartboard, draw the balancing scale. Label the two scales "claim" and "evidence." Label the fulcrum "analysis/warrant." Put this chart somewhere that allows you to refer back to it in the coming weeks.
4. On a big strip of paper, or on your computer projected to a Smartboard, write a simple real-world claim for which you can cite evidence. (Perhaps use a claim that says something positive about the students as a group—e.g., "This class is very responsible"—or about some current event/issue at school. You could also use an example from your current Facing History unit or a previous unit they all will remember.)
5. Next, ask students to cite evidence to prove the claim (e.g., "We come to class prepared," "We ask questions when we need help"). Write the evidence on a separate big strip of paper or in a different type color on your computer.
6. Then, ask them to provide warrants to link the evidence to the claim (e.g., "Students who are responsible know that it is their job to understand the material and aren't shy about asking for help if they are confused. That's how you get smarter"). Again, write this on a third big strip of paper or in a third type color on your computer.
7. Physically manipulate the three strips, or cut and paste on the computer, to show students the various ways these three sentences could be linked. After you show each variation, ask students to talk with a partner about whether they think this variation makes sense, is effective, etc. After all three, ask students to talk about which was best and why. They should be able to determine that there is in fact no "best"—just different ways of including these various components of an argument.
8. Ask students to do the same thing for a claim for their essay and have a partner critique it.

Extension

After trying out different kinds of analysis, try writing your sentence strips in different orders. What do you gain or lose from each structure?

- 1, 2, 3 (claim, evidence, analysis)
- 2, 1, 3 (evidence, claim, analysis)
- 3, 1, 2 (analysis, claim, evidence)

Rationale

Strong body paragraphs include claims, evidence or "data," and analysis or "warrants". Writers can visualize these three components as a balancing scale. The three components can be put in any order; students need not perceive this as a "formula" to follow.

Standards:

WHST.11-12.1.B : Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

Additional Attachments:

 **Claims Evidence Analysis**

 **Claim Data Warrant**

 **Claim Data Warrant**

 **Facing History and Ourselves**

 **Facing History & Ourselves: Common Core Writing Prompts & Strategies (Strategy #20)**

40 mins

**DEVELOPMENT >
BODY**

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

**BODY PARAGRAPH
OUTLINE**

Answer the question in your notebook: Why is it important to organize your ideas?

- Includes a clear topic sentence that states one of your reasons.
- Includes at least 2 pieces of textual evidence with sources.
- Includes a min. of 3 sentence analysis of the textual evidence, answering the questions ?so what?
- Includes a min. 2 sentence summary that connects the reason back to your claim.

WARM UP:

1. Ask students to respond individually - How do you organize your ideas before you write? Why is it important to organize your ideas?
2. Ask students to turn to the person sitting next to them and share their response.
3. Ask students to share out responses as a whole class.
4. Explain to students the objective for the day. Students will organize their ideas into an outline that acts as a road map for their body paragraph.

MODELING:





1. Distribute handouts of the sample outline to the students OR project the sample outline.
2. Read aloud the outline.
3. Ask students to turn and talk to the person sitting next to them - What is the topic sentence of the paragraph? What evidence explains or supports the topic sentence? Why is my evidence important? How can you summarize the main ideas of this body paragraph?
4. Ask students to share out responses as a whole class.







INDIVIDUAL PRACTICE:

1. Have students work individually to complete their outlines.
2. Ask students to share their outline with another classmate. Have each student grade their partner's outline using the rubric (write the rubric on the white/chalk board or project it).
3. Ask students to read aloud sections of their outline to the class.

CLOSING:

1. Ask students to turn and talk to the person sitting next to them - What are the different components of a body paragraph outline? How does an outline allow a person to organize their ideas effectively?

				2. Ask students to share out responses as a whole class.
	<p>Standards:</p> <p>CCR.W.5 : Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>CCR.W.4 : Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Additional Attachments:</p> <p> Body_Paragraph_Outline.doc</p> <p> Body_Paragraph_Outline.pdf</p> <p> Body Paragraph-Student Work.pdf</p> <p> Sample Body Paragraph Outline.pdf</p>			
50 mins	<p>REVISION, EDITING, AND COMPLETION > REVISION: Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.</p>	<p>BACKWARDS OUTLINE</p> <p>Take our your rough draft of your paper and 1 extra piece of paper. Sit with one partner. We will be examining your papers.</p>	<p>Meets Expectations if student:</p> <ul style="list-style-type: none"> ● Revision demonstrates a response to feedback. ● Backwards outline is complete and demonstrates student was engaged in reading the essay. ● Revision and response demonstrate understanding of core elements of an organized essay. 	<p>Procedure</p> <ol style="list-style-type: none"> 1. Have Students Find Partners or Assign Partners. Alternatively, you can collect papers and pass them out randomly. Just be sure that no student ends up with his or her own paper. 2. Creating Backwards Outlines. Sample directions: <ul style="list-style-type: none"> ○ You will create an outline of the paper you are reading. ○ The outline must include the thesis, main arguments, and supporting details you find in the paper. ○ You do not have to write in complete sentences. Just capture the main words and phrases. It is often helpful to create a blank outline for students to fill in for this exercise. (See Reproducible 31.1.) You can provide a sample completed outline so that students understand that they do not have to rewrite the entire essay on the outline. 3. Review Feedback and Add Comments. You can collect the essays and the outlines as a way to evaluate the degree to which students can identify the different parts of a paper. Then you can add your own responses and return the paper, with the outline, to the writer. 4. Students Revise Papers. Based on what is missing on their outline, students should revise their paper. If this is the first time you are using this strategy, you might want to review how students will know what they need to do next. For example, if they notice a blank section of their outline, their first step can be to fill in that section. <p>Rationale</p> <p><i>When students have to create an outline of a paper they are reading, it not only helps them pay attention to the structure of the writing (main idea, supporting evidence, etc.) but also provides important feedback to the writer.</i></p>

	<p>Standards:</p> <p>WHST.11-12.4 : Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CCR.W.4 : Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Additional Attachments:</p> <p> Argumentative Essay Outline.pdf</p> <p> Facing History and Ourselves</p> <p> Facing History & Ourselves: Common Core Writing Prompts & Strategies (Strategy #29)</p>			
1 hr	<p>REVISION, EDITING, AND COMPLETION > REVISION: Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.</p>	<p>EXIT TICKET: ARMS DRAFT FOR REVISION</p> <p>When we revise our writing, take out your rough draft. To help you revise your writing, we are going to use the ARMS strategy.</p> <p>Add words or sentences where information is missing or lacking development</p> <p>Remove words or sentences that do not fit or are repetitive</p> <p>Move words or sentences around to help the flow of the essay</p> <p>Substitute weak words and/or sentences with more specific vocabulary</p>	<p>Assess as complete or not complete</p> <p>Complete</p> <ul style="list-style-type: none"> Evidence of student feedback from peer <ul style="list-style-type: none"> Comments and/or valid suggestions Proofreading marks <p>Not Complete</p> <ul style="list-style-type: none"> No evidence of student feedback from peer 	<p>The teacher will:</p> <ul style="list-style-type: none"> display ARMS strategy (i.e. anchor chart, projected for students, etc.) briefly review the ARMS strategy with the students by modeling how to add, remove, move, and substitute words/sentences with an example text (suggestion: use a piece of your own writing as an example to revise) assign student group are partners to practice using the ARMS strategy with their writing walk around monitoring and assisting students as needed
	<p>Standards:</p> <p>W.9-10.5 : Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>Additional Attachments:</p> <p> Peer Checklist for Revising with a little Editing</p> <p> Additional Peer Revision Resource</p> <p> Use ARMS to Revise</p>			
1 hr	<p>REVISION, EDITING, AND COMPLETION > FINAL DRAFT: Ability to submit final piece that meets</p>	<p>FINAL DRAFT</p> <p>Take out your rough draft of your essay with your revisions from the peer review. On your device,</p>	<p>Students will submit their final drafts by the designated deadline. Scoring will be based upon</p>	<ol style="list-style-type: none"> Students should create a blank word document on a word processing system (googledocs or word) Guide students through the process of setting up their paper

	expectations.	log into your googledrive and create a blank document. We will be setting the paper format together before you begin typing.	the LDC Rubric model.	<ul style="list-style-type: none">• 1 inch margins• Times New Roman type• 12 size font• Double spacing• Heading<ul style="list-style-type: none">◦ Name◦ Date◦ Class◦ Assignment name• Name document<ul style="list-style-type: none">◦ Student name and assignment name◦ EX: CVeillette_ExpEssay• Students will type essay and submit to teacher for review
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Instructional Resources

No resources specified

Section 4: What Results?

Student Work Samples

Approaches Expectations

 **Student Sample**

Meets Expectations

 **Student Sample**

Not Yet

 **Student Sample**

Teacher Reflection

After teaching the module I have learned many things about my teaching as well as understanding the level of my students. Based on student understanding of specific skills, I had to scaffold the skill being taught. Some required more whole group teaching than originally thought while others did not need too much. For example, the mini task that outlined when students were creating their paper outline through the handout handout; some students were able to complete the handout individually while others needed more guidance to complete. Each mini task needs room to fluctuate based on the student's skill and content knowledge. Understanding the content knowledge and documents that are being reviewed is vital to make those changes win the midst of the mini task.

All Attachments

 **Document_4._The_Landing_of_Columbus20140619-2-c582bo (1).docx :**

<https://s ldc.org/u/e6ju96v5wjwh6bjg9ce69mcz6>

 **Document_5._Journal_of_Columbus20140619-2-1ybrym8 (1).docx :**

<https://s ldc.org/u/2j74xa0h56gvkqnm1ywpm4zk>

 **Document_6._The_Columbian_Exchange20140619-2-jbm69t.docx :**

<https://s ldc.org/u/dvvsh6wicy1xgmcq2uimynobx>

 **Document_9_Impact_of_Disease20140619-2-1vto29t.docx :**

<https://s ldc.org/u/o6qlld1p9yggw89bttvmfgzoq>

 **Reclaiming America Political Cartoon :** <https://s ldc.org/u/cg1y137d5uoyx71nq3w11e1zr>

 **Student Sample :** <https://s ldc.org/u/6n2gubjybp9eo9muy3rvcrnz0>

 **Student Sample :** <https://s ldc.org/u/aj99l8rczh90uffbxchozu0v0>

 **Student Sample :** <https://s ldc.org/u/3wkqb7b5lwgesublu4e0ovey2>