# Africapic2Does Colonialism Continue to Impact Africa Today?

# Information Sheet for Informational or Explanatory Module

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| Module title: | Does Colonialism Continue to Impact Africa Today? |
| Module description (overview): | This module has been written with the intent of implementation mid-year, as the final piece of a unit on the history of colonialism in Africa. In previous instruction, teachers have explicitly taught targeted and supporting grade level skills. This module provides students the opportunity to practice and apply grade appropriate standards. This informational module has been designed with four purposes in mind: 1. Help students explore issues at the colonial root of genocide and understand how colonialism continues to impact Africa through videos, informational texts, and class discussions.
2. Allow students to demonstrate their learning about the content through the writing of an informational article for a magazine.
3. Practice both targeted and supporting ELA grade level specific standards.
4. Practice both targeted and supporting grade level specific content standards.

The teaching task and rubrics will be reviewed daily to set a context/purpose for the day’s instruction.  |
| Template task (include number, type, level): | **Task 14 Template:** [Insert question]After reading \_\_\_\_\_\_\_\_ (literature or informational texts), write \_\_\_\_\_\_\_\_ (essay, report, or substitutes) that describes \_\_\_\_\_\_\_\_ (content) and addresses the question. Support your discussion with evidence from the text(s). (**Informational or Explanatory/Description)** |
| Teaching task: | How are effects of colonialism in Africa still seen today? After reading informational texts and viewing multimedia, write an article for our high school magazine that describes a current issue of genocide in Africa and addresses the question. Support your discussion with evidence from the texts.  |
| Grade(s)/Level:  | 9th – High school freshman |
| Discipline: (e.g., ELA, science, history, other?) | Social Studies |
| Course: | World Studies |
| Author(s): | Reach Associates |
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# Section 1: What Task?

Teaching Task

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| Background to share with students: |

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| The legacy of colonialism continues to impact Africa. Some colonial governments established political systems based on division rather than on the unity of common identity that existed among the people. These systems gave advantages to one group and disadvantaged others. Once the colonial power left, the legacy of division continued to play out as the privileged acted to maintain their advantages and the disadvantaged acted to change their status. This effect of colonialism is understood to be one important cause of genocide in in Rwanda. The complex and challenging problem of genocide continues to hinder the African people’s desire to be prosperous and independent. You will write a text-based, informational article for the school newspaper that describes issues that are at the colonial root of genocide and addresses the question. |

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| Teaching task:  | How are effects of colonialism in Africa still seen today? After reading informational texts and viewing multimedia, write an article for our high school magazine that describes a current issue of genocide in Africa and addresses the question. Support your discussion with evidence from the texts. |
| Reading texts and multimedia: | * *Do Scars Ever Fade*. History Channel. Web. Excerpt-Rwandan History: pre-genocide. <https://www.youtube.com/watch?v=KfbXZ\_uo0no>.
* *Do Scars Ever Fade*. History Channel. Web. Excerpt-After the Genocide. <https://www.youtube.com/watch?v=ve\_IOKOvZh8 >.
* “Genocide.” Kigali Memorial Centre. Web. 7 Mar. 2013. <http://www.kigalimemorialcentre.org/old/index.html>
* “History.” *Leave None to Tell the Story: Genocide in Rwanda*. Human Rights Watch. March 1999. Web. 17 Feb. 2013. <http://www.hrw.org/legacy/reports/1999/rwanda>.
* “Rwanda: How the genocide happened.” BBC News. 18 December 2008. Web. 7 Mar. 2013. ­<http://news.bbc.co.uk/2/hi/1288230.stm>
* Shah, Anup. “Rwanda.” Global Issues. 8 June. 2003. Web. 30 Jan. 2013. <http://www.globalissues.org/article/429/rwanda>.
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**Schedule of Reading Texts\* and Multimedia**

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| **Day**  | **Whole Class Reading** | **Independent Reading - Group A** | **Independent Reading - Group B** | **Independent Reading -Group C** |
| Day 3 | *Do Scars Ever Fade*. History Channel. Web. Excerpt-Rwandan History: pre-genocide. <https://www.youtube.com/watch?v=KfbXZ\_uo0no>. |  |  |  |
| Day 4 | Shah, Anup. “Rwanda.” Global Issues. 8 June. 2003. Web. 30 Jan. 2013. <http://www.globalissues.org/article/429/rwanda>.*Day 4 excerpt begins at the beginning of the article and ends after the passage from Richard Robbins*Lexile averages 1185 | “Genocide.” Kigali Memorial Centre. Web. 7 Mar. 2013. <http://www.kigalimemorialcentre.org/old/index.html>Lexile averages 1175This collection of short texts from the website very briefly, in sequential order, overviews the situation in Rwanda from colonial times through the RPF border crossing in 1990 and  | “Rwanda: How the genocide happened.” BBC News. 18 December 2008. Web. 7 Mar. 2013.<http://news.bbc.co.uk/2/hi/1288230.stm>Lexile averages 1300This text is an article in which an overview of the situation in Rwanda is *not* all presented sequentially but covers *about* the same material as does the Group A Independent text. It is written in one or two sentence paragraphs. |

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| **Day**  | **Whole Class Reading** | **Independent Reading - Group A** | **Independent Reading - Group B** | **Independent Reading -Group C** |
| Day 4 continued |  | the ensuing propaganda campaign against the Tutsi in Rwanda. Notes would be taken over Days 4-6. | Notes would be taken Day 4. |
| Day 5 | “History.” *Leave None to Tell the Story: Genocide in Rwanda*. Human Rights Watch. March 1999. Web. 17 Feb. 2013. <http://www.hrw.org/legacy/reports/1999/rwanda>.Lexile for the section averages 1290Day 5 excerpt begins at the beginning of the “History” section of the report and includes only the section subtitled: The Meaning of “Hutu,” “Tutsi,” and “Twa”  | “Genocide.” Kigali Memorial Centre. Web. 7 Mar. 2013. See above. | “History.” *Leave None to Tell the Story: Genocide in Rwanda*. Human Rights Watch. March 1999. Web. 17 Feb. 2013. <http://www.hrw.org/legacy/reports/1999/rwanda>.The sections subtitled Colonial Changes in the Political System and The Transformation of Hutu and Tutsi would be read over Days 5 and 6.Lexile averages 1330 | “History.” *Leave None to Tell the Story: Genocide in Rwanda*. Human Rights Watch. March 1999. Web. 17 Feb. 2013. <http://www.hrw.org/legacy/reports/1999/rwanda>.The sections subtitled Colonial Changes in the Political System, The Transformation of Hutu and Tutsi, and The Hutu Revolution would be read over Days 5 and 6.Lexile averages 1330 |
| Day 6 | Shah, Anup. “Rwanda.” Global Issues. 8 June. 2003. Web. 30 Jan. 2013. <http://www.globalissues.org/article/429/rwanda>.Day 6 excerpt begins where the Day 4 excerpt ends. This excerpt ends after the second set of bullet points, bringing the sequence of events up to independence in 1962.Lexile averages 1185 | “Genocide.” Kigali Memorial Centre. Web. 7 Mar. 2013. <http://www.kigalimemorialcentre.org/old/index.html>Lexile averages 1175 | “History.” *Leave None to Tell the Story: Genocide in Rwanda*. Human Rights Watch. March 1999. Web. 17 Feb. 2013. See above. | “History.” *Leave None to Tell the Story: Genocide in Rwanda*. Human Rights Watch. March 1999. Web. 17 Feb. 2013. See above. |
| Day 7 | *Do Scars Ever Fade*. History Channel. Web. Excerpt-After the Genocide. <https://www.youtube.com/watch?v=ve\_IOKOvZh8 >. |  |  |  |

**\*Note:** The reading materials listed above are included in Appendix A. Included are whole group and differentiated texts for independent reading for Days 4, 5 and 6. Also included, as a differentiated support, is larger font copies of the Whole Class readings.

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| Extension (optional): |  |

COMMON CORE STATE STANDARDS

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| **READING Standards for Informational or eXplanAtory** |
| **“Built In” Reading Standards** | **“When Appropriate” Reading** |
| **1- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.** | 3- Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
| **2- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.** | 5- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g. a section, chapter, scene, or stanza) relate to each other and the whole. |
| **4- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**  | 7- Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. |
| **6- Assess how point of view or purpose shapes the content and style of a text.** | 8- Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. |
| **10- Read and comprehend complex literary and informational texts independently and proficiently.** | 9- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. |

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| **WRITING STANDARDS FOR INFORMATIONAL OR EXPLANATORY** |  |
| **“Built In” Writing Standards** | **“When Appropriate” Writing Standards** |
| **2- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.** | 1- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| **4- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.** | 3 - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. |
| **5- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.** | 6 - Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. |
| **9- Draw evidence from literary or informational texts to support analysis, reflection, and research.** | 7 - Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. |
| **10- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audience.** | 8- Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. |

Content Standards From State or District

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| Standards source: | Oregon State Standards |
| Number | Content StandardS |
| SS.HS.2 | Analyze the complexity and investigate causes and effects of significant events in **world**, U.S., and Oregon history |
| SS.HS.5 | Examine and evaluate the origins of fundamental political debates and how conflict, compromise, and cooperation have shaped national unity and diversity in **world**, U.S., and Oregon history |
| SS.HS.6 | Analyze ideas critical to the understanding of history, including, but not limited to: populism, progressivism, isolationism, **imperialism**, communism, environmentalism, liberalism, fundamentalism, **racism**, ageism, classism, conservatism, **cultural diversity**, feminism, and sustainability. |

teaching task Rubric (nformational or explanatory)

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| Scoring Elements | Not Yet | Approaches Expectations | Meets Expectations | Advanced |
| 1 | 1.5 | 2 | 2.5 | 3 | 3.5 | 4 |
| Focus | Attempts to address prompt, but lacks focus or is off-task. |  | Addresses prompt appropriately, but with a weak or uneven focus. |  | Addresses prompt appropriately and maintains a clear, steady focus. |  | Addresses all aspects of prompt appropriately and maintains a strongly developed focus. |
| Controlling Idea | Attempts to establish a controlling idea, but lacks a clear purpose. |  | Establishes a controlling idea with a general purpose.  |  | Establishes a controlling idea with a clear purpose maintained throughout the response.  |  | Establishes a strong controlling idea with a clear purpose maintained throughout the response.  |
| Reading/ Research | Attempts to present information in response to the prompt, but lacks connections or relevance to the purpose of the prompt. (L2) Does not address the credibility of sources as prompted. |  | Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness. (L2) Begins to address the credibility of sources when prompted. |  | Presents information from reading materials relevant to the prompt with accuracy and sufficient detail. (L2) Addresses the credibility of sources when prompted. |  | Accurately presents information relevant to all parts of the prompt with effective selection of sources and details from reading materials. (L2) Addresses the credibility of sources and identifies salient sources when prompted. |
| Development | Attempts to provide details in response to the prompt, including retelling, but lacks sufficient development or relevancy. (L2) Implication is missing, irrelevant, or illogical. (L3) Gap/unanswered question is missing or irrelevant. |  | Presents appropriate details to support the focus and controlling idea. (L2) Briefly notes a relevant implication or (L3) a relevant gap/unanswered question. |  | Presents appropriate and sufficient details to support the focus and controlling idea. (L2) Explains relevant and plausible implications, and (L3) a relevant gap/unanswered question. |  | Presents thorough and detailed information to strongly support the focus and controlling idea. (L2) Thoroughly discusses relevant and salient implications or consequences, and (L3) one or more significant gaps/unanswered questions. |
| Organization | Attempts to organize ideas, but lacks control of structure. |  | Uses an appropriate organizational structure to address the specific requirements of the prompt, with some lapses in coherence or awkward use of the organizational structure |  | Maintains an appropriate organizational structure to address the specific requirements of the prompt. |  | Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific prompt. |
| Conventions | Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, and mechanics. Sources are used without citation. |  | Demonstrates an uneven command of standard English conventions and cohesion. Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently cites sources. |  | Demonstrates a command of standard English conventions and cohesion, with few errors. Response includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt. Cites sources using an appropriate format with only minor errors. |  | Demonstrates and maintains a well-developed command of standard English conventions and cohesion, with few errors. Response includes language and tone consistently appropriate to the audience, purpose, and specific requirements of the prompt. Consistently cites sources using an appropriate format. |
| Content Understanding | Attempts to include disciplinary content in explanations, 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. |

# Section 2: What Skills?

\* The specific instruction of the skills listed below is further defined by the identification of targeted and supporting standards/skills in Section 3.

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| Skill | Grade 9-10 Definition |
| Skills Cluster 1: Preparing for the Task  |
| 1. Task Analysis
 | Ability to understand and explain the task’s prompt and rubric (SL9-10.1)*.*  |
| 1. Project Planning
 | Ability to work with peers to set clear goals and deadlines to accomplish the task on time (SL9-10.1). |
| Skills Cluster 2: Reading Process |
| 1. Readying for Reading
 | Ability to ready for reading by preparing a note-taking format. |
| 1. Close Active Reading, Essential Vocabulary and Note Taking
 | Ability to:* read purposefully; cite strong and thorough textual evidence that supports an analysis of what the text says explicitly as well as inferences drawn from the text (RI9-10.1);
* determine connotative and denotative definitions of words and phrases and analyze the cumulative impact on meaning and tone (RI9-10.4);
* determine a central idea of a text and analyze its development over the course of the text including how it is refined by specific details (RI9-10.2);
* provide an objective summary of the text (RI9-10.2);
* cite reference source using a standard format for citation (W9-10.8).

\* The specifics of the skills listed above are further defined by the texts and teaching task. |
| 1. Organizing Notes
 | Ability to examine a topic, integrate strong, critical evidence from different sources/formats, analyze and prioritize relevant content and inferences drawn from the text(s) (RI9-10.1, RI9-10.2, W9-10.8).\*The specifics of this skill are further defined by the texts, teaching task and product. |
| Skills Cluster 3: Transition to Writing |
| 1. Bridging Conversation to Writing
 | Ability to:* participate in a range of collaborative conversations to: interpret information, present findings and emphasize salient points in a focused manner referring to specific textual evidence including descriptions, facts, details and examples; use appropriate eye contact and volume, and clear pronunciation (SL9-10.1, SL9-10.4);
* pose questions that connect current conversations to broader topics; answer questions and comments clearly, with specific evidence (SL9-10.1);
* analyze and evaluate evidence and ideas from readings and other media sources (RI9-10.7, RI9-10.8).
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| 1. Readying as a Writer
 | Ability to explain the mode and text structure, the rubric, and link discussions to the writing task (SL9-10.1). |

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| Skills Cluster 4: Writing Process |
| 1. Establishing Focus
 | Ability to write a precise thesis statement (W9-10.2). |
| 1. Planning
 | Ability to develop a line of thought and text structure appropriate to task, audience and purpose and relevant to completing informational/explanatory writing (W9-10.4). |
| 1. Development 1
 | Ability to: * write an initial draft of an opening paragraph which introduces complex ideas (W9-10.2);
* incorporate appropriate and varied transitions, phrases and clauses to create cohesion and clarify the relationships among complex ideas and concepts (W9-10.2);
* use precise language and domain-specific vocabulary (W9-10.2).
 |
| 1. Development 2
 | Ability to: * construct an initial draft of the body paragraphs which develops the topic with relevant well-chosen facts, extended definitions, concrete details, quotations and examples and is appropriate to the knowledge of the audience (W9-10.2);
* incorporate appropriate and varied transitions, phrases and clauses to create cohesion and clarify the relationships among complex ideas and concepts (W9-10.2);
* use precise language and domain-specific vocabulary (W9-10.2).
 |
| 1. Development 3
 | Ability to:* incorporate appropriate and varied transitions, phrases and clauses to create cohesion and clarify the relationships among complex ideas and concepts (W9-10.2);
* use precise language and domain-specific vocabulary (W9-10.2).
* construct an initial draft of a concluding statement or section that follows from and supports the information/explanation presented (W9-10.2).
 |
| 1. Revision 1
 | Ability to develop a clear and coherent line of thought which responds to the prompt and maintains focus on developing all aspects of the task steadily throughout the piece (W9-10.4) |
| 1. Revision 2
 | Ability to use words, clauses, sentence patterns and knowledge of language to add variety and interest to informational/explanatory writing, focusing on what is most significant for a purpose and audience, while maintaining a formal style and objective tone (W9-10.2, W9-10.5, L9-10.1). |
| 1. Editing
 | Ability to demonstrate command of conventions of standard English grammar and usage, capitalization, punctuation, and spelling when writing and speaking (L.9-10.1, L9-10.2). |

# Section 3: What Instruction?

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| Pacing | Skill and Definition  | MINI-TASK | Instructional Strategies |
| Product and Prompt | Scoring (Product “meets expectations” if it…) |
| Skills Cluster 1: Preparing for the Task  |
| Days 1 – 2  | Task Analysis*Targeted Standards/Skills:*Ability to understand and explain the task’s prompt and rubric (SL9-10.1)*.* *Targeted Oregon State Content Standards:***SS.HS.2** Analyze the complexity and investigate causes and effects of significant events in **world**.**SS.HS.6** Analyze ideas critical to the understanding of history, including, but not limited to: ..**imperialism**, … **racism**, … **cultural diversity**. | Products * Short Responses
* Deconstructed Teaching Task
* Translated Rubric

Prompt: * Participate in a class discussion to create a list of information and facts about colonialism in Africa.
* Why am I writing this essay? Respond to the guiding questions in your Writer’s Notebook.
* Deconstruct the teaching task and rewrite it in your own words.
* Translate the rubric into your own words within the context of the teaching task.
 | No scoring | * Have students work in small groups to revisit previous instruction about colonialism. As a class, create a list of information/facts about colonialism in Africa relating to issue of genocide in Africa. Teacher writes on board or chart pack and instructs students to take notes in Writer's Notebook.
* Have students work individually or in pairs to deconstruct the teaching task. Conduct a whole group conversation to identify expectations and requirements of the teaching task. See Writer’s Notebook.
* Have students participate in a *Think-Write-Pair Share-Class Share* and answer the guiding questions as to ‘Why am I writing this essay?’ in their Writer's Notebook. Have volunteers share their responses. Students add to their own answers as they listen to their classmates.
* Divide class into 7 groups. Assign each group one scoring element of the LDC rubric. Have students work in small groups to deconstruct their assigned element of the rubric within the context of the teaching task. Have each group create a poster of their scoring element. Conduct a Gallery Walk. Have students take notes. See Writer’s Notebook.

Accommodations – * Arrange groups to provide ideal peer-support for students.
* Teacher works with individuals or small groups of learners to provide additional guidance and scaffolds as needed.
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| Days 1 – 2  | Project Planning*Targeted Standards/Skills:*Ability to work with peers to set clear goals and deadlines to accomplish the task on time (SL9-10.1). | Product: Timeline Prompt: Work with classmates to develop a timeline setting goals and deadlines.  | No scoring | * Reference the teaching task and rubrics to set a context/purpose for the day’s instruction.
* Discuss the importance of planning and creating a task timeline.
* In small groups, discuss goals and deadlines. Share with whole group to develop a class consensus.

Accommodations – * Arrange groups to provide ideal peer-support for students.
* Teacher works with individuals or small groups of learners to provide additional guidance and scaffolds as needed.
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| Skills Cluster 2: Reading Process |
| Day 3 | Readying for ReadingAbility to ready for reading by preparing a note-taking format.Close Active Reading/Viewing, Essential Vocabulary and Note Taking (Part 1)Ability to:*Targeted Standards/Skills:** read purposefully; cite strong and thorough textual evidence that supports an analysis of what the text says explicitly as well as inferences drawn from the text (RI9-10.1);

*Targeted Oregon State Content Standards:*SS.HS.5 Examine and evaluate the origins of … how conflict, compromise, … have shaped national unity and diversity in **world** | Product: Student Notes Prompt: Create a note-taking format and use it to record evidence from the video needed to complete the teaching taskSee page 2 and 3 in Section 1 of the module the day’s video. See ***Appendix B – Teacher Resources*** for sample of completed Cornell Notes.  | Scoring:Product meets expectations if it:* addresses the teaching task prompt
* includes explicit and inferential evidence from the video
* is legible
 | * Model and provide guided practice creating a note-taking form (Cornell notes).
* Refer to teaching task to help students identify evidence from the video and reference related scoring elements on rubric.
* Refer to ***Appendix B – Teacher Resources*** for guiding questions included on the sample of completed Cornell Notes to use while viewing the video.

Accommodations – * Arrange groups to provide ideal peer-support for students. Teacher works with individuals or small groups of learners to provide additional guidance and scaffolds as needed.
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| Day 3  | Close Active Reading, Essential Vocabulary and Note Taking (Part 1)Ability to:*Targeted Standards/Skills:** read purposefully; cite strong and thorough textual evidence that supports an analysis of what the text says explicitly as well as inferences drawn from the text (RI9-10.1);
* cite reference source using a standard format for citation (W9-10.8).

*Targeted Oregon State Content Standards:***SS.HS.2** Analyze the complexity and investigate causes and effects of significant events in **world**.SS.HS.5 Examine and evaluate the origins of … how conflict, compromise, … have shaped national unity and diversity in **world****SS.HS.6** Analyze ideas critical to the understanding of history, including, but not limited to: ..**imperialism**, … **racism**, … **cultural diversity**. | Product: Student notesPrompt: Read text and record textual evidence needed to complete teaching taskSee pages 2 and 3 in Section 1 of the module for daily whole group and differentiated texts for independent reading. See ***Appendix A - Texts*** for copies of texts.  | Scoring:Product meets expectations if it:* addresses the teaching task prompt
* includes explicit and inferential text based evidence
* cites reference source in standard format
* is legible
 | * Refer to teaching task to help students identify textual evidence and reference related scoring elements on rubric.
* Review note taking form (Cornell Notes).
* Model and provide guided practice chunking text and using guiding questions to identify, paraphrase and record textual evidence related to the teaching task.
* Engage students in oral discourse (partner turn and talk, small group and whole class discussion).
* Model and provide guided practice citing reference sources using standard format (refer to samples authentic examples).
* Add reference source to previous day’s notes.
* Provide students opportunity to apply the day’s instruction independently or in partners.

Accommodations – * Teacher provides appropriately leveled text for independent reading.
* Arrange groups to provide ideal peer-support for students.
* Teacher works with individuals or small groups of learners to provide additional guidance and practice in reading and note-taking.
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| Day 4  | Close Active Reading, Essential Vocabulary and Note Taking (Part 1)Ability to:*Targeted Standards/Skills:** read purposefully; cite strong and thorough textual evidence that supports an analysis of what the text says explicitly as well as inferences drawn from the text (RI9-10.1);
* cite reference source using a standard format for citation (W9-10.8).

*Targeted Oregon State Content Standards:***SS.HS.2** Analyze the complexity and investigate causes and effects of significant events in **world**.SS.HS.5 Examine and evaluate the origins of … how conflict, compromise, … have shaped national unity and diversity in **world****SS.HS.6** Analyze ideas critical to the understanding of history, including, but not limited to: ..**imperialism**, … **racism**, … **cultural diversity**. | Product: Student notesPrompt: Read text and record textual evidence needed to complete teaching taskSee pages 2 and 3 in Section 1 of the module for daily whole group and differentiated texts for independent reading. See ***Appendix A - Texts*** for copies of texts.  | Scoring:Product meets expectations if it:* addresses the teaching task prompt
* includes explicit and inferential text based evidence
* cites reference source in standard format
* is legible
 | * Refer to teaching task to help students identify textual evidence and reference related scoring elements on rubric.
* Review note taking form (Cornell Notes).
* Model and provide guided practice chunking text and using guiding questions to identify, paraphrase and record textual evidence related to the teaching task.
* Engage students in oral discourse (partner turn and talk, small group and whole class discussion).
* Model and provide guided practice citing reference sources using standard format (refer to samples authentic examples).
* Provide students opportunity to apply the day’s instruction independently or in partners.

Accommodations – * Teacher provides appropriately leveled text for independent reading.
* Arrange groups to provide ideal peer-support for students.
* Teacher works with individuals or small groups of learners to provide additional guidance and practice in reading and note-taking.
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| Day 5 | Close Active Reading, Essential Vocabulary and Note Taking (Part 2)Ability to:*Targeted Standards/Skills:** determine a central idea of a text and analyze its development over the course of the text including how it is refined by specific details (RI9-10.2);
* provide an objective summary of the text (RI9-10.2);

*Supporting Standards/Skills:** read purposefully; cite strong and thorough textual evidence that supports an analysis of what the text says explicitly as well as inferences drawn from the text (RI9-10.1);

*Targeted Oregon State Content Standards:***SS.HS.2** Analyze the complexity and investigate causes and effects of significant events in **world**.SS.HS.5 Examine and evaluate the origins of … how conflict, compromise, … have shaped national unity and diversity in **world****SS.HS.6** Analyze ideas critical to the understanding of history, including, but not limited to: ..**imperialism**, … **racism**, … **cultural diversity**. | Product: Annotated text and GIST summaryPrompt: Read and annotate text and write GIST summary in writer’s notebook.See pages 2 and 3 in Section 1 of the module for daily whole group and differentiated texts for independent reading. See ***Appendix A- Texts*** for copies of texts.  | Scoring:Product meets expectations if it:* includes main idea and text supporting details
* includes includes explicit and inferential text based evidence related to the teaching task
* summarizes the central idea of text
* is legible
 | * Refer to teaching task to help students identify central idea and supporting details and reference related scoring elements on rubric.
* Model and provide guided practice annotating the text to determine central idea of text, supporting details and textual evidence related to teaching task.
* Model and provide guided practice using GIST to write an objective summary.
* Remind students to paraphrase and avoid plagiarism.
* Engage students in oral discourse opportunities (partner turn and talk, small group and whole class discussion).
* Provide students opportunity to apply the day’s instruction independently or in partners.

Accommodations – * Teacher provides appropriately leveled text for independent reading.
* Arrange groups to provide ideal peer-support for students.
* Teacher works with individuals or small groups of learners to provide additional guidance and practice in reading and annotating text.
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| Day 6 | Close Active Reading, Essential Vocabulary and Note Taking (Part 3)Ability to:*Targeted Standards/Skills:** read purposefully; cite strong and thorough textual evidence that supports an analysis of what the text says explicitly as well as inferences drawn from the text (RI9-10.1);
* determine connotative and denotative definitions of words and phrases and analyze the cumulative impact on meaning and tone (RI9-10.4);

*Supporting Standards/Skills:** determine a central idea of a text and analyze its development over the course of the text including how it is refined by specific details (RI9-10.2);
* provide an objective summary of the text (RI9-10.2);
* cite reference source using a standard format for citation (W9-10.8).

*Targeted Oregon State Content Standards:***SS.HS.2** Analyze the complexity and investigate causes and effects of significant events in **world**.SS.HS.5 Examine and evaluate the origins of … how conflict, compromise, … have shaped national unity and diversity in **world****SS.HS.6** Analyze ideas critical to the understanding of history, including, but not limited to: ..**imperialism**, … **racism**, … **cultural diversity**. | Product: Student recording sheetPrompt: Participate in a close reading lesson and complete the student recording sheet.See pages 2 and 3 in Section 1 of the module for daily whole group and differentiated texts for independent reading. See ***Appendix A- Texts*** for copies of texts.  | Scoring:Product meets expectations if it:* all sections are completed
* includes connotative or meanings of critical vocabulary
* analyzes and paraphrases paragraphs
* responds correctly to text-dependent questions
* cites reference source in standard format
* summarizes the central idea of text
* is legible
 | * Refer to teaching task to help students closely analyze text and reference related scoring elements on rubric.
* Engage students in a close reading lesson (See Appendix for text and recording sheet in Writer’s Notebook):
	+ phrasing each paragraph;
	+ using text-dependent questions
	+ record connotative or meanings of critical vocabulary.
* Have students complete close reading recording sheet. (See Writer’s Notebook)
* Engage in oral discourse (partners, small group and whole class discussion).
* Provide students opportunity to apply the day’s instruction independently or in partners.

Accommodations – * Teacher provides appropriately leveled text for independent reading.
* Arrange groups to provide ideal peer-support for students.
* Teacher works with individuals or small groups of learners to provide additional guidance and practice in reading.
* Teacher provides additional text-dependent questions to scaffold reading comprehension.
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| Day 7 | Organizing Notes*Targeted Standards/Skills:*Ability to examine a topic, integrate strong, critical evidence from different sources/formats, analyze and prioritize relevant content and inferences drawn from the text(s) (RI9-10.1, RI9-10.2, W9-10.8). | Product: Graphic organizerPrompt: Complete the graphic organizer | Scoring:Product meets expectations if it:* includes the critical evidence from different sources
* includes prioritized relevant notes
* is legible
 | * Refer to teaching task to help students identify evidence from the video and reference related scoring elements on rubric.
* Prior to organizing notes, have students view and take notes on the relevant information in the video. (See page 2 and 3 in Section 1 of the module the day’s video.)
* Refer to teaching task to help students organize their notes and reference related scoring elements on rubric.
* Model and provide guided practice determining critical evidence from notes.
* Model and provide guided practice prioritizing relevant notes needed for completing the teaching task.
* Provide guided practice completing Graphic Organizer Cluster Word Web 1. (See Writer’s Notebook)
* Provide students opportunity to apply the day’s instruction independently or in partners.

Accommodations – * Arrange groups to provide ideal peer-support for students.
* Teacher works with individuals or small groups of learners to provide additional guidance in prioritizing relevant information and using graphic organizer.
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| Skills Cluster 3: Transition to Writing |
| Day 8 | Bridging Conversations to WritingAbility to:*Targeted Standards/Skills:** participate in a range of collaborative conversations to: interpret information, present findings & emphasize salient points in a focused manner referring to specific textual evidence including descriptions, facts, details and examples; use appropriate eye contact and volume, & clear pronunciation (SL9-10.1, SL9-10.4);

*Supporting Standards/Skills:** pose questions that connect current conversations to broader topics; answer questions and comments clearly, with specific evidence (SL9-10.1);
* analyze and evaluate evidence and ideas from readings and other media sources (RI9-10.7, RI9-10.8).
 | Product: Participation in class conversationPrompt: Participate in small group and whole class conversation about the effects of colonialism that are seen in Africa today in relationship to genocide. | No scoring | * Refer to teaching task to help students synthesize information and reference related scoring elements on rubric.
* Have students reference notes to organize thinking about the effects of colonialism seen in Africa today in relation to genocide.
* Students share responses and questions in pairs and small groups.
* Teacher facilitates a whole class conversation, to broaden the topic.

Accommodations – * Arrange groups to provide ideal peer-support for students.
* Teacher works with individuals or small groups of learners to provide additional guidance and scaffolds as needed.
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| Day 9 | Readying as a Writer*Targeted Standards/Skill:*Ability to explain the mode and text structure, the rubric, and link discussions to the writing task (SL9-10.1). | Product: * Poster of key features of descriptive/informational writing
* Checklist of key features of descriptive/informational writing

Prompt: * Work with your group to create a poster for a Gallery Walk. Your poster should identify key features of descriptive/informational writing.
* Create a checklist of key features of descriptive/informational writing using information from posters in the Gallery Walk.
 | No scoring | * Refer to teaching task to help students synthesize information and reference scoring elements on rubric.
* Use professional examples of descriptive/informational professional articles, identifying key writing features and their purpose (ie. opening paragraph, thesis statement, use of facts, citing sources of facts, etc.).
* Divide the class into cooperative groups to create posters on key features of descriptive/informational writing.
* Conduct a Gallery Walk. Students take notes to create a checklist of key features of descriptive/informational writing.

Accommodations – * Arrange groups to provide ideal peer-support for students.
* Teacher works with individuals or small groups of learners to provide additional guidance and scaffolds as needed.
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| Skills Cluster 4: Writing Process |
| Day 10 | Establishing Focus*Targeted Standards/Skill:*Ability to write a precise thesis statement. (W9-10.2). | Product:Thesis statementPrompt: Write a statement of your thesis that both addresses the teaching task prompt and includes the “map,” or sequential list, of key evidence points with which you will support the thesis.  | Scoring:Product meets expectations if it:* addresses the teaching task prompt
* is not too broad to support using the texts
* includes the map or plan of evidence
* is legible
 | * Refer to teaching task to help students create a thesis statement and reference related scoring elements on rubric.
* Use Writing a Thesis Statement (See Writer’s Notebook) to highlight the key points when writing a thesis statement.

Accommodation Options:A: More practice evaluating thesis statements* Offer several additional examples of prompts with thesis statements that include examples that:
	+ do not directly respond to the prompt
	+ are too broad to support
	+ do not include the map or plan of evidence
	+ are complete thesis statements
* In pairs, students determine which thesis statements are strong or weak and WHY. Share out as a whole group

B: Practice writing thesis statements* Students, in pairs, write a sample thesis statement using a topic of choice.
* Pairs share out their thesis statements.

C: Support for writing thesis statement for prompt* Provide sentence stems for thesis statements as a reference for students who need them.
* After students write their own thesis statements they share them with partners for feedback based on the criteria.
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| Day 11 | Planning*Targeted Standards/Skill:*Ability to develop a line of thought and text structure appropriate to task, audience and purpose and relevant to completing informational/explanatory writing (W9-10.4). | Product: TEA (Topic, Evidence, Analysis) Essay Planner (graphic organizer ) for the articlePrompt:Complete a TEA Essay Planner. | Scoring:Product meets expectations if it: * includes a hook
* lists background information
* includes topic sentences for each body (development) paragraph
* includes evidence from texts to support the topic sentences
* restates the thesis for the closing paragraph
* includes a way to tie back to the opening
* is legible
 | * Reference the teaching task and rubrics to set a context/purpose for the day’s instruction.
* Have students Turn and Talk and then share out their ideas about the purpose of an opening paragraph.
* Have students read their “Why Am I Writing This Essay?” (See Writer’s Notebook) and write an idea for a hook or use a compelling anecdote or expert statement from the text.
* Ask students to brainstorm, with a partner or a group, a list of important and relevant facts about colonialism in Africa to include for background information of student readers. Students complete TEA outline of the opening paragraph.
* Introduce the acronym T.E.A. – Topic Sentence, Evidence, and Analysis as a helpful tool for planning body paragraphs. (See Writer’s Notebook)
* Model and provide guidance writing topic sentence on the TEA outline.
* Model and provide guidance to gather evidence from notes into TEA outline. Students complete TEA outline of the body (development) paragraphs.
* Have students Turn and Talk and then share out their ideas about the purpose of closing paragraph. Students complete TEA outline of the closing paragraph.

Accommodations – * Arrange groups to provide ideal peer-support for students.
* Teacher works with individuals or small groups of learners to provide additional guidance and scaffolds as needed.
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| Day 12 | Development 1Ability to:*Targeted Standards/Skill:** write an initial draft of an opening paragraph which introduces complex ideas (W9-10.2);
* incorporate appropriate and varied transitions, phrases and clauses to create cohesion and clarify the relationships among complex ideas and concepts (W9-10.2);

*Supporting Standards/Skills:** use precise language and domain-specific vocabulary (W9-10.2).
 | Product:Opening paragraphPrompt: Write an opening paragraph. | Scoring:Product meets expectations if it:* includes background information, hook, and thesis statement
* avoids plagiarism in paraphrasing and quoting text
* cites sources of information
* is cohesive
* includes appropriate transitions
* uses precise language
* is legible
 | * Refer to teaching task to help students create an opening paragraph and reference related scoring elements on rubric.
* Use an example of a well-written opening paragraph to identify and explain the key features.
* Identify transitional words and phrases and domain specific words in example paragraph.
* Have students use their TEA Essay Planner to write the opening paragraph.

Accommodation: * Teacher works with individuals or small groups to differentiate instruction and supports.
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| Day 13 | Development 2Ability to:*Targeted Standards/Skill:** construct an initial draft of the body paragraphs which develops the topic with relevant well-chosen facts, extended definitions, concrete details, quotations and examples and is appropriate to the knowledge of the audience (W9-10.2);

*Supporting Standards/Skills:** incorporate appropriate and varied transitions, phrases and clauses to create cohesion and clarify the relationships among complex ideas and concepts (W9-10.2);
* use precise language and domain-specific vocabulary (W9-10.2)
 | Product:Body (development) paragraphs.Prompt:Write the paragraphs that develop and support your thesis statement.  | Scoring:Product meets expectations if:* includes topic sentence, supporting evidence and closing statement in each body paragraph
* avoids plagiarism in paraphrasing and quoting text
* cites sources of information
* is cohesive
* includes appropriate transitions
* uses precise language
* is legible
 | * Refer to teaching task to help students create body (development) paragraphs and reference related scoring elements on rubric.
* Use an example of a well-written body paragraphs to identify and explain the key features.
* Identify transitional words and phrases and domain specific words in example paragraph.
* Have students use their TEA Essay Planner to write the body (development) paragraphs.

Accommodation: * Teacher works with individuals or small groups to differentiate instruction and supports.
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| Day 14 | Development 3Ability to:*Targeted Standards/Skill:** construct an initial draft of a concluding statement or section that follows from and supports the information/explanation presented (W9-10.2).

*Supporting Standards/Skills:** incorporate appropriate and varied transitions, phrases and clauses to create cohesion and clarify the relationships among complex ideas and concepts (W9-10.2);
* use precise language and domain-specific vocabulary (W9-10.2)
 | Product:Closing (conclusion) paragraph(s).Prompt:Write the closing paragraph. | Scoring:Product meets expectations if it:* does not “trail off”
* does not add new information
* ties the piece together
* is legible
 | * Refer to teaching task to help students create a closing paragraph and reference related scoring elements on rubric.
* Use an example of a well-written closing paragraph to identify and explain the key features.
* Explain how the opening and closing paragraphs act as bookends of the writing product.
* Identify transitional words and phrases and domain specific words in example paragraph.
* Have students use their TEA Essay Planner to write the closing paragraph(s).

Accommodation: * Teacher works with individuals or small groups to differentiate instruction and supports.
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| Day 15 | Revision 1*Targeted Standards/Skill:*Ability to develop a clear and coherent line of thought which responds to the prompt and maintains focus on developing all aspects of the task steadily throughout the piece (W9-10.4) | Products: * Completed Peer Review Feedback Rubric for Focus, Controlling Idea, Development, and Organization
* Clearly written revisions on the first draft OR second draft returned with first draft

Prompt:* Complete the Peer Review Feedback Rubrics for your two review team members
* Using feedback from your team, revise your work by neatly and clearly making minimal changes on your draft, OR if significant changes need to be made, write a new draft that incorporates the changes and turn it in with the first draft.
 | Scoring:Product meet expectations if:* Peer Review Feedback Rubric is completed for partner.
* revisions are clearly written on the first draft OR a new draft is returned with the first draft
* is legible
 | * Reference the teaching task and rubrics to set a context/purpose for the day’s instruction.
* Place students in groups of three so they receive feedback from two people.
* Have students use Peer Review Feedback Rubric (for Focus, Controlling Idea, Development, and Organization. (See Writer’s Notebook.)
* Have students use the feedback to revise their essays.

Accommodation: * Teacher confers with individuals or small groups to provide scaffolds.
* Provide students with feedback on the specific components of the written piece (i.e. the thesis statement, opening, body, closing paragraphs).
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| Day 16 | Revision 2*Targeted Standards/Skills:*Ability to use words, clauses, sentence patterns and knowledge of language to add variety and interest to informational/explanatory writing, focusing on what is most significant for a purpose and audience, while maintaining a formal style and objective tone (W9-10.2, W9-10.5, L9-10.1). | Products: * Completed Peer Feedback Rubric
* Completed Review: Sentence Pattern and Word Choice Analyzer
* Revised Student Article/Work

Prompt:* Complete the Peer Feedback Rubrics for your two review team members for Language
* Use Instructions for Sentence Pattern and Word Choice Revision to revise your essay
* Revise your draft
 | Scoring:Products meets expectations if:* feedback protocols are completed correctly
* draft shows revision has taken place
* is legible
 | * Reference the teaching task and rubrics to set a context/purpose for the day’s instruction.
* Have students complete Peer Review and Revision.
	+ Place students in groups of 3 so they receive feedback from 2 people.
	+ Have students use the Language section of the Peer Review Feedback Rubric. (See Writer’s Notebook.)
	+ Have students use the feedback to revise their essays.
* Have students continue additional revisions on Sentence Structure and Word Choice:
	+ Students use the document Worksheet: Sentence Pattern and Word Choice Analysis. (See Writer’s Notebook.)
	+ Explain directions and introduce sentence beginning types, as needed.
	+ Have students use the feedback and supports to revise their essays.

Accommodation: * Teacher confers with individuals or small groups to provide scaffolds.
* Provide students with feedback on the specific components of the written piece (i.e. tone, academic vocabulary, sentence variation, precise language).
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| Day 17 | Editing*Targeted Standards/Skills:*Ability to demonstrate command of conventions of standard English grammar and usage, capitalization, punctuation, and spelling when writing and speaking (L.9-10.1, L9-10.2). | Products: * Completed Peer Review Feedback Rubric
* Draft returned with clear proofreader marks, spelling corrections, and/or other changes
* Final draft is submitted with correct formatting.

Prompt: * Complete the Peer Feedback Rubrics for your two review team members for Conventions
* Edit your draft
 | Scoring:Products meets expectations if:* Peer Review Feedback Rubric is completed correctly
* draft shows edits have taken place

Final draft is scored using the LDC rubric. | * Reference the teaching task and rubrics to set a context/purpose for the day’s instruction.
* Choose one or more of the following strategies for editing:
	+ Have students use the convention section of Peer Review Feedback Rubric (See Writer’s Notebook.)
	+ Students set up a Conventions Convention (See Writer’s Notebook).
		- This is an alternate collaborative strategy for review and editing.
		- The document Conventions Convention (See Writer’s Notebook.) describes the strategy for students and provides norms and guidelines.
	+ Authors use available resources and edit their own papers.
* Time may be needed to write and/or type the final draft.

Accommodations: * Teacher confers with individuals or small groups to provide scaffolds.
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# Materials, references, and supports

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| Texts | FTEACHEr / STuDENT SUPPORTS |
| See Appendix A for texts to be used with the whole group and differentiated texts for independent reading. | Appendix B: Teacher Resources* + A sample of completed Cornel Notes for video *Do Scars Ever Fade*.
	+ A sample completed teacher essay/article including text based evidence

Appendix C - Writer’s Notebook* + Why Am I Writing This Essay?
	+ Teaching Task Rewrite
	+ Rubric Translation
	+ Graphic Organizer – Note-taking
	+ Graphic Organizer – GIST
	+ Graphic Organizer – Cluster – Word Web
	+ Writing a Thesis Statement
	+ TEA Essay Planner
	+ Peer Review Feedback Rubric
	+ Sentence Pattern and Word Choice
	+ Worksheet for Sentence Pattern and Word Choice
	+ The Conventions Convention
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# Section 4: What Results?

Student work samples

[Include at least two samples of student work at each scoring level.]

Classroom Assessment Task (Optional: May be used as Pre-Test or Post-Test)

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| Background to share with students (optional): |  |
| Classroom assessment task  |  |
| Reading texts: |  |

Informational or Explanatory Classroom Assessment Rubric

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| **LDC Informational/Explanatory Classroom Assessment** **MEETS EXPECTATIONS** |
| Focus | Addresses prompt with a focused response. |
| Reading/Research | Presents and applies relevant information with general accuracy. |
| Controlling Idea | Establishes a controlling idea that states the main purpose and/or question for the tasks. L2 Addresses the credibility of sources. |
| Development | Presents sufficient information in order to examine or convey topics or issues, answer questions, solve problems; identifies salient themes or features; explains key information with sufficient detail. \*L2 Discusses relevant implications to topic. L3 Identifies a gap or unanswered question. |
| Organization | Applies a generally effective structure to address specific requirements of the prompt. |
| Conventions | Demonstrates a command of standard English conventions and cohesion; employs language and tone appropriate to audience and purpose.  |
| **NOT YET** |
| Focus | Attempts to address prompt but lacks focus or is off-task. |
| Reading/Research | Attempts to present information relevant to prompt.  |
| Controlling Idea | Controlling idea is weak and does not establish a purpose and/or address a research question. |
| Development | Tends to retell rather than present information in order to answer questions, solve problems; lacks details to develop topic. \*L2 Implications are weak or not relevant to topic. L3 Does not identifies a relevant gap or unanswered question. |
| Organization | Applies an ineffective structure; composition does not address requirements of the prompt. |
| Conventions | Demonstrates a weak command of standard English conventions; lacks cohesion; language and tone are inappropriate to audience and purpose.  |

# Teacher Work Section

Here are added thoughts about teaching this module.

# Appendix

The attached materials support teaching this module.

See Appendix A for texts to be used with the whole group and differentiated texts for independent reading.

Appendix B- Teacher Resources

Appendix C- Writer’s Notebook

* Why Am I Writing This Essay?
	+ Teaching Task Rewrite
	+ Rubric Translation
	+ Graphic Organizer – Note-taking
	+ Graphic Organizer – GIST
	+ Graphic Organizer – Cluster – Word Web
	+ Writing a Thesis Statement
	+ TEA Essay Planner
	+ Peer Review Feedback Rubric
	+ Sentence Pattern and Word Choice
	+ Worksheet for Sentence Pattern and Word Choice
	+ The Conventions Convention