



**Literacy Design
Collaborative**

Effects of Urbanization: More Positive or More Negative?

★ TASK ★ LADDER

by Vivian Masket

Embedded within the high school geography course's unit on urbanization, which serves as a bridge between the study of physical and human geography, this module asks students to examine the effects of urbanization on both people and the environment. Students consider the variety and scope of urbanization's effects, weigh the evidence they have collected, and ultimately argue whether those effects are, on balance, more positive or more negative. Students will explore the effect of urbanization through a diverse array of print and multimedia resources, looking at urbanization in general as well as two sub-topics: urban heat islands and slums.

Prior to beginning this module, students should have developed an understanding of cities focused on the first understanding and guiding question in the Urbanization unit: Why do people tend to build large cities? After focusing in on the "I can" statements associated with that first understanding, students are prepared to dive into an exploration of the positive and negative effects of urbanization through this module. Students' study of the effects of urbanization will be guided by the Colorado Academic Standards, particularly Geography Grade Level Expectation 3, "The interconnected nature of the world, it people, and places."

Students will be asked to practice key skills that will allow them to make meaning of individual resources as well as connect learning across resources. The focus Common Core reading standard for this module is the grade-level-band RH.9-10.7, which asks students to "Integrate quantitative or technical analysis (e.g. charts, research data) with qualitative analysis in print or digital text." This standard derives from the college and career readiness standard CCR.R.7, which states, "Integrate and evaluate content presented in diverse formats and media, including visually, quantitatively, and in words." Students will also focus on drawing evidence from print and multimedia resources in order to support their response to the teaching task prompt (WHST.9-10.9).

Students will write their response to the teaching task prompt in the form of an argumentative blog post. With three blog posts included as texts in the module, students will have seen that blog posts can take on many

forms, including arguments. As part of their support towards writing their own argumentative blog post, students will examine the structure of the blog posts they've read, compare those structures, and choose which blog post/s they will use as models for their own writing.


During this module, students will be asked to complete some work independently, some with a partner, and some with a collaborative group. Collaboration is critical for students as they build practice with speaking & listening standards. It is recommended that you consider the purpose of each mini-task that asks for collaboration and decide whether students will benefit most from working with a data-based pre-assigned partner or group, or whether students can work with a more random "Meet Me At" partner or quad (formed by two sets of "Meet Me At" partners joining together). Filling out the cities "Meet Me At" collaborative tool is written into the first mini-task in the Preparing for the Task cluster, so you will be able to quickly activate partners and quads with that tool as needed throughout the module. In addition to the "Meet Me At" tool, students are also provided with a set of sentence stems to support collaborative conversations about text. The sentence stems are introduced early on in the Reading Process, and referred to in instructional strategies wherever students are asked to collaborate. An area, or areas, of focus within the sentence stems tool are called out in each collaborative mini-task in order to support students in meeting that mini-task's objective.

For description of strategies, see the Content Literacy Strategies Collection at ldc.dpsk12.org/resources.

GRADES
9 - 10

DISCIPLINE
 **Social
Studies**

COURSE
 **Geography**

PACING
 **16hr**

Section 1: What Task?

Teaching Task

Task Template A4 - Argumentation

After reading texts, examining geographic tools, and viewing videos on urbanization, write a blog post in which you argue whether the effects of urbanization on people and the environment are, on balance, more positive or more negative. Support your position with evidence from the text/s. Be sure to acknowledge competing views.

Standards

Colorado Academic Standards for Social Studies

2.2.

Explain and interpret geographic variables that influence the interactions of people, places and environments

2.3.

The interconnected nature of the world, its people and places

Focus

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

RH.9-10.2

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

WHST.9-10.1

Write arguments focused on discipline-specific content.

WHST.9-10.9

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

Focus

SL.9-10.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9—10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

L.9-10.6

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

RH.9-10.7

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

Focus

CCR.R.7

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Texts

🔗 **Text #1 (Video): Now I Get It: Urbanization Explained**

🔗 **Text #2 (Infographic): Migration to Cities: The Highs and Lows**

🔗 **Text #3 (Print Text): Urban Populations on the Rise**

🔗 **Text #4 (Print Text): Why Cities Are Smarter**

🔗 **Text #5 (Graphs): Big Cities, Big Bucks**

🔗 **Text #6 (Print Text): Urban Planet: How Growing Cities Will Wreck the Environment Unless We Build Them Right**

🔗 **Text #7 (Diagram): What Causes Urban Heat Islands?**

🔗 **Text #8 (Print Text): Urban Heat Islands**

🔗 **Text #9 (Graph): Idealized Urban Heat Island**

🔗 **Text #10 (Video): Urban Heat Islands on the Weather Channel**

🔗 **Text #11 (Print Text): Life in Kenya Slum Sheds Light on Growing Global Reality**

🔗 **Text #12 (Print Text): What Are Slums?**

Student Work Rubric - Argumentation Task - Grades 9-12

	Emerging	Approaches Expectations	Meets Expectations	Advanced
	1	2	3	4
Controlling Idea	Makes a general claim with an unclear focus.	Establishes a clear claim that addresses the prompt , with an uneven focus .	Establishes and maintains a clear, specific, and credible claim that addresses all aspects of the prompt.	Establishes and maintains a precise, substantive claim that addresses all aspects of the prompt. Acknowledges limitations and/or the complexity of the issue or topic .
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 support the claim and supporting ideas . Consistently cites sources with minor formatting errors .	Includes well-chosen details, examples, and/or quotations from sources that fully 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.	Explains ideas and source material to support the argument , with some incomplete reasoning or explanations .	Accurately explains ideas and source material and how they support the argument.	Thoroughly and accurately explains ideas and source material, using logical reasoning to support and develop the argument.
Organization	Lacks an evident structure. Makes unclear connections among claims, reasons, and/or evidence.	Groups ideas and uses transitions to develop the argument, with some lapses in coherence or organization .	Groups and sequences ideas to develop a cohesive argument . Uses transitions to clarify the relationships among claim(s), reasons, and evidence .	Groups and sequences ideas in a logical progression in which ideas build to create a unified whole . Uses varied transitions to clarify the precise 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 cities grow and develop, people and the environment are affected, both positively and negatively. This module asks that you read texts, examine geographic tools, and watch videos in order to understand some of the ways in which urbanization affects people and the environment. As part of your exploration of each resource, you will gather evidence you can use in responding to the following prompt:

After reading texts, examining geographic tools, and viewing videos on urbanization, write a blog post in which you argue whether the effects of urbanization on people and the environment are, on balance, more positive or more negative. Support your position with evidence from the text/s. Be sure to acknowledge competing views.

Extension

- Ask students to identify or choose another urbanization sub-topic and research it, finding a print text as well as another type of source. Once students have identified their sub-topic and resources, ask them to apply reading strategies used within the module to understand and integrate information. Students can then draw evidence from their sub-topic and incorporate it into their final written product. Ideas for additional sub-topics include: megacities, urbanization and youth, urbanization and mental health, urbanization and culture, etc.
- Create a class blog for students to post their work on.
- Have students present their papers in a community forum, educating the public about the positive and negative effects of urbanization.

Section 2: What Skills?

Preparing for the Task

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.

RUBRIC ANALYSIS: Ability to understand and explain the rubric.

Reading Process

ESSENTIAL VOCABULARY: Ability to acquire and accurately use academic and domain-specific words and phrases.

ACTIVE VIEWING > DETERMINING CENTRAL IDEAS: Ability to determine the central ideas of a video.

POST-VIEWING > CITING TEXTUAL EVIDENCE: Ability to draw evidence from video to support analysis.

ACTIVE READING > INTEGRATING CONTENT PRESENTED IN DIVERSE FORMATS: Ability to integrate information on the same topic, presented in diverse formats.

POST-READING > CITING TEXTUAL EVIDENCE: Ability to draw evidence from an infographic to support analysis.

ACTIVE READING > DETERMINING CENTRAL IDEAS: Ability to determine the central ideas of a text.

POST-READING > CITING TEXTUAL EVIDENCE: Ability to draw evidence from texts to support analysis.

ACTIVE READING > TRACING ARGUMENT: Ability to trace an author's argument, including claim(s), reasons, evidence, and counterclaim(s).

POST-READING > INTEGRATING QUALITATIVE AND QUANTITATIVE ANALYSIS: Ability to integrate qualitative and quantitative/technical analysis (e.g. charts, research data).

POST-READING > CITING TEXTUAL EVIDENCE: Ability to draw evidence from texts to support analysis.

ACTIVE READING > DETERMINING CENTRAL IDEAS: Ability to determine the central ideas of text and graphs.

POST-READING > CITING TEXTUAL EVIDENCE: Ability to draw evidence from text and graphs to support analysis.

ACTIVE READING > TRACING ARGUMENT: Ability to trace an author's argument, including claim(s), reasons, evidence, and counterclaim(s).

POST-READING > INTEGRATING QUALITATIVE AND QUANTITATIVE ANALYSIS: Ability to integrate qualitative and quantitative/technical analysis (e.g. charts, research data).

POST-READING > CITING TEXTUAL EVIDENCE: Ability to draw evidence from texts to support analysis.

ACTIVE READING > DETERMINING CENTRAL IDEAS: Ability to determine the central ideas of a text.

ACTIVE READING > INTEGRATING CONTENT PRESENTED IN DIVERSE FORMATS: Ability to integrate information on the same topic, presented in diverse formats.

ACTIVE VIEWING > INTEGRATING CONTENT PRESENTED IN DIVERSE FORMATS: Ability to integrate information on the same topic, presented in diverse formats.

POST-READING > CITING TEXTUAL EVIDENCE: Ability to draw evidence from visuals, texts, and video to support analysis.

ACTIVE READING > CITING TEXTUAL EVIDENCE: Ability to cite specific textual evidence to support analysis of a source.

POST-READING > CITING TEXTUAL EVIDENCE: Ability to draw evidence from texts to support analysis.

ACTIVE READING > COMPARING AND CONTRASTING TREATMENTS: Ability to compare and contrast treatments of the same topic in several sources.

POST-READING > CITING TEXTUAL EVIDENCE: Ability to draw evidence from texts to support analysis.

Transition to Writing

BUILDING ON OTHERS' IDEAS AND EXPRESSING YOUR OWN IDEAS CLEARLY: Ability to build on others' ideas and express your own ideas clearly.

Writing Process

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

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

INITIAL DRAFT: Ability to write arguments focused on discipline-specific content.

PEER REVISION: Ability to provide and prioritize feedback on writing.

FINAL DRAFT: Ability to write arguments focused on discipline-specific content.

Section 3: What Instruction?

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
Preparing for the Task				
40 mins	<p>TASK ENGAGEMENT:</p> <p>Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.</p>	<p>LIST-GROUP-LABEL</p> <p>SWBAT categorize, orally, words associated with the word "city," using phrases of categorization (that's similar to..., I see a connection between...and..., that goes with...because...).</p>	<p>Meets expectations if student:</p> <ul style="list-style-type: none"> brainstorms list of words associated with the word "city" participates in group conversation to categorize brainstormed words participates in turn and talk conversation about the positive and negative effects of cities 	<p>The purpose of this mini-task is for students to connect to prior knowledge about cities by brainstorming and then categorizing words associated with cities. After categorizing their brainstormed words, students will begin to evaluate whether the impact of urbanization is positive or negative.</p> <p>Prepare for this mini-task by:</p> <ul style="list-style-type: none"> ensuring you have enough sticky notes or slips of paper ready deciding whether you are going to use "Meet Me At" partners during this module (if not, be sure to eliminate that portion of the instructional strategies in this mini-task), and, if so, making sure to have one copy of the Cities "Meet Me At" handout per student assigning students to groups or deciding on a "Meet Me At" city to activate partners, who will then join with another pair <p>Begin by asking students to silently and independently brainstorm up to ten words associated with the word "city." Students should write each word on a separate sticky note or slip of paper.</p> <p>Please follow the italicized instructional strategies below if you would like to activate "Meet Me At" partners for use in this mini-task and beyond. If you would prefer to use pre-assigned data-based partners or groups in this and all other mini-tasks, skip to after the italicized instructional strategies.</p> <p><i>Tell students that before they proceed with collaborating around their brainstorming, the class will take time to find partners that they will work with throughout this module.</i></p> <p><i>Provide each student with a copy of the Cities "Meet Me At" document. Tell students that you will ask them to get up in a minute and find partners. Their goal will be to find someone for each city on the document and write one another's names in the same city. Model this by asking a student to come up to the front. Ask the student, "Do you have Mexico City open?" When the student says "Yes," proceed to tell the class that at that point you would write that student's name down in the Mexico City spot and then he/she would write your name down, also in the Mexico City spot. Stress to students the</i></p>

importance of writing names down in the **same** city. Thank the student who helped to model. Tell students that they will find a partner for a city, then find another partner for another city, and so on until they have all twelve cities filled. Once they have all cities filled, they should return to their seat to signal they are done. Tell students that if they try to partner with someone but don't have the same cities open, they should move on quickly in order to fill as much of their "Meet Me At" as possible.

Allow students 5 minutes to fill their sheet with partners. (Note: If any students are absent this day, you should mingle along with students and fill out partners for that student or students.) You may wish to play music as students mingle and fill out their "Meet Me At," perhaps songs about cities. At the end of the five minutes, ask all students who are missing one or more partners to come to the front and allow one more minute for students at the front to pair up to fill missing spots. After time is up, tell any remaining students that it's okay if their sheet isn't completely filled out, as every time you activate "Meet Me At" partners, you will ask students without a partner to come to the front of the room and will pair them up (if there is an even number) or pair them up and form one trio (if there is an odd number). This could even happen to students whose sheets are completely filled out on days that their partner is absent.

Tell students that you will activate "Meet Me At" partners by calling out a single city, for example, "Today you will meet with your San Francisco partner." Over the course of the module, they will have an opportunity to meet with many, if not all, of their "Meet Me At" partners.

Assign students to groups of four, or activate a "Meet Me At" city and have each pair join another pair to form a group of four. Have students take their brainstormed words with them and sit with their group. Ask students to whip around within their groups and share the words they brainstormed. As words are shared, students should listen for patterns. After all students in the group have shared, the group should work to sort their words into categories, using additional sticky notes or slips of paper to label their categories.

Ask groups to share out some of their categories and words, creating a class collection of categories and words associated with the word "city."

Have students return to their group's words and categories and mark individual words, or category labels, with a plus or minus sign to indicate either a positive or negative effect of cities.

				<p>Ask students to reflect on the categories and lists of words and think/pair/share with their partner: what are some of the positive and negative effects of cities?</p> <p>Close by sharing with students that they will be embarking on a multi-week study of the positive and negative effects of the growth of cities (urbanization). As they move forward with this module, they should continue to connect back to today's conversation, grounding their thinking in prior knowledge as they add to their knowledge base.</p> <p>Ideas for Meeting Students' Needs:</p> <ul style="list-style-type: none"> ● Show students images of cities, or a short video clip about cities, to spark thinking prior to brainstorming. ● Instead of having students brainstorm on their own, provide students with a word bank and ask each student to choose 5-10 words from the word bank that they most closely associate with cities. ● Ask students to brainstorm just nouns, adjectives, or verbs, or ask them to brainstorm at least two of each, choosing whatever type of words they want for the remaining four words. ● Provide groups with a list of categories to choose from as they sort their words. ● Limit groups to a small number of categories (2-3) and require that they determine categories that will allow for all words to be sorted. ● After groups have finished categorizing their words, have each group join with another group, share their categories and words, and then collaborate to combine/restructure their categories and re-sort words as needed. ● Ask students to continue to add words to their class' or group's categories as they move through the module and add to their knowledge.
	<p>Standards:</p> <p>L.9-10.6 : Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>SL.9-10.1 : Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9—10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>2.3.E. : Analyze patterns of distribution and arrangements of settlements and the processes of the diffusion of human activities</p> <p>Additional Attachments:</p> <p>📍 Cities "Meet Me At"</p>			
30 mins	<p>TASK ANALYSIS: Ability to understand and explain the task's</p>	<p>DO WHAT? BREAKING DOWN THE TASK THROUGH</p>	<p>Meets expectations if student:</p> <ul style="list-style-type: none"> ● Completed graphic 	<p>The purpose of this mini-task is for students to be able to explain what they will need to do in order to successfully respond to the teaching</p>

prompt.

ANNOTATIONS, PARAPHRASES, VISUALS, AND QUESTIONS

SWBAT explain, in writing, what they will need to do in order to successfully respond to the teaching task prompt, using verbs (read, write, argue, etc.).

organizer with annotations, paraphrases, visuals, and questions

- Participated in partner conversation

task prompt.

Prepare for this mini-task by:

- posting the teaching task prompt on chart paper and/or preparing to project the teaching task prompt
- making one copy per student of the Student Background Information handout
- making one copy per student of the Do What? Breaking Down the Task through Annotations, Paraphrases, Visuals, and Questions graphic organizer
- assigning student partners or deciding on a "Meet Me At" city to activate partners

Begin by telling students that they will be embarking on a multi-week LDC module with the title "Effects of Urbanization: More Positive or More Negative?"

Provide students with the Student Background Information handout, which sets the module in context and includes the teaching task prompt. Read through the context-setting statement with students.

Explain to students that, at the end of this module, they will be responding to the teaching task prompt. All of the work that they do during the course of the module will prepare them to successfully write to the prompt. Students should keep the prompt in mind while they are engaged in the reading-based and discussion-based tasks that they will participate in over the next few weeks.

Tell students that, in order to be successful in their final piece of writing, they will need to first understand the teaching task prompt. Understanding the prompt will support them in contextualizing the reading and discussion work they will be engaging in, and will allow them to gather, sort, and weigh evidence toward the end goal of responding to the prompt.

Project the teaching task prompt and read it out loud with students. Tell students that they will now work to break down the prompt.

Distribute the Do What? Breaking Down the Task through Annotations, Paraphrases, Visuals, and Questions graphic organizer to students.

Tell students that the prompt has been broken down into smaller parts in the left-hand column. For each part of the prompt, students will do four things:

1. Circle verbs (the "do" part of "do what?") and underline key words/phrases in that part of the prompt (the "what" part of "do what?")
2. Paraphrase (put that part of the prompt in their own words)
3. Create a visual to help them remember that

part of the prompt

4. Ask at least one question they have about that part of the prompt (questions can include clarifying questions, additional wonderings, etc.)

I Do: Model for students with the first row using a document camera:

- In the left column, circle "reading," and "examining" and "viewing." Underline "texts" and "geographic tools" and "videos" and "urbanization."
- In the second column, write "read, examine, and view a variety of sources in order to learn about urbanization"
- In the third column, draw a picture of a person looking at a text, a graph, and a TV screen with a picture of skyscrapers on it
- In the fourth column write any or all of the following: What types of texts, geographic tools, and videos will we read, examine, and view? How will we read the texts, examine the geographic tools, and view the videos? What aspects of urbanization will we learn about? What is a geographic tool?

We Do: Call on students to help you complete the second row, capturing responses using a document camera.

You Do: Have students individually complete the remaining rows.

Ask students to work with an assigned partner or a "Meet Me At" partner.

Have partners share out their thinking for each section of the task. As students share, they should add information to their paraphrases/visuals as their understanding is clarified through discussion.

Once pairs have finished, review the graphic organizer with the class, capturing student responses using a document camera.

Clarify/answer questions/correct misunderstandings as needed.

Close by having students circle lingering questions on their graphic organizer (alternatively, have students write them on a sticky note). Review lingering student questions and address as necessary/appropriate.

Meeting Students' Needs:

- **Pre-circle and underline words/phrases for students, as needed.**
- Remove either the "we do" and/or the "I do" modeling for students, as warranted by student needs.
- **Provide students with pre-written paraphrases and have them work with a partner to match the paraphrase with the**

				<p>appropriate row.</p> <ul style="list-style-type: none"> ● Provide students with pre-made visuals and have them work with a partner to match the visual with the appropriate row. ● Provide students with question stems to use in completing the right-hand column. ● Add a column and ask students to predict the type of language (vocabulary, sentence stems) they will need to use in speaking or writing in order to be successful with each portion of the task. ● Post "wonderings" questions and connect back to them throughout the module.
	<p>Standards:</p> <p>L.9-10.6 : Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>SL.9-10.1 : Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9—10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>RH.9-10.1 : Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>Additional Attachments:</p> <p>🔗 Cities "Meet Me At"</p> <p>🔗 Do What?: Breaking Down the Task Through Annotations, Paraphrases, Visuals, and Questions</p> <p>🔗 Student Background Information</p>			
30 mins	<p>RUBRIC ANALYSIS: Ability to understand and explain the rubric.</p>	<p>RUBRIC SELF-REFLECTION: GLOW + GROW GOALS</p> <p>SWBAT identify, in writing, goals for improving their writing, using the simple future tense (will + verb, for example: will write, will include, etc.).</p>	<p>Meets expectations if student:</p> <ul style="list-style-type: none"> ● Highlighted all boxes in the "meets expectations" column in either green or pink ● Identified one "glow" and wrote a commitment statement next to it ● Identified one "grow" and wrote a commitment statement next to it 	<p>The purpose of this mini-task is for students to annotate and paraphrase the "Meets Expectations" column of the Argumentation Teaching Task Rubric and then identify two goals for improving their writing, one in an area of strength and one in an area for growth.</p> <p>Prepare for this mini-task by:</p> <ul style="list-style-type: none"> ● ensuring you have pink and green highlighters for student use ● making one copy per student of the Argumentation Teaching Task Rubric ● making one copy per student of the Grow + Glow Goal-Setting handout ● assigning student partners or deciding on a "Meet Me At" city to activate partners <p>Begin by telling students that they will now examine the rubric for the final piece of writing for the module.</p> <p>Provide each student with a copy of the Argumentation Teaching Task rubric for the module.</p> <p>Tell students they will examine the "Meets Expectations" column, circling all verbs, boxing all nouns, and underlining all descriptive phrases. This annotation will help them understand what they will need to do, and how they will need to do it. After they annotate each box, they will</p>

paraphrase it with a partner.

Model for students with the first scoring element:

- Read the first sentence of the first scoring element: "Addresses all aspects of the prompt appropriately."
- Circle "addresses," put a box around "the prompt," and underline "all aspects" and "appropriately."
- Paraphrase out loud: "I will need to address the prompt, making sure to address all aspects of it, and will need to do so appropriately. If I address all aspects of the prompt, that means I will make sure to answer all of the different parts of the prompt. If I address it appropriately, that means that I focus on what the prompt is asking me to do."

Ask students to work with an assigned partner or a "Meet Me At" partner to work through the rest of the scoring elements.

Once students have finished working through the scoring elements, give each student a copy of the rubric and a green highlighter and a pink highlighter.

Ask students to individually review the rubric's "Meets Expectations" column and highlight in green the areas that they feel confident they can succeed in and highlight in pink the areas that they know they need to work on.

Provide each student with a copy of the Grow + Glow Goal-Setting handout.

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 goal/commitment on your handout: 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 goal/commitment on your handout: What are you going to do to make sure that your score "meets expectations" in that area? What support do you need? From whom?

Close by having students turn and talk with their partner, sharing their glows and grows. How can they help to support one another?

Meeting Students' Needs:

- Ask students to write out their paraphrases.
- Provide students with pre-written paraphrases and ask them to match them to the

				<p>appropriate scoring element on the rubric.</p> <ul style="list-style-type: none"> ● Model the goal-setting process for students. ● Conference with some or all students to help support reflection and goal-setting. ● 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. ● Track the scoring elements everyone has chosen as their glows and grows. Use that data to intentionally group students, particularly during the Writing Process.
<p>Standards:</p> <p>L.9-10.6 : Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>SL.9-10.1 : Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9—10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>RH.9-10.1 : Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>WHST.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>🔗 Cities "Meet Me At"</p> <p>🔗 Grow + Glow Goal-Setting</p> <p>🔗 Argumentation Teaching Task Rubric</p>				
Reading Process				
30 mins	<p>ESSENTIAL VOCABULARY:</p> <p>Ability to acquire and accurately use academic and domain-specific words and phrases.</p>	<p>VOCABULARY INFO CIRCLES</p> <p>SWBAT explain, in writing, key terms related to urbanization, using content vocabulary (cities, population, urban, etc.).</p>	<p>Meets expectations if student:</p> <ul style="list-style-type: none"> ● participates in partner conversation ● accurately completes each vocabulary info circle, including a definition, a picture, an original sentence, and a list or related words 	<p>The purpose of this mini-task is for students to use context clues to understand and begin using essential vocabulary/concepts that they will encounter across texts, geographic tools, and videos throughout the module.</p> <p>Prepare for this mini-task by:</p> <ul style="list-style-type: none"> ● deciding how many (and which) vocabulary terms you want students to work with ● assigning student partners or deciding on a "Meet Me At" city to activate partners ● making one or more copies of the blank, four-to-a-page, Vocabulary Info Circles for each student ● making one copy per pair of the Vocabulary Cards <p>Terms included on the Vocabulary Cards are as follows:</p> <ol style="list-style-type: none"> 1. Industrial Revolution/industrialization 2. megacities 3. GDP 4. slums 5. migration

6. encroach
7. mitigate
8. carbon footprint

Begin by telling students that they will learn essential vocabulary words prior to reading, examining, and viewing the texts, geographic tools, and video included in this module. They will be working with a partner today to learn these words.

Provide each student with a copy of the blank Vocabulary Info Circles. Model the Vocabulary Info Circle process for students with the term Industrial Revolution, asking students to follow along and complete the first circle on the page as you model. Tell students that they will be given two different sentences that uses the same vocabulary term, with the term bolded in both sentences. All sentences come from sources they will read, examine, or view during this module. Project the two sentences that include the term "Industrial Revolution." Using a document camera, write "Industrial Revolution" in the center of a blank Vocabulary Info Circle. Read the two sentences out loud to students and then model a think-aloud, continuing to fill in the Vocabulary Info Circle under the document camera:

- **Definition:** *The first sentence lets me know that the Industrial Revolution was in the past because of the phrase "goes back," and the second sentence talks about it being "some 200 years ago," so I know it's an event or a time period in history. Both sentences talk about people moving to cities for jobs in factories. I think I'll define it as "a time in history when people moved to cities to work in factories."*
- **Picture:** *I think I'll draw a picture of someone moving from a rural area to a city with a factory. I'll show that by drawing a stick figure and then an arrow toward a factory in a city.*
- **Sentence:** *Now I need to write an original sentence to show that I understand the term. The Industrial Revolution brought many people to cities to work in factories.*
- **Related Words:** *Now I need to think about words that are connected to the term "Industrial Revolution." This will help me to connect important vocabulary terms and concepts and will give me a bank of additional academic vocabulary terms that I can use in discussions and writing throughout this module. I'm going to look in the two sentences for possible words and also think about other words I know that connect. From the sentences I want to put down urbanization, industrialization, jobs, and factories. I also want to add history.*

Ask students to work with an assigned or "Meet

Me At" partner. Tell students that will now engage in the same process you've just modeled with their partners, completing Vocabulary Info Circles for additional important terms associated with urbanization and its effects on people and the environment.

Provide each pair with a copy of the Vocabulary Info Cards and allow groups to begin working through the terms, filling in their blank Vocabulary Info Circles.

Monitor pairs as they work through the terms.

Close by reviewing with the class any terms that were problematic for students.

Meeting Students' Needs:

- Cut apart the Vocabulary Info Cards and give one to each student. Ask students to pair up by finding the other person who has a sentence with the same bolded term. After students have completed the Vocabulary Info Circle for their first term, have them trade their cards in for a new set of cards.
- Pace students through the Vocabulary Info Circles with a timer, allowing approximately 5 minutes per term.
- Set up stations around the room, each with one pair of Vocabulary Info Cards. Have students rotate through the stations with a timer (5 minutes), completing one Vocabulary Info Circle at each station.
- Allow students to confirm their definition by looking it up after they've drafted a definition, but before they complete the remaining three quadrants of their Vocabulary Info Circle.
- Divide the class in half, asking one half to work on half of the terms and the other class to work on the other half. Bring together pairs from each side to form a quad, asking each pair to share their understanding of their terms with the other pair.

Standards:

L.9-10.6 : Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.9-10.5 : Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.9-10.4 : Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9—10 reading and content, choosing flexibly from a range of strategies.

SL.9-10.1 : Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9—10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

RH.9-10.4 : Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.

2.3 : The interconnected nature of the world, its people and places

2.2 : Explain and interpret geographic variables that influence the interactions of people, places and environments

Additional Attachments:

	<p>🔗 Vocabulary Info Cards</p> <p>🔗 Vocabulary Info Circles</p>		
20 mins	<p>ACTIVE VIEWING > DETERMINING CENTRAL IDEAS:</p> <p>Ability to determine the central ideas of a video.</p>	<p>VIDEO GRAPHIC ORGANIZER ("NOW I GET IT: URBANIZATION EXPLAINED")</p> <p>SWBAT summarize, in writing, current issues and trends in urbanization, using content vocabulary (urbanization, population, cities, etc.).</p>	<p>Meets expectations if student:</p> <ul style="list-style-type: none"> • completes graphic organizer with substantive evidence from the video • participates in partner conversation • writes accurate 10-15 word gist statement <p>The purpose of this mini-task is for students to summarize the positive and negative effects of urbanization on people and the environment after watching a short (3-minute) video clip.</p> <p>Prepare for this mini-task by:</p> <ul style="list-style-type: none"> • watching the video ahead of time • anticipating any key vocabulary you may want to pre-teach • making one copy per student of the graphic organizer • making one copy per student of the video transcript • making one copy per student of the Collaborative Conversations About Text: Sentence Starters • assigning student partners or selecting a "Meet Me At" city to activate partners <p>Begin by telling students that they will watch a short 3-minute video about urbanization. Students will watch the video twice, once just to get a sense of it, and the second time with a graphic organizer that will help them to examine urbanization and its effects.</p> <p>Show students the "Now I Get It: Urbanization Explained" video.</p> <p>Provide each student with a copy of the "Now I Get It: Urbanization Explained" graphic organizer, and a copy of the video transcript.</p> <p>Review the questions with students and ask them to listen for the answers to the questions as they watch the video for the second time. Students should not worry about writing complete sentences, but should simply jot down information in bullet list form.</p> <p>Show students the video a second time.</p> <p>Tell students that, throughout the course of this module, they will be reading, examining, and viewing sources (texts, geographic tools, and videos) and engaging in partner and small group conversation around those sources.</p> <p>Provide students with a copy of the Collaborative Conversations About Text: Sentence Starters. Tell students that "text" refers to whatever source they are working with, whether print text, geographic tools, or videos. Tell students that you will expect to see them referring to this resource, and hearing these sentence starters, not just today, but whenever they are engaged in collaborative conversations about sources.</p> <p>Tell students that today, they will be focusing in on the following three categories:</p>

			<ul style="list-style-type: none"> ● Support your thinking about the text ● Build on others' ideas about the text ● Challenge ideas others have about the text <p>Ask students to review those three categories and choose one sentence starter they haven't used before - or don't use frequently - and star it, making a commitment to try to use it in their partner conversations today.</p> <p>Ask students to check in with a partner (assigned or "Meet Me At") to review their notes, adding in anything they missed that their partner noted.</p> <p>Close by asking students to independently write a gist (a 10-15 word, one sentence summary statement) for the video at the bottom of their graphic organizer.</p> <p>Meeting Students' Needs:</p> <ul style="list-style-type: none"> ● Ask students to circle words in the transcript that they (or their group, or the class) included in their brainstorm list during the List-Group-Label mini-task. ● Have students watch the video without providing them with the transcript during either viewing. ● Show the video to students a third time, after they have jotted down information during the second viewing, to allow them to add in anything they missed. ● Have students collaborate with their partner to write a gist together.
<p>Standards:</p> <p>L.9-10.6 : Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>SL.9-10.1 : Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9—10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>RH.9-10.2 : Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p>2.3. : The interconnected nature of the world, its people and places</p> <p>2.2. : Explain and interpret geographic variables that influence the interactions of people, places and environments</p>			
<p>Additional Attachments:</p> <p>🔗 "Now I Get It: Urbanization Explained" Video</p> <p>🔗 Cities "Meet Me At"</p> <p>🔗 Collaborative Conversations About Text: Sentence Starters</p> <p>🔗 "Now I Get It: Urbanization Explained" Video Graphic Organizer</p>			
20 mins	<p>POST-VIEWING > CITING TEXTUAL EVIDENCE: Ability to draw evidence from video to support analysis.</p>	<p>EFFECTS OF URBANIZATION EVIDENCE LOG ("NOW I GET IT: URBANIZATION EXPLAINED")</p>	<p>Meets expectations if student:</p> <ul style="list-style-type: none"> ● Participated in partner conversation ● Highlighted and annotated details relevant to the
			<p>The purpose of this mini-task is for students to draw evidence from the video that can be used to answer the teaching task prompt. Note: Students will repeat this mini-task with each source, or in the case of the urban heat island sources, after a batch of sources on the same topic.</p>

SWBAT cite, paraphrase, explain, and weigh, in writing, evidence from a video in response to the question, "Are the effects of urbanization more positive or more negative?"

teaching task

- **Completed evidence log with substantive evidence, accurate paraphrases, logical explanations, and weighing of the evidence**

Prepare for this mini-task by...

- ensuring you have pink and green highlighters for student use.
- making one copy for each student of the Effects of Urbanization Evidence Log.

Begin by giving each student two different colors of highlighters (green, pink). Ask students to go back through the video transcript with the same partner they worked with when filling out the "Now I Get It: Urbanization Explained" Video Graphic Organizer, discussing the evidence and highlighting/annotating as follows:

- Green = positive effects of urbanization
- Pink = negative effects of urbanization
- a "P" in a circle = effects on people
- an "E" in a circle = effects on the environment

As students work, monitor conversations to support effective highlighting/selection of evidence. You can prompt students by asking any or all of the following questions:

- Why did you choose to highlight that piece of evidence?
- Is that a positive or negative effect? Why?
- Were people or the environment affected? Both? How do you know?
- Is there visual evidence from the video that you can incorporate along with the written evidence?
- Based on what you highlighted in the text, are the effects of urbanization more positive or more negative? Why? What would you say to someone who disagrees with you?

Give students a copy of the Effects of Urbanization Evidence Log. Tell students that they will use this graphic organizer to cite, paraphrase, and explain key evidence from the video connected to the teaching task prompt. They will continue to use this graphic organizer throughout the module to capture key evidence. Ask students to write the title of the video at the top of the graphic organizer.

Model the graphic organizer process for students with a sample piece of evidence from the first paragraph of the video transcript:

One of the pieces of evidence I highlighted in green is "People are pouring into urban areas, looking for work, education, healthcare, and better living conditions."

Now I am going to paraphrase the evidence, or put it in my own words, to help support my understanding of the key information: "Many people are moving to cities because the standard of living is better there."

Now I need to connect the evidence to the

teaching task prompt: "For people moving to cities, the effects of urbanization are positive, including jobs, education, healthcare, and better living conditions."

Ask students to work with their partners to transfer at least three more key pieces of evidence to their Effects of Urbanization Evidence Log. Students should choose evidence that reflects the balance, or lack thereof, in their highlighting and annotation. Remind partners that for each piece of evidence, they must include a quote, a paraphrase, and an explanation that connects the evidence to the teaching task prompt.

After partners have completed filling in their logs, they should weigh their evidence by responding to the question at the bottom of the log. If it tips to the left (positive), students should highlight the question to the left of the fulcrum (triangle) in green. If it tips to the right (negative), students should highlight the question to the right of the fulcrum in pink. If students feel that the evidence is truly balanced, they can choose to highlight both.

As students weigh evidence, they should use the Collaborative Conversations About Text: Sentence Starters to support conversation, focusing in on the following category:

- Weigh evidence from the text

Students should consider the following questions in weighing evidence:

- Does the **amount** of evidence cause a tip in one direction or another?
- Does the **strength** of the evidence cause a tip in one direction or another, regardless of quantity?
- What role does the **source** of the evidence play in causing a tip in one direction or another?

Close by asking students to explain, at the bottom of their evidence log, why the evidence tips in the direction they highlighted.

Meeting Students' Needs:

- Model highlighting for students to show how to use the different colors and the coding.
- Model both a positive and a negative effect, or an effect on people and an effect on the environment, in order to give students more examples.
- Provide students with sentence stems or frames to help support their explanations.
- Conduct a think-aloud to show how you would weigh the evidence.
- Consider gradual release of responsibility across the occurrences of this mini-task:
 - Fill out the evidence log collaboratively

				<p>with a partner or group, after teacher modeling</p> <ul style="list-style-type: none"> ○ Fill out the evidence log collaboratively with a partner or group ○ Fill out the evidence log independently and then check in with a partner or group, making edits/additions as warranted by collaborative conversations ○ Fill out the evidence log independently <ul style="list-style-type: none"> ● Consider differentiation within the gradual release model - as some students move from collaborative to independent work, do some need to move to independent work sooner? Do some need continued teacher modeling, as in the first occurrence of this mini-task? Do some need to continue to work collaboratively in some fashion?
<p>Standards:</p> <p>L.9-10.6 : Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>SL.9-10.1 : Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9—10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>WHST.9-10.9 : Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>2.3. : The interconnected nature of the world, its people and places</p> <p>2.2. : Explain and interpret geographic variables that influence the interactions of people, places and environments</p>				
<p>Additional Attachments:</p> <p>🔗 Collaborative Conversations About Text: Sentence Starters</p> <p>🔗 Effects of Urbanization Evidence Log</p>				
15 mins	<p>ACTIVE READING > INTEGRATING CONTENT PRESENTED IN DIVERSE FORMATS: Ability to integrate information on the same topic, presented in diverse formats.</p>	<p>INFOGRAPHIC ANNOTATIONS ("MIGRATION TO CITIES: THE HIGHS AND LOWS") SWBAT integrate, orally, information on the highs and lows of urbanization presented in an infographic with information presented in a video on the same topic, using integration verbs (confirms, challenges, expands).</p>	<p>Meets expectations if student...</p> <ul style="list-style-type: none"> ● participates in partner conversation and accurately annotates text. ● circles piece of information that adds most to their understanding and annotates with logical explanation. 	<p>The purpose of this mini-task is for students to consider whether information presented in the "Migration to Cities: The Highs and Lows" infographic confirms, challenges, or expands upon the information they learned by watching the "Now I Get It: Urbanization Explained" video.</p> <p>Prepare for this mini-task by:</p> <ul style="list-style-type: none"> ● making one copy of "Migration to Cities: The Highs and Lows" for each student. ● assigning student partners or deciding on a "Meet Me At" city to activate partners ● post the annotation key (see below) on the board <p>Begin by telling students that they will now examine an infographic about urbanization. Tell students that an infographic is a visual that combines different elements, for example, text, data, and graphs, to convey information on the same topic.</p> <p>Provide each student with a copy of the</p>

"Migration to Cities: The Highs and Lows" infographic.

Ask students to connect with an assigned partner or a "Meet Me At" partner. Tell students that their job will be to read the infographic, comparing the information in it to the information from the "Now I Get It: Urbanization Explained" video (via their graphic organizer and/or the video transcript), and decide whether each piece of information confirms, challenges, or expands upon the information in the video. Define confirms, challenges, and expands upon for students:

- confirms: agrees with the information from the video
- challenges: disagrees with or calls into question information from the video
- expands upon: adds to information from the video (either new information, or additional examples, labeling of a concept not named in the video, etc.)

Ask student pairs to read and annotate each piece of information on the infographic, as follows:

- Information that confirms the information in the video = a check mark
- Information that challenges the information in the video = an X
- Information that expands on the information in the video = an E

Remind students to use their Collaborative Conversations About Text: Sentence Starters as they work with their partner, focusing in on the following categories:

- Connect, compare, or contrast two or more texts
- Build on other's ideas about the text
- Challenge ideas others have about the text

Close by asking students to circle the piece of information on the infographic that they think adds most to their understanding of the effects of urbanization and explain in the margins why they chose that particular piece of information.

Meeting Students' Needs:

- Ask students to add information to their graphic organizer from the video, revising the gist as needed to incorporate information from the infographic.
- Model the process for students with one component of the infographic before asking pairs to read and annotate on their own.
- Ask students to use the following questions to read each of the four graphs: "What is this graph about? What story is this graph telling?"
- Provide students with sentence stems for their discussion: "This information confirms

				<p>the information in the video because..." and "This information challenges the information in the video because..." and "This information expands upon the information in the video by..."</p> <ul style="list-style-type: none"> ● Ask students to generate questions that they have about the data presented in the infographic.
	<p>Standards:</p> <p>L.9-10.6 : Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>SL.9-10.2 : Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>SL.9-10.1 : Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9—10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>RH.9-10.9 : Compare and contrast treatments of the same topic in several primary and secondary sources.</p> <p>RH.9-10.7 : Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p> <p>RH.9-10.6 : Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p> <p>2.3 : The interconnected nature of the world, its people and places</p> <p>2.2 : Explain and interpret geographic variables that influence the interactions of people, places and environments</p> <p>Additional Attachments:</p> <p>🔗 Collaborative Conversations About Text: Sentence Starters</p> <p>🔗 Cities "Meet Me At"</p>			
15 mins	<p>POST-READING > CITING TEXTUAL EVIDENCE: Ability to draw evidence from an infographic to support analysis.</p>	<p>EFFECTS OF URBANIZATION EVIDENCE LOG ("MIGRATION TO CITIES: THE HIGHS AND LOWS")</p> <p>SWBAT evaluate, in writing, evidence about migration to cities, using comparative language (higher, lower, better, worse, etc.).</p>	<p>Meets expectations if student:</p> <ul style="list-style-type: none"> ● participates in partner conversation. ● highlights and annotates details relevant to the teaching task. ● completes evidence log with substantive evidence, accurate paraphrases, logical explanations, and weighing of the evidence. 	<p>The purpose of this mini-task is for students to draw evidence from the infographic that can be used to answer the teaching task prompt.</p> <p>Prepare for this mini-task by:</p> <ul style="list-style-type: none"> ● ensuring you have pink and green highlighters for student use. ● making one copy for each student of the Effects of Urbanization Evidence Log. <p>Begin by giving each student two different colors of highlighters (green, pink). Ask students to go back through the infographic with the same partner they worked with when annotating the infographic, discussing the evidence and highlighting/annotating as follows:</p> <ul style="list-style-type: none"> ● Green = positive effects of urbanization ● Pink = negative effects of urbanization ● a "P" in a circle = effects on people ● an "E" in a circle = effects on the environment <p>As students work, monitor conversations to support effective highlighting/selection of evidence. You can prompt students by asking any or all of the following questions:</p> <ul style="list-style-type: none"> ● Why did you choose to highlight that piece of

evidence?

- Is that a positive or negative effect? Why?
- Were people or the environment affected? Both? How do you know?
- Based on what you highlighted in the infographic, are the effects of urbanization more positive or more negative? Why? What would you say to someone who disagrees with you?

Give students a copy of the Effects of Urbanization Evidence Log. Tell students that they will use this graphic organizer to cite, paraphrase, and explain key evidence from the infographic connected to the teaching task prompt. They will continue to use this graphic organizer throughout the module to capture key evidence. Ask students to write the title of the infographic at the top of the graphic organizer.

Ask students to work with their partners to transfer at least three key pieces of evidence to their Effects of Urbanization Evidence Log. Students should choose evidence that reflects the balance, or lack thereof, in their highlighting and annotation. Remind partners that for each piece of evidence, they must include a quote, a paraphrase, and an explanation that connects the evidence to the teaching task prompt.

After partners have completed filling in their logs, they should weigh their evidence by responding to the question at the bottom of the log. If it tips to the left (positive), students should highlight the question to the left of the fulcrum (triangle) in green. If it tips to the right (negative), students should highlight the question to the right of the fulcrum in pink. If students feel that the evidence is truly balanced, they can choose to highlight both.

As students weigh evidence, they should use the Collaborative Conversations About Text: Sentence Starters to support conversation, focusing in on the following category:

- Weigh evidence from the text

Students should consider the following questions in weighing evidence:

- Does the **amount** of evidence cause a tip in one direction or another?
- Does the **strength** of the evidence cause a tip in one direction or another, regardless of quantity?
- What role does the **source** of the evidence play in causing a tip in one direction or another?

Close by asking students to explain, at the bottom of their evidence log why the evidence tips in the direction they highlighted.

Meeting Students' Needs:

				<ul style="list-style-type: none"> Consider gradual release of responsibility across the occurrences of this mini-task: <ul style="list-style-type: none"> Fill out the evidence log collaboratively with a partner or group, after teacher modeling Fill out the evidence log collaboratively with a partner or group Fill out the evidence log independently and then check in with a partner or group, making edits/additions as warranted by collaborative conversations Fill out the evidence log independently Consider differentiation within the gradual release model - as some students move from collaborative to independent work, do some need to move to independent work sooner? Do some need continued teacher modeling, as in the first occurrence of this mini-task? Do some need to continue to work collaboratively in some fashion? Provide students with sentence stems or frames to help support their explanations.
<p>Standards:</p> <p>L.9-10.6 : Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>SL.9-10.1 : Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9—10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>WHST.9-10.9 : Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>2.3. : The interconnected nature of the world, its people and places</p> <p>2.2. : Explain and interpret geographic variables that influence the interactions of people, places and environments</p>				
<p>Additional Attachments:</p> <p>🔗 Effects of Urbanization Evidence Log</p> <p>🔗 Collaborative Conversations About Text: Sentence Starters</p>				
30 mins	<p>ACTIVE READING > DETERMINING CENTRAL IDEAS:</p> <p>Ability to determine the central ideas of a text.</p>	<p>MOST IMPORTANT WORD GIST STATEMENTS ("URBAN POPULATIONS ON THE RISE")</p> <p>SWBAT summarize, in writing, key issues and trends in urbanization, using one "most important word" from each section of the text.</p>	<p>Meets expectation if student:</p> <ul style="list-style-type: none"> Writes accurate gists for each paragraph, including the "most important word" identified for each section Participates in group "most important word" and gist conversations, using Collaborative Conversations About Text: Sentence Starters 	<p>The purpose of this mini-task is for students to identify two important words (concepts) in the text and use those to summarize the text's central ideas.</p> <p>Prepare for this mini-task by:</p> <ul style="list-style-type: none"> making one copy of the "Urban Populations on the Rise" text for each student making one copy of the Most Important Words Gists handout for each student assigning students to groups of four or deciding on a "Meet Me At" city to activate partners, who will then join with another pair to form a quad <p>Begin by providing each student with a copy of the "Urban Populations on the Rise" text.</p> <p>Ask students to work with a pre-assigned quad or</p>

"Meet Meet At" partner joined with another set of "Meet Me At" partners. Provide each student with a copy of the Most Important Words Gists handout. Ask students to complete the following process for each 3-paragraph chunk of text, allowing 10 minutes per 3-paragraph section:

1. Independently: read the 3-paragraph section of text.
2. Independently: at the end of the 3-paragraph section, decide on a "most important word" **from the text** that ties together all three paragraphs. Note: students **cannot** choose urbanization, urban, or city.
3. Collaboratively: share your "most important words" and the rationale for choosing them, come to consensus as a group on one "most important word" from the section and the rationale for that word
4. Independently: use that "most important word" to write a gist statement for **each** of the three paragraphs.
5. As a group: share gist statements, discuss gist statements, and provide one another with feedback using any/all of the following feedback questions:
 - Whose gist for this paragraph was most effective? Why?
 - How can we make our gists more effective?
 - Were there other words that would have worked as the most important word?
 - Which gist from this section best helps us to understand urbanization and its effects?
 - Which gist confirmed information you already knew? What was that information and how did you already know it?
 - Which gist includes information that surprised you? What was that information and why is it surprising?

Ask students to use the Collaborative Conversations About Text: Sentence Starters to support conversations, focusing in on the following three categories:

- Support your thinking about the text
- Build on others' ideas about the text
- Challenge ideas others have about the text

Close by asking students to circle their best of the six gists.

Meeting Students' Needs:

- Work through the first section as a whole class and then release students to work in small groups for the second section.
- Provide students with a bank or visual dictionary of most important words to choose from for each section, for example:
 - Section 1: population, accelerated, growth
 - Section 2: concentrated, proximity, expansion

Effects of Urbanization: More Positive or More Negative?

				<ul style="list-style-type: none"> ● Ask students to write just one gist statement per section, rather than one per paragraph. ● Have students read collaboratively, taking turns reading paragraphs, before independently deciding on a "most important word."
	<p>Standards:</p> <p>L.9-10.6 : Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>SL.9-10.1 : Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9—10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>RH.9-10.2 : Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p>RH.9-10.1 : Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>2.3. : The interconnected nature of the world, its people and places</p> <p>Additional Attachments:</p> <p>🔗 Cities "Meet Me At"</p> <p>🔗 Collaborative Conversations About Text: Sentence Starters</p> <p>🔗 Most Important Word Gists</p>			
15 mins	<p>POST-READING > CITING TEXTUAL EVIDENCE: Ability to draw evidence from texts to support analysis.</p>	<p>EFFECTS OF URBANIZATION EVIDENCE LOG ("URBAN POPULATION ON THE RISE")</p> <p>SWBAT evaluate, in writing, evidence about the effects of the rise of urban populations, using comparative language (positive, negative, pro, con, etc.).</p>	<p>Meets expectations if student:</p> <ul style="list-style-type: none"> ● participates in partner conversation. ● highlights and annotates details relevant to the teaching task. ● completes evidence log with substantive evidence, accurate paraphrases, logical explanations, and weighing of the evidence. 	<p>The purpose of this mini-task is for students to draw evidence from the text that can be used to answer the teaching task prompt.</p> <p>Prepare for this mini-task by:</p> <ul style="list-style-type: none"> ● ensuring you have pink and green highlighters for student use. ● making one copy for each student of the Effects of Urbanization Evidence Log. <p>Begin by giving each student two different colors of highlighters (green, pink). Ask students to go back through the reading with the same group they worked with when writing their Most Important Word gist statements, discussing the evidence and highlighting/annotating as follows:</p> <ul style="list-style-type: none"> ● Green = positive effects of urbanization ● Pink = negative effects of urbanization ● a "P" in a circle = effects on people ● an "E" in a circle = effects on the environment <p>As students work, monitor conversations to support effective highlighting/selection of evidence. You can prompt students by asking any or all of the following questions:</p> <ul style="list-style-type: none"> ● Why did you choose to highlight that piece of evidence? ● Is that a positive or negative effect? Why? ● Were people or the environment affected? Both? How do you know? ● Based on what you highlighted in the text, are

the effects of urbanization more positive or more negative? Why? What would you say to someone who disagrees with you?

Give students a copy of the Effects of Urbanization Evidence Log. Tell students that they will use this graphic organizer to cite, paraphrase, and explain key evidence from the text connected to the teaching task prompt. They will continue to use this graphic organizer throughout the module to capture key evidence. Ask students to write the title of the text at the top of the graphic organizer.

Ask students to work with their groups to transfer at least three key pieces of evidence to their Effects of Urbanization Evidence Log. Students should choose evidence that reflects the balance, or lack thereof, in their highlighting and annotation. Remind groups that for each piece of evidence, they must include a quote, a paraphrase, and an explanation that connects the evidence to the teaching task prompt.

After groups have completed filling in their logs, they should weigh their evidence by responding to the question at the bottom of the log. If it tips to the left (positive), students should highlight the question to the left of the fulcrum (triangle) in green. If it tips to the right (negative), students should highlight the question to the right of the fulcrum in pink. If students feel that the evidence is truly balanced, they can choose to highlight both.

As students weigh evidence, they should use the Collaborative Conversations About Text: Sentence Starters to support conversation, focusing in on the following category:

- Weigh evidence from the text

Students should consider the following questions in weighing evidence:

- Does the **amount** of evidence cause a tip in one direction or another?
- Does the **strength** of the evidence cause a tip in one direction or another, regardless of quantity?
- What role does the **source** of the evidence play in causing a tip in one direction or another?

Close by asking students to explain, at the bottom of their evidence log why the evidence tips in the direction they highlighted.

Meeting Students' Needs:

- Consider gradual release of responsibility across the occurrences of this mini-task:
 - Fill out the evidence log collaboratively with a partner or group, after teacher modeling

			<ul style="list-style-type: none"> ○ Fill out the evidence log collaboratively with a partner or group ○ Fill out the evidence log independently and then check in with a partner or group, making edits/additions as warranted by collaborative conversations ○ Fill out the evidence log independently ● Consider differentiation within the gradual release model - as some students move from collaborative to independent work, do some need to move to independent work sooner? Do some need continued teacher modeling, as in the first occurrence of this mini-task? Do some need to continue to work collaboratively in some fashion? ● Provide students with sentence stems or frames to help support their explanations.
<p>Standards:</p> <p>L.9-10.6 : Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>SL.9-10.1 : Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9—10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>WHST.9-10.9 : Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>2.3. : The interconnected nature of the world, its people and places</p> <p>2.2. : Explain and interpret geographic variables that influence the interactions of people, places and environments</p>			
<p>Additional Attachments:</p> <p>🔗 Effects of Urbanization Evidence Log</p> <p>🔗 Collaborative Conversations About Text: Sentence Starters</p>			
30 mins	<p>ACTIVE READING > TRACING ARGUMENT: Ability to trace an author's argument, including claim(s), reasons, evidence, and counterclaim(s).</p>	<p>TRACE THE AUTHOR'S ARGUMENT GRAPHIC ORGANIZER ("WHY CITIES ARE SMARTER")</p> <p>SWBAT trace, in writing, the argument the author is making about urbanization, using content vocabulary (density, economy, health, etc.).</p>	<p>Meets expectations if student:</p> <ul style="list-style-type: none"> ● annotates text according to annotation key ● participates in group conversation, using Collaborative Conversations About Text: Sentence Starters ● accurately completes graphic organizer
			<p>The purpose of this mini-task is for students to follow the thread of the author's argument.</p> <p>Prepare for this mini-task by:</p> <ul style="list-style-type: none"> ● making one copy of the "Why Cities Are Smarter" text for each student ● making one copy of the Trace the Author's Argument graphic organizer for each student ● assigning students to groups of four or deciding on a "Meet Me At" city to activate partners, who will then join with another pair to form a quad. <p>Begin by defining the term "blog" (short for "weblog") for students: a Web site on which someone writes about personal opinions, activities, and experiences.</p> <p>Tell students that today, they will be reading a blog post written by Lance Hosey, an architect who is the Chief Sustainability Officer for Perkins Eastman, a global design firm. Mr. Hosey also serves on the Advisory Group of the American Institute of Architects Committee on the Environment and chairs the U.S. Green Building</p>

Council's LEED (Leadership in Energy and Environmental Design) Advisory Committee.

Ask students to think, pair, share: Given what you know know about Lance Hosey, how do you think he is going to approach his discussion of cities? Why?

Provide each student with a copy of the "Why Cities are Smarter" blog post.

Ask students to read the blog post, annotating the text as follows:

- Put a box around the author's claim
- Circle the reasons the author provides for the claim.
- Underline evidence provided to support the reasons.
- Star any counterclaim(s).
- Underline evidence provided to refute the counterclaim(s).

Once students have completed their reading and annotations, provide each student with a copy of the Trace the Author's Argument graphic organizer.

Ask students to work with a pre-assigned group or in a quad formed by two sets of "Meet Me At" partners combining. Ask groups to compare and contrast their annotations, using the Collaborative Conversations About Text: Sentence Starters as they discuss. Students should focus in on the following categories:

- Support your thinking about the text
- Weigh evidence from the text

The group goal is to come to consensus on each component of the graphic organizer and then fill it in before moving on to the next component:

- Claim
- Reasons and evidence
- Counterclaim(s)
- Evidence that refutes counterclaim

Close by asking students to individually circle the author's most compelling piece of evidence.

Ideas for Differentiation:

- Have students work independently first and then check in with a partner or group.
- Check in with the class at the end, asking students to contribute thinking as you project and fill in a copy of the graphic organizer.
- Ask students to track any questions or wonderings that come up for them as they read the text.
- Ask students to evaluate the author's argument: Is it convincing? Why or why not?
- Ask students to evaluate the author's evidence: Is it credible? Convincing?

	<p>Standards:</p> <p>L.9-10.6 : Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>SL.9-10.1 : Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9—10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>RH.9-10.5 : Analyze how a text uses structure to emphasize key points or advance an explanation or analysis</p> <p>2.3.E. : Analyze patterns of distribution and arrangements of settlements and the processes of the diffusion of human activities</p> <p>2.3.B. : Explain that the world's population is increasingly connected to and dependent upon other people for both human and natural resources</p>			
	<p>Additional Attachments:</p> <p>🔗 Collaborative Conversations About Text: Sentence Starters</p> <p>🔗 Trace the Author's Claim</p> <p>🔗 Cities "Meet Me At"</p>			
15 mins	<p>POST-READING > INTEGRATING QUALITATIVE AND QUANTITATIVE ANALYSIS: Ability to integrate qualitative and quantitative/technical analysis (e.g. charts, research data).</p>	<p>ZOOMING IN GRAPHIC ORGANIZER ("URBAN POPULATIONS ON THE RISE" AND "WHY CITIES ARE SMARTER")</p> <p>SWBAT integrate, orally, qualitative and quantitative information about cities, using a text integration sentence stem ("This text says..., which is similar to what this text says...").</p>	<p>Meets expectation if student:</p> <ul style="list-style-type: none"> participates in partner conversation, using Collaborative Conversations About Text: Sentence Starters "zooms in" in two places, including substantive data and concrete evidence 	<p>The purpose of this mini-task is for students to connect information from two texts, integrating quantitative information from one text with qualitative information from another.</p> <p>Prepare for this mini-task by:</p> <ul style="list-style-type: none"> making one copy of the Zooming In graphic organizer for each student assigning student partners or deciding on a "Meet Me At" city to activate partners <p>Begin by telling students that, today, they will be connecting texts by "zooming in." When you zoom in on something you get a closer look. Often, a text will focus in on information at the big picture (overview) level, while another text will "zoom in" on one or more of the topics addressed briefly in the first text. If a text zooms in, it typically offers examples, data, and other evidence. Figuring out how texts zoom in or out on information, and practicing how you can use that zoom to connect texts, can help to support deeper understanding and deeper learning.</p> <p>Provide each student with a copy of the Zooming In graphic organizer. Tell students that today, they will connect the two texts they've read thus far, "Urban Populations on the Rise" and "Why Cities Are Smarter."</p> <p>Model for students what this could look like, projecting the graphic organizer and filling it in:</p> <ul style="list-style-type: none"> "Urban Populations on the Rise" talks about cities and the economy, and I know that "Why Cities Are Smarter" zooms in on that. The sentences in "Urban Populations on the Rise" that I want to pull are in the fifth paragraph. I'm going to write them in the "Excerpt from First Text" column on my graphic organizer: "Cities have always been at the center of economic growth and

technological advances. The promise of jobs and prosperity pulls people to cities."

- I know that one of the author's reasons for his claim in "Why Cities Are Smarter" was that cities are better for the economy. I'm going to go to that section and see how he zooms in on the concept from "Urban Populations on the Rise."
- Okay, I'm going to add this information to the right-hand column on my graphic organizer:
 - "...the Federal Reserve Bank estimated that for every 50-percent swelling in [population] density, productivity grows by 2-4 percent."
 - According to a Brookings Institution report, 47/50 states' GDP was largely due to economic output in 1-2 major urban areas.

Model a non-example for students as well:

- The first and second sentences of the fifth paragraph in "Urban Populations on the Rise" say, "Cities have always been at the center of economic growth and technological advances. The promise of jobs and prosperity pulls people to cities."
- That matches with the first sentence in the "Cities are smarter for the economy section" of the "Why Cities Are Smarter" text: "Cities are economic engines."
- Ask students to turn and talk: How does this example differ from the first one you modeled?
- Ask students to share out, supporting understanding as needed by explaining that while these two pieces of information do indeed connect, the example from the second text is parallel/paraphrased information rather than a quantitative zoom, as in the example we looked at first.

You might ask students to paraphrase or list data in bullet form in the right-hand column versus copying the exact words from the text.

Ask students to connect with a pre-assigned or "Meet Me At" partner and zoom in in two more places. Students should use their Collaborative Conversations About Text: Sentence Starters, with a focus on the following category:

- Connect, compare, or contrast two or more texts

Close by asking students to turn and talk with their partner: How has zooming in supported their understanding of the positive and negative effects of urbanization on people and the environment?

Meeting Students' Needs:

- Provide students with a copy of the graphic organizer with pre-selected passages from the first text filled in and ask them to find the

				<p>zoom in the second text.</p> <ul style="list-style-type: none"> ● Provide students with a copy of the graphic organizer with a pre-selected passage from the first text filled in in 1-2 rows and pre-selected data and examples from the second text filled in in the remaining rows. Ask students to fill in the remaining column for each row. ● Ask students to evaluate the credibility of the data and examples in the zoom. ● Ask students to write a question based on the excerpt from the original text and then write their zoom in the form of an answer to that question. ● Allow students to connect the second text to any/all previous texts with this graphic organizer. ● Ask students to continue to use this graphic organizer with texts not associated with this mini-task.
	<p>Standards:</p> <p>L.9-10.6 : Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>SL.9-10.2 : Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>SL.9-10.1 : Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9—10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>RH.9-10.7 : Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p> <p>RH.9-10.6 : Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p> <p>2.3.E. : Analyze patterns of distribution and arrangements of settlements and the processes of the diffusion of human activities</p> <p>2.2.C. : Explain how altering the environment has brought prosperity to some places and created environmental dilemmas for others</p> <p>Additional Attachments:</p> <p>🔗 Collaborative Conversations About Text: Sentence Starters</p> <p>🔗 Cities "Meet Me At"</p> <p>🔗 Zooming In Graphic Organizer</p>			
15 mins	<p>POST-READING > CITING TEXTUAL EVIDENCE: Ability to draw evidence from texts to support analysis.</p>	<p>EFFECTS OF URBANIZATION EVIDENCE LOG ("WHY CITIES ARE SMARTER")</p> <p>SWBAT evaluate, in writing, evidence about how cities impact the environment, the economy, and individuals, using comparative words and phrases (higher, lower, better, worse, etc.).</p>	<p>Meets expectations if student:</p> <ul style="list-style-type: none"> ● Participated in partner conversation ● Highlighted and annotated details relevant to the teaching task ● Completed evidence log with substantive evidence, accurate paraphrases, logical explanations, and weighing of the evidence 	<p>The purpose of this mini-task is for students to draw evidence from the text that can be used to answer the teaching task prompt.</p> <p>Prepare for this mini-task by:</p> <ul style="list-style-type: none"> ● ensuring you have pink and green highlighters for student use. ● making one copy for each student of the Effects of Urbanization Evidence Log. <p>Begin by giving each student two different colors of highlighters (green, pink). Ask students to go back through the reading independently, highlighting/annotating as follows:</p>

- Green = positive effects of urbanization
- Pink = negative effects of urbanization
- a "P" in a circle = effects on people
- an "E" in a circle = effects on the environment

As students work, monitor to support effective highlighting/selection of evidence. You can prompt students by asking any or all of the following questions:

- Why did you choose to highlight that piece of evidence?
- Is that a positive or negative effect? Why?
- Were people or the environment affected? Both? How do you know?
- Based on what you highlighted in the text, are the effects of urbanization more positive or more negative? Why? What would you say to someone who disagrees with you?

Give students a copy of the Effects of Urbanization Evidence Log. Tell students that they will use this graphic organizer to cite, paraphrase, and explain key evidence from the text connected to the teaching task prompt. They will continue to use this graphic organizer throughout the module to capture key evidence. Ask students to write the title of the text at the top of the graphic organizer.

Ask students to transfer at least three key pieces of evidence to their Effects of Urbanization Evidence Log. Students should choose evidence that reflects the balance, or lack thereof, in their highlighting and annotation. Remind students that for each piece of evidence, they must include a quote, a paraphrase, and an explanation that connects the evidence to the teaching task prompt.

After students have completed filling in their logs, ask them to check in with the same partner they worked with during the previous mini-task (the student they worked with to complete their Zooming In Graphic Organizer), sharing the evidence they selected and their rationale behind their selections and explanations. As students discuss their evidence, they should use the Collaborative Conversations About Text: Sentence Starters to support conversation, focusing in on the following categories:

- Build on others' ideas about the text
- Challenge ideas others have about the text

Students should add to and/or edit their evidence logs based on their partner conversations.

Next, ask partners to weigh their evidence by responding to the question at the bottom of the log. If it tips to the left (positive), students should highlight the question to the left of the fulcrum (triangle) in green. If it tips to the right (negative), students should highlight the question to the right of the fulcrum in pink. If students feel

that the evidence is truly balanced, they can choose to highlight both.

As students weigh evidence, they should use the Collaborative Conversations About Text: Sentence Starters to support conversation, focusing in on the following category:

- Weigh evidence from the text

Students should consider the following questions in weighing evidence:

- Does the **amount** of evidence cause a tip in one direction or another?
- Does the **strength** of the evidence cause a tip in one direction or another, regardless of quantity?
- What role does the **source** of the evidence play in causing a tip in one direction or another?

Close by asking students to explain, at the bottom of their evidence log why the evidence tips in the direction they highlighted.

Meeting Students' Needs:

- Consider gradual release of responsibility across the occurrences of this mini-task:
 - Fill out the evidence log collaboratively with a partner or group, after teacher modeling
 - Fill out the evidence log collaboratively with a partner or group
 - Fill out the evidence log independently and then check in with a partner or group, making edits/additions as warranted by collaborative conversations
 - Fill out the evidence log independently
- Consider differentiation within the gradual release model - as some students move from collaborative to independent work, do some need to move to independent work sooner? Do some need continued teacher modeling, as in the first occurrence of this mini-task? Do some need to continue to work collaboratively in some fashion?
- Provide students with sentence stems or frames to help support their explanations.

Standards:

L.9-10.6 : Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SL.9-10.1 : Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9—10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

WHST.9-10.9 : Draw evidence from informational texts to support analysis, reflection, and research.

2.3 : The interconnected nature of the world, its people and places

2.2 : Explain and interpret geographic variables that influence the interactions of people, places and environments

	<p>Additional Attachments:</p> <p>🔗 Effects of Urbanization Evidence Log</p> <p>🔗 Collaborative Conversations About Text: Sentence Starters</p>			
45 mins	<p>ACTIVE READING > DETERMINING CENTRAL IDEAS:</p> <p>Ability to determine the central ideas of text and graphs.</p>	<p>PARAGRAPH AND GRAPH GISTS ("BIG CITIES, BIG BUCKS")</p> <p>SWBAT explain, in writing, the ways in which urbanization and GDP are connected, using causal words and phrases (because, since, as a result of, due to, etc.).</p>	<p>Meets expectations if student:</p> <ul style="list-style-type: none"> • participates in partner conversation, using Collaborative Conversations About Text: Sentence Stems • writes accurate gists for each of the five components and responds to two exit ticket questions 	<p>The purpose of this mini-task is for students to determine the central ideas of a series of graphs that explain the ways in which urbanization and GDP are connected.</p> <p>Prepare for this mini-task by:</p> <ul style="list-style-type: none"> • making one copy of "Big Cities, Big Bucks" for each student • making one copy of the Paragraph and Graph Gists handout • assigning student partners or deciding on a "Meet Me At" city to activate partners <p>Begin by telling students that they will now examine a set of graphs about the connections between urbanization and GDP.</p> <p>Review the definition of GDP and per capita GDP for students: Gross domestic product (GDP) is the monetary value of all the finished goods and services produced within a country's borders in a specific time period. GDP is typically calculated on an annual basis. The per capita GDP, also GDP per capita, is each person in a country's share of the GDP, calculated by dividing GDP by population. Per capita GDP is a useful statistic to use in comparing across countries.</p> <p>Provide each student with a copy of "Big Cities, Big Bucks" and a copy of the "Paragraph and Graph Gists" handout.</p> <p>Ask students to work with a pre-assigned or "Meet Me At" partner.</p> <p>Ask pairs to read/examine each of the five components (the paragraph at the top and the four graphs), discussing the component and then collaborating to write a 10-15 word gist for that component. With the graphs, students will first need to determine the x-axis and y-axis for each graph, and will write a title for the graph after writing their gist. Students should use the following questions to guide their gist conversations:</p> <ul style="list-style-type: none"> • For the paragraph: "What is this paragraph about?" • For the graphs: "What is this graph about? What story does this graph tell?" <p>Ask students to use the Collaborative Conversations About Text: Sentence Starters to support their conversations, focusing in on the following categories:</p> <ul style="list-style-type: none"> • Start a conversation about the text • Ask for help if part of the text is confusing

				<ul style="list-style-type: none"> ● Change your mind about what the text is saying <p>Close by asking students to independently respond to the two exit ticket questions at the end of their handout.</p> <p>Meeting Student Needs:</p> <ul style="list-style-type: none"> ● Use catch-and-release to pace partners and to check for understanding after each component. Allow 3-5 minutes per component. ● Ask partners to track their work on a chart on the board for each component with a check mark for "Got It!" and a question mark for "Help!" Partners can then support other pairs, or seek support, as needed. ● Create data-based heterogeneous partners or quads based on students' math proficiency levels. ● Model for students with the first graph to support thinking. ● Provide students with a sentence stem for the graph gists: "This graph shows..." ● Ask students to generate questions the graphs raise for them.
	<p>Standards:</p> <p>L.9-10.6 : Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>SL.9-10.1 : Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9—10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>RH.9-10.2 : Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p>2.3.E. : Analyze patterns of distribution and arrangements of settlements and the processes of the diffusion of human activities</p> <p>2.1.B. : Create and interpret various graphs, tables, charts, and thematic maps</p> <p>2.1.A. : Gather data, make inferences and draw conclusions from maps and other visual representations</p> <p>Additional Attachments:</p> <p>🔗 Cities "Meet Me At"</p> <p>🔗 Collaborative Conversations About Text: Sentence Starters</p> <p>🔗 "Big Cities, Big Bucks"</p> <p>🔗 Gist Statements: "Big Cities, Big Bucks"</p>			
15 mins	<p>POST-READING > CITING TEXTUAL EVIDENCE: Ability to draw evidence from text and graphs to support analysis.</p>	<p>EFFECTS OF URBANIZATION EVIDENCE LOG ("BIG CITIES, BIG BUCKS")</p> <p>SWBAT evaluate, in writing, evidence about how GDP and urbanization are connected, using comparative language (greater, less than,</p>	<p>Meets expectations if student:</p> <ul style="list-style-type: none"> ● participates in partner conversation. ● highlights and annotates details relevant to the teaching task. ● completes evidence log with substantive evidence, accurate paraphrases, logical explanations, and 	<p>The purpose of this mini-task is for students to draw evidence from the text and graphs that can be used to answer the teaching task prompt.</p> <p>Prepare for this mini-task by:</p> <ul style="list-style-type: none"> ● ensuring you have pink and green highlighters for student use. ● making one copy for each student of the Effects of Urbanization Evidence Log. <p>Begin by giving each student two different colors</p>

higher, lower, etc.).

weighing of the evidence.

of highlighters (green, pink). Ask students to go back through the text and graphs independently, highlighting/annotating as follows:

- Green = positive effects of urbanization
- Pink = negative effects of urbanization
- a "P" in a circle = effects on people
- an "E" in a circle = effects on the environment

As students work, monitor to support effective highlighting/selection of evidence. You can prompt students by asking any or all of the following questions:

- Why did you choose to highlight that piece of evidence?
- Is that a positive or negative effect? Why?
- Were people or the environment affected? Both? How do you know?
- Based on what you highlighted in the text, are the effects of urbanization more positive or more negative? Why? What would you say to someone who disagrees with you?

Give students a copy of the Effects of Urbanization Evidence Log. Tell students that they will use this graphic organizer to cite, paraphrase, and explain key evidence from the text and graphs connected to the teaching task prompt. They will continue to use this graphic organizer throughout the module to capture key evidence. Ask students to write the title of the source at the top of the graphic organizer.

Ask students to transfer at least three key pieces of evidence to their Effects of Urbanization Evidence Log. Students should choose evidence that reflects the balance, or lack thereof, in their highlighting and annotation. Remind students that for each piece of evidence, they must include a quote, a paraphrase, and an explanation that connects the evidence to the teaching task prompt.

After students have completed filling in their logs, ask them to check in with the same partner they worked with during the previous mini-task (the student they worked with to complete the Paragraph and Graph Gists), sharing the evidence they selected and their rationale behind their selections and explanations. As students discuss their evidence, they should use the Collaborative Conversations About Text: Sentence Starters to support conversation, focusing in on the following categories:

- Build on others' ideas about the text
- Challenge ideas others have about the text

Students should add to and/or edit their evidence logs based on their partner conversations.

Next, ask partners to weigh their evidence

by responding to the question at the bottom of the log. If it tips to the left (positive), students should highlight the question to the left of the fulcrum (triangle) in green. If it tips to the right (negative), students should highlight the question to the right of the fulcrum in pink. If students feel that the evidence is truly balanced, they can choose to highlight both.

As students weigh evidence, they should use the Collaborative Conversations About Text: Sentence Starters to support conversation, focusing in on the following category:

- Weigh evidence from the text

Students should consider the following questions in weighing evidence:

- Does the **amount** of evidence cause a tip in one direction or another?
- Does the **strength** of the evidence cause a tip in one direction or another, regardless of quantity?
- What role does the **source** of the evidence play in causing a tip in one direction or another?

Close by asking students to explain, at the bottom of their evidence log why the evidence tips in the direction they highlighted.

Meeting Students' Needs:

- Consider gradual release of responsibility across the occurrences of this mini-task:
 - Fill out the evidence log collaboratively with a partner or group, after teacher modeling
 - Fill out the evidence log collaboratively with a partner or group
 - Fill out the evidence log independently and then check in with a partner or group, making edits/additions as warranted by collaborative conversations
 - Fill out the evidence log independently
- Consider differentiation within the gradual release model - as some students move from collaborative to independent work, do some need to move to independent work sooner? Do some need continued teacher modeling, as in the first occurrence of this mini-task? Do some need to continue to work collaboratively in some fashion?
- Provide students with sentence stems or frames to help support their explanations.

Standards:

L.9-10.6 : Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SL.9-10.1 : Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9—10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

WHST.9-10.9 : Draw evidence from informational texts to support analysis, reflection, and research.

2.3. : The interconnected nature of the world, its people and places

2.2. : Explain and interpret geographic variables that influence the interactions of people, places and environments

Additional Attachments:

🔗 **Effects of Urbanization Evidence Log**

🔗 **Collaborative Conversations About Text: Sentence Starters**

45 mins

ACTIVE READING > TRACING

ARGUMENT: Ability to trace an author's argument, including claim(s), reasons, evidence, and counterclaim(s).

TRACE THE AUTHOR'S ARGUMENT GRAPHIC ORGANIZER ("URBAN PLANET: HOW GROWING CITIES WILL WRECK THE ENVIRONMENT UNLESS WE BUILD THEM RIGHT")

SWBAT trace, in writing, the argument the author is making about urbanization, using content vocabulary (expansion, encroach, biodiversity, carbon emissions, etc.).

Meets expectations if student:

- annotates text according to annotation key
- participates in group conversation, using Collaborative Conversations About Text: Sentence Starters
- **accurately completes graphic organizer**

The purpose of this mini-task is for students to follow the thread of the author's argument.

Prepare for this mini-task by:

- making one copy of the "Urban Planet: How Growing Cities Will Wreck the Environment Unless We Build Them Right" text for each student.
- making one copy of the Trace the Author's Argument graphic organizer for each student.
- assigning students to groups of four or deciding on a "Meet Me At" city to activate partners, who will then join with another pair to form a quad.

Begin by telling students that they will watch an interactive map video to get them started thinking about concepts in a text they are about to read.

Ask students to consider, as they watch, the possible impacts on the environment of what they see unfolding.

Play the interactive map video "Bright Lights, Big Cities: Urbanisation and the Rise of the Megacity." You may wish to play it twice, asking students to focus in on the map the first time and to focus in on the percentages at the top the second time.

After watching the interactive map video, ask students to think, pair, share: What are the possible impacts on the environment of what you saw unfold in the video?

Tell students that they will now read a post from TIME Magazine's Ecocentric blog. Remind students of the definition of a blog: short for "weblog," a Web site on which someone writes about personal opinions, activities, and experiences. The blog post was written by Bryan Walsh, the Foreign Editor at TIME, who handles international news in the magazine and online. Previously he covered energy and environmental issues for TIME, and was the Tokyo bureau chief in 2006 and 2007.

Ask students to think, pair, share: Given what they know about Bryan Walsh, how do they think he will approach the topic of urbanization? Why?

Provide each student with a copy of the "Urban

Planet: How Growing Cities Will Wreck the Environment Unless We Build Them Right" blog post.

Ask students to read the blog post, annotating the text as follows:

- Put a box around the author's claim
- Circle the reasons the author provides for the claim.
- Underline evidence provided to support the reasons.
- Star any counterclaim(s).
- Underline evidence provided to refute the counterclaim(s).

Once students have completed their reading and annotations, provide each student with a copy of the Trace the Author's Argument graphic organizer.

Ask students to work with a pre-assigned group or in a quad formed by two sets of "Meet Me At" partners combining. Ask groups to compare and contrast their annotations, using the Collaborative Conversations About Text: Sentence Starters as they discuss. Students should focus in on the following categories:

- Support your thinking about the text
- Weigh evidence from the text

The group goal is to come to consensus on each component of the graphic organizer and then fill it in before moving on to the next component:

- Claim
- Reasons and evidence
- Counterclaim(s)
- Evidence that refutes counterclaim

Close by asking students to individually circle the author's most compelling piece of evidence.

Meeting Students' Needs:

- Have students work independently first and then check in with a partner or group.
- Check in with the class at the end, asking students to contribute thinking as you project and fill in a copy of the graphic organizer.
- Ask students to track any questions or wonderings that come up for them as they read the text.
- Ask students to evaluate the author's argument: Is it convincing? Why or why not?
- Ask students to evaluate the author's evidence: Is it credible? Convincing?

Standards:

L.9-10.6 : Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SL.9-10.1 : Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with

diverse partners on grades 9—10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

2.3.B. : Explain that the world's population is increasingly connected to and dependent upon other people for both human and natural resources

2.2.C. : Explain how altering the environment has brought prosperity to some places and created environmental dilemmas for others

RH.9-10.5 : Analyze how a text uses structure to emphasize key points or advance an explanation or analysis

2.3.E. : Analyze patterns of distribution and arrangements of settlements and the processes of the diffusion of human activities

Additional Attachments:

🔗 **Bright Lights, Big Cities: Urbanisation and the Rise of the Megacity (Interactive Map)**

🔗 **Collaborative Conversations About Text: Sentence Starters**

🔗 **Trace the Author's Claim**

🔗 **Cities "Meet Me At"**

15 mins

POST-READING > INTEGRATING QUALITATIVE AND QUANTITATIVE ANALYSIS: Ability to integrate qualitative and quantitative/technical analysis (e.g. charts, research data).

ZOOMING IN GRAPHIC ORGANIZER ("URBAN POPULATIONS ON THE RISE" AND "URBAN PLANET: HOW GROWING CITIES WILL WRECK THE ENVIRONMENT UNLESS WE BUILD THEM RIGHT")
SWBAT integrate, orally, qualitative and quantitative information about cities, using a text integration sentence stem ("This text says..., which is similar to what this text says...").

Meets expectation if student:

- participates in partner conversation, using Collaborative Conversations About Text: Sentence Stems
- **"zooms in" in three places, including substantive data and concrete evidence**

The purpose of this mini-task is for students to connect information from two texts, integrating quantitative information from one text with qualitative information from another.

Prepare for this mini-task by:

- making one copy of the Zooming In graphic organizer for each student
- assigning student partners or deciding on a "Meet Me At" city to activate partners

Begin by telling students that, today, they will be connecting texts by "zooming in," as they did with the first two texts they read.

Remind students of the following: When you zoom in on something you get a closer look. Often, a text will focus in on information at the big picture (overview) level, while another text will "zoom in" on one or more of the topics addressed briefly in the first text. If a text zooms in, it typically offers examples, data, and other evidence. Figuring out how texts zoom in or out on information, and practicing how you can use that zoom to connect texts, can help to support deeper understanding and deeper learning.

Provide each student with a copy of the Zooming In graphic organizer. Tell students that today, they will return to "Urban Populations on the Rise" and connect it with "Urban Planet: How Growing Cities Will Wreck the Environment Unless We Build Them Right."

You might ask students to paraphrase or list data in bullet form in the right-hand column versus copying the exact words from the text.

Ask students to connect with an assigned or "Meet Me At" partner and zoom in in three places. Students should use their Collaborative Conversations About Text: Sentence Starters, with a focus on the following category:

- Connect, compare, or contrast two or more texts

				<p>Close by asking students to turn and talk with their partner: How has zooming in supported their understanding of the positive and negative effects of urbanization on people and the environment?</p> <p>Meeting Students' Needs:</p> <ul style="list-style-type: none"> ● Provide students with a copy of the graphic organizer with pre-selected passages from the original text filled in and ask them to find the zoom in the second text. ● Provide students with a copy of the graphic organizer with a pre-selected passage from the original text filled in in 1-2 rows and pre-selected data and examples from the second text filled in in the remaining rows. Ask students to fill in the remaining column for each row. ● Ask students to evaluate the credibility of the data and examples in the zoom. ● Ask students to write a question based on the excerpt from the original text and then write their zoom in the form of an answer to that question. ● Allow students to connect the text they've just read to any/all previous texts with this graphic organizer. ● Ask students to continue to use this graphic organizer with texts not associated with this mini-task.
	<p>Standards:</p> <p>L.9-10.6 : Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>SL.9-10.2 : Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>SL.9-10.1 : Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9—10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>RH.9-10.7 : Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p> <p>RH.9-10.6 : Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p> <p>2.3.E. : Analyze patterns of distribution and arrangements of settlements and the processes of the diffusion of human activities</p> <p>2.2.C. : Explain how altering the environment has brought prosperity to some places and created environmental dilemmas for others</p> <p>Additional Attachments:</p> <p>🔗 Collaborative Conversations About Text: Sentence Starters</p> <p>🔗 Cities "Meet Me At"</p> <p>🔗 Zooming In Graphic Organizer</p>			
15 mins	<p>POST-READING > CITING TEXTUAL EVIDENCE: Ability to draw evidence from texts to support</p>	<p>EFFECTS OF URBANIZATION EVIDENCE LOG ("URBAN PLANET: HOW GROWING</p>	<p>Meets expectations if student:</p> <ul style="list-style-type: none"> ● participates in partner conversation. ● highlights and annotates 	<p>The purpose of this mini-task is for students to draw evidence from the text that can be used to answer the teaching task prompt.</p>

analysis.

CITIES WILL WRECK THE ENVIRONMENT UNLESS WE BUILD THEM RIGHT")

SWBAT evaluate, in writing, evidence about the effects of urbanization on the environment, using verbs (increase, decrease, expand, shrink, etc.).

details relevant to the teaching task.

- **completes evidence log with substantive evidence, accurate paraphrases, logical explanations, and weighing of the evidence.**

Prepare for this mini-task by:

- ensuring you have pink and green highlighters for student use.
- making one copy for each student of the Effects of Urbanization Evidence Log.

Begin by giving each student two different colors of highlighters (green, pink). Ask students to go back through the reading independently, highlighting/annotating as follows:

- Green = positive effects of urbanization
- Pink = negative effects of urbanization
- a "P" in a circle = effects on people
- an "E" in a circle = effects on the environment

As students work, monitor to support effective highlighting/selection of evidence. You can prompt students by asking any or all of the following questions:

- Why did you choose to highlight that piece of evidence?
- Is that a positive or negative effect? Why?
- Were people or the environment affected? Both? How do you know?
- Based on what you highlighted in the text, are the effects of urbanization more positive or more negative? Why? What would you say to someone who disagrees with you?

Give students a copy of the Effects of Urbanization Evidence Log. Tell students that they will use this graphic organizer to cite, paraphrase, and explain key evidence from the text connected to the teaching task prompt. They will continue to use this graphic organizer throughout the module to capture key evidence. Ask students to write the title of the text at the top of the graphic organizer.

Ask students to transfer at least three key pieces of evidence to their Effects of Urbanization Evidence Log. Students should choose evidence that reflects the balance, or lack thereof, in their highlighting and annotation. Remind students that for each piece of evidence, they must include a quote, a paraphrase, and an explanation that connects the evidence to the teaching task prompt.

After students have completed filling in their logs, ask them to check in with the same partner they worked with during the previous mini-task (the student they worked with to complete their Zooming In Graphic Organizer), sharing the evidence they selected and their rationale behind their selections and explanations. As students discuss their evidence, they should use the Collaborative Conversations About Text: Sentence Starters to support conversation, focusing in on the following categories:

- Build on others' ideas about the text
- Challenge ideas others have about the text

Students should add to and/or edit their evidence logs based on their partner conversations.

Next, ask partners to weigh their evidence by responding to the question at the bottom of the log. If it tips to the left (positive), students should highlight the question to the left of the fulcrum (triangle) in green. If it tips to the right (negative), students should highlight the question to the right of the fulcrum in pink. If students feel that the evidence is truly balanced, they can choose to highlight both.

As students weigh evidence, they should use the Collaborative Conversations About Text: Sentence Starters to support conversation, focusing in on the following category:

- Weigh evidence from the text

Students should consider the following questions in weighing evidence:

- Does the **amount** of evidence cause a tip in one direction or another?
- Does the **strength** of the evidence cause a tip in one direction or another, regardless of quantity?
- What role does the **source** of the evidence play in causing a tip in one direction or another?


Close by asking students to explain, at the bottom of their evidence log why the evidence tips in the direction they highlighted.

Meeting Students' Needs:

- Consider gradual release of responsibility across the occurrences of this mini-task:
 - Fill out the evidence log collaboratively with a partner or group, after teacher modeling
 - Fill out the evidence log collaboratively with a partner or group
 - Fill out the evidence log independently and then check in with a partner or group, making edits/additions as warranted by collaborative conversations
 - Fill out the evidence log independently
- Consider differentiation within the gradual release model - as some students move from collaborative to independent work, do some need to move to independent work sooner? Do some need continued teacher modeling, as in the first occurrence of this mini-task? Do some need to continue to work collaboratively in some fashion?
- Provide students with sentence stems or frames to help support their explanations.

Effects of Urbanization: More Positive or More Negative?

	<p>Standards:</p> <p>L.9-10.6 : Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>SL.9-10.1 : Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9—10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>WHST.9-10.9 : Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>2.3. : The interconnected nature of the world, its people and places</p> <p>2.2. : Explain and interpret geographic variables that influence the interactions of people, places and environments</p> <p>Additional Attachments:</p> <p>🔗 Effects of Urbanization Evidence Log</p> <p>🔗 Collaborative Conversations About Text: Sentence Starters</p>			
15 mins	<p>ACTIVE READING > DETERMINING CENTRAL IDEAS:</p> <p>Ability to determine the central ideas of a text.</p>	<p>OPTIC GRAPHIC ORGANIZER ("WHAT CAUSES URBAN HEAT ISLANDS?")</p> <p>SWBAT summarize, in writing, the causes of urban heat islands, using causal words or phrases (because, since, due to, as a result of, etc.).</p>	<p>Meets expectations if student:</p> <ul style="list-style-type: none"> • completes OPTIC graphic organizer, including a logical conclusion paragraph supported by evidence from the diagram 	<p>The purpose of this mini-task is for students to examine a diagram in order to summarize the causes of urban heat islands.</p> <p>Prepare for this mini-task by:</p> <ul style="list-style-type: none"> • making one copy of the "What Causes Urban Heat Islands?" diagram for each student • making one copy of the OPTIC graphic organizer for each student • getting the diagram ready to project in color to help support students <p>Begin by telling students that they will be embarking on a study of urban heat islands through a variety of resources. Today, they will focus on examining a diagram in order to learn more about urban heat islands.</p> <p>Provide each student with a copy of the "What Causes Urban Heat Islands?" diagram and a copy of the OPTIC graphic organizer. Students will use the OPTIC strategy to examine the diagram. OPTIC is a strategy that can be used with any visual resource. OPTIC is an acronym that stands for:</p> <ul style="list-style-type: none"> • O = Overview • P = Parts • T = Title and Text • I = Interrelationships • C = Conclusion <p>Review the OPTIC process with students, going through the directions in each cell of the graphic organizer.</p> <p>Allow students 10-15 minutes to complete the graphic organizer.</p> <p>Close by reviewing conclusions, asking students to share out takeaways from the diagram.</p> <p>Meeting Students' Needs:</p> <ul style="list-style-type: none"> • Use catch-and-release to pace students through the graphic organizer and check for understanding. Allow 1-3 minutes per cell.

				<ul style="list-style-type: none"> Ask students to work through the graphic organizer with an assigned or "Meet Me At" partner. Ask students to track questions that arise for them as they work through the diagram and the graphic organizer.
	<p>Standards:</p> <p>RH.9-10.5 : Analyze how a text uses structure to emphasize key points or advance an explanation or analysis</p> <p>RH.9-10.2 : Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p>RH.9-10.1 : Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>2.3.E. : Analyze patterns of distribution and arrangements of settlements and the processes of the diffusion of human activities</p> <p>2.1.A. : Gather data, make inferences and draw conclusions from maps and other visual representations</p>			
	<p>Additional Attachments:</p> <p> OPTIC Graphic Organizer</p>			
30 mins	<p>ACTIVE READING > INTEGRATING CONTENT PRESENTED IN DIVERSE FORMATS: Ability to integrate information on the same topic, presented in diverse formats.</p>	<p>DIAGRAM-TO-TEXT CONNECTION CONVERSATIONS ("WHAT CAUSES URBAN HEAT ISLANDS?" AND "URBAN HEAT ISLANDS")</p> <p>SWBAT, integrate, in writing, information presented in a diagram on urban heat islands with information presented in a print text on the same topic, using connecting words and phrases (...is connected to...because..., ...is similar to...because..., ...is the same as...because...).</p>	<p>Meets expectations if student:</p> <ul style="list-style-type: none"> participates in partner conversation, using Collaborative Conversations About Text: Sentence Stems integrates information from the diagram with information from the text, providing a substantive explanation for each diagram-to-text-connection 	<p>The purpose of this mini-task is for students to connect information from a text, paragraph by paragraph, about urban heat islands to the diagram they just examined on the causes of urban heat islands.</p> <p>Prepare for this mini-task by:</p> <ul style="list-style-type: none"> making one copy of the "Urban Heat Islands" text in graphic organizer form assigning student partners or deciding on a "Meet Me At" city to activate partners <p>Begin by telling students that they will now integrate the information from the diagram they analyzed in the previous mini-task on the causes of urban heat islands with a text about urban heat islands.</p> <p>Ask students to return to their diagrams and number the components as follows (model for the class with a document camera):</p> <ol style="list-style-type: none"> Long-wave radiation is reflected from walls back to street level Building materials store solar heat and release it at night Lack of vegetation, lack of evaporative cooling, shading Heat released by traffic Anthropogenic heat released from heated or cooled buildings Tall buildings trap air in to the street canyons and reduce wind speed within the city' Due to the UHI a city centre can be over 10 degrees warmer than the surrounding countryside <p>Provide each student with a copy of the "Urban Heat Islands" text in graphic organizer form.</p>

Ask students to work with an assigned partner or a "Meet Me At" partner. Partners should use the following process to read the text:

1. Partner A reads the first paragraph out loud.
2. Partners discuss which of the numbered components from the "What Causes Urban Heat Islands?" diagram connects best to that paragraph, explaining their thinking. Once there is consensus, each student should write the number of the component to the right of the paragraph and explain in writing why that component is the best connection.
3. Partner B reads the second paragraph out loud.
4. Repeat Step 2 for the second paragraph.
5. Continue reading paragraphs, alternating who reads, stopping after each paragraph to connect the diagram to the text.

As students engage in this process, they should remember to use their Collaborative Conversations About Text: Sentence Starters. For this particular conversation, they should focus in on the following categories:

- Connect, compare, or contrast two or more texts
- Connect to other content you have learned

Close by having students circle what they believe to be the strongest connection they made today.

Meeting Students' Needs:

- Model for students by completing the first row.
- Ask students to complete the graphic organizer independently, checking in with a pre-assigned or "Meet Me At" partner after completing the entire graphic organizer, or at one or two checkpoints along the way, to discuss their responses and revise thinking as necessary.
- Combine paragraphs into larger sections and ask students to engage in the same process, but with fewer (but longer) sections of text.
- As needed, provide students with a copy of the text with numbers included and have students complete the explanations.
- Ask students to track questions that come up for them as they read.

Standards:

CCR.R.7 : Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

L.9-10.6 : Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SL.9-10.2 : Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

SL.9-10.1 : Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9—10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

RH.9-10.7 : Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

RH.9-10.2 : Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

RH.9-10.1 : Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

2.2.C. : Explain how altering the environment has brought prosperity to some places and created environmental dilemmas for others

Additional Attachments:

🔗 **Cities "Meet Me At"**

🔗 **Collaborative Conversations About Text: Sentence Starters**

🔗 **Urban Heat Islands: Diagram-to-Text Graphic Organizer**

15 mins

ACTIVE READING > INTEGRATING CONTENT PRESENTED IN DIVERSE FORMATS:

Ability to integrate information on the same topic, presented in diverse formats.

IDEALIZED URBAN HEAT ISLAND QUESTIONS ("IDEALIZED URBAN HEAT ISLAND")

SWBAT explain, in writing, whether the "Idealized Urban Heat Island" visual confirms, challenges, or expands upon their existing understanding of urban heat islands, using confirm, challenge, or expand words and phrases (like, similar to, unlike, in contrast to, in addition to, etc.).

Meets expectations if student:

- explains whether their understanding is confirmed, challenged, or expanded upon by the "Idealized Heat Island" visual, supported by evidence from both the "What Causes Urban Heat Islands?" diagram and the "Urban Heat Islands" text

The purpose of this mini-task is for students to examine a visual showing an idealized urban heat island and decide whether the visual confirms, challenges, or expands upon what they already know about urban heat islands.

Prepare for this mini-task by:

- making one copy of the "Idealized Urban Heat Island" visual for each student
- making one copy of the "Idealized Urban Heat Island" questions for each student
- getting the "Idealized Urban Heat Island" visual ready to project in color to support student understanding
- deciding whether to have students turn and talk with a shoulder partner or deciding on a "Meet Me At" city to activate partners



Begin by providing each student with a copy of the "Idealized Urban Heat Island" visual. Define the word idealized for students in this context as "typical."

Provide each student with a copy of the "Idealized Urban Heat Island" Questions and ask students to respond to the three questions about the visual:

- What pattern or patterns do you notice?
- Summarize the central idea of the visual in one sentence.
- Does the visual confirm, challenge, or expand upon what you already know about urban heat islands? Include at least one piece of textual evidence from the "Idealized Urban Heat Island" graph, the "What Causes Urban Heat Islands?" diagram and at least one piece of textual evidence from the "Urban Heat Islands" text in your response.

Define confirm, challenge, and expand for students:

- confirms: agrees with current understanding
- challenges: disagrees with or calls into

				<p>question current understanding</p> <ul style="list-style-type: none"> expands: adds to current understanding (provides additional examples, names or labels a concept that's part of current understanding, etc.) <p>Close by asking students to circle the word confirm, challenge, or expand in their response to the third question and then turn and talk with a shoulder or "Meet Me At" partner, sharing their responses to the last question.</p> <p>Meeting Students' Needs:</p> <ul style="list-style-type: none"> Have students examine the visual first with a partner and discuss the following questions: "What is this visual about? What story does it tell?" Ask students to return to the "Urban Heat Islands" text, decide which paragraph connects most closely to the visual, and explain why. Use a catch-and-release model to pace students through the questions and check for understanding, prompting students to complete each question in turn and then coming back together as a class to discuss responses. Use a catch-and-release model to pace partners through the questions and check for understanding, prompting students to think, pair, share or pair, share with each question in turn.
	<p>Standards:</p> <p>CCR.R.7 : Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>L.9-10.6 : Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>WHST.9-10.4 : Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>RH.9-10.9 : Compare and contrast treatments of the same topic in several primary and secondary sources.</p> <p>RH.9-10.7 : Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p> <p>RH.9-10.5 : Analyze how a text uses structure to emphasize key points or advance an explanation or analysis</p> <p>RH.9-10.2 : Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p>2.3.E. : Analyze patterns of distribution and arrangements of settlements and the processes of the diffusion of human activities</p> <p>2.1.A. : Gather data, make inferences and draw conclusions from maps and other visual representations</p> <p>Additional Attachments:</p> <p> Idealized Urban Heat Island Questions</p> <p> Idealized Urban Heat Island Visual</p>			
15 mins	ACTIVE VIEWING > INTEGRATING CONTENT	CONFIRMS, CHALLENGES, OR EXPANDS GRAPHIC	<p>Meets expectations if student:</p> <ul style="list-style-type: none"> completes graphic organizer with 	The purpose of this mini-task is for students to integrate new information about urban heat islands - from a Weather Channel video - into

PRESENTED IN DIVERSE FORMATS:

Ability to integrate information on the same topic, presented in diverse formats.

ORGANIZER ("URBAN HEAT ISLANDS ON THE WEATHER CHANNEL")

SWBAT explain, in writing, how new information about urban heat islands impacts their existing understanding of urban heat islands, using knowledge impact verbs (confirm, challenge, expand).

substantive explanations and evidence

their existing understanding of urban heat islands, deciding whether the new information confirms, challenges, or expands upon their existing understanding.

Prepare for this mini-task by:

- watching the video ahead of time, anticipating any vocabulary you will need to pre-teach
- making one copy of the "Urban Heat Islands on The Weather Channel": Confirms, Challenges, or Expands graphic organizer for each student
- deciding whether you want to provide students with a copy of the video transcript for use with either a first or second viewing, and, if so, making copies of the transcript for students

Begin by telling students that they will close their case study of urban heat islands by watching a short (five-minute) video clip.

Provide each student with an "Urban Heat Islands on The Weather Channel": Confirms, Challenges, or Expands Graphic Organizer. Tell students that, as they watch the video, they should take notes on key information from the video in the left-hand column, noting in the middle column whether the information in the video confirms, challenges, or expands upon their understanding of urban heat islands thus far.

Review with students definitions of these three terms:

- confirms: agrees with current understanding
- challenges: disagrees with current understanding
- expands: adds to current understanding (provides additional examples, names or labels a concept that's part of current understanding, etc.)

Show the video to students, asking that they note at least five pieces of information.

Close by asking students to go back to the three other resources they have examined on urban heat islands after watching the video and complete the right-hand column of their graphic organizer.

Meeting Students' Needs:

- Provide students with a copy of the video transcript to refer to as they complete their graphic organizer.
- Ask students to watch the video twice: once to get a sense of it and a second time with the graphic organizer and transcript.
- After students finish watching the video, have them connect with a "Meet Me At" partner and share information, noting any additional

				<p>information their partner has that they missed.</p> <ul style="list-style-type: none"> As needed, provide students with a copy of the graphic organizer with the left-hand column already filled out.
	<p>Standards:</p> <p>CCR.R.7 : Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>L.9-10.6 : Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>RH.9-10.9 : Compare and contrast treatments of the same topic in several primary and secondary sources.</p> <p>RH.9-10.7 : Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p> <p>2.3.E. : Analyze patterns of distribution and arrangements of settlements and the processes of the diffusion of human activities</p> <p>2.2.F. : Define sustainability and explain how an individual's actions may influence sustainability</p> <p>2.2.C. : Explain how altering the environment has brought prosperity to some places and created environmental dilemmas for others</p> <p>Additional Attachments:</p> <p>🔗 "Urban Heat Islands on the Weather Channel": Confirms, Challenges, or Expands Graphic Organizer</p> <p>🔗 Video: "Urban Heat Islands on the Weather Channel"</p>			
20 mins	<p>POST-READING > CITING TEXTUAL EVIDENCE: Ability to draw evidence from visuals, texts, and video to support analysis.</p>	<p>EFFECTS OF URBANIZATION EVIDENCE LOG (FOUR URBAN HEAT ISLAND SOURCES)</p> <p>SWBAT evaluate, in writing, evidence about urban heat islands, using comparative language (warmer, cooler, worse, better, etc.).</p>	<p>Meets expectations if student:</p> <ul style="list-style-type: none"> participates in partner conversation. highlights and annotates details relevant to the teaching task. completes evidence log with substantive evidence, accurate paraphrases, logical explanations, and weighing of the evidence. 	<p>The purpose of this mini-task is for students to draw evidence from the text that can be used to answer the teaching task prompt.</p> <p>Prepare for this mini-task by:</p> <ul style="list-style-type: none"> ensuring you have pink and green highlighters for student use. making one copy for each student of the Effects of Urbanization Evidence Log. <p>Begin by giving each student two different colors of highlighters (green, pink). Ask students to go back through the four heat islands sources independently, highlighting/annotating across all four sources as follows:</p> <ul style="list-style-type: none"> Green = positive effects of urbanization Pink = negative effects of urbanization a "P" in a circle = effects on people an "E" in a circle = effects on the environment <p>As students work, monitor to support effective highlighting/selection of evidence. You can prompt students by asking any or all of the following questions:</p> <ul style="list-style-type: none"> Why did you choose to highlight that piece of evidence? Is that a positive or negative effect? Why? Were people or the environment affected? Both? How do you know? Based on what you highlighted in the visuals, text, and video, are the effects of urbanization more positive or more negative? Why? What would you say to someone who disagrees with you?

Give students a copy of the Effects of Urbanization Evidence Log. Tell students that they will use this graphic organizer to cite, paraphrase, and explain key evidence from the visuals, text, and video connected to the teaching task prompt. They will continue to use this graphic organizer throughout the module to capture key evidence. Ask students to write "Urban Heat Island Sources" at the top of the graphic organizer.

Ask students to transfer at least three key pieces of evidence to their Effects of Urbanization Evidence Log. Students should choose evidence that reflects the balance, or lack thereof, in their highlighting and annotation. Remind students that for each piece of evidence, they must include a quote, a paraphrase, and an explanation that connects the evidence to the teaching task prompt. Since students are combining four sources onto one graphic organizer here, they should also code each piece of evidence to indicate whether it came from the diagram (D), text (T), graph (G), or video (V).

After students have completed filling in their logs, ask them to check in with the same partner they worked with during the Diagram-to-Text Connection Conversations mini-task, sharing the evidence they selected and their rationale behind their selections and explanations. As students discuss their evidence, they should use the Collaborative Conversations About Text: Sentence Starters to support conversation, focusing in on the following categories:

- Build on others' ideas about the text
- Challenge ideas others have about the text

Students should add to and/or edit their evidence logs based on their partner conversations.

Next, ask partners to weigh their evidence by responding to the question at the bottom of the log. If it tips to the left (positive), students should highlight the question to the left of the fulcrum (triangle) in green. If it tips to the right (negative), students should highlight the question to the right of the fulcrum in pink. If students feel that the evidence is truly balanced, they can choose to highlight both.

As students weigh evidence, they should use the Collaborative Conversations About Text: Sentence Starters to support conversation, focusing in on the following category:

- Weigh evidence from the text
- Connect, compare, or contrast two or more texts

Students should consider the following questions in weighing evidence:

				<ul style="list-style-type: none"> Does the amount of evidence cause a tip in one direction or another? Does the strength of the evidence cause a tip in one direction or another, regardless of quantity? What role does the source of the evidence play in causing a tip in one direction or another? <p>Close by asking students to explain, at the bottom of their evidence log why the evidence tips in the direction they highlighted.</p> <p>Meeting Students' Needs:</p> <ul style="list-style-type: none"> Consider gradual release of responsibility across the occurrences of this mini-task: <ul style="list-style-type: none"> Fill out the evidence log collaboratively with a partner or group, after teacher modeling Fill out the evidence log collaboratively with a partner or group Fill out the evidence log independently and then check in with a partner or group, making edits/additions as warranted by collaborative conversations Fill out the evidence log independently Consider differentiation within the gradual release model - as some students move from collaborative to independent work, do some need to move to independent work sooner? Do some need continued teacher modeling, as in the first occurrence of this mini-task? Do some need to continue to work collaboratively in some fashion? Provide students with sentence stems or frames to help support their explanations.
	<p>Standards:</p> <p>L.9-10.6 : Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>SL.9-10.1 : Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9—10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>WHST.9-10.9 : Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>2.3. : The interconnected nature of the world, its people and places</p> <p>2.2. : Explain and interpret geographic variables that influence the interactions of people, places and environments</p> <p>Additional Attachments:</p> <p>🔗 Effects of Urbanization Evidence Log</p> <p>🔗 Collaborative Conversations About Text: Sentence Starters</p>			
45 mins	<p>ACTIVE READING > CITING TEXTUAL EVIDENCE: Ability to cite specific textual evidence to support</p>	<p>TEXT-DEPENDENT QUESTIONS ("LIFE IN KENYA SLUM SHEDS LIGHT ON GROWING GLOBAL REALITY")</p>	<p>Meets expectation if student:</p> <ul style="list-style-type: none"> answers text-dependent questions logically, supported by substantive 	<p>The purpose of this mini-task is for students to analyze, by responding to text-dependent questions, one blogger's perspective on life in slums.</p>

analysis of a source.

SWBAT analyze, in writing, assumptions about and realities of the Kibera slum in Kenya, using causal words and phrases (because, since, due to, as a result of, etc.).

textual evidence

Prepare for this mini-task by:

- watching the "Slum Rising" video ahead of time, anticipating any key vocabulary you want to pre-teach
- making one copy of the "Life In Kenya Slum Sheds Light on Growing Global Reality" blog post
- making one copy of the Text Dependent Questions: "Life in Kenya Slum Sheds Light on Growing Global Reality" handout

Begin by reminding students of the definition for the term "blog" (short for "weblog") for students: a Web site on which someone writes about personal opinions, activities, and experiences

Tell students that today, they will be reading a blog post written by Abby Higgins, a travel writer and journalist. She traveled to the Kibera slum in Kenya, and reported on her experience for the Seattle Globalist. Show students the map that locates Kenya within Africa, Nairobi within Kenya, and Kibera within Nairobi.

Provide students with context for the blog post by showing them the two-minute "Slum Rising" video, featuring Abby Higgins, the author of the blog post. The video was made as part of a fundraising campaign for Higgins' "Slum Rising" feature at the Seattle Globalist. Close to the end of the video, the journalist talks about a "dialogue shift." At the end of the video, ask student to think, pair, share: What does Abby Higgins mean by a "dialogue shift"? Given your understanding of that phrase, how do you think she is going to approach her reporting on Kibera? Why?

Provide each student with a copy of the blog post "Life in Kenya Slum Sheds Light on Growing Global Reality" and a copy of the Text-Dependent Questions: "Life in Kenya Slum Sheds Light on Growing Global Reality" handout.

Review with students the directions at the top of the handout. Tell students that one strategy for approaching text-dependent questions is to read the questions first and use them as the lens for reading. Ask students to think, pair, share: what are some of the reasons why this strategy might help? Read the questions out loud to students, answering any clarifying questions.

Ask students to independently read the text, referring back to the questions as they read, underlining and annotating key evidence in the text connected to the questions. Once students have completed reading, underlining, and annotating, they should move on to responding to the questions, making sure to cite textual evidence in support of each.

Close by returning to the phrase discussed prior

				<p>to reading. Ask students to think, pair, share again: Where and how did you see evidence of a "dialogue shift" in Abby Higgins' reporting? What is the impact of that shift on readers?</p> <p>Meeting Students' Needs:</p> <ul style="list-style-type: none"> ● Ask students to look at the photos in the text independently or with a pre-assigned or "Meet Me At" partner before viewing the video or reading the text. What story does each photo tell? Do the photos together tell the same story? Why or why not? ● Ask students to read the text (taking turns reading out loud) and discuss the questions with a pre-assigned or "Meet Me At" partner prior to writing down the answers independently. ● Ask students to read one or both of the other two texts that are part of the "Slum Rising" feature (http://www.seattleglobalist.com/slumrising), noting whether the additional texts confirm, challenge, or expand their understanding of slums based on the first text.
	<p>Standards:</p> <p>RH.9-10.1 : Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>2.3.E. : Analyze patterns of distribution and arrangements of settlements and the processes of the diffusion of human activities</p> <p>2.2.E. : Explain how information and changing perceptions and values of places and environment influence personal actions</p> <p>Additional Attachments:</p> <p>🔗 "Slum Rising"</p> <p>🔗 Map of Kibera</p> <p>🔗 Text-Dependent Questions</p>			
15 mins	<p>POST-READING > CITING TEXTUAL EVIDENCE: Ability to draw evidence from texts to support analysis.</p>	<p>EFFECTS OF URBANIZATION EVIDENCE LOG ("LIFE IN KENYA SLUM SHEDS LIGHT ON GROWING GLOBAL REALITY")</p> <p>SWBAT evaluate, in writing, evidence about slums, using comparative language (positive, negative, good, bad, etc.).</p>	<p>Meets expectations if student:</p> <ul style="list-style-type: none"> ● highlights and annotates details relevant to the teaching task. ● completes evidence log with substantive evidence, accurate paraphrases, logical explanations, and weighing of the evidence. 	<p>The purpose of this mini-task is for students to draw evidence from the text that can be used to answer the teaching task prompt.</p> <p>Prepare for this mini-task by:</p> <ul style="list-style-type: none"> ● ensuring you have pink and green highlighters for student use. ● making one copy for each student of the Effects of Urbanization Evidence Log. <p>Begin by giving each student two different colors of highlighters (green, pink). Ask students to go back through the reading independently, highlighting/annotating as follows:</p> <ul style="list-style-type: none"> ● Green = positive effects of urbanization ● Pink = negative effects of urbanization ● a "P" in a circle = effects on people ● an "E" in a circle = effects on the environment

As students work, monitor to support effective highlighting/selection of evidence. You can prompt students by asking any or all of the following questions:

- Why did you choose to highlight that piece of evidence?
- Is that a positive or negative effect? Why?
- Were people or the environment affected? Both? How do you know?
- Based on what you highlighted in the text, are the effects of urbanization more positive or more negative? Why? What would you say to someone who disagrees with you?

Give students a copy of the Effects of Urbanization Evidence Log. Tell students that they will use this graphic organizer to cite, paraphrase, and explain key evidence from the text connected to the teaching task prompt. They will continue to use this graphic organizer throughout the module to capture key evidence. Ask students to write the title of the text at the top of the graphic organizer.

Ask students to transfer at least three key pieces of evidence to their Effects of Urbanization Evidence Log. Students should choose evidence that reflects the balance, or lack thereof, in their highlighting and annotation. Remind students that for each piece of evidence, they must include a quote, a paraphrase, and an explanation that connects the evidence to the teaching task prompt.

Next, ask students to independently weigh their evidence by responding to the question at the bottom of the log. If it tips to the left (positive), students should highlight the question to the left of the fulcrum (triangle) in green. If it tips to the right (negative), students should highlight the question to the right of the fulcrum in pink. If students feel that the evidence is truly balanced, they can choose to highlight both.

Students should consider the following questions in weighing evidence:

- Does the **amount** of evidence cause a tip in one direction or another?
- Does the **strength** of the evidence cause a tip in one direction or another, regardless of quantity?
- What role does the **source** of the evidence play in causing a tip in one direction or another?

Close by asking students to explain, at the bottom of their evidence log why the evidence tips in the direction they highlighted.

Meeting Students' Needs:

- Consider gradual release of responsibility across the occurrences of this mini-task:

			<ul style="list-style-type: none"> ○ Fill out the evidence log collaboratively with a partner or group, after teacher modeling ○ Fill out the evidence log collaboratively with a partner or group ○ Fill out the evidence log independently and then check in with a partner or group, making edits/additions as warranted by collaborative conversations ○ Fill out the evidence log independently ● Consider differentiation within the gradual release model - as some students move from collaborative to independent work, do some need to move to independent work sooner? Do some need continued teacher modeling, as in the first occurrence of this mini-task? Do some need to continue to work collaboratively in some fashion? ● Provide students with sentence stems or frames to help support their explanations.
	<p>Standards:</p> <p>L.9-10.6 : Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>SL.9-10.1 : Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9—10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>WHST.9-10.9 : Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>2.3. : The interconnected nature of the world, its people and places</p> <p>2.2. : Explain and interpret geographic variables that influence the interactions of people, places and environments</p>		
	<p>Additional Attachments:</p> <p>🔗 Effects of Urbanization Evidence Log</p> <p>🔗 Collaborative Conversations About Text: Sentence Starters</p>		
30 mins	<p>ACTIVE READING > COMPARING AND CONTRASTING TREATMENTS:</p> <p>Ability to compare and contrast treatments of the same topic in several sources.</p>	<p>CONFIRMS, CHALLENGES, OR EXPANDS GRAPHIC ORGANIZER ("WHAT ARE SLUMS?")</p> <p>SWBAT explain, in writing, how new information about slums impacts their existing understanding of slums, using knowledge impact verbs (confirm, challenge, expand).</p>	<p>Meets expectations if student:</p> <ul style="list-style-type: none"> ● participates in partner conversation, using Collaborative Conversations About Text: Sentence Starters ● completes graphic organizer, thoroughly explaining how their existing understanding of slums has been either confirmed, challenged, or expanded by new information
	<p>The purpose of this mini-task is for students to read a second text on slums, this one presented from a more neutral point of view, and decide whether the information in it confirms, challenges, or expands up on their understanding of slums as presented in the blog post they read previously.</p> <p>Prepare for this mini-task by:</p> <ul style="list-style-type: none"> ● making one copy of the "What Are Slums?" text for each student ● 'making one copy of the Confirms, Challenges, Expands graphic organizer for each student ● assigning student partners or deciding on a "Meet Me At" city to activate partners <p>Begin by telling students that now that they have explored one case study of a slum, they will continue to examine slums by reading a text that provides an overview and definition of slums.</p>		

Ask students to work with a pre-assigned or "Meet Me At" partner.

Provide each student with a copy of "What Are Slums?" and a copy of the Confirms, Challenges, Expands graphic organizer. Ask students to have their copy of "Life in Kenya Slum Sheds Light on Growing Global Reality" handy for reference.

Tell students that today, they will be working to decide whether a new text confirms, challenges, or expands their current understanding of slums based on their reading of "Life in Kenya Slum Sheds Light on Growing Global Reality." Review with students the definitions of the three terms:

- confirms: agrees with current understanding
- challenges: disagrees with current understanding
- expands: adds to current understanding (provides additional examples, names or labels a concept that's part of current understanding, etc.)

Ask students to use the following process to read the text and complete the graphic organizer with their partner:

1. One student reads the first paragraph of text out loud.
2. Pair discusses whether the information in that paragraph confirms, challenges, or expands their understanding of slums, citing textual evidence from both "What Are Slums?" and "Life in Kenya Slum Sheds Light on Growing Global Reality," and aiming for consensus.
3. Once the pair has reached consensus, students individually fill out their graphic organizers.

Students should repeat the steps for each paragraph, rotating readers with each paragraph.

Remind students to use their Collaborative Conversations About Text: Sentence Starters handout, focusing in on the following categories:

- Build on Others' Ideas About the Text
- Challenge Others' Ideas About the Text
- Connect, Compare, or Contrast Two or More Texts

Close by having students individually complete the exit ticket prompt at the bottom of their graphic organizer.

Meeting Students' Needs:

- Use a catch-and-release model to pace students through the text and to check for understanding. Consider pulling groups back together to check in after every two or three paragraphs.
- After students have completed the graphic organizer, ask them to stand in one corner of the room if their exit ticket response was

				<p>"confirms," another corner if their response was "challenges," and a third corner if their response was "expands upon." Have students turn and talk with a partner in their corner. Ask students from each of the three corners to share out.</p> <ul style="list-style-type: none"> ● Provide each group with one copy of the text, cut apart into paragraphs. Ask students to read the slips of paper and sort them into the following three categories: confirms, challenges, and expands. After students have done that, have them fill out the graphic organizer. ● Ask students to track any remaining questions they have about slums.
	<p>Standards:</p> <p>SL.9-10.2 : Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>SL.9-10.1 : Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9—10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>RH.9-10.9 : Compare and contrast treatments of the same topic in several primary and secondary sources.</p> <p>2.3.E. : Analyze patterns of distribution and arrangements of settlements and the processes of the diffusion of human activities</p> <p>Additional Attachments:</p> <p>🔗 Cities "Meet Me At"</p> <p>🔗 Collaborative Conversations About Text: Sentence Starters</p> <p>🔗 Confirms, Challenges, or Expands Graphic Organizer</p>			
15 mins	<p>POST-READING > CITING TEXTUAL EVIDENCE: Ability to draw evidence from texts to support analysis.</p>	<p>EFFECTS OF URBANIZATION EVIDENCE LOG ("WHAT ARE SLUMS?")</p> <p>SWBAT evaluate, in writing, evidence about slums, using comparative language (better, worse, etc.).</p>	<p>Meets expectations if student:</p> <ul style="list-style-type: none"> ● highlights and annotates details relevant to the teaching task. ● completes evidence log with substantive evidence, accurate paraphrases, logical explanations, and weighing of the evidence. 	<p>The purpose of this mini-task is for students to draw evidence from the text that can be used to answer the teaching task prompt.</p> <p>Prepare for this mini-task by:</p> <ul style="list-style-type: none"> ● ensuring you have pink and green highlighters for student use. ● making one copy for each student of the Effects of Urbanization Evidence Log. <p>Begin by giving each student two different colors of highlighters (green, pink). Ask students to go back through the reading independently, highlighting/annotating as follows:</p> <ul style="list-style-type: none"> ● Green = positive effects of urbanization ● Pink = negative effects of urbanization ● a "P" in a circle = effects on people ● an "E" in a circle = effects on the environment <p>As students work, monitor to support effective highlighting/selection of evidence. You can prompt students by asking any or all of the following questions:</p> <ul style="list-style-type: none"> ● Why did you choose to highlight that piece of

evidence?

- Is that a positive or negative effect? Why?
- Were people or the environment affected? Both? How do you know?
- Based on what you highlighted in the text, are the effects of urbanization more positive or more negative? Why? What would you say to someone who disagrees with you?

Give students a copy of the Effects of Urbanization Evidence Log. Tell students that they will use this graphic organizer to cite, paraphrase, and explain key evidence from the text connected to the teaching task prompt. They will continue to use this graphic organizer throughout the module to capture key evidence. Ask students to write the title of the text at the top of the graphic organizer.

Ask students to transfer at least three key pieces of evidence to their Effects of Urbanization Evidence Log. Students should choose evidence that reflects the balance, or lack thereof, in their highlighting and annotation. Remind students that for each piece of evidence, they must include a quote, a paraphrase, and an explanation that connects the evidence to the teaching task prompt.

Next, ask students to independently weigh their evidence by responding to the question at the bottom of the log. If it tips to the left (positive), students should highlight the question to the left of the fulcrum (triangle) in green. If it tips to the right (negative), students should highlight the question to the right of the fulcrum in pink. If students feel that the evidence is truly balanced, they can choose to highlight both.

Students should consider the following questions in weighing evidence:

- Does the **amount** of evidence cause a tip in one direction or another?
- Does the **strength** of the evidence cause a tip in one direction or another, regardless of quantity?
- What role does the **source** of the evidence play in causing a tip in one direction or another?

Close by asking students to explain, at the bottom of their evidence log why the evidence tips in the direction they highlighted.

Meeting Students' Needs:

- Consider gradual release of responsibility across the occurrences of this mini-task:
 - Fill out the evidence log collaboratively with a partner or group, after teacher modeling
 - Fill out the evidence log collaboratively with a partner or group
 - Fill out the evidence log independently and

				<p>then check in with a partner or group, making edits/additions as warranted by collaborative conversations</p> <ul style="list-style-type: none"> ○ Fill out the evidence log independently ● Consider differentiation within the gradual release model - as some students move from collaborative to independent work, do some need to move to independent work sooner? Do some need continued teacher modeling, as in the first occurrence of this mini-task? Do some need to continue to work collaboratively in some fashion? ● Provide students with sentence stems or frames to help support their explanations.
<p>Standards:</p> <p>L.9-10.6 : Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>SL.9-10.1 : Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9—10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>WHST.9-10.9 : Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>2.3. : The interconnected nature of the world, its people and places</p> <p>2.2. : Explain and interpret geographic variables that influence the interactions of people, places and environments</p>				
<p>Additional Attachments:</p> <p>🔗 Effects of Urbanization Evidence Log</p> <p>🔗 Collaborative Conversations About Text: Sentence Starters</p>				
Transition to Writing				
1 hr	<p>BUILDING ON OTHERS' IDEAS AND EXPRESSING YOUR OWN IDEAS CLEARLY: Ability to build on others' ideas and express your own ideas clearly.</p>	<p>DEBATE CHAIN SWBAT argue, in writing, whether the effects of urbanization on people and the environment are more positive or more negative, using opposition transition words and phrases (even though, although, while, despite, etc.).</p>	<p>Meets expectations if student:</p> <ul style="list-style-type: none"> ● participates in group conversation ● writes individual and group rebuttal statements, include logical reasoning and substantive evidence ● completes exit ticket 	<p>The purpose of this mini-task is for students to practice arguing both sides of the argument, building on others' ideas and expressing their own ideas. In practicing both sides of the argument, students will also be practicing claims and counterclaims as they synthesize concepts and evidence from across sources.</p> <p>Prepare for this mini-task by:</p> <ul style="list-style-type: none"> ● making one copy of the Debate Chain graphic organizer for each student ● deciding how many rebuttal rounds you want to do ● assigning students to groups of four or deciding on a "Meet Me At" city to activate partners, who will then join with another pair to form a quad <p>Begin by asking students to work with an assigned quad or a quad formed by two sets of "Meet Me At" partners joining together.</p> <p>Tell students that they will work today to develop strong arguments about both the positive and negative effects of urbanization on people and</p>

the environment, pulling evidence from the texts, geographic tools, and videos they have read, examined, and viewed during this module. Students should refer to their Effects of Urbanization Evidence Logs, as well as their Student Text Set, as they work.

Provide each student with a copy of the Debate Chain graphic organizer.

Explain to students that you will start by making a claim. Read to students the claim in the top left box: The effects of urbanization are positive, because a higher concentration of people in a small space “allows the government and others to provide more service, such as water, electricity, and transportation to a larger number of people.” (“Urban Populations on the Rise”)

The arrows show the path of the arguments they will make today. Now that they have a claim, the next step is to write a strong rebuttal, following the arrow, in the top right box. Groups will be competing to write the most effective rebuttal.

Provide students with the opposition transition words and phrases handout and ask each group to develop a rebuttal for your claim, making sure to include evidence from one or more sources.

Follow these steps for the rebuttal:

1. Individual: Ask each student to take 2-3 minutes to develop and write their rebuttal in the "Individual Rebuttal" space.
2. Group: Allow student groups 2-3 minutes to share out their individual rebuttals, combining the most effective ideas and elements from their individual rebuttals to form a group rebuttal, which they will write in the "Group Rebuttal" space.
3. Using popsicle sticks in a jar with group numbers on them (or pieces of paper with group numbers on them), call on one group to share their rebuttal. Project the rebuttal on the board using a document camera. Pull a second group's number and have them share their rebuttal, projecting theirs as well.
4. Ask groups to turn and talk: Which group has the stronger rebuttal? Why? What makes for a strong argument?
5. Have groups vote on the strongest rebuttal, asking one or two groups to share their reasoning. Chart reasons on the board.
6. The strongest rebuttal now becomes the new claim, and groups need to copy that claim into the "Class' Best Rebuttal" space, and then rebut that claim, following the arrow, in the next box in the chain.

Repeat steps #1-6, continuing through the chain as many times as desired, referring students to the growing list of what makes for a strong argument. If the debate chain runs into a wall and

				<p>arguments can't be continued, start with a new claim and proceed from there.</p> <p>Close by asking students to complete the exit ticket: What makes for a strong argument? Why? Which argument made today (either by your group or another group) do you think is the strongest? Why? Do you agree or disagree with that argument? Justify your thinking with at least one piece of specific evidence from the sources you've read, examined, and/or viewed.</p> <p>Meeting Students' Needs:</p> <ul style="list-style-type: none"> ● Provide students with a copy of the debate chain with sentence frames for them to fill in. ● Instead of having students complete the chain in a small group/whole class format, ask students to complete the chain with a partner, with students writing a rebuttal on their own, then trading papers and writing the next rebuttal, and so on and so forth. ● Instead of having students complete the chain in a small group/whole class format, ask students to complete the chain with a quad, with students writing a rebuttal with a partner, then trading papers and writing the next rebuttal with their partner, and so on and so forth. ● Require students to use a different source for each rebuttal. ● Require students to provide two pieces of evidence for each rebuttal.
<p>Standards:</p> <p>L.9-10.6 : Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>SL.9-10.1 : Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9—10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>WHST.9-10.9 : Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>WHST.9-10.1 : Write arguments focused on discipline-specific content.</p> <p>2.3. : The interconnected nature of the world, its people and places</p> <p>2.2. : Explain and interpret geographic variables that influence the interactions of people, places and environments</p>				
<p>Additional Attachments:</p> <p>🔗 Debate Chain Exit Ticket</p> <p>🔗 Opposition Transition Words and Phrases</p> <p>🔗 Debate Chain</p>				
Writing Process				
25 mins	<p>ESTABLISHING THE CONTROLLING IDEA: Ability to establish a claim and consolidate</p>	<p>ARGUMENTATIVE WRITING THESIS GENERATOR</p> <p>SWBAT develop, in writing, a clear thesis statement in response</p>	<p>Meets expectations if student:</p> <ul style="list-style-type: none"> ● completes boxes in the thesis generator graphic organizer with a clear position (claim), clear arguments (reasons, or 	<p>The purpose of this mini-task is for students to develop a thesis statement, including a claim, arguments, and a counterclaim.</p> <p>Prepare for this mini-task by:</p> <ul style="list-style-type: none"> ● making one copy of the Argumentative Writing

information relevant to task.

to the question, "Are the effects of urbanization on people and the environment, on balance, more positive or more negative?" using transition words and phrases.

sub-claims), and a clear counterargument (counterclaim)

- **uses completed thesis generator fields to create a thesis statement according to the model, using transition words and phrases**
- provides and responds to peer feedback

Thesis Generator handout for students

Begin by telling students that they will now work to develop a thesis statement. They will use a thesis generator model to create their thesis.

Model use of the thesis generator with students, projecting the Argumentative Writing Thesis Generator handout on the board:

- What is the question or topic you are writing about?: Which is better? Cupcakes or ice cream? Why?
- What is your position on this question or topic?: Cupcakes are better than ice cream.
- What is a strong argument that supports your position?: Cupcakes come in individual serving sizes.
- What is a second strong argument that supports your position?: Cupcakes do not require refrigeration.
- What is a third strong argument that supports your position?: Cupcakes are easier to make at home.
- What is the main argument against your position?: Ice cream is more refreshing.

Move to the second page of the thesis generator handout and review the template with students, filling it in with information from your modeling on the first page:


- Even though ice cream is a more refreshing treat, cupcakes are better than ice cream because they come in individual serving sizes, do not require refrigeration, and are easier to make at home.

Tell students that they will now use the thesis generator handout to draft their thesis. Ask students to return to their exit ticket from the last mini-task (the Debate Chain) and re-read their response to the last question. Their response to that question shows their current thinking with regard to their position on the argument and will help them fill in the thesis generator handout.

Provide each student with a copy of the Argumentative Writing Thesis Generator handout. Ask students to fill in the top box with this question: Are the effects of urbanization on people and the environment, on balance, more positive or more negative?

Allow students 10 minutes to complete both pages of the handout.

Ask students to meet with an assigned or "Meet Me At" partner and trade thesis statements. Students should read over their partner's thesis statement and provide one glow (one thing their partner did well) and one grow (one area they think their partner could improve upon). Partners should trade papers back and read over their feedback, asking clarifying questions as needed.

				<p>Close by asking students to revise their thesis statements based on partner feedback.</p> <p>Meeting Students' Needs:</p> <ul style="list-style-type: none"> ● Provide students with a bank of positions to choose from. ● Provide students with a bank of arguments to choose from. ● Provide additional models as needed. ● Have students meet, in turn, with two or more "Meet Me At" partners in order to receive more feedback on their work.
	<p>Standards:</p> <p>L.9-10.6 : Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>WHST.9-10.9 : Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>WHST.9-10.4 : Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.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>WHST.9-10.1 : Write arguments focused on discipline-specific content.</p> <p>2.3. : The interconnected nature of the world, its people and places</p> <p>2.2. : Explain and interpret geographic variables that influence the interactions of people, places and environments</p> <p>Additional Attachments:</p> <p> Argumentative Writing Thesis Generator</p>			
30 mins	<p>PLANNING THE WRITING: Ability to develop a line of thought and text structure appropriate to an argumentation task.</p>	<p>ARGUMENT PLAN SWBAT develop, in writing, an argument plan in response to the following question, "Are the effects on urbanization on people and the environment, on balance, more positive or more negative?" using transition words and phrases (in addition to, however, similarly, etc.).</p>	<p>Meets expectations if student:</p> <ul style="list-style-type: none"> ● writes a clear claim, supported by logical arguments (reasons, or sub-claims), transitions, and substantive evidence ● writes one or more clear counterclaims, refuted by logical reasons and substantive evidence 	<p>The purpose of this mini-task is for students to develop a plan for their argument. Note that the argument plan is not an outline for the final blog post, but a plan for the key arguments students want to make in their blog post.</p> <p>Prepare for this mini-task by:</p> <ul style="list-style-type: none"> ● making one copy of the Argument Plan graphic organizer for each student <p>Begin by telling students that they will now use the thesis statement they just developed to plan their argument.</p> <p>Provide students with a copy of the Argument Plan graphic organizer. Tell students that the format of this graphic organizer is similar to the format of the graphic organizer they used to trace the author's argument when they read "Why Cities Are Smarter" and "Urban Planet: How Growing Cities Will Wreck the Environment Unless We Build Them Right."</p> <p>Review the format of the first page of the Argument Plan with students. The first page focuses on the introduction. Included in the introduction is a hook, or something that will grab</p>

the reader's attention, the thesis statement (including claim), and any background information necessary to set the context for the reader. Allow students 5-10 minutes to copy their thesis statement into the center box and fill information in in the other two boxes.

Review the format of the second page of the Argument Plan with students. The second page focuses on developing the claim with arguments (also referred to as either reasons or sub-claims) and evidence. Remind students of the criteria they developed for strong arguments during the Transition to Writing Debate Chain process. Allow students 15-20 minutes to transfer their arguments into the boxes, adding transition words, and supporting them with evidence from the sources they've examined.

Close by reviewing the format of the third page of the Argument Plan with students. The third page focuses on refuting the counterclaim(s) and concluding. Allow students 5-10 minutes to transfer their counterclaim into the box, adding transition words or phrases and developing the refutation, and jotting down ideas for the conclusion.

Meeting Students' Needs:

- Have students connect with an assigned or "Meet Me At" partner after completing each page (or the entire Argument Plan), review one another's work, provide a glow and a grow, ask clarifying questions as needed, and then revise.
- Provide students with sentence frames for any or all parts of the planning tool.
- Model a hook and background information for students, using one or more texts in the module that include hooks (some recommended choices are "Now I Get It: Urbanization Explained" and "Why Cities Are Smarter").

Standards:

L.9-10.6 : Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

WHST.9-10.9 : Draw evidence from informational texts to support analysis, reflection, and research.

WHST.9-10.4 : Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.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.


WHST.9-10.1 : Write arguments focused on discipline-specific content.

2.3 : The interconnected nature of the world, its people and places

2.2 : Explain and interpret geographic variables that influence the interactions of people, places and environments

Additional Attachments:

	🔗 Argument Plan			
30 mins	<p>PLANNING THE WRITING: Ability to develop a line of thought and text structure appropriate to an argumentation task.</p>	<p>BLOG POST STRUCTURE COMPARISON CHART</p> <p>SWBAT analyze, in writing, what makes a blog post effective, using causal words and phrases (because, since, due to, as a result of, etc.).</p>	<p>Meets expectations if student:</p> <ul style="list-style-type: none"> • Completes comparison chart, with substantive explanations, and circled cells 	<p>The purpose of this mini-task is for students to analyze the structure of the three blog posts they've read during this module in order to determine what makes an effective blog post. Students will use thinking from this mini-task to plan for writing their own blog post in response to the teaching task prompt.</p> <p>Prepare for this mini-task by:</p> <ul style="list-style-type: none"> • making one copy of the Blog Post Structure Comparison Chart for each student • assigning students to trios <p>Begin by telling students that now that they have crafted their thesis and outlined their argument, they need to consider the structure of their blog post.</p> <p>Assign students to work with a trio.</p> <p>Provide each student with a copy of the Blog Post Structure Comparison Chart and ask them to have handy the three blog posts they read as part of their work during this module:</p> <ul style="list-style-type: none"> • "Why Cities Are Smarter" • "Urban Planet: How Growing Cities Will Wreck the Environment Unless We Build Them Right" • "Life in Kenya Slum Sheds Light on Growing Global Reality" <p>Tell students that each group member will become an expert on the structure of one of the the three blog posts, reviewing the blog post and responding to the questions in the left-hand column of their comparison chart. Review the questions with students. Assign group members (by seat number, etc.) one of the three blog posts or let each group decide which student will examine the structure of each blog post. Allow students 5-10 minutes to silently review their assigned blog post and complete their assigned column of the comparison chart.</p> <p>Ask students to share responses with their group, sharing across rows (versus column-by-column) so that students are able to compare across blog posts. Students should make notes on their comparison charts as their group members share. Allow 5-10 minutes for groups to share and fill in their comparison charts.</p> <p>Debrief as a class, using any or all of the following questions:</p> <ul style="list-style-type: none"> • What were some of the similarities and differences you noticed in the structure of the blog posts? • If you are being asked to write an argumentative blog post, which of the three posts might be the best model? Why? Are

				<p>there any that are not good models? Why?</p> <ul style="list-style-type: none"> How does an author's use of evidence and method of citing evidence impact readers? Which blog post's use of evidence might be the best model as you move into writing your initial draft? Why? Which blog post's method of citing evidence might be the best model as you moving into writing your initial draft? Why? What else can we learn/take from the structure of these blog posts as we move into the initial draft phase? <p>Close by asking students to return to their comparison chart, and, for each row, circle the cell for the blog post they want to most closely model off of in their own writing.</p> <p>Meeting Students' Needs</p> <ul style="list-style-type: none"> Model how to fill in the chart with one blog post and then assign students to pairs, asking each student to become an expert on one of the two remaining blog posts and then share out with their partner, following the original procedure outlined above. Create a completed version of the chart, copy it, cut the cells apart, and then have students (either individually or with a partner or group) match the cell to the appropriate blog post and paste responses in. Ask students to independently complete the chart for all three blog posts and then discuss the debrief questions with a partner or group.
	<p>Standards:</p> <p>L.9-10.6 : Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>SL.9-10.1 : Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9—10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>WHST.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>RH.9-10.8 : Assess the extent to which the reasoning and evidence in a text support the author's claims.</p> <p>RH.9-10.5 : Analyze how a text uses structure to emphasize key points or advance an explanation or analysis</p> <p>Additional Attachments:</p> <p> Blog Post Structure Comparison Chart</p>			
15 mins	<p>PLANNING THE WRITING: Ability to develop a line of thought and text structure appropriate to an argumentation task.</p>	<p>OUTLINING THE WRITING</p> <p>SWBAT sequence, in writing, components of an argumentative blog post in response to the following question, "Are the effects on urbanization on people and the</p>	<p>Meets expectations if student:</p> <ul style="list-style-type: none"> develops outline with clear structure for blog post, including an introduction, a claim, three or more arguments in support of the claim, evidence, one or more counterclaims, refutation 	<p>The purpose of this mini-task is for students to connect their Argument Plan with their thinking about the structure of an effective argumentative blog post, combining that thinking into an outline that can be used to write the initial draft.</p> <p>Prepare for this mini-task by:</p> <ul style="list-style-type: none"> reviewing and providing feedback to students on their Argument Plans

environment, on balance, more positive or more negative?" using argumentative writing component words (claim, counterclaim, thesis, argument, evidence, refutation, etc.).

of the counterclaim/s, and a conclusion

- reviewing and providing feedback to students on what they circled on their Blog Post Structure Comparison Charts
- making either blank paper or computers available for students to use to draft their outlines

Begin by telling students that they will now work to combine the substance of their argument (from their Argument Plans) with their thinking about how best to structure an argumentative blog post (from their Blog Post Structure Comparison Chart).

Students should label the components of their Argument Plan on their outline, identifying what will go in each paragraph within each component. Students should be sure to have introductory and concluding paragraphs, but each student may structure their body paragraphs differently. One student may choose to have six body paragraphs while another has four, one student may refute counterclaims within each paragraph while another student may choose to address counterclaims in one paragraph prior to the concluding paragraph, etc.

No template is provided for the outline, as each student will generate an outline according to what he or she believes will work best based on his or her Argument Plan and circled elements on the Blog Post Structure Comparison Chart.

Close by having students complete their outline on the blank outline handout.

Ideas for Meeting Students' Needs:

- Provide students with several different models of outlines to choose from.
- Have students write the pieces of their outline on sticky notes so they can arrange and rearrange them as needed.
- Ask students to trade outlines with an assigned or "Meet Me At" partner and provide one another with feedback prior to moving forward with writing their initial drafts.

Standards:

L.9-10.6 : Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

WHST.9-10.9 : Draw evidence from informational texts to support analysis, reflection, and research.

WHST.9-10.4 : Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.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.

WHST.9-10.1 : Write arguments focused on discipline-specific content.

2.3 : The interconnected nature of the world, its people and places

2.2 : Explain and interpret geographic variables that influence the interactions of people, places and environments

Effects of Urbanization: More Positive or More Negative?

1 hr	<p>INITIAL DRAFT: Ability to write arguments focused on discipline-specific content.</p>	<p>INITIAL DRAFT SWBAT argue, in writing, whether the effects of urbanization on humans and the environment are, on balance, more positive or more negative, using transition words and phrases.</p>	<p>Meets expectations if student:</p> <ul style="list-style-type: none"> Writes complete draft with all parts: introduction (including thesis statement), at least three arguments (reasons, or sub-claims) in support of the thesis statement, a competing view (counterclaim), and a conclusion Supports the thesis statement in the body of the essay by citing and analyzing/explaining textual evidence as well as refuting a counterclaim or counterclaims 	<p>The purpose of this mini-task is for students to write an initial draft of their blog post using the planning documents they have completed (Argument Plan, Blog Post Structure Comparison Chart, outline, and Rubric Glow + Grow Goals).</p> <p>Prepare for this mini-task by:</p> <ul style="list-style-type: none"> making either blank paper or computers available to students to use in drafting their blog post <p>Begin by asking students to use their planning documents (Argument Plan, Blog Post Structure Comparison Chart, outline, and Rubric Glow + Grow Goals) to write an initial draft of their blog post.</p> <p>Encourage students to re-read the prompt partway through writing, to check that they are on track.</p> <p>Close by asking students to review their planning documents once more to double-check that they haven't missed anything they wanted to include in their blog post.</p> <p>Meeting Students' Needs:</p> <ul style="list-style-type: none"> Schedule conferences with individual students to provide targeted feedback on initial drafts. Pull a small group of students and provide focused instruction on an area of growth, for example, transitions, citing evidence, etc.
<p>Standards:</p> <p>L.9-10.6 : Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>L.9-10.2 : Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.9-10.1 : Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>WHST.9-10.9 : Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>WHST.9-10.4 : Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.9-10.1 : Write arguments focused on discipline-specific content.</p> <p>2.3 : The interconnected nature of the world, its people and places</p> <p>2.2 : Explain and interpret geographic variables that influence the interactions of people, places and environments</p>				
30 mins	<p>PEER REVISION: Ability to provide and prioritize feedback on writing.</p>	<p>PEER SUGGESTIONS SWBAT evaluate, in writing, arguments in response to the question, "Are the effects of urbanization on people and the environment, on balance, more positive or more negative?" using verbs</p>	<p>Meets expectations if student:</p> <ul style="list-style-type: none"> annotates partner's paper completes graphic organizer with substantive specific feedback prioritizes three next steps for revision 	<p>The purpose of this mini-task is for students to give peer feedback by providing suggestions for clarifying and/or strengthening their partner's argument. Students will then prioritize the feedback they received.</p> <p>Prepare for this mini-task by:</p> <ul style="list-style-type: none"> ensuring all students have a completed initial draft, either hand-written or printed out making one copy of the Peer Suggestions graphic organizer for each student

(strengthen, improve, add, etc.).

- assigning student partners or deciding on a "Meet Me At" city to activate partners

Begin by asking students to work with an assigned partner or a "Meet Me At" partner.

Tell students that they will work to peer review their partner's paper, using a format similar to the one they used in reading "Why Cities Are Smarter" and "Urban Planet: How Growing Cities Will Wreck the Environment Unless We Build Them Right" and in outlining their paper.

Ask students to trade initial drafts and annotate their partner's paper as follows:

- Put a box around the author's claim
- Circle the reasons the author provides for the claim
- Underline evidence provided to support the reasons
- Star any counterclaim(s)
- Underline evidence provided to refute the counterclaim(s)

Once students have completed their reading and annotations, provide each student with a copy of the Peer Suggestions graphic organizer. The format of this graphic organizer is similar to the Trace the Author's Argument graphic organizer used in reading the two opinion pieces referenced above, and in planning their argument, but instead of tracing or developing the argument, students will provide suggestions for clarifying and/or strengthening their partner's argument.

Ask students to review their annotations and complete the graphic organizer with specific feedback. Ask students to suggest a specific additional piece of evidence for each reason.

Model for students examples and non-examples of specific peer feedback:


- Example: Data from the "Big Cities, Big Bucks" graphs would help to strengthen your argument about the positive economic effects of urbanization.
- Non-example: Add more info in this paragraph.

Have students trade graphic organizers, allowing students time to read peer feedback and ask any clarifying questions.

Close by asking students to write their three most important next steps for revision at the bottom of the feedback they received.

Meeting Students' Needs:

- Have two or three students review each paper instead of just one.
- Provide students with feedback stems.
- Model sample feedback for each section of

				<p>the graphic organizer instead of providing just one model.</p> <ul style="list-style-type: none"> Ask students to identify whether the evidence provided is qualitative or quantitative and suggest a specific additional piece of evidence from the other category for each reason.
	<p>Standards:</p> <p>L.9-10.6 : Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>SL.9-10.1 : Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9—10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>WHST.9-10.9 : Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>WHST.9-10.4 : Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.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>WHST.9-10.1 : Write arguments focused on discipline-specific content.</p> <p>2.3 : The interconnected nature of the world, its people and places</p> <p>2.2 : Explain and interpret geographic variables that influence the interactions of people, places and environments</p>			
	<p>Additional Attachments:</p> <p> Peer Suggestions</p>			
30 mins	<p>FINAL DRAFT:</p> <p>Ability to write arguments focused on discipline-specific content.</p>	<p>FINAL DRAFT</p> <p>SWBAT argue, in writing, whether the effects of urbanization on humans and the environment are, on balance, more positive or more negative, using transition words and phrases.</p>	<p>Meets expectations if student:</p> <ul style="list-style-type: none"> Writes complete draft with all parts: introduction (including thesis statement), at least three arguments (reasons, or sub-claims) in support of the thesis statement, a competing view (counterclaim), and a conclusion Supports the thesis statement in the body of the essay by citing and analyzing/explaining textual evidence as well as refuting a counterclaim or counterclaims 	<p>The purpose of this mini-task is for students to write the final draft of their blog post using feedback provided on their Peer Suggestions graphic organizer.</p> <p>Prepare for this mini-task by:</p> <ul style="list-style-type: none"> ensuring all students have the copy of their initial draft annotated during peer revision ensuring all students have their Peer Suggestions graphic organizer making either blank paper or computers available to students to use in drafting their blog post <p>Begin by asking students to review the revisions suggested and prioritized on their Peer Suggestion graphic organizer.</p> <p>Ask students to incorporate those revisions into their draft.</p> <p>Close by asking students to review their Peer Suggestions graphic organizer once more to double-check that they haven't missed anything they wanted to include in their blog post.</p> <p>Meeting Students' Needs:</p> <ul style="list-style-type: none"> Schedule conferences with individual students to provide targeted feedback on initial drafts. Ask students to connect with an assigned or "Meet Me At" partner and read their final

			<p>drafts out loud to check to be sure additional edits are not needed.</p> <ul style="list-style-type: none">● Allow students to check in as needed during the writing of the final draft with the peer who provided suggestions on their Peer Suggestions graphic organizer.● Set up, or have students set up, a class blog for final drafts to be posted to.
<p>Standards:</p> <p>L.9-10.6 : Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>L.9-10.2 : Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.9-10.1 : Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>WHST.9-10.9 : Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>WHST.9-10.4 : Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.9-10.1 : Write arguments focused on discipline-specific content.</p> <p>2.3. : The interconnected nature of the world, its people and places</p> <p>2.2. : Explain and interpret geographic variables that influence the interactions of people, places and environments</p>			

Instructional Resources

No resources specified

Section 4: What Results?

Student Work Samples

No resources specified

Teacher Reflection

Not provided