

Eastern
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Project

Summer Institute

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Demonstration Anthology

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Improving Literacy in Math -- Tara Allen

Rationale: Mathematics is not only about numbers, symbols, and operations but it is also about being able to write and talk about math. Many math mistakes are made due to not critically reading information or not understanding what the problem is saying, in both reading directions and word type problems. According to Joan M. Kenney, “If students can write clearly about mathematics in both words and in symbols, provide graphic representations (either as diagrams or as graphs), and articulately justify their strategies and how their solutions connect with those of their classmates, then they have certainly developed a deep, rich understanding of the underlying concept.” (92) Students that understand the vocabulary, and can talk and write about math, will ultimately perform at a higher level.

Standards:

7.EE.1: Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.

7EE.2: Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. *For example, $a + 0.05a = 1.05a$ means that “increase by 5%” is the same as “multiply by 1.05.”*

Lesson Objective: Evaluate simple algebraic expressions.

Essential Question: How can you use number and symbols to represent mathematical Ideas?

To start the lesson I will read *The King’s Chessboard* by David Birch. I use this to review exponents and make sure students really understand exponents and their connection to something growing exponentially. Prior to seventh grade most students do not understand what it means by something “growing exponentially.” To solve algebraic expressions students also need to review using the order of operations with evaluating exponents.

1. Read *The King’s Chessboard* by David Birch. At the end of the book discuss the meaning of exponents and items that grow exponentially.
2. Give exponents matching game to student pairs and allow 5-10 minutes for review.
3. Hand out and review the rules for order of operations.
4. Give Chapter 5 Lesson 1 Worksheet.
 - a. Work 1 together.
 - b. Assign 2 and 3. After sufficient time, go over together.
 - c. Work 4 together.
 - d. Assign 5. After sufficient time, go over together.
 - e. Discuss defining a variable. Complete the **Practice defining a variable** section together.
 - f. Work 6 together.
 - g. Assign 7. After sufficient time, go over together.

Assessment: Independent Practice

Adaptations and Modifications:

1. The number of problems assigned could be shortened for students that need extended time for assignments.
2. A copy of the notes can be given to students that are poor note takers after notes have been taken to supplement anything they may have missed.
3. The double-entry journal type of notes can be used on a daily basis with multiple skills. Once students learn the concept of double-entries they could use them at any time in any discipline.

References:

Birch, David, and Devis Grebu. *The King's Chessboard*. Penguin Books, 1988.

Carter, John A., et al. *Glencoe Math: Built to the Common Core*. Glencoe/McGraw-Hill, 2015.

Daniels, Harvey, et al. *Content-Area Writing: Every Teacher's Guide*. Heinemann, 2007.

Kenney, Joan M., et al. *Literacy Strategies for Improving Mathematics Instruction*. ASCD, 2005.

four squared	4^2
four cubed	4^3
five to the third power	5^3
the product of five to the third power	$5 \cdot 5 \cdot 5$
the product of three to the fifth power	$3 \cdot 3 \cdot 3 \cdot 3 \cdot 3$
2^3	8
2^4	16
3^2	9

Algebraic Expressions

1. Evaluate $2(x + 3) - 4 = -4$

What is the variable in the expression?	
What is the value of the variable(s)?	
Write the order in which the operations should be performed.	1. 2.

Show your work.	
What is the solution for the expression?	

2. Evaluate $8x - 2x^2 = 5x^2 = 3$

What are the variables in the expression?	
What are the values of the variables?	
Write the order in which the operations should be performed.	<ol style="list-style-type: none"> 1. 2. 3.
Show your work.	
What is the solution for the expression?	

3. Evaluate $4x^3 + 2x^2 = 3$

What is the variable in the expression?	
What is the value of the variable(s)?	
Write the order in which the operations should be performed.	<ol style="list-style-type: none"> 1. 2.

	3.
Show your work.	
What is the solution for the expression?	

4. Athletic trainers use the formula $\frac{3(220-a)}{5}$, where a is a person's age, to find their minimum training heart rate. Find Latrina's minimum training heart rate if she is 15 years old.

What do you need to find?	
What expression will you use to find it?	
What is the value of a ? Why?	
Write the order in which the operations should be performed.	1. 2. 3.
Show your work.	
What is the solution for the expression? (Label your answer.)	

5. To find the area of a triangle, use the formula $\frac{bh}{2}$, where b is the base and h is the height. What is the area in square inches of a triangle with a height of 6 inches and base of 8 inches?

What do you need to find?	
What expression will you use to find it?	
What is the value of b and h ?	$b =$ $h =$

Write the order in which the operations should be performed.	1. 2.
Show your work.	
What is the solution for the expression? (Label your answer.)	

Practice defining a variable:

Expression	Algebraic Expression
------------	----------------------

To translate a verbal phrase into an algebraic expression, the first step is to define a variable. When you **define a variable**, you choose a variable to represent an unknown quantity.

Five plus the number of apples	
Twice as many cookies	
Twelve books less Nathan's	
The money was divided four ways.	

6. Marisa wants to buy a DVD player that costs \$150. She already saved \$25 and plans to save an additional \$10 each week. Write an expression that represents the total amount of money Marisa has saved after any number of weeks.

What is the unknown value in the problem?	
What variable could you use to represent this amount?	
How much has she already saved?	

How much does she save each week?	
Write an algebraic expression that represents the total amount of money after any number of weeks.	
Would Marisa have saved enough money to buy the \$150 DVD player in 11 weeks? Explain how you arrived at your answer.	

7. Leah read 20 pages of a book. She plans to read 5 pages each day from now on. Write an expression that represents the total number of pages she will have read in x days.

What is the variable in the problem and what does it represent?	
How many pages has she already read?	
How many pages does she plan to read each day?	
Write an algebraic expression that represents the total number of pages she will have read in x days.	
Will Leah have read more than 60 pages in 7 days? Explain how you arrived at your answer.	

Independent Practice

Evaluate each expression if $x = 8$, $y = 3$, $z = 4$, and $w = -1$.

1. $2(x + 9)$

2. $\frac{x}{4}$

3. $\frac{xy}{4}$

4. $4x + y$

5. $\frac{5x-25}{5}$

6. $x^2 + 7$

7. $\frac{x-4}{2}$

8. $10(x + 7)$

9. $\frac{2x}{2}$

10. The expression $5x + 2$ can be used to find the total cost in dollars of bowling where x is the number of games bowled and 2 represents the cost of shoe rental. How much will it cost Vincent to bowl 3 games?

11. A car rental company charges a \$50 fee for renting a car plus \$0.17 per mile driven. Write an algebraic expression that gives the total cost in dollars for driving any number of miles.

What is the unknown value in the problem?	
What variable could you use to represent this amount?	
How much is the fee?	
How much is charged per mile?	
Write an algebraic expression that represents the total amount of money after any number of miles.	

Craigslis Activity | Persuasive Writing

Cami Badman

Rationale:

- Students love discussing and debating their point of view, and persuasive writing has the capacity to pull in reluctant writers for the reason that many students don't have the issue of sharing their opinion about a topic. As students become more aware of the techniques they are using, it becomes more natural for these techniques to appear in their writing. Ryan McCarty from the *Teaching Channel* states that good persuasive writers practice the craft through various activities they might not know they're

Standards:

- CCSS.ELA-LITERACY.W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- CCSS.ELA-LITERACY.W.11-12.2.D Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- CCSS.ELA-LITERACY.W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- CCSS.ELA-LITERACY.SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Materials:

- Notecards with numbers
- Pictures
- Computer/iPad and Internet access
- Notes from unit (persuasive techniques)

Activities:

1. As students walk through the door, they will receive a notecard with a number on it.
2. At the beginning of class, students will take out all the notes they have about persuasive techniques and quickly review.
3. In Google Classroom, students will access a Doc I uploaded that has a pictures of furniture (I found these through a simple Google Image search).
4. Each picture is accompanied with with a number-- students will find the picture that corresponds with the number they received as they walked in the door. That picture has now become the basis for their writing.
5. Using their picture, students will use the skills they have learned about persuasive writing to create a Craigslis ad to sell their piece of furniture.
6. Once they have their description drafted, students will take a quick moment to polish up any last details.
7. Using the link shared with students, they will join the DotStorming board I created.
8. From there, they will upload their picture and write up and post it to the board.

9. Once all students have uploaded their picture and description, all students should see their classmates posts on the board.
10. Allow students time to read through each description (they will not do anything at this time aside from read each one).
11. Once all students have finished reading everyone's post, ask them to pick the three they felt best encompassed the skill of persuasive writing (all students get 3 votes).
12. After voting, choose 3-4 pictures to respond/comment on. It does NOT have to be the same ones students voted for, but it can be. Comments can be glows (what went well) or grows (some suggestions for improvement).
13. Then sort the posts by highest ranking at the top.
14. On a separate sheet of paper, have students explain why they believed the posts that ranked high, ranked high and vice versa (students can use some of their comments as ideas for this) .
15. Because these posts are anonymous (you are able to change it if desired), we will then, as a whole class, discuss why certain posts received lots of votes and why some posts received few votes.
16. Using that discussion to drive assessment, I am able to determine where we (as a class) might need to spend some more time focusing on certain persuasive techniques.

Assessments:

- The draft students create for the post can be assessed to see if they understand persuasive elements. This is assessed with the understanding that it's not a final draft and there was very little time for revision.
- The whole-class discussion we have can serve as an informal assessment to determine if there is a technique being missed by most of the class.

Adaptations:

- Can be adapted to use different pictures instead of furniture
- Can be adapted for every student to write about the same piece of furniture and discuss how different we all write about the same topic
- Can be adapted for students to present in front of the class rather than on an online board

Resources:

- Capasso, Lolly. New Assignment. Facebook, 28 Oct. 2016, 3:13 p.m.
<https://www.facebook.com/groups/335905713208037/search/?query=craigslist> Accessed 14 June 2018.

Ugly Furniture Craigslist Ad

Using Rhetoric in Real Life for Fun and Profit

Assignment: Find an ugly piece of furniture, either online or even one you personally own, and then craft the perfect Craigslist ad to sell that piece of furniture. Use what you've learned so far in the class to help your ad be the most awesome one the internet has ever seen.

Example below is of a typical Craigslist ad for an ugly chair. How would you transform "We just received this awesome vintage Kroehler accent chair!" into something much more persuasive?

★ Vintage Kroehler Accent Chair - \$85 (Treasures Then & Now)

image 1 of 2



We just received this awesome vintage Kroehler accent chair!

Treasures Then & Now
2821 Mt. Vernon Rd SE
Cedar Rapids, IA 52403

[show contact info](#)

Open T-F (10-6), Saturday (10-3)

- do NOT contact me with unsolicited services or offers

Using Google Docs, create your own ad, making it look as much like a real Craigslist listing as possible. Search for "Craigslist furniture" for examples of what real ads look like. Do a search for "ugly furniture" or "tacky furniture" to find the piece you're going to try to sell.

For example:

Incredible Vintage Leather Couch -- \$250



For Sale! An artisan and rustic-design couch. This well-loved piece of furniture is looking for a new home. It comes with many benefits! First one being that you will never lose your remote again! It sticks to wherever you put it on the couch. Tired of your friends crashing on your couch? Now they won't want to! This product has a sturdy wooden frame inside... so solid that it will outlast the rest of the couch. It makes for a great discussion piece. Willing to sell for \$250 OBO.

Contact me at WheelofFurniture@gmail.com

* do NOT contact me with unsolicited services or offers

[Link to Persuasive Techniques Handout](#)

[Link to Ethos, Pathos, Logos Handout](#)

[Link to Craigslist Assignment Instructions](#) (also included above)

[Link to Furniture Pictures](#)

[Link to Dotstorming "how to"](#)

Text-Based Personal Narratives on the Montgomery Bus Boycott

Molly Sigler Bickford, EIWP Summer Institute 2018

Rationale: Common Core State Standards recommend that 55% of reading and writing within ELA classes should be on nonfiction topics. Most students are not initially excited to learn nonfiction as they see it as merely memorization and regurgitation. This unit is designed to evoke curiosity in students as they explore the past as well as position them to question their previous understandings about an event they are already familiar with. Finally, the information gained will help to guide students' text-based writing about the Montgomery Bus Boycott.

Learning Standards in E/LA Reading Informational Texts:

- RI.7.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.7.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RI.7.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
- RL.7.9 Compare and contrast one author's presentation of events with that of another.

Learning Standards for E/LA Writing:

- [W.7.1.A](#) Introduce claim(s) and organize the reasons and evidence clearly.
- [W.7.1.B](#) Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
- [W.7.1.C](#) Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
- [W.7.3.A](#) Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- [W.7.3.B](#) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- [W.7.8](#) Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

Preparation:

- Copies of:
 - The Story of Rosa Parks by Patricia A. Pingry
 - Rosa's Bus: The Ride to Civil Rights by Jo S. Kittinger
 - If a Bus Could Talk: The Story of Rosa Parks by Faith Ringgold
 - The Bus Ride That Changed History: The Story of Rosa Parks
 - Rosa by Nikki Giovanni
 - Back of the Bus by Aaron Reynolds
- Content analysis worksheet (Appendix 1)
- Primary source interpretation Worksheet (Appendix 2)
- Secondary text scrutiny worksheet (Appendix 3)
- Personal narrative handout (Appendix 4)
- Grading rubric for personal narrative (Appendix 5)
- Selected primary source documents retrieved and adapted from multiple sources

Unit Overview:

1. Content area literacy strategies
 - Content analysis
 - “Did your book have...?”
 - Primary source interpretation
 - Primary source application (graphic organizer)
2. Assessment
 - Timeline
 - Secondary text scrutiny
 - Perspective writing
 - Narrative revision

Adaptions and Extensions

- I give students the original primary document, but I also provide an explanation of the document, as well as an edited version where I define certain words and change the vocabulary to be developmentally appropriate for struggling learners.
- I adapt the graphic organizer to include a brief explanation of each primary document to aid struggling learners in their organization and synthesis of ideas.

References:

Edwards, Pamela Duncan., and Danny Shanahan. The Bus Ride That Changed History:

the Story of Rosa Parks. Sandpiper, 2009.

Giovanni, Nikki, and Bryan Collier. Rosa. Zaner-Bloser, 2013.

Kittinger, Jo S., and Stephen Walker. Rosas Bus: the Ride to Civil Rights. Calkins Creek, 2010.

Pingry, Patricia A., and Steven Walker. The Story of Rosa Parks. WorthyKids/Ideals, 2016.

Reynolds, Aaron, and Floyd Cooper. Back of the Bus. Puffin Books, 2013.

Ringgold, Faith. If a Bus Could Talk: the Story of Rosa Parks. Scholastic, Inc., 2005.

Historical Thinking Matters: Rosa Parks. Historical Thinking Matters has organized a collection of primary sources centered on Rosa Parks and the Montgomery Bus Boycott. Classroom strategies accompany the primary source documents. Writing prompts guide students along through the process of close reading, contextualizing, sourcing, corroboration, and other historical thinking skills. <http://historicalthinkingmatters.org/rosaparks/>

Teaching with Documents: An Act of Courage, The Arrest Records of Rosa Parks. The National Archives document-based inquiry includes the actual primary sources of both from Parks’s arrest and subsequent court case. <http://www.archives.gov/education/lessons/rosa-parks/>

Bus Boycott: Historical Documents Highlight Integration Milestone. Sponsored by the *Teaching Tolerance: A Project of the Southern Poverty Law Center*, this website provides elementary teachers both primary documents, corresponding classroom activities, and various free curricular materials. <http://www.tolerance.org/activity/bus-boycott-historical-documents-highlight-integration-miles>

Everyday Americans, Exceptional Americans: Rosa Parks. This activity is an abridged version of the activities and primary sources located on *Historical Thinking Matters*. Fewer resources,

simpler questions, and more direct scaffolding enable teachers to engage younger students more efficiently with historical scrutiny of the events of 1955 and 1956. This site contextualizes segregation—and desegregation advocacy—up through the Supreme Court’s finding that bus segregation was unconstitutional and the Montgomery buses are desegregated. <http://chnm.gmu.edu/tah-loudoun/blog/psas/rosa-parks-and-the-montgomery-bus-boycott/>

Appendix 1

1. Did the author mention or describe R. Parks’ involvement in the NAACP, desegregation activities, or the civil rights movement prior to 12/1/1955? **Yes or No**
2. How did the author characterize the ***start*** of segregation? As something that:
 - a. White America (citizens & lawmakers) established and maintained?
 - b. “Just was” (with no mention of who started it or why)?
3. When describing segregation, did the author mention that it had various elements:
 - a. Social segregation (separate schools, separate drinking fountains, separate restaurants) **Yes or No**
 - b. Political segregation (i.e., voting restrictions for African Americans) **Yes or No**
 - c. Economic segregation (i.e. limited job prospects for African Americans, lower pay for equal work for African Americans) **Yes or No**
4. When describing Parks’ refusal to give up her seat on 12/1/1955, did the author include other related events:
 - a. Supreme Court’s decision on *Brown v. Board of Education* in 1954, **Yes or No**
 - b. The Emmett Till murder in August 1955, **Yes or No**
 - c. Claudette Colvin’s spring 1955 arrest in Montgomery Alabama for refusing to give up her bus seat, **Yes or No**
 - d. Jo Ann Robinson’s & The Women’s Political Council’s (of Montgomery Alabama) attempt to seek desegregated bussing in summer 1955, **Yes or No**
 - e. Other preceding events **Yes or No**
5. When describing what happened after Parks’ act of civil disobedience on 12/1/1955, did the author note that:
 - a. Tens of thousands took part in the yearlong Montgomery Bus Boycott **Yes or No**
 - b. Violence, threats of violence, and being fired compelled Parks to move north **Yes or No**
 - c. The Civil Rights movement would continue to gain strength for over a decade **Yes or No**
 - d. Other subsequent events **Yes or No**
6. **What are the implications of “No” for some of the answers above?**

Appendix 2 (Sample)

Source, Audience, and Intent. What is known about this source? What is known about the audience? Why was this document created? Be specific.	Context and Limitations. When and where was this document created? What are the limits of this document? (What is left unknown?) Be specific.	Corroboration and Significance. How is this document similar to or different from others? Why is this historical artifact important? Be specific.

Appendix 3 (Sample)

Page	Information Present	Information Missing
1		
2		
3		
4		

Appendix 5

Perspective Narrative for The Montgomery Bus Boycott

You will be writing about the Montgomery Bus Boycott using a first-person perspective. You should include the events that led up to the boycott, the boycott itself, and events that happened after. Complete the following questions to help you get started.

1. WHO do you think would have an interesting perspective?
2. WHAT makes them significant to the story? What race was this person? Was he/she a member of the NAACP, Women's Political Council or The White Citizens Council?
3. WHERE does the story take place? Is your character a witness to Rosa's arrest or did they hear about it afterwards?
4. WHEN will the story begin? Does it take place on Dec. 1, 1955 or are you starting before that?
5. WHY do they have a unique perspective? Are his/her feelings about the event positive or negative?

Appendix 6 – Perspective Narrative Rubric

Focus: The clarity with which the paper presents and maintains a clear main idea, point of view, unifying event or theme.

Support/Elaboration: The degree to which the main point or event is elaborated and explained by specific details, descriptions, and reactions.

Organization: The clarity of logical flow of ideas (coherence and cohesion).

Conventions: Use of standard written English.

Citations: The proof behind your ideas. Credit given to the source of information.

Features	6	5	4	3	2	1
Focus	Subject's perspective of the event is clear and maintained. Emotions and reactions are clear throughout.	Subject's perspective of the event is clear and maintained. Emotions and reactions are present throughout (may not be even).	Subject's perspective of the event is somewhat clear and maintained. Emotions and reactions are present throughout (may not be even).	Subject's perspective of the event is somewhat clear and maintained. Reader can infer theme or event. Emotions and reactions are present throughout (may not be even).	Subject's perspective of the event is somewhat clear and maintained. Reader can infer theme or event. Emotions and reactions are somewhat present throughout (may not be even).	Subject's perspective of the event is not clear and maintained. Reader can infer theme or event. Emotions and reactions are not clear throughout (may not be even).
Elaboration	Events and perspective are elaborated with specific detail. Use of the five senses is present. Development of the character is deep and clear.	Events and perspective are elaborated with some specific detail. Use of the five senses is present. Development of the character is deep and clear.	Events and perspective are elaborated with some specific detail. Some use of the five senses is present. Development of the character is deep and clear.	Events and perspective are elaborated with some specific detail. Some use of the five senses is present. Development of the character is not very deep and clear.	Events and perspective are elaborated with some specific detail. Some use of the five senses is present. Development of the character is not deep nor clear.	Events and perspective are not elaborated with some specific detail. Some use of the five senses is present. Development of the character is not deep nor clear.
Organization	Narrative structure is clear-sequence of events move logically through time without noticeable gaps. Events are appropriately paragraphed. Coherence and cohesion demonstrated through appropriate use of devices (transitions, pronouns, etc.) Varied sentence structure produces cohesion.	Narrative structure is evident sequence of events move logically through time without noticeable gaps. Most paragraphing is appropriate. Coherence and cohesion (sentence to sentence) is evident; may depend on chronology. Most transitions are appropriate.	Narrative structure is noticeable, but the reader may have to infer it-sequence of events moves logically throughout with few noticeable gaps. Some appropriate paragraphing. Evidence of coherence may depend on sequence. Transitions are simplistic or redundant.	Structure is attempted, but reader may still have to infer. Lacks appropriate narrative structure. Inappropriate transitions that disrupt progression of events. Lacks purposeful ordering of sentences.	Structure is attempted, but with little success (may be a random presentation of events). Confusing.	Very confusing/little or no attempt at structure. Insufficient writing to meet criteria.
Conventions	Uses consistent agreement between parts of speech. No errors in mechanics. Creative and effective use of spelling strategies.	Consistent agreement between parts of speech. Uses correct punctuation capitalization, etc. Consistent use of spelling strategies.	Maintains agreement between parts of speech. Few errors in mechanics. Applies basic grade level spelling.	Occasional errors between parts of speech. Some errors in mechanics. Some evidence of spelling strategies.	Inconsistent agreement between parts of speech. Many errors in mechanics. Few spelling errors.	Parts of speech show lack of agreement. Frequent errors in mechanics. Many spelling errors.
Citations	All parts of the citation (author, title, publisher etc.) are included correctly. Format is correct There is a good balance of citations –not too many and not too few.	One part of a citation is missing in one place. One or two mistakes in format and/or either too many or too few citations.	One part of a citation is consistently missing for several entries. Consistently makes mistakes in citation format. No distinction between what should & doesn't need to be cited.	Some parts of a citation is consistently missing for several entries. Consistently makes mistakes in citation format. No distinction between what should & doesn't need to be cited.	Many parts of a citation is consistently missing for several entries. Consistently makes mistakes in citation format. No distinction between what should & doesn't need to be cited.	Little to no attempt to use citations correctly. No attempt to use parenthetical citations.

Lego Stop Motion and Recursive Writing

Liz Dietz

Rationale: Literacy should directly reflect our society. Digital literacy demands a growing importance in the classroom and it is important educators provide students with the skills needed to be successful in society. Looking at the text, *Because Digital Writing Matters*, this idea is supported when they explain, “In increasingly digitally-dependent societies, reading and writing in personal and public life requires exponential shifts in new knowledge of media, modes, genres, and ways of working with texts which, in turn, has implications for pedagogy and curriculum in education institutions across the life course” (Mills & Exley 2). This unit will utilize digital storytelling and specifically the use of stop motion in order to encourage recursive writing. Digital storytelling encourages students to revise as well as work through the revision process in parts. *Because Digital Writing Matters* further adds, “While we usually talk about the writing process for an essay as though it were linear—idea, collection of information, focus, organize, draft, revise—we know it’s recursive and looks more like a tangled ball of yarn than a straight line. For a digital story, that ball is even more tangled, which is one of the exciting parts of teaching and working on a digital story. If students find writing boring, or if they refuse to revise, or think revision is a less-than-important part of the process, digital storytelling can change that thinking” (Miller 177).

Reading: Literature Standards

- **CCSS.ELA-Literacy.RL.11-12.3** Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- **CCSS.ELA-Literacy.RL.11-12.5** Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
- **CCSS.ELA-Literacy.RL.11-12.7** Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.
- **CCSS.ELA-Literacy.W.11-12.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Writing Standards

- **CCSS.ELA-Literacy.W.11-12.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- **CCSS.ELA-Literacy.W.11-12.6** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Speaking and Listening Standards

- **CCSS.ELA-Literacy.SL.11-12.1.b** Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- **CCSS.ELA-Literacy.SL.11-12.5** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Materials:

- Student access to computers or devices
- Each student group will need a camera or a phone camera
- Camera tripod for each group

- Lego baseplate and tape
- Lego pieces and minifigures
- Construction paper for backdrop
- Paper and pencil for planning

Unit Overview:

- Prior to this project, students have completed an Individualism Unit
 - Focus on light and dark
 - See attached example
- Introduce what stop motion is and show example clips
- Introduce prompt choices for the intended project
 - Unpack prompts and model with examples
- Create groups with 3-4 students (small groups work best)
 - Have students discuss ideas and pick one option to further develop
- Have student groups utilize a planning strategy
 - Option One: Storyboarding <https://www.storyboardthat.com/>
 - Option Two: Print out storyboard and have students brainstorm on paper
 - Option Three: Utilize notecard or Post-It planning
- Discuss group accountability and roles
 - Have students create proposals that include their story concept, intended roles, and project timeline
- Provide students with all materials
 - Lego baseplate and tape
 - Lego pieces and minifigures
 - Camera / tripod (phones work wonderfully)
- Allow time for students to build their set, explore, and start capturing
- Finally have students put the process all together and edit
 - PowerPoint / Google Slides
 - iPhone Movie Maker
 - Stop Motion Apps
- Have a viewing party and have students vote on their favorite option
 - If you teach two sections, have students vote on videos from the other section
- Incorporate a writing piece that pairs with the animation process

Assessment:

Formative assessment should be utilized throughout the unit in the form of storyboarding and during checks for understanding. The group proposals will serve as a formative check for understanding. Summative assessment will be used on the final project. A rubric is attached.

Adaptations:

- If gathering materials raises a concern, the following adaptations may help:
 - Phone cameras work well and a tripod device can be built using Legos
 - Similar concepts can be achieved with more traditional methods such as flip books
 - Look for Legos at garage sales and thrift stores
 - Check out local resources for camera rentals (ITC in Buzzard)
- If the time commitment is not feasible:
 - Determine specific objections and pair down activity
 - Consider what the main focus of the project will be
 - Have a specific plan and do your best to stay on schedule

Resources:

- DeVoss D'anielle Nicole., et al. *Because Digital Writing Matters: Improving Student Writing in Online and Multimedia Environments*. Jossey-Bass, 2010.

Grissom, Tom, director. *ITC Techshare: Episode 20*. YouTube, YouTube, 2 Mar. 2016, www.youtube.com/watch?v=SCnTh6rPBIM.



How to Use PowerPoint and/or Google Slides to create a Lego Stop Motion Animation

STEP ONE:

- If you used a camera:
 - Remove the SD card from the camera and upload pictures
- If you used a phone:
 - connect your phone to a laptop with a USB cord
 - Once the computer has detected your phone, select all photos that you will need
 - Before clicking on **Import**, click on **Change how they are organized** and then click on **Change where they are imported**
 - Find your **group folder** and select, this will ensure your photos are imported to your folder
 - Finally, click on **Import Selected** and the pictures will load into your specific folder

STEP TWO:

- Open PowerPoint and click on blank presentation
 - In PowerPoint, click on **Insert**
 - Click on **Upload Album** and then **New Photo Album**
 - Click on the **File/Disk** option and this will lead you to your pictures
 - You are able to select all of your photos (group folder) at one time
 - Once you have selected all photos click on the **Create** button
 - Next, click on the **Transitions** tab
 - Change the **Advance Slide** to .1 and check the **After** button
 - Change the **Duration** to .1 and then click on the **Apply To All** button
 - Press play and enjoy the finished product!
-

The following steps are to be used only if students are using Chromebooks to create their project. This step by step was created with the understanding that the teacher will have access to PowerPoint on his or her computer. Google Slides allows one picture to be placed at a time and these steps will allow students to upload all pictures into Slides in one easy step. Group pictures have been loaded to the teacher laptop prior to these instructions.

STEP THREE:

- When all pictures are in PowerPoint, title your presentation and save:
 - I will **email** the PowerPoint to a member of the group
 - You will then need to save the PowerPoint to the **desktop** of your Chromebook
 - Next, drag the PowerPoint into your **Google Drive**
 - Once the PowerPoint appears in your Drive, click the **Open with Google Slides** option

STEP FOUR:

- Once you open your project in a Google Slides format:
 - Click on **File** and then **Publish to the web**
 - Change the **Auto-advance slides** option to **every second**
 - Click on **Publish** and then copy the link
 - Open link in a new tab and press play
 - If you would like to adjust the pacing, change the **1000&slide** part of the link to something like **200&slide**
 - Press play and enjoy your finished film!

Helpful Tips To Consider

- Duplicate specific slides in places you want actions to last longer
- Delete any slides that show hands or blurry images
- Make sure all pictures are in the correct sequence
- Create a title and/or credits slide

Rubric:

	Planning	Set/Props	Animation	Length	Intention	Overall Effectiveness
4	Utilizes detailed planning and use of a storyboard. Purposeful planning adds clarity to the overall project.	Sets/characters/props are deliberately crafted and visually engaging. All choices relate to the overall theme	Animation is smooth and the characters/objects have natural movements. All frames are in focus.	The project is 45+ seconds long.	Shows a high level of critical thinking by skillfully exploring a theme or interpretation of key element. Shows high degree of engagement with the prompt and can explain how the project explores theme or key elements relevant to the unit.	Meets or exceeds all expectations and requirements creatively.
3	Animation was well planned. The storyboard was followed for the most part. Final project could have been slightly better if more detailed planning was done.	Sets/characters/props are well crafted and visually interesting. Almost all choices relate to the overall theme.	Animation is somewhat smooth and there are few distracting movements. Most frames are in focus.	The project is 30-44 seconds long.	Shows an attempt of critical thinking by exploring a theme or key element but is not well executed. Can explain how the video is intended to convey purposeful meaning.	Meets all or nearly all expectations and requirements.
2	Storyboard provided a general idea that was not followed closely. Final project would be stronger if more detailed planning was utilized.	Sets/characters/props are not deliberately crafted but are somewhat visually interesting. Very few choices relate to the overall theme.	Animation is choppy. Movement is distracting and takes away from final project. Several frames are out of focus	The project is 15-29 seconds long.	Shows effort by exploring the prompt but the meaning or theme is not apparent or executed effectively. Can partially explain intention behind the meaning/ theme.	Adequately meets some but not all expectations and requirements.
1	Inadequate planning or use of storyboard caused animation to be too short or confusing.	Sets/characters/props are not well crafted or visually interesting. Choices do not relate to theme.	Little attention was paid to animation and project is not cohesive. Frames are unsteady and distracting.	The project is less than 14 seconds long.	Shows some effort toward a theme or key element but did not fully carry out intended theme successfully. Cannot make clear connections or explain intention of project.	Fails to meet many or most expectations and requirements.
0	Off topic. Inadequate material on which to judge. Little or no apparent effort.					

ULTIMATE PREDATOR PROJECT DEMONSTRATION: Jennifer Harris

Objective

You will be creating your ultimate predator. Picture something that can withstand the most ferocious predator in the wild. To do this you will need to steal adaptations from other living organisms.

Vocabulary

Adaptation: a behavioral or physical characteristic that enables an organism to survive in its environment

Vertebrate: an animal with a backbone

Adaptation Sheets

Please fill out the attached adaptation sheets. You must choose at least 5 predator adaptations, you should have one from each of the five types of vertebrates. These adaptation sheets will provide an explanation of how the adaptation is used to survive.

Drawing

Make a drawing according to the directions below.

Your drawing must include...

___ Name of your predator

___ Picture (hand drawn) of your predator in color

___ At least 5 predator adaptations labeled on your drawing

___ Must include at least 1 of each type of vertebrate

Essay

When finished with the drawing and attached adaptation sheets please write an essay about your predator. Answer the following in your essay...

___ What name did you choose for your predator and why did you choose that name

___ Explain why you chose each adaptation

___ With each adaptation describe how it works as defense, as a way to attack, or for both

___ Convince me why your predator is the ultimate predator

Explanation of Adaptation Sheets

Body

Animal: _____

Type of Vertebrate: _____

Explanation of adaptation (use complete sentences): _____

Eyes

Animal: _____

Type of Vertebrate: _____

Explanation of adaptation (use complete sentences): _____

Head & Mouth

Animal: _____

Type of Vertebrate: _____

Explanation of adaptation (use complete sentences): _____

Ears

Animal: _____

Type of Vertebrate: _____

Explanation of adaptation (use complete sentences): _____

Nose

Animal: _____

Type of Vertebrate: _____

Explanation of adaptation (use complete sentences): _____

Wings

Animal: _____

Type of Vertebrate: _____

Explanation of adaptation (use complete sentences): _____

Limb #1

Animal: _____

Type of Vertebrate: _____

Explanation of adaptation (use complete sentences): _____

Limb #2

Animal: _____

Type of Vertebrate: _____

Explanation of adaptation (use complete sentences): _____

Limb #3

Animal: _____

Type of Vertebrate: _____

Explanation of adaptation (use complete sentences): _____

Limb #4

Animal: _____

Type of Vertebrate: _____

Explanation of adaptation (use complete sentences): _____

Your Pick Feature

Animal: _____

Type of Vertebrate: _____

Explanation of adaptation (use complete sentences): _____

Your Pick Feature

Animal: _____

Type of Vertebrate: _____

Explanation of adaptation (use complete sentences): _____

Amy McClain – Simulating the Writing Process: Middle School ELA

Overview:

Students will simulate the writing process with a focus on revision using Play-Doh. During the course of the lesson, the teacher takes photos of the various steps so that we can refer back to them throughout the school year. Though I use it in Middle School, this simulation can be used in K – 12 with age appropriate modifications.

Rationale:

“Tell me, I forget. Show me, I remember. Involve me, I understand.” – Chinese Proverb

Scope:

This activity will take one full class period, but can be referenced all year long. Activity timing:

CCSS.ELA-LITERACY.W.8.5 I can plan, revise, edit, rewrite or try a new approach in my writing with some help from peers and adults.

CCSS.ELA-LITERACY.SL8.1 I can build on others’ ideas and express my own ideas clearly in discussion with others.

Preparation and Materials:

- Place a piece of waxed paper on every desk and adhere it to the surface.
- A can of playdoh for each student; multiple colors needed.
- Students need to have pen and paper
- A digital camera
- Teacher needs a presentation and timer.

Rules of Engagement:

1. First, determine the rules of the Play-doh.
 - a. Follow steps. Do not jump ahead. The steps are most important in the activity.
 - b. Do not eat the Play-doh.
 - c. Keep the colors separate; no smooshing.
2. Unpack your playdoh onto the wax paper. Place your hands on your desktop, palms down. Now close your eyes. Imagine your most favorite animal. (Teachers, feel free to talk them through your own favorite animal.)
3. Where does this animal live? What does it eat? What covers it’s body? Fur? Feathers? Focus on its facial features.
4. Open your eyes. Your job today is to sculpt a favorite animal of yours for your classmates and me. It is not a test, merely an activity. Give the sculpture your best. No talking. No conferring. No noise. Go.
5. Teachers, take a seat and build with the play-doh! It’s a powerful activity, and the kids can learn from you!

Activity: Revision Steps

Step One:

Students sculpt. (I try not to rush them.) Walk about the room and when they are close, give them 30 seconds to finish their work.

Step Two: Does a group member have a different color of play-doh that you would like to utilize and add to your sculpture? You may ask them for an adequate portion of play-doh at this time. No other communication is needed. Remember, no smooshing!!

Step Three:

Let's take a gallery walk! Leaving your sculpture on the desktop, stand and silently walk about the room observing other student's work. No talking. What did they do? How did they use the clay to create their animal. Keep walking, taking note as you walk through our gallery of sculptures. (As students do the gallery walk, walk with them while dropping memory cards face down.)

Step Four:

Return to you seats. Did you see anything that you would like to try? Were you inspired by a sculpture to add a feature to your animal? Are you motivated to start over? Take this time to make some changes if you'd like.

Step Five:

How many of you really like the sculpture in front of you? Ah, the fact that you like your work makes this next part VERY tricky. (Teacher: Hold up your memory card. Hopefully there is a match. Model for students how to revise with "stars and wishes".)

1. Your sculpture is _____ (detailed, complete, creative, original, etc)
2. I like how it's _____ is _____.
3. How did you _____?
4. I wish _____.

Step Six:

Find the person with the matching memory card. Hold a "stars and wishes" conversation about each person's sculpture. Be specific. Be kind. Be honest.

Step Seven:

After the conversation, write down everything that you remember your partner said about your sculpture. (Give students a couple of minutes.) This time, talk with the classmate next to you. Repeat the stars and wishes conversation.

Step Eight:

Jot down everything that your partner said about your sculpture. Will you make any changes? If so, make those changes now.

Step Nine:

In your group of four, talk about any changes you made and why you made them. Answer the questions on your group cue card. Each person must respond to one question to start the conversation. Jump into the conversation!

1. What change had the biggest impact on your sculpture?
2. What inspired you about another person's work? Stars and wishes?
3. How did it feel to hear another person "wish" for an improvement on your work?
4. When would you use a conversation like "wishes and stars"? Situations? Activities?

Step Ten:

Whole group discussion: What take-aways did your group have for the day? Where else could you apply "stars and wishes" in this class? In other classes?

Pulling it all Together

Using Power Point Graphics, talk about how today's activity fit the Writing Process. Discuss the cyclical nature of the Revision and Drafting steps.

Lauren McDermott

“1 Topic to 18 Topics”

Overview:

In this lesson, students will learn about author’s purpose, understanding the differences between the six different purposes for writing. In addition to this, students will see how one topic can become 18 different potential topics using the different purposes of writing. Finally, students will get a chance to write a reflective narrative that relates to one of the ideas they generated. Later in the semester, the teacher could choose mentor texts that model each of the author’s purpose to teach students more in depth about different writing strategies, helping them develop voice. They can always return to the completed handout for topic ideas later in the semester, but should be welcome to explore new ideas.

Purpose:

Often times, students do not find writing to be relevant in their lives because they are not exposed to the writing that happens outside of academic “school writing.” One way to combat this is to teach students about the different purposes for writing and allowing them to see examples of each while teaching them how to write for different purposes. However, students can hit another roadblock and may ask, “But what do I write about?” Helping students explore the different purposes can give them many different ideas for what to write about. Allowing students to choose topics and generate their own writing ideas allows them to become more independent learners that will begin to see themselves as writers.

Rationale/Theory:

In chapter three of *Writing Instruction That Works*, the authors point out that process writing is an effective model to use with students, and one of the instruction strategies presented as part of process writing is “studying models” (Applebee and Langer 31). They also note that teachers should “emphasize authentic discussion and writing tasks based in inquiry, as writers focus on purpose” (Applebee and Langer 47). Kelly Gallagher, an experienced and successful English teacher and author of *Write Like This* also noted that “no strategy improves my students’ writing more than having my students watch and listen to me as I write and think aloud. None” (Gallagher 15). Student choice will allow them to write about topics that are important to them, motivating them to write and find joy in their writing.

Lesson Objectives:

1. Students will understand the six different purposes for writing.
2. Students will generate ideas for each of the purposes of writing.
3. Students will produce expressive and reflective writing over one generated topic.

Standards:

CCSS.ELA-LITERACY.W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.W.9-10.3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Materials:

1. 1 Topic - 18 Topics Handout/Harry Potter Example
2. Writing Journals with writing utensil -or-
3. A device that has access to Google Docs or Word.
4. Projector/Whiteboard

Procedures:

Bell Ringer: In journals, write about two topics that you know a lot about. Explain how you learned about the topics and why you are interested in them. Is there anything you'd like to learn more about each topic?

Mini-Lesson: Review the different author's purposes, and go over example Harry Potter sheet.

Independent Work: Students should develop 18 possible writing topics for one of the topics discussed in the journal entry. Students are encouraged to help each other in small groups of three to four to develop topics in case students get "stuck." When students are finished, allow them the opportunity to share different ideas they generated for each topic.

Modeled Writing: Now, direct students to the first of the author's purposes: express and reflect. I will choose one of the topics I came up with and model a five minute quick-write addressing the topic. I will think out loud and address different elements of narrative writing: sensory language, reflection, narration, and dialogue.

Writing Activity: After modeling a five-minute quick write over my chosen expressive/ reflective topic, students will write over one of a topic that they generated. Allow them to write for fifteen to twenty minutes.

Peer Author Chair: Pause students, telling them that it is okay if they are not finished, they can finish later. Ask students to share their writing with their small groups. Other students can offer specific praise for elements they liked including their use of sensory language, reflection, narration, and dialogue. Teacher can walk around to model positive feedback.

Learned: After author's chair, address entire class to review (take notes on the board) what they learned from the lesson and each other's writing.

Exit Ticket: Put away all notes and handouts. Have one student per group get out a piece of paper to share with their group. Write down as many of the different author's purposes that you can remember.

Assessment:

The students will be assessed formatively during the lesson as they generate writing topics on the graphic organizer. Their reflective writing piece will be finished later, and will also be assessed formatively to receive feedback on their writing. Students will write several pieces for each author's purpose, and choose the one they wish to be assessed summatively. The exit ticket will also provide formative assessment and will work as a tool to help students internalize the information from the lesson and will be reviewed in the next lesson.

Adaptations:

This lesson can utilize technology with students typing into a digital copy that you share on Google Classroom (using the "make a copy for each student"). The students wouldn't have to worry about losing the handout because it would be saved in classroom. The students could also submit their first reflective writing through Google Classroom if the technology is available for them to access. You could also use no technology and give students a hard copy of your example instead of projecting it, write on a white/black

board to model the quick write, and have them handwrite their reflective writing. If you are teaching a content area class like math or science, you could also pick specific purposes (inform/evaluate/analyze/propose a solution) and leave out ones that may not be applicable (like reflective/expressive writing).

Applied to different classes/grades:

The “One Topic to Eighteen Topics” could be used in any grade/class since it is generated by student’s choice in what interests them. For younger grades, you could modify how many ideas they should generate for each purpose of writing. For example, instead of three topics for each purpose, they could generate two (or even one), but they’d still understand the different purposes of writing and have several different topics to explore. A non-ELA teacher could also use this to have students review content in class. They could write different pieces of varying purposes over a topic of the teacher’s choice.

Resources:

- Applebee, Arthur N. and Judith A. Langer. *Writing Instruction That Works*. Teachers College Press, 2013.
- Gallagher, Kelly. *Write Like This: Teaching Real-World Writing Through Modeling and Mentor Texts*. Stenhouse Publishers, 2011.

Name: _____ Hour: _____ Date: _____

1 Topic = 18 Topics

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One topic: Example Student Topic from *Write Like This* - SKATEBOARDING

Author's Purpose	Possible Writing Topics
Express and Reflect "Life Lessons" "Looking Backward to Look Forward"	<ol style="list-style-type: none"> 1. Learning new tricks 2. What it means to me 3. What I've learned from pros
Inform and Explain "Tell something about the topic that the reader might not know"	<ol style="list-style-type: none"> 1. Explain the rules of the game 'skate' 2. History of skating 3. How to do certain tricks
Evaluate and Judge "Worth" or "Good/Bad"	<ol style="list-style-type: none"> 1. Best trick, not so good tricks 2. Good professionals, bad pros 3. Good to spend time doing
Inquire and Explore "Wrestle with a Question/Problem"	<ol style="list-style-type: none"> 1. What pros do to get good? 2. How are skateboards made? 3. How can I make a living doing it?
Analyze and Interpret "The 'Why' Behind Something Difficult"	<ol style="list-style-type: none"> 1. Why do a lot of kids skate? 2. Why are the pro's boards so expensive? 3. Why do shoes rip easily with the griptape?
Take a Stand/Propose a Solution "What should be done about a problem?"	<ol style="list-style-type: none"> 1. More people should skate 2. They should let us skate anywhere we want 3. They should make more skateparks.

Name: _____ Hour: _____ Date: _____

1 Topic = 18 Topics

--

One topic: Lauren's topic: **Harry Potter**

Author's Purpose	Possible Writing Topics
Express and Reflect "Life Lessons" "Looking Backward to Look Forward"	<ol style="list-style-type: none"> How Hermione helped me become a life-long learner. What I learned while going to the Wizarding World of Harry Potter in Orlando. The professors of Hogwarts helped inspire me to become a teacher.
Inform and Explain "Tell something about the topic that the reader might not know"	<ol style="list-style-type: none"> The use of Latin in the books Beginning and ending with an orphan Name symbology
Evaluate and Judge "Worth" or "Good/Bad"	<ol style="list-style-type: none"> Were the movies as good as the books? Which book was the best? Should Ron have ended up with Hermione?
Inquire and Explore "Wrestle with a Question/Problem"	<ol style="list-style-type: none"> Was Snape an anti-hero? Why did Dumbledore risk Harry's life? Is Draco evil?
Analyze and Interpret "The 'Why' Behind Something Difficult"	<ol style="list-style-type: none"> Why do the Dursleys hate Harry/magic? Why did the wizarding world refuse to believe that Voldemort was back? Why "purebloods vs. muggle-borns" teaches us about racism and xenophobia
Take a Stand/Propose a Solution "What should be done about a problem?"	<ol style="list-style-type: none"> Children should read fiction/fantasy at a young age We shouldn't face problems alone - surround yourself with your supporters. We are all wizards... at heart.

Name: _____ Hour: _____ Date: _____

1 Topic = 18 Topics

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One topic: Lauren's topic: **Harry Potter**

Author's Purpose	Possible Writing Topics
Express and Reflect "Life Lessons" "Looking Backward to Look Forward"	<ol style="list-style-type: none"> 1. How Hermione helped me become a life-long learner. 2. What I learned while going to the Wizarding World of Harry Potter in Orlando. 3. The professors of Hogwarts helped inspire me to become a teacher.
Inform and Explain "Tell something about the topic that the reader might not know"	<ol style="list-style-type: none"> 1. The use of Latin in the books 2. Beginning and ending with an orphan 3. Name symbology
Evaluate and Judge "Worth" or "Good/Bad"	<ol style="list-style-type: none"> 1. Were the movies as good as the books? 2. Which book was the best? 3. Should Ron have ended up with Hermione?
Inquire and Explore "Wrestle with a Question/Problem"	<ol style="list-style-type: none"> 1. Was Snape an anti-hero? 2. Why did Dumbledore risk Harry's life? 3. Is Draco evil?
Analyze and Interpret "The 'Why' Behind Something Difficult"	<ol style="list-style-type: none"> 1. Why do the Dursleys hate Harry/magic? 2. Why did the wizarding world refuse to believe that Voldemort was back? 3. Why "purebloods vs. muggle-borns" teaches us about racism and xenophobia
Take a Stand/Propose a Solution "What should be done about a problem?"	<ol style="list-style-type: none"> 1. Children should read fiction/fantasy at a young age 2. We shouldn't face problems alone - surround yourself with your supporters. 3. We are all wizards... at heart.

Name: _____ Hour: _____ Date: _____

1 Topic = 18 Topics

One topic:

Author's Purpose	Possible Writing Topics
Express and Reflect "Life Lessons" "Looking Backward to Look Forward"	1. 2. 3.
Inform and Explain "Tell something about the topic that the reader might not know"	1. 2. 3.
Evaluate and Judge "Worth" or "Good/Bad"	1. 2. 3.
Inquire and Explore "Wrestle with a Question/Problem"	1. 2. 3.
Analyze and Interpret "The 'Why' Behind Something Difficult"	1. 2. 3.
Take a Stand/Propose a Solution "What should be done about a problem?"	1. 2. 3.

Dust Bowl Journal

Marsha Steele

Overview: Our “Earth and Human Activity” unit spans over a four to six-week time period. During this unit students learn about the Dust Bowl and how, over time, human activity lead to some pretty devastating outcomes. As we study this unit, we observe and read many non-fiction sources; however, we also incorporate a piece of historical fiction into the mix. This allows students to connect with a character in the text going through daunting, heartbreaking times and how she manages to cope. Today I am giving you a small glimpse into what I expose my students to throughout the month-long unit.

Rationale: Jean Fritz is quoted as saying, “Children can find little meaning in history unless they are helped to attain the point of view of a participant; in other words, unless they are given the chance to climb inside history and look out. Students in my fourth-grade class are given the opportunity to see the Dust Bowl through the eyes of a thirteen-year-old girl as we read and discuss the novel Out of the Dust by Karen Hesse. “In Connecting to History Through Historical Fiction Carol Sliwka states “activities with historical literature can nurture creativity and create an environment conducive to the development of higher-order and critical thinking skills, as well as motivate students to discover the past and how it connects to life.” The culminating activity we do to wrap up the unit is an interactive journal writing activity. Students go online and experience what life was like on the southern Great Plains during the Dust Bowl. In the future, I will be conducting the Dust Bowl interactive journal with the book The Dust Bowl Interactive History Adventure by Allison Lassieur.

Standards:

CCSS.ELA-Literacy W.4.3

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- c. Use a variety of transitional words and phrases to manage the sequence of events.
- d. Use concrete words and phrases and sensory details to convey experiences and events precisely.

Materials:

- Out of the Dust by Karen Hesse
- Dust Bowl “Dirty Thirties” Power Point presentation created by City Teacher Goes Country
- Book trailer for Out of the Dust <https://www.youtube.com/watch?v=HPUD1D83-6g>
- Website: <http://www.pbs.org/kenburns/dustbowl/interactive/>
- Dust Bowl Experience Journal worksheet or notebook paper (to be used with PBS interactive website or interactive history adventure book.
- Writing prompt/Journal writing worksheet

Activities:

- Present students with background information about The Dust Bowl using the "Dust Bowl Dirty Thirties" Power Point.
- Engage students interest in the book Out of the Dust by showing the book trailer created by Kristen Coalter.
- Read a few excerpts from Out of the Dust (pgs. 46-47, 68-69, 83-84) to expose students to the type of writing they will be engaging in.
 - A few skills taught while reading the text: setting, theme, figurative language
- Students will type in the following hyperlink <http://www.pbs.org/kenburns/dustbowl/interactive/>, as they click through their decisions, they will record their journey decision and reflect on the outcome of their decision using the "Dust Bowl Experience Journal" worksheet. They may also illustrate their journal entries. I am sharing this website with you; however, this particular portion of the website no longer works. There is a book titled The Dust Bowl Interactive History Adventures that allows for a similar experience you would receive with the website.
- Today we will be conducting an alternative narrative journal writing activity, since the website activity is no longer in service. Please read the writing prompt at the top of the page. Make sure to follow the directions given.

Assessment

- Since the activity may change for next year, I do not have an assessment in place.

Adaptations and Modifications

- Students could work in partners to create the journal writing activity.
- Students who are struggling can be given suggested writing prompts, background information (setting, word choice, etc.)

References

Sliwka, Carol (2008) "Connecting to History Through Historical Fiction," Language Arts Journal of Michigan: Vol. 23: Iss. 2, Article 11. Available at: <https://doi.org/10.9707/2168-149X.1125>

Overturf, B.J. (2015). *Inside the common core classroom*. New Jersey: Pearson

Lassieur, A (2009). *The Dust Bowl: An Interactive History Adventure*. Minnesota: Capstone Press

Imagine you are living on a farm in Cimarron County, Oklahoma during the Dust Bowl. A huge dust storm is blowing in from the west. Please write a personal narrative/journal entry about your experience through the eyes of a _____. Remember to include details about the setting, what you may be seeing, feeling, tasting, and hearing.

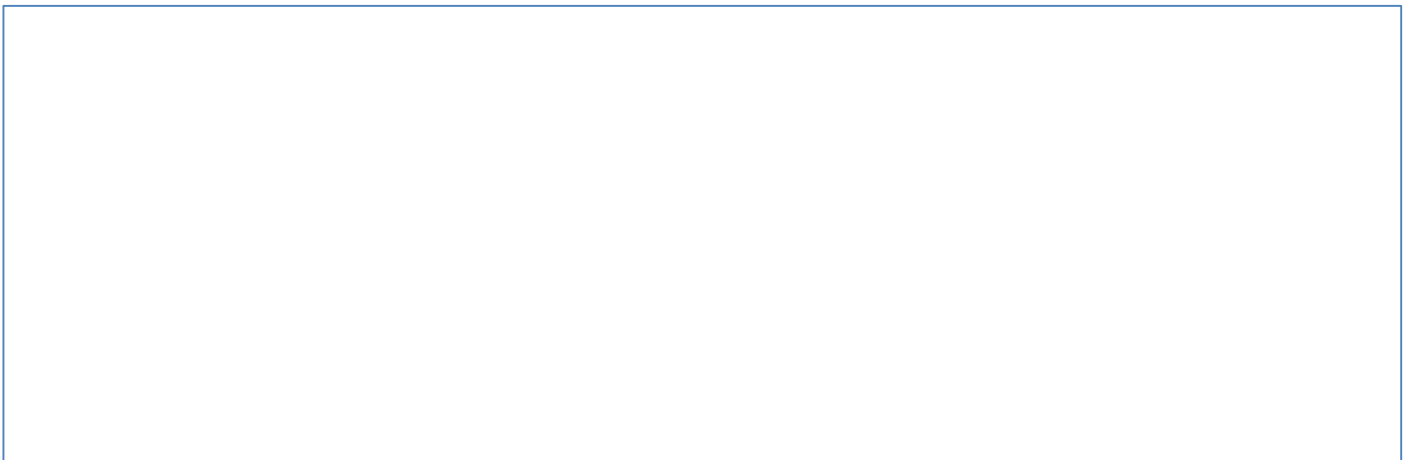
Dust Bowl Experience Journal

Setting/Date: (When & Where)

Journey Decision:

Reflect on the outcome of your decision:

Illustrate your Dust Bowl experience



Nicole Vineyard

Book Review Blog

Overview:

At the beginning of the year I assign each student, through Google Classroom, a list of IR novels. The students are required to read four independent novels over the course of the school year. I pick a different genre each time. The students create different types of writing or presentations for each novel they read. The first novel of the year is always fiction. They are then required to create a book blog that reviews the novel they have just completed. This project allows them to review a book of their choosing in a more informal style. They are required to use technology like hyperlinks, online pictures, media, and visuals. They are also required to briefly summarize a story, and give their personal opinion about the reading.

Learning Objectives:

- Understand that a book review is a critical evaluation (opinion) of a text that includes a short description and recommendation.
- Demonstrate reading comprehension through the communication of new ideas including summarizing texts and identifying relationships between texts.
- Write to inform and to persuade others about literature and informational texts.
- Reading for personal growth and enjoyment.
- Participate in the exchange of ideas (collaboration) through the use of digital resources.
- Demonstrate digital citizenship and ethical use of information

Setting, Components, and Activities:

The setting for this project is my classroom, because we are one-to-one with Chromebooks. It could also take place in the schools media center or library. The activity will take approximately 45 minutes to complete the first draft. The students will be given 15 minutes of instruction followed by 30 minutes of work time.

During the 15 minutes of instruction students will be given a digital copy of the guidelines for the writing project. The teacher will go over these guidelines with the students one-by-one, stopping to take questions along the way. Once the guidelines have been reviewed students will then be asked to log into the edublogs site through the link provided in their Google Classroom. Students will then create a username for their blog that is listed under the teachers account.

Edublogs is a student/teacher friendly blog site that allows teachers to have control over their students post. The teacher has the ability to review the content before publishing the work, and it also allows students to have the writing viewed by other students from their schools or other schools that belong to the edublogs site. This makes it a safe space to share writing.

Rationale:

In Troy Hicks' book *Crafting Digital Writing: Composing Texts Across Media and Genres*, he writes that "creating a web-based text is very similar to creating a print-based text. Authors brainstorm ideas, scratch those ones, develop new ideas, and continually revise" (36). By crafting digital writing we are not taking away from the writing process, we are enhancing it in many ways. Digital writing gives students the tools to develop visual appealing and interesting content. Hicks' also points out that "Unlike a journal, which sits in one person's desks or nightstand drawer, the blog becomes a public document, open for additional comment and easily searchable" (36). Blogging gives our students a wider audience, a voice, a connection to others who have similar or shared interest. A book review blog is a great way to introduce students to the world of blogging. This assignment also promotes independent reading and used digital resources to teach digital citizenship and ethical use of information. In short, blogging encourages collaboration and sharing.

Handouts and Examples:

For the book review blog, students will be encouraged to look at various book reviews from different sites like Amazon or GoodReads. They will also be provided with a Google Doc through Google Classroom that list the guidelines for the project. The edublogs website will provide the platform.

Back-up Plan or Resistance:

Some students may be resistant to put their work out there for the public to see. The edublog site helps to alleviate those fears. The teacher can choose to publish the blog or not. All blogs should be reviewed for content and writing errors before being published. Teachers should inform students of the process and assure them that only the very best version of their blog will be released.

Connections to Composition:

As mentioned above digital writing undergoes the same process as print-based writing. The blog, in the case, is revised for content and errors, but also for aesthetics. Troy states that digital writings "are not just alphabetical texts posted online; instead, they take advantage of - or require - the use of hyperlinks, embedded media, and other features that make web -based text dynamic" (35).

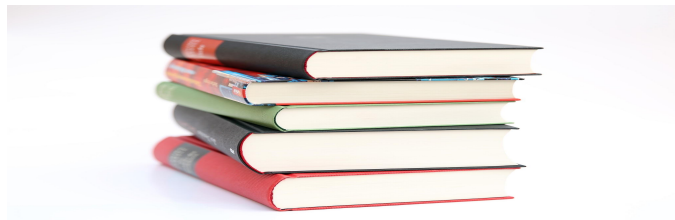
The revision process is still in place and very much re-energized as students look at their writing in a different way. Not only are they writing for the teacher, but a wider and more diverse audience. The normal revision questions are address, but students are also faced with the revision of digital media. They may ask themselves, “How can I make this look better?” or “Was my opinion strongly stated?”

Assessment and Evaluation:

Students are assessed via the guidelines listed on the rubric. All the components listed must be found in the blog.

References

Troy, H. (2013). *Crafting Digital Writing: Composing texts across media and genres*.
Portsmouth, NH: Heinemann.



HOW TO WRITE A BOOK BLOG REVIEW

1) INTRODUCE THE SUBJECT, SCOPE, AND TYPE OF BOOK

- Identify the book by author and title.
- Specify the type of book, such as fiction, non-fiction, biography, or autobiography.
- Mention the book's theme.
- Include background to enable readers to place the book into a specific context. For example, you might want to describe the general problem the book addresses and how it provides solutions.

2) BRIEFLY SUMMARIZE THE CONTENT

- For a nonfiction book, provide an overview, including your favorite paraphrases and quotations.
- For a work of fiction, briefly review the story line for readers, being careful not to give away anything that would lessen the suspense for readers.

3) Include Graphics or Pictures, BUT BE AWARE OF COPYRIGHTS

- Book covers grab your reader's' attention. Show off what the book looks like by including a graphic.
- When it comes to book covers, you can get around copyright issues by grabbing a cover of the book from Amazon.com and inserting your Amazon affiliate identification number with your book review.
- If you don't want to use Amazon's cover image or you want a headshot of the author or other graphic to accompany your review, you can contact the author, publisher, or PR rep and request a few graphics.

4) PROVIDE YOUR REACTIONS TO THE BOOK

- Describe the book: Is it interesting, memorable, entertaining, or instructive? Why?
- Explore issues the book raises: What possibilities does the book suggest? Explain.
- Relate the book to larger issues: How did the book affect you? How have your opinions about the topic changed?

5) PROVIDE LINKS

- Enrich your book review with links that serve as springboards, allowing readers who are passionate about a certain genre, topic, or author to learn more.
- When you mention the author, be sure to include the link to the author's website so your readers can go directly there and learn more about the author, why he/she wrote the book, etc.

6) BE HONEST ABOUT YOUR REVIEW

- Throughout your book review, it's important to remain honest. This is especially true for blogs because your readers trust what you have to say.
- Don't lead readers astray by telling them you loved a book when you really couldn't stand it. Keep in mind that the author and publisher will most likely be reading your review.
- Remember that online reviews are often archived permanently.
Writing a book review for your blog is a great way to share what you're reading and pass along a recommendation to your audience

Book Blog Rubric:

SUBJECT, SCOPE, AND TYPE OF BOOK:

____/5 Identify the book by author and title.

____/5 Specify the type of book

____/5 Mention the book's theme.

____/5 Include background to enable readers to place the book into a specific context.

BRIEFLY SUMMARIZE THE CONTENT:

____/5 For a work of fiction, briefly review the story line for readers, being careful not to give away anything that would lessen the suspense for readers.

Include Graphics or Pictures, BUT BE AWARE OF COPYRIGHTS:

____/5 Book covers grab your reader's' attention. Show off what the book looks like by including a graphic.

PROVIDE YOUR REACTIONS TO THE BOOK:

____/5 Describe the book: Is it interesting, memorable, entertaining, or instructive?
Why?

____/5 Explore issues the book raises: What possibilities does the book suggest? Explain.

____/5 Relate the book to larger issues: How did the book affect you? How have your opinions about the topic changed?

PROVIDE LINKS:

____/5 Enrich your book review with links that serve as springboards, allowing readers who are passionate about a certain genre, topic, or author to learn more.

____/5 When you mention the author, be sure to include the link to the author's website so your readers can go directly there and learn more about the author, why he/she wrote the book, etc.