

**DIGITAL Book: Student Edition**  
Learning Tasks for 6-8 Text Complexity Band

**Utah English Language Arts Core and Literacy in Social  
Studies/History and Science**

**Table of Contents for Learning Tasks:**

1. Space Exploration
2. Poverty
3. Wildfires
4. Olympics
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9. Stereotypes
10. Solar Flare
11. Constitution

## **1. Space Exploration**

**Text: “Message to Congress May 25, 1961 (Part IX)”**

Source: jfklibrary.org

**Text: “Address to the Nation on the Explosion of the Space Shuttle Challenger (January 28, 1986)”**

Source: reagansheritage.org

### **Learning Task #1**

#### **Selected Response Question:**

In his speech following the space shuttle Challenger disaster, which of the following statements best summarizes President Ronald Reagan’s message to the school children of America?

- A. Always do your best
- B. Don’t be afraid to explore unknown worlds
- C. Exploration and discovery can be painful
- D. We don’t understand why this happened

#### **Constructed Response Question:**

Cite evidence from the text to justify your response to the question above:

### **Learning Task #2**

#### **Selected Response Question:**

In President Ronald Reagan’s speech following the Challenger disaster he states, “...sometimes painful things like this happen. It’s all part of the process of exploration and discovery.” Circle which statements from the passage are examples of the pain that often accompanies exploration and discovery.

- A. Nineteen years ago, almost to the day, we lost three astronauts in a terrible accident on the ground
- B. We will continue our quest in space
- C. On this day 390 years ago, the great explorer Sir Francis Drake died aboard ship off the coast of Panama while exploring

- D. We've grown used to wonders in this century
- E. We've grown used to the idea of space, and maybe we forget that we've only just begun

### **Learning Task #3**

#### **Constructed Response Question:**

President John F. Kennedy acknowledged that space exploration would cost money. President Ronald Reagan pointed out how space exploration had cost lives. Despite the stated costs, both Presidents claimed that the United States should continue its space exploration program.

Cite two pieces of evidence from each speech that support these claims:

### **Learning Task #4**

#### **Description of Task Setting:**

Phase One-Individual reading of one of the two informational texts, small group discussion, individual graphic organizers for reading and discussion

Phase Two-Individual drafting, revising and editing

Duration of the Activity: Phase One-1.5 hours; Phase Two-1.75 hours: Total Time-3.25 hours

#### **Materials Required:**

Two texts listed above

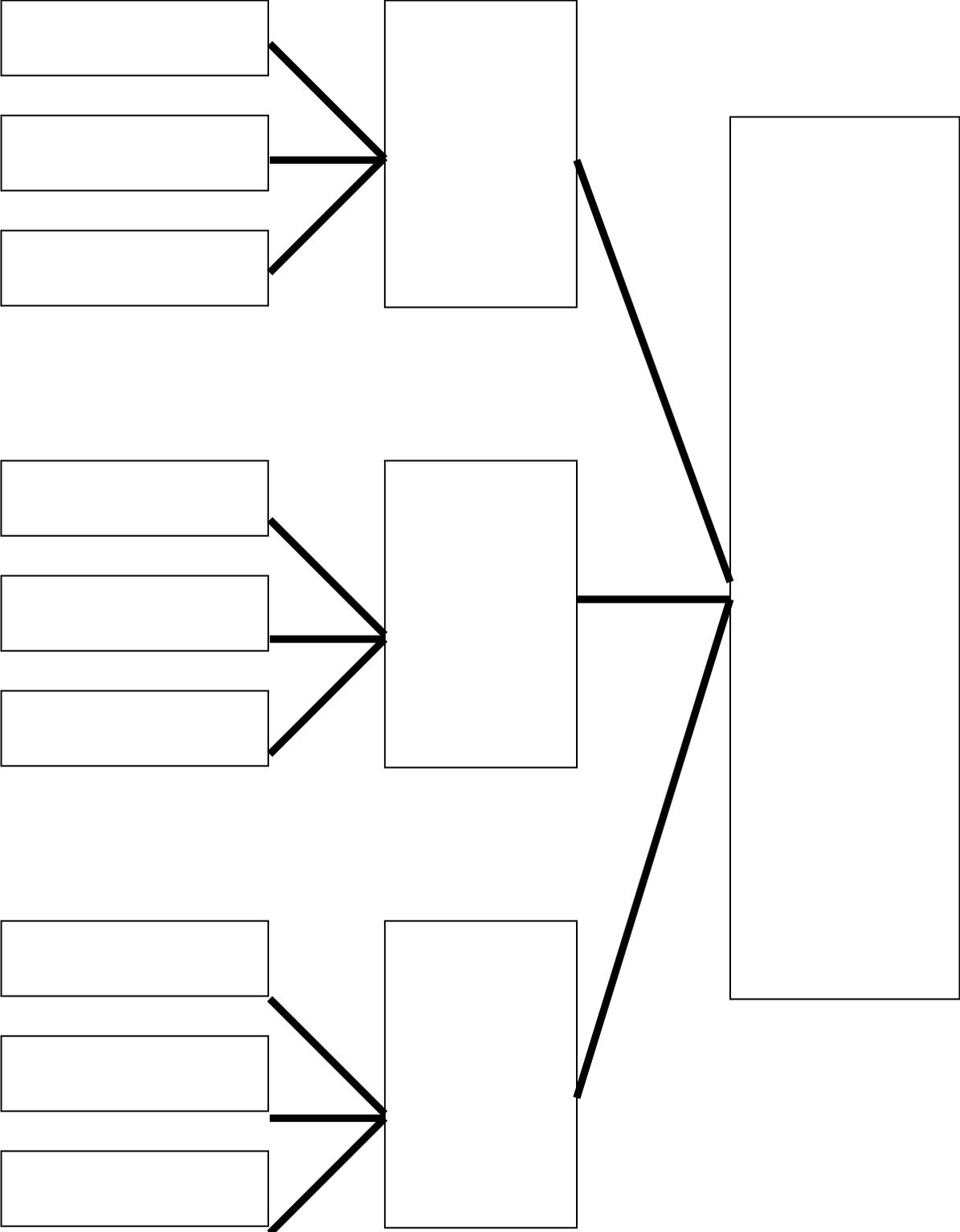
Graphic organizer for Argumentative Writing

**Graphic Organizer for Argumentative Writing**

**Evidence**

**Warrant**

**Claim**



**Writing Text Type:**

Argumentative

**Task Summary:**

In Phase One, students do a close reading of one of the Presidential speeches and write a possible claim that the President is making about space exploration with the textual evidence to support the claim. Students meet in small groups with other students who read the same speech to discuss the possible claims and evidence. Then, each student fills out an argumentative writing graphic organizer. In Phase Two, students draft, revise and edit an argumentative paper citing the President's claim with supporting evidence from the text.

**Phase One**

1. Students read source material provided and write a possible claim with supporting evidence and warrants on a piece of paper.
2. Students meet in small groups to discuss possible claims with supporting evidence and warrants.
3. Students create an argumentative writing graphic organizer

**Phase Two**

1. Students write an argumentative paper stating what the President is claiming about space exploration citing supporting evidence from the text to support their claim.

**Student Prompt**

Your Senator is asking the citizens of Utah for their thoughts about how the Federal Government should view space exploration. He is trying to decide if the Federal Government should fund the space program any longer. You are writing a letter to your Senator explaining a past President's (claim) and citing evidence from his speech to support your position on current and future space exploration.

## **Learning Task #5**

### **Description of Task Setting:**

Phase One-Individual reading of two informational texts, small group discussion, individual graphic organizers for reading and discussion

Phase Two-Individual drafting, revising and editing

Duration of the Activity: Phase One-1.75 hours; Phase Two-1.75 hours: Total Time-3.5 hours

### **Materials Required:**

Two texts listed above

Graphic organizer for Argumentative Writing

### **Writing Text Type:**

Argumentative

### **Task Summary:**

In Phase One, students do a close reading of the Presidential speeches and write possible claims that the Presidents are making about space exploration with the textual evidence to support the claim. Students meet in small groups with other students to discuss the possible claims, warrants and evidence. Then, students fill out a Venn Diagram comparing and contrasting how the Presidents' claims are similar or different. In Phase Two, students use the Venn diagram to complete an argumentative writing graphic organizer. Using this organizer students draft, revise and edit an argumentative paper citing how the Presidents' claims are similar or different with supporting evidence from the text.

### **Phase One**

1. Students read source material provided and write a possible claims with supporting warrants and evidence.
2. Students meet in small groups to discuss possible claims with supporting warrants and evidence.
3. Students create a Venn Diagram comparing and contrasting the two Presidents' claims.

### **Phase Two**

1. Students use the Venn diagram to complete an argumentative writing graphic organizer.

2. Students write an argumentative paper stating how the Presidents' claims about space exploration are similar or different citing supporting evidence from the text to support their claim.

**Student Prompt**

Recently, The Federal Government has cut the budget for current and future space exploration. Using the two Presidential speeches from past Presidents of the United States, decide each President's claim about the importance of space exploration to the United States, provide evidence from the text to support the claim and decide if the Presidents' claims are similar or different.

**Writing Scoring Guide-Three Point Rubric**

<b>3</b>	The response provides the essential elements of a complete interpretation of the prompt. It addresses important aspects of the task and provides sufficient relevant evidence to support development. It is focused and organized, addressing the needs of purpose, audience and task. It includes sentences of varied length and structure.
<b>2</b>	The response provides some of the elements of an interpretation of the prompt. It addresses some aspects of the task and provides some evidence to support development. It has a focus but lacks strong organization and inconsistently addresses the needs of purpose, audience and task. It includes sentences of somewhat varied length and structure.
<b>1</b>	The response provides minimal elements of an interpretation of the prompt. It addresses few aspects of the task and provides little relevant evidence to support development. It lacks focus and organization and generally fails to address the needs of purpose, audience, and task. It includes sentences with little variety and structure.
<b>0</b>	The response does not meet any criteria.

## **2. Poverty**

**Text: Mandela Calls for Steps to End Poverty**

Source: <http://www.ebscohost.com/us-middle-schools>

**Text: Make Poverty History**

Source: [www.makepovertyhistory.org/docs/mandelaspeech.doc](http://www.makepovertyhistory.org/docs/mandelaspeech.doc)

### **Learning Task #1**

#### **Selected Response Question:**

In his speech, which of the following statements best summarizes President Mandela’s message?

- E. Trade justice is a key to ending poverty.
- F. G7 nations can begin now to help with finances.
- G. We can stop the world’s poverty.
- H. Poverty is a problem.

#### **Constructed Response Question:**

Cite evidence from the text to justify your response to the question above:

### **Learning Task #2**

#### **Selected Response Question:**

In President Mandela’s speech he states, “recognize that the world is hungry for action, not words.” Who is this statement for and explain why the statement is jabbing at a certain group for not showing results?

- F. British youth
- G. Richest countries in the world
- H. British government
- I. African government

#### **Constructed Response Question:**

Cite evidence from the text to justify your response to the question above:

**Learning Task #3**

**Constructed Response Question:**

Jennifer Cunningham writes in her news article on the speech “Looking frail in a black fur hat and a matching wool coat and cane, the 87-year-old former South African president.” In this statement Cunningham could just be making a statement or she could be attempting to explain Mandela’s reputation of knowledge is slipping. Pick one of the claims and create a logical argument citing evidence (at least 2) from the news article.

**Learning Task #4**

**Writing Prompt:**

**Student Prompt**

You are writing a letter to your local government official who will be attending meetings soon that will represent your area’s views on poverty. Considering what you now know from Mandela’s speech back up your reasoning for ways in which poverty can be stopped. Include in the letter ways in which you and other youth can assist in this campaign.

**Writing Scoring Guide-Three Point Rubric**

<b>3</b>	The response provides the essential elements of a complete interpretation of the prompt. It addresses important aspects of the task and provides sufficient relevant evidence to support development. It is focused and organized, addressing the needs of purpose, audience and task. It includes sentences of varied length and structure.
<b>2</b>	The response provides some of the elements of an interpretation of the prompt. It addresses some aspects of the task and provides some evidence to support development. It has a focus but lacks strong organization and inconsistently addresses the needs of purpose, audience and task. It includes sentences of somewhat varied length and structure.
<b>1</b>	The response provides minimal elements of an interpretation of the prompt. It addresses few aspects of the task and provides little relevant evidence to support development. It lacks focus and organization and generally fails to address the needs of purpose, audience, and task. It includes sentences with little variety and structure.
<b>0</b>	The response does not meet any criteria.

### **3. Wildfires**

#### **Text-“Wildfires”**

Source: nationalgeographic.com

#### **Text-“Wildfire Safety Tips”**

Source: nationalgeographic.com

#### **Learning Task #1**

##### **Selected Response Question:**

After a close reading of both texts, which of the following are topics covered in *both* texts?

- Most wild fires are caused by humans
- Wildfires promote new forest growth
- Wildfires need fuel, oxygen and a heat source
- Clearing vegetation can slow a fire

##### **Constructed Response Question:**

Cite evidence from the text to justify your response to the question above:

#### **Learning Task #2**

##### **Selected Response Question:**

In the text, “Wildfires,” the author describes the causes of wildfires and ways that fire fighters fight wildfires. In the text, “Wildfire Safety Tips,” the author reviews ways to protect oneself if caught in a wildfire. Which of the ways that firemen fight wildfires is information that the reader could use as a safety tip if caught in a wildfire?

- Water dousing
- Spraying fire retardants
- Clearing vegetation
- Starting a competing fire or “controlled burning”

### **Learning Task #3**

#### **Constructed Response Question:**

Cite evidence from the text to justify your response to the question above and explain specifically how you use the technique if you were caught in a wildfire:

### **Learning Task #4**

#### **Description of Task Setting:**

Phase One-Individual reading of one of the two informational texts, small group discussion, individual graphic organizers for reading and discussion

Phase Two-Individual drafting, revising and editing

Duration of the Activity: Phase One-1.5 hours; Phase Two-1.75 hours: Total Time-3.25 hours

#### **Materials Required:**

Two texts listed above

Graphic organizer for Argumentative Writing

Blank graph paper (for map)

Colored pencils for map drawing and map legend

Chart paper for scenario description

Lined paper for group solution to wildfire scenario



## **Writing Text Type:**

Argumentative

## **Task Summary:**

In Phase One, students do a close reading of both of the informational texts. Students will be divided into heterogeneous groups. In these groups students will list safety tips for surviving wildfires by citing the evidence, warrant and claim using the graphic organizer above. The group will come to consensus that their particular list is valid, logical and textually based. The list must include at least 3 ways that one can protect oneself in a wildfire.

In Phase Two, the group will utilize the graphic organizer they have created and will devise a wildfire scenario for them to analyze and for another team to respond to. This scenario will describe a situation where the group is caught in a wildfire and needs to find a way to protect them and get them away from the burning and heat. The group will describe the topography, wind direction, distance from the fire and any structures and assets the group may have access to. Then the group will draw a map showing all topography, concerns, and assets with labels showing where the wildfire has started, its probable path based upon wind direction, and any structures in the area that may be of use.

## **Phase One**

- Students read source material provided and write a list with at least 3 possible claims with supporting evidence and warrants regarding wildfire safety on a piece of paper.
- Students meet in small groups to discuss possible claims with supporting evidence and warrants.
- Students will come to consensus on at least 3 claims and create an argumentative writing graphic organizer

## **Phase Two**

- Based on the graphic organizer that they have created, and based upon the information in both informational texts, students will create a wildfire scenario complete with a topographical map with labels.

## **Student Prompt**

Using the information found in both texts, and drawing on any background information, the group will plan out what they would do in the situation and how they would protect their lives against the wildfire. For instance: is there a body of water close?, what tools do you have access to, like a shovel, etc?, what structures are near?, how fast is the wildfire moving?, etc. All facts used must be textually based and listed on their graphic organizer. If students need to go back to the text to add more evidence, warrants and claims, they may do so.

## **Learning Task #5**

### **Description of Task Setting:**

Phase One-Individual reading of two informational texts, small group discussion, planning and creating and responding to a wildfire scenario and creating a corresponding map. Students will write out individual responses to their wildfire scenario and compare their answers to the other members of the team. Students will collaborate and write a consensus solution to their wildfire scenario utilizing their individual responses.

Phase Two-Group drafting, planning, drawing, revising, and editing responses to their wildfire maps and comparing their solutions to another group's solution for their wildfire scenarios using a Venn Diagram to compare and contrast their group's solution to another group's solution to their wildfire map and scenario.

Duration of the Activity: Phase One-1.75 hours; Phase Two-1.75 hours: Total Time-3.5 hours

### **Materials Required:**

Two texts listed above  
Student created wildfire scenarios and topographical maps  
Graphic organizer for Argumentative Writing

### **Writing Text Type:**

Argumentative

### **Task Summary:**

In Phase One, students create a consensus paper responding to their group's wildfire scenario. Then students compare and contrast their answers to their scenario to another group's scenario and answers. Students will discuss the possible claims, warrants and evidence. Then, students fill out a Venn diagram comparing and contrasting how their group responded to the wildfire scenario and another group's response.

In Phase Two, students use the Venn diagram to complete an argumentative writing graphic organizer. Students will use all of the information used in these exercises to write an argumentation paper. Prompt is described below.

### **Phase One**

- Students work within their groups and create a collaborative written response to their wildfire scenario.
- Students compare and contrast their group's consensus response to their wildfire scenario to another group's response.

- Students create a Venn diagram comparing and contrasting the two groups' responses.

## **Phase Two**

- Students use the Venn diagram to complete an argumentative writing graphic organizer.
- Students write an argumentative paper from the prompt perspective described below, citing supporting evidence from the text to support their claim.

## **Student Prompt**

Students will write an argumentation paper from the perspective of a firefighting official reviewing the two different responses. The audience for the argumentation paper is the Firefighting Commission Review Board. The prompt is that one of the team responses deserves a medal based upon the decisions made during the wildfire scenario. Students will use all of the documents generated in this exercise, including the original informational texts, their argumentation graphic organizer, their group's wildfire response and topographical map, and the other group's response, etc. All evidence must include warrants and claims and be textually based.

## **Writing Scoring Guide-Three Point Rubric**

**3**

The response provides the essential elements of a complete interpretation of the prompt. It addresses important aspects of the task and provides sufficient relevant evidence to support development. It is focused and organized, addressing the needs of purpose, audience and task. It includes sentences of varied length and structure.

**2**

The response provides some of the elements of an interpretation of the prompt. It addresses some aspects of the task and provides some evidence to support development. It has a focus but lacks strong organization and inconsistently addresses the needs of purpose, audience and task. It includes sentences of somewhat varied length and structure.

**1**

The response provides minimal elements of an interpretation of the prompt. It addresses few aspects of the task and provides little relevant evidence to support development. It lacks focus and organization and generally fails to address the needs of purpose, audience, and task. It includes sentences with little variety and structure.

**0**

The response does not meet any criteria.

## **4. Olympics**

**Text: “Ancient Olympic Events” Gregory R. Cronc, Editor-in-Chief, Tufts University**

Source: [www.perseus.tufts.edu/Olympics/sports.html](http://www.perseus.tufts.edu/Olympics/sports.html)

**Text: “Lighting a Fire Within?”**

Source: [www.utah.com/olympics](http://www.utah.com/olympics)

### **Task #1**

#### **Selected Response Question:**

The Theme of the 2002 Winter Olympics was “Lighting a Fire Within?” Which of the following statements best summarizes the meaning of this theme?

- I. Many entries make countries appear powerful.
- J. Success and accomplishment of others will inspire us.
- K. Winning brings fame and glory.
- D. A torch was used to light a giant cauldron that stayed lit throughout the 2002 Games.

### **Task #2**

#### **Selected Response Question:**

Which of the following text structures identifies the author’s purpose in writing the text, “Ancient Olympic Events”?

- J. Description
- K. Summary
- L. Sequence
- M. Compare/Contrast

**Task #3**

**Constructed Response Question:**

Complete the chart by Comparing Ancient Olympics to Modern Olympics. Cite evidence from the text “Ancient Olympic Events.”

Same	Different

**Task #4**

**Constructed Response Question:**

As stated in the article “Lighting a Fire Within?,” the 2002 Winter Olympics were full of surprises and unforgettable stories. The article claims the games inspired and changed us all.

Cite two pieces of evidence from the article that support this claim.

## **5. Tsunami**

**Text: “Japan tsunami debris floating toward Hawaii”**

Source: <http://www.usatoday.com/news/nation/environment/story/2011-10-25/japan-tsunami-debris-hawaii-usa/50914576/1>

**Text: “Tsunamis Killer Waves”**

Source: <http://environment.nationalgeographic.com/environment/natural-disasters/tsunami-profile/>

**Text: “Lesson for Pacific NW: Tsunami death toll could have been worse”**

Source: <http://www.kval.com/news/local/Lesson-for-Pacific-Northwest-Tsunami-death-toll-could-have-been-worse-141945403.html>

### **Learning Task #1**

#### **Constructed Response Question:**

Explain the process of a tsunami. Include warning signs and cite actual disasters that have occurred.

### **Learning Task #2**

#### **Constructed Response Question:**

Explain the relationship between the tsunami that hit Japan and the problem that will affect Hawaii in 2013. Use evidence from the “Japan tsunami debris floating toward Hawaii” text.

### **Learning Task #3**

#### **Constructed Response Question:**

Create a definition for the word inundation using context clues from the “Lesson for Pacific NW: Tsunami death toll could have been worse” text.

### **Learning Task #4**

#### **Constructed Response Question:**

Explain how the tsunami in Japan affected and will affect parts of the USA and even Canada. Back up your response with evidence from multiple texts. Make sure that you talk about several places that will be affected and how they will be affected.

### **Learning Task #5**

#### **Writing Prompt:**

How would you take action to solve the debris issue? Create a solution that could solve this problem. Make sure that in your response you consider who will assist in this solution and where or what will happen to the debris. Use evidence from the text to back up your reasoning. Follow the rubric below.

### **Learning Task #6**

#### **Writing Prompt**

The state of Oregon is unsure of the next move dealing with the tsunami in Japan. Decide which claim you would like to argue: Oregon needs to prepare for a tsunami or It's not necessary to use money on a tsunami that might happen. Provide evidence from multiple texts to support the claim.

#### **Writing Scoring Guide-Three Point Rubric**

<b>3</b>	The response provides the essential elements of a complete interpretation of the prompt. It addresses important aspects of the task and provides sufficient relevant evidence to support development. It is focused and organized, addressing the needs of purpose, audience and task. It includes sentences of varied length and structure.
<b>2</b>	The response provides some of the elements of an interpretation of the prompt. It addresses some aspects of the task and provides some evidence to support development. It has a focus but lacks strong organization and inconsistently addresses the needs of purpose, audience and task. It includes sentences of somewhat varied length and structure.
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<b>0</b>	The response does not meet any criteria.

## **6. Water Conservation**

**Text: “Drinking Water: Bottled or From the Tap”**

Source: Kids National Geographic

<http://kids.nationalgeographic.com/kids/stories/spacescience/water-bottle-pollution/>

**Text: “Water Conservation”**

Source: The Glen Canyon Institute

<http://www.glencanyon.org>

**Text: “Disposable bottle ban sparks battle in Utah national parks”**

Source: ksl.com

**Text: “Water capacity in Utah’s reservoirs declining for first time”**

Source: ksl.com

**Text: “How Should I Use It? (Under Same Text Listing as “Water capacity in Utah’s reservoirs declining for first time’)**

Source: Utah.gov

**Text: “Per capita water usage/We live in a desert”? (Under Same Text Listing as “Water capacity in Utah’s reservoirs declining for first time’)**

Source: conservewater.utah.gov

### **Writing Text Type:**

Informational/Explanatory (Summarizing)

Argumentative

### **Task Summary:**

In Phase One, students do a close reading of the informational texts while annotating the text. After reading each text students will summarize the reading. Students meet in small groups with other students who read the same texts to discuss possible ways that schools could have a positive impact on water conservation. In Phase Two, students independently draft an argumentative essay about the importance of water conservation and some ways their school could have a positive impact with supporting evidence from the text, then they will meet in groups to revise and edit each other’s essays.

### **Phase One**

1. Students read and annotate source material provided. After reading each text students write a summary the text.
2. Students meet in small groups to discuss possible ways that schools could have a positive impact on water conservation.

### **Phase Two**

1. Students write an argumentative essay about water conservation and some ways their school could have a positive impact with supporting evidence from the text.
2. Students meet in peer editing groups to critique eachother's arguments and evaluate the strength of the evidence used to support the argument.

### **Student Prompt**

Water conservation is an important issue for people living in the Western United States. Your Principal is asking the students of your school for their thoughts about how to conserve water at school. He is collecting proposals with supporting information to decide how to have a positive impact on the school's water usage. Write an essay that outlines ways that your school can have a positive impact on water conservation. You must support your proposal with relevant information from at least three of the source materials. Additionally, your proposal must include organizing external text features such as subheadings and visual elements.

### **Description of Task Setting:**

#### **Phase One**

1. Students read and annotate source material provided. After reading each text students write a summary the text.
2. Students meet in small groups to discuss possible ways that schools could have a positive impact on water conservation.

Duration of the Activity: Phase One-2.5 hours

### **Materials Required:**

The texts listed above  
Annotation Instructions  
Summary Instructions

**Writing Text Type:**

Informative/Explanatory (summary)

**Task Summary:**

In Phase One, students do a close reading of the informational texts while annotating the text. After reading each text students will summarize the reading. Students meet in small groups with other students who read the same texts to discuss possible ways that schools could have a positive impact on water conservation.

The graphic features a yellow vertical bar on the left with the text "Annotating the Text" written vertically in bold black font. To the right, on a black background, is a yellow pencil with a pink eraser and a sharp lead tip. Below the pencil is a yellow squiggly line. The main text in the center reads: "It is important to annotate the text you read to help you better understand what you read and keep track of important ideas. Sometimes you can't write on the text, so use post-it notes instead!". At the bottom, there is a list of annotation symbols in red text: "-Underline important parts", "-Circle important words", "-Put a # next to main idea", "-Ex = examples/anecdotes", "F = fact", "Q = expert quote", "# = statistics", and "? = don't understand".

**Annotating  
the Text**

It is important to annotate the text you read to help you better understand what you read and keep track of important ideas. Sometimes you can't write on the text, so use post-it notes instead!

- Underline important parts
- Circle important words
- Put a # next to main idea
- Ex = examples/anecdotes
- F = fact
- Q = expert quote
- # = statistics
- ? = don't understand

# Summarizing a Text

**REMEMBER:** A summary is not just a retelling of everything you remember about what you read—there are specific things you need to include and do in a good summary.



## YOU NEED A...

1. Main idea statement
2. Important details...which ALL support the main idea

## YOU NEED TO...

- Paraphrase, or put it in your own words
- Be able to put the info into different forms

### Description of Task Setting:

#### Phase Two

1. Students write an argumentative essay about water conservation and some ways their school could have a positive impact with supporting evidence from the text.
2. Students meet in peer editing groups to critique each other's arguments and evaluate the strength of the evidence used to support the argument.

Duration of the Activity: Phase Two-2.5 hours

#### Materials Required:

Writing Rubric  
Peer Revision Sheets

#### Writing Text Type:

Argumentative

### **Task Summary:**

In Phase Two, students independently draft an argumentative essay about the importance of water conservation and some ways their school could have a positive impact with supporting evidence from the text. Then students meet in groups to revise and edit each other's essays.

### **Student Prompt**

Water conservation is an important issue for people living in the Western states. Your Principal is asking the students of your school for their thoughts about how to conserve water at school. He is collecting proposals with supporting information to decide how to have a positive impact on the school's water usage. Write an essay that outlines ways that your school can have a positive impact on water conservation. You must support your proposal with relevant information from at least three of the source materials. Additionally, your proposal must include informative organizing text features such as subheadings and visual elements.

### **Writing Scoring Guide-Three Point Rubric**

<b>3</b>	The response provides the essential elements of a complete interpretation of the prompt. It addresses important aspects of the task and provides sufficient relevant evidence to support development. It is focused and organized, addressing the needs of purpose, audience and task. It includes sentences of varied length and structure.
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<b>0</b>	The response does not meet any criteria.

## Peer Revision Checklist

Writer's Name \_\_\_\_\_ Reader's Name \_\_\_\_\_

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1. yes/no Does the essay address ALL parts of the writing prompt?
2. yes/no Does the essay have a clear claim? If 'yes' write it below.

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3. yes/no Does the essay provides sufficient relevant evidence to support the claim? If 'yes' write 3 pieces of supporting evidence below.

\* \_\_\_\_\_

\* \_\_\_\_\_

\* \_\_\_\_\_

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4. yes/no Is the writing focused and organized? If 'no' put a ? next to any parts that are confusing or unclear.

5. Is the writing appropriate to purpose, audience and task?

- a. To whom is the essay written?

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- b. Describe the tone of the writing.

---

6. Does the writing include sentences of varied length and sturcture? Write one very well written sentence below.

\* \_\_\_\_\_

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## **7. Indifference**

### **Definition of Indifference (Text not in FlexBook Section 1)**

Source: Dictionary.com

**in·dif·fer·ence** in'difərəns,-'difrəns **noun** **1.** lack of interest or concern: *We were shocked by their indifference toward poverty.*

### **Text: “The Perils of Indifference”**

Speech delivered by Eli Wiesel on April 12, 1999

Source: thehistoryplace.com

### **Text: “Perils of Indifference...And of Action”**

Article by Clarence Page, written April 14, 1999

Source: Chicago Tribune

### **Text: “First They Came...”**

Poem by Martin Neimoller

Source: United States Holocaust Memorial Museum

<http://www.ushmm.org/wlc/en/article.php?ModuleId=10007392>

### **Text: Terrible Things: An Allegory of the Holocaust (Text not in FlexBook)**

Children’s book by Eve Bunting

Source: Not attached, to be read aloud to class by teacher

### **Learning Task #1**

#### **Selected Response Question:**

In paragraph 7 of his speech, Elie Wiesel states, “Indifference can be tempting—more than that, seductive.” Which act from the passage do you think is the best example of indifference?

- L. Being grateful to the American soldiers for their rage, and also for their compassion
- M. They no longer felt pain, hunger, thirst. They feared nothing. They were dead and did not know it.
- N. He mobilized the American people and the world, going into battle, bringing valiant and brave soldiers to fight fascism.

- O. The St. Louis, which held 1000 Jews, was already on the shores of the U.S. and was sent back to Nazi Germany by President Roosevelt.

**Constructed Response Question:**

Explain why you chose the answer you did as the best example of indifference. Use evidence from the text to support your answer.

**Learning Task #2**

**Selected Response Question:**

In Clarence Page's article he warns of the dangers of, "failing to act with intelligence." Which of the following is an example of acting with intelligence, in Page's opinion?

- A. Sending ground troops to Kosovo
- B. Hoping bombs would force Milosevic to back off.
- C. Offering aid to the KLA
- D. Calling for a settlement that takes the history of the region into account

**Constructed Response Question:**

Use evidence to explain why you chose the answer you did as an example of acting with intelligence.

**Learning Task #3**

**Constructed Response Question:**

At the beginning and the end of his speech, Eli Wiesel refers to a young Jewish boy. Who is this Jewish boy, and what effect is his story meant to have on the reader? Use evidence from the text to support your answer.

**Learning Task #4**

**Constructed Response Question:**

In his article responding to Eli Wiesel's speech, Clarence Page makes the argument that, "Indifference holds many perils, but so does failure to act with intelligence." Do you agree with his claim? Use evidence from his article, "Perils of Indifference...And of Action" or from Wiesel's speech to support your answer.

**Learning Task #5**

**Constructed Response Question:**

How does Eve Bunting's allegory, Terrible Things, support Eli Wiesel's claim that indifference is an inhumane and ineffective way to escape problems? Use evidence from both texts to support your response.

**Learning Task #6**

**Constructed Response Question:**

The texts by Eli Wiesel, Martin Niemöller, and Eve Bunting all comment on indifference. Each author uses a different genre to communicate this theme. Choose at least two of the three texts to compare and contrast how the forms of the texts affect the message conveyed. Use evidence to support your answer.

## **8. Subatomic Particles**

**Text: “Elementary Particles”**

Source: New Book of Popular Science

**Text: “How Atom Smashers Work”**

Source: HowStuffWorks.com

### **Learning Task #1:**

#### **Selected Response:**

Which statement below best describes our current understanding of matter?

- a. Matter is made up of earth, fire, air and water.
- b. Atoms are too small to see.
- c. Matter is made up of components even smaller than an atom.
- d. Atoms are the smallest component of matter.

### **Learning Task #2:**

#### **Constructed Response:**

After doing a close reading of Elementary Particles, determine the central idea of the text.

Talk with the person next to you and be ready to cite the explicit textual evidence from the passage that supports your conclusion AND be able to tell why you selected this particular evidence. After you have shared, listen carefully to your partner’s conclusion and his/her selection of evidence and the rationale for selection.

### **Learning Task #3:**

#### **Selected Response:**

What do particle accelerators do?

- a. Speed up particles and crash them into other particles.
- b. Heat up particles.
- c. Shoot cosmic rays back into space.
- d. Help put broken things back together.

#### **Learning Task #4: Constructed Response:**

Using textual evidence from both articles, use a Venn diagram to compare and contrast what was understood about atoms in 1802 to what was understood in 1930. If you prefer, you may organize your information in a graphic organizer of your choice, rather than using a Venn diagram.

#### **Learning Task #5:**

##### **Selected Response:**

Which of these responses BEST captures the main idea of the two articles? Be prepared to explain your reasons for selecting the BEST response to your classmates. (More than one answer can be used by citing textual evidence.)

- a. Atoms are very small.
- b. Atoms are made up of sub-atomic particles.
- c. What we understand to be true today might change based on tomorrow's discoveries.
- d. It is likely that atoms are more complex than our current understanding.

#### **Learning Task #6:**

##### **Writing Prompt/Focus Question:**

Both articles illustrate how scientific advances led to new understandings. These articles deal with atoms, but experiments in many areas have changed the way we currently think about nutrition, health, global climate, weather, land formation and the diversity of life. Using a thought process like: "We used to think...But then we learned...Now we think...", write about some parallel events and discoveries that have happened during your lifetime.

#### **Writing Scoring Guide – Three Point Rubric**

<b>3</b>	The response provides the essential elements of a complete interpretation of the prompt. It addresses important aspects of the task and provides sufficient relevant evidence to support development. It is focused and organized, addressing the needs of purpose, audience and task. It includes sentences of varied length and structure.
<b>2</b>	The response provides some of the elements of an interpretation of the prompt. It addresses some aspects of the task and provides some evidence to support development. It has a focus but lacks strong organization and inconsistently addresses the needs of purpose, audience and task. It includes sentences of somewhat varied length and structure.
<b>1</b>	The response provides minimal elements of an interpretation of the prompt. It addresses few aspects of the task and provides little relevant evidence to support development. It lacks focus and organization and generally fails to address the needs of purpose, audience, and task. It includes sentences with little variety and structure.
<b>0</b>	The response does not meet any criteria.

## **9. Stereotypes**

**Text: “Will Jeremy Lin’s Success End Stereotypes?”**

Source: CNN.com

### **Selected Response Questions:**

Text: “Will Jeremy Lin’s Success End Stereotypes?”

What is the Jeremy Lin effect?

- A. Now, many Asian-American kids want to play professional basketball.
- B. Fans shout racial taunts at players.
- C. Racial slurs about Asian-Americans that used to be ignored are now condemned.
- D. The New York Knicks are now a successful basketball team.

### **Constructed Response Questions:**

Text: “Will Jeremy Lin’s Success End Stereotypes?”

Explain the author’s bias. Cite three quotes from the text that show this bias.

## **10. Solar Flare**

**Text: “Monster Magnetic Storm Sideswipes Earth”**

Source: WorldBookOnline.com

**Text: “Solar Flare: What If Biggest Known Sun Storm Hit Today?”**

Source: NationalGeographic.com

### **Selected Response Questions:**

Text: “Monster Magnetic Storm Sideswipes Earth”

Which of the following statements about CME’s is not a fact from the article?

- A. CME’s are the strongest type of solar eruptions.
- B. CME’s produce displays of northern lights much farther south than usual.
- C. CME’s disrupt many communications systems.
- D. CME’s do not cause magnetic storms.

Text: “Solar Flare: What If Biggest Known Sun Storm Hit Today?”

Which of the following forms of communication would not be disrupted by a solar flare?

- A. Conversation
- B. Check-out scanners at the grocery store
- C. Email
- D. Credit card machines

### **Constructed Response Questions:**

Identify connections between the two articles and explain how they relate. Cite specific quotes from the text to support your answers.

In “Solar Flare: What If Biggest Known Sun Storm Hit Today?”, the author discusses 1859 solar storm and its impact on society at that time. Think of today’s world. Describe the possible impact of a solar flare/solar storms on today’s society and the electronic devices that people use daily. Give three specific examples and explain each one.

## **11. Constitution**

**Text: “This Land Was Made for You and Me: The Life and Songs of Woody Guthrie”**

Source: Text Exemplars, Utah Common Core Standards

**Text: “Words We Live By: Your Annotated Guide to the Constitution”**

Source: Text Exemplars, Utah Common Core Standards

**Text: “Preamble and First Amendment to the United States Constitution”**

Source: Text Exemplars, Utah Common Core Standards

### **Learning Task #1**

#### **Selected Response Question:**

Text: “Preamble and First Amendment to the United States Constitution”

Which of these actions is not protected under the First Amendment?

- A. Protesting a war by blowing up a building
- B. Protesting a war by marching to the capitol building
- C. Protesting a war by holding up anti-war signs at military funerals
- D. Protesting a war by writing anti-war songs

#### **Constructed Response Question:**

Text: “Preamble and First Amendment to the United States Constitution”

Look at the protest actions listed in the previous question. Explain why three of them are protected by the First Amendment and the other one is not.

### **Learning Task #2**

#### **Selected Response Question:**

Text: “Words We Live By: Your Annotated Guide to the Constitution”

When the Constitution was written, who was included in the phrase “We the People?”

- A. Everyone

- B. All white people
- C. All white men
- D. All white men who owned property

**Constructed Response Question:**

Text: “Words We Live By: Your Annotated Guide to the Constitution”

“Through the Amendment process, more and more Americans were eventually included in the Constitution’s definition of ‘We the People.’” What is the central idea of this quote? How does it apply to real-life situations? Cite at least two examples from the text to support your ideas.

**Learning Task #3**

Text: “This Land Was Made for You and Me: The Life and Songs of Woody Guthrie”

Based on the text, which of the following statements describes Woody Guthrie?

- A. He was a restless wanderer who traveled the country.
- B. He was not a songwriter.
- C. He always created his own tunes but often borrowed lyrics from other sources.
- D. He liked songs that made people think they were born to lose.

**Learning Task #4**

**Description of Task Setting:**

Individual reading of the three texts followed by prewriting (using graphic organizer), drafting, revising, and editing

Duration of the Activity: 90 minutes, spread over two days

**Materials Required:**

Three texts listed above

Graphic organizer listed below

**Writing Text Type:**

Expository

**Student Prompt**

“I hate a song that makes you think that you’re not any good. I hate a song that makes you think you are just born to lose. I am out to fight those kind of songs to my very last breath of air and my last drop of blood.”

In this quote, Woody Guthrie displays a very American way of thinking. His words reflect the American dream—that each person is valuable and can choose to be successful. Write a multi-paragraph essay explaining Guthrie’s meaning, why it is so American, and how it reflects the American dream. Along with “This Land Was Made for You and Me: The Life and Songs of Woody Guthrie,” support your ideas by citing the two companions texts, “Words We Live By: Your Annotated Guide to the Constitution” and “Preamble and First Amendment to the United States Constitution.” Use the organizer below to plan your essay.

Main Idea/Thesis



Guthrie's Meaning



Why It Is an American Way of Thinking



How It Reflects the American Dream