



EXPEDITIONARY
LEARNING

Grade 8: Module 3B: Unit 2: Lesson 17

End of Unit 2 Assessment, Part 1: Best First Draft of an Informational Essay



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.8.2)
I can use evidence from informational texts to support analysis, reflection, and research. (W.8.9)
I can intentionally use verbs in active and passive voice and in the conditional and subjunctive mood. (L.8.3)

Supporting Learning Targets

- I can write an informational essay using relevant details from texts that are carefully selected and organized.
- I can intentionally use verbs in the active and passive voice in my informational essay.
- I can use spelling strategies and resources on my informational essay.

Ongoing Assessment

- End of Unit 2 Assessment, Part 1 (students may complete in class or finish for homework)



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Reviewing Learning Targets (3 minutes)2. Work Time<ol style="list-style-type: none">A. End of Unit 2 Assessment, Part 1: Drafting the Essay (40 minutes)3. Closing and Assessment<ol style="list-style-type: none">B. Debrief Essay Writing (2 minutes)4. Homework<ol style="list-style-type: none">A. Finish your informational essay draft.	<ul style="list-style-type: none">• In this lesson, students write the first draft of their end of unit assessment essay. Students should have completed essay planners and now need time to draft their essays.• This is the first essay in which students are asked not only to think about their writing, but also how they use language, specifically using active and passive voice and choosing words intentionally.• Consider posting a list of the various essay writing resources from past lessons that may help them write their essays. The list includes:<ul style="list-style-type: none">– Active and Passive Sentences handout (from Lesson 6)– Gathering Evidence note-catcher (from Lesson 7)– Informational Essay Planner (from Lesson 16)– Structured notes (ongoing throughout Units 1 and 2)– <i>A Mighty Long Way</i>– <i>Little Rock Girl 1957</i>• This lesson is written assuming that students will use computers to draft the essays, making later revisions easier.• Consider the setup of your classroom if you are using laptops; since students can distract themselves on computers, think about positioning the desks so that it is easy to scan the screens throughout the lesson.• If your students are not familiar with expectations about computer use in the classroom, explain them in Work Time A.• Be prepared to instruct students as to how you want them to submit their drafts: printing, saving to a server, emailing, etc.• If students do not finish by the end of class, be sure to help them save their work so that they can finish at home or after school. If necessary, students can handwrite the remainder of the essay at home.• If computers are not an option, consider giving students more time to handwrite their essays.•



Agenda	Teaching Notes
	<ul style="list-style-type: none">• Because students will produce this essay draft independently, it is used as an assessment for Content and Analysis and Command of Evidence on the NYS Expository Writing Evaluation Rubric. Return the essay drafts with feedback in Lesson 20. Be sure to give feedback on the Coherence, Style, and Organization row and the Command of Conventions row of the rubric so students can make those revisions in Lesson 20.• A sample student essay representing the best <u>final</u> version is included for teacher reference in the supporting materials. Note that students do not write their own final version until Lesson 20. Yet having a sample student response of a final polished draft may help give you a “vision of success” when giving students feedback on their drafts.• Post: Learning targets.

Lesson Vocabulary	Materials
(Encourage students to integrate vocabulary from previous lessons in their essay.)	<ul style="list-style-type: none">• Informational Essay Planner (from Lesson 16)• <i>A Mighty Long Way</i> (book; distributed in Unit 1, Lesson 1; one per student)• <i>Little Rock Girl 1957</i> (book; distributed in Lesson 3; one per student)• Essay writing resources (see Teaching Notes)• End of Unit 2 Assessment, Part 1: Best First Draft of an Informational Essay (one per student)• Computers• End of Unit 2 Assessment: Informational Essay: Sample Student Response of Best Final Draft (for teacher reference; see Teaching Notes)



Opening	Meeting Students' Needs
<p>A. Reviewing Learning Targets (3 minutes)</p> <ul style="list-style-type: none">Assign computers and invite students to get out their Informational Essay Planners and their texts <i>A Mighty Long Way</i> and <i>Little Rock Girl 1957</i>.Read the learning targets:<ul style="list-style-type: none">* “I can write an informational essay using relevant details from texts that are carefully selected and organized.”* “I can intentionally use verbs in the active and passive voice in my informational essay.”* “I can use spelling strategies and resources on my informational essay.”Share with students that their two body paragraphs present two different sides of the use of various mediums to capture a story. On one side, they will be writing about how various mediums illuminate a story. On the other side, they will be writing about how various mediums may present an inaccurate or incomplete picture of events. Ask:<ul style="list-style-type: none">* “What are some words or phrases you could use to show this contrast?”Have students turn and talk to consider this question and come up with some possible answers. Cold call on student pairs to respond. Listen for such words and phrases as: “on the other hand,” “however,” “even though,” etc. Tell students that you will be looking for these transition words in their essays.Remind students that these learning targets build on the work they have been doing in the past three lessons, as well as work they did in Modules 1 and 2. Encourage students to use the various Essay writing resources from past lessons (see Teaching Notes).	



Work Time	Meeting Students' Needs
<p>A. End of Unit 2 Assessment, Part 1: Drafting the Essay (40 minutes)</p> <ul style="list-style-type: none">• Distribute the End of Unit 2 Assessment, Part 1: Best First Draft of an Informational Essay.• Assign computers.• Remind students of the following:<ol style="list-style-type: none">1. Use the ideas and evidence in your planners to write your essay drafts.2. You will have this lesson to write your drafts, and you may finish at home if you need to.3. You will have a chance to revise for conventions and style after you get your first draft back.• Emphasize the importance of saving their work often as students are typing. Let them know in what form (email, printed, saved to server, etc.) they will turn in their drafts at the beginning of the next lesson.• Remind students to use available resources to be sure they spell correctly.• As students work, circulate around the room, providing support when students raise their hands. Since this is an assessment, students should work independently.• When a few minutes remain, remind students to save their work. Tell them they will finish their drafts for homework if necessary. The essays will be collected at the beginning of the next lesson.	<ul style="list-style-type: none">• One of the goals of the scaffolding in the previous lessons is to support all students in writing their essays, including students with disabilities and ELL students. As much as possible, this draft should be done independently. However, if it is appropriate for some students to receive more support, please provide it during Work Time A.• Consider the following for increased support:<ul style="list-style-type: none">– Prompt students to look at their essay planners for their topic or focus statement and/or the evidence they gathered.– Ask questions like: “How does that evidence support your focus statement?” or “How are those ideas connected?”• Remind students of the resources available to them.



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief Essay Writing (2 minutes)</p> <ul style="list-style-type: none">• Give students specific positive praise for behaviors you noticed during class. Emphasize ways in which they showed stamina as writers and point out students demonstrating strong strategies, such as actively using their resources.	<ul style="list-style-type: none">• Consider allowing students with disabilities and ELL students more time to complete their drafts.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Finish your informational essay draft. <p><i>Note: Lessons 18 and 19 begin the work of Unit 3 and build toward the performance task (this also allows time for you to review essays and give feedback by Lesson 20.) If you need additional time before handing the essays back in Lesson 20, consider using a day or two between Lesson 17 and Lesson 20 where you have students attend to the independent reading routine. This routine is explained more fully in the supporting document Launching Independent Reading in Grades 6–8: Sample Plan (stand-alone document on EngageNY.org). However, make sure students return to their essays relatively soon; a gap of more than a few days will make it harder for them to revise successfully.</i></p>	



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Supporting Materials



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End of Unit 2 Assessment, Part 1:
Best First Draft of an Informational Essay

Name:

Date:

For the End of Unit 2 Assessment, write your best first draft of your informational essay that addresses the prompt:

“In the events surrounding the Little Rock Nine and the struggle to integrate Central High, the press played a newly powerful role. In what ways did the press serve to illuminate events for a national audience, and in what ways did they give an incomplete or even inaccurate picture of events?”

Remember to keep today’s learning targets in mind as you write and use the resources you have available, especially your Informational Essay Planner.



End of Unit 2 Assessment: Informational Essay:
Sample Student Response of Best Final Draft
(For Teacher Reference)

Prompt: “In the events surrounding the Little Rock Nine and the struggle to integrate Central High, the press played a newly powerful role. In what ways did the press serve to illuminate events for a national audience, and in what ways did they give an incomplete or even inaccurate picture of events?”

In 1957, the integration of the Little Rock Nine students into Central High School was one of the most widely covered news events of the time period. The historic desegregation of Central High School was a direct result of the Supreme Court ruling on the *Brown v. Board of Education* case. The effort to integrate the high school caused tensions and emotions to run high in Little Rock. The coverage by various mediums shaped the way the public, including other Americans and the international community, perceived or viewed the event. In the 1950s, the modern medium of television was in a new and powerful position. Newspapers, photographs, and other mediums still played an influential and important role since they were widely accessed. Together, these various mediums served to illuminate the important events surrounding the Little Rock Nine, as well as, at times, provide an inaccurate or incomplete picture of events.

In some ways, the media illuminated the story of the events that were occurring in the integration of Central High School. Will Counts’ photograph of Hazel Bryan heckling Elizabeth Eckerd is an example of the power of a well-timed photograph to tell the story. This snapshot revealed the hateful atmosphere surrounding the outside of the school as black students tried to integrate. It illuminated the anonymous and faceless victims of racism and their story, and caused the public to empathize with them. Another example was the televised account of the beating of the journalist Alex L. Wilson. Wilson was a civil rights journalist and photographer who covered the story of the Little Rock Nine. The angry crowd turned on him and began to kick and beat him. All of this was captured by the new medium of television. As a result, this coverage, which Carlotta saw, caused her to feel a kinship with Wilson. Television coverage allowed the public to see the racist violence and high degree of tension surrounding Central High School as the Little Rock Nine made attempts to integrate the school, and it “motivated people to get involved” (*Little Rock Girl 1957*, page 45). The mediums of photographs and television at times illuminated the events of 1957, and caused some people to react by feeling empathy for the victims of racism. The medium of photography proved its influence as it tapped into the emotions of people around the world. These powerful photographs both illuminated the events and shaped the public’s perception of what was happening in Little Rock by causing the public to mostly react empathetically to the events.



End of Unit 2 Assessment: Informational Essay:
Sample Student Response of Best Final Draft
(For Teacher Reference)

On the other hand, the use of television sometimes made it possible to give people an incomplete or inaccurate understanding of events. For example, in order to reach an agreement in the controversy surrounding the integration of Little Rock Central High, President Eisenhower and Governor Faubus met on June 14 at the president's summer home. The television footage capturing the end of the meeting between two men showed them exiting a room smiling and shaking hands. As a result, Carlotta viewed this incomplete video, which created the perception that Eisenhower and Faubus had resolved their differences. She had the immediate feeling that everything was all worked out, when in reality this was an inaccurate understanding of the event; no agreement had actually been reached (*A Mighty Long Way*, page 78). Another example was when the *Gazette* wrote an article about daily life at the school. The article provided an incomplete or inaccurate story of events at the school by portraying the events in a much milder way than they actually were. When Carlotta read the article, she recognized it as being far from the truth. "Much of it was based on rumors and factual inaccuracies ..." (*A Mighty Long Way*, page 107). This means that the article provided an incomplete and inaccurate picture of what Carlotta and the others were experiencing. The article summed up its report by stating that Central High was, "not entirely calm, by any means, but not in turmoil either." But to Carlotta, it was a tumultuous time. The article did not capture the bullying and harassment that she and the others went through each and every day in the hallways of Little Rock Central High School. When television coverage and newspaper articles presented an incomplete or inaccurate of events, it left the public with a picture of events that could have led to false or misleading conclusions.

The power of various mediums in shaping the story of events that surrounded the Little Rock Nine and desegregation of schools in the 1950s is undeniable. The television's new influence and the power of the printed newspaper and photographs all illuminated important events, but also sometimes showed an incomplete or inaccurate story of the events. The new medium of television caused the public to react to what they saw. The fact that these mediums had so much power to influence public reaction back in 1957 is a good reminder of how very much more influence they have today, and how careful the public needs to be when learning from them.