



EXPEDITIONARY
LEARNING

Grade 8: Module 3A: Unit 2: Lesson 10

Mid-Unit Assessment: Classifying and Evaluating Primary Sources



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can evaluate the advantages and disadvantages of using different mediums to present an idea. (RI.8.7)	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none">• I can identify different types of mediums used in a Gallery Walk.• I can evaluate the advantages and disadvantages of using different mediums to present information on World War II.	<ul style="list-style-type: none">• Gathering Textual Evidence note-catcher (from homework)• Mid-Unit 2 Assessment



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Reviewing Learning Targets (4 minutes)2. Work Time<ol style="list-style-type: none">A. Mid-Unit Assessment: Gallery Walk (40 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Preview Homework (1 minute)4. Homework<ol style="list-style-type: none">A. Read the summary of pages 200-203, pages 203-210 from the book, and the summary of pages 212-229. Complete the structured notes.	<ul style="list-style-type: none">• In this lesson, students revisit previously viewed mediums from the Gallery Walk (in Unit 1, Lesson 1) and primary sources (from Unit 2, Lesson 6). Since these lessons, students have built background knowledge by reading <i>Unbroken</i>, “The Life of Miné Okubo,” and various primary sources. Students now classify different mediums and evaluate the advantages and disadvantages of using different mediums to present information on the Pacific Theater in World War II and the internment of Japanese-Americans on the home front.• Since this is an assessment, students will silently circulate through the Gallery Walk while completing a graphic organizer, which will be collected at the end of the class.• Consider posting the directions in Work Time A to guide students through this work.• In advance: Number and display materials for the Gallery Walk (from Unit 1, Lesson 1 and Unit 2, Lesson 6).• Post: Learning targets.

Lesson Vocabulary	Materials
Do not preview vocabulary.	<ul style="list-style-type: none">• Mid-Unit 2 Assessment: Classifying and Evaluating Primary Sources (one per student)• Gallery Walk Materials (from Unit 1, Lesson 1 and Unit 2, Lesson 6)• <i>Unbroken</i> structured notes, pages 200–229 (one per student)• <i>Unbroken</i> supported structured notes, pages 200–229 (optional; only for students who need more support)• <i>Unbroken</i> Structured Notes Teacher Guide, pages 200–229 (for teacher reference)• NYS Short Response (2-Point) Holistic Rubric (for teacher reference)



Opening	Meeting Students' Needs
<p>A. Reviewing Learning Targets (4 minutes)</p> <ul style="list-style-type: none">• Tell students that today they will be looking at various mediums used to present information on World War II for the Mid-Unit 2 Assessment. Share with them that they will do two things in the assessment, which are reflected in the two learning targets.• Read aloud the first target:<ul style="list-style-type: none">* “I can identify different types of mediums used in a Gallery Walk.”• Ask:<ul style="list-style-type: none">* “What are some types of mediums we have talked about?”• Cold call students and listen for them to mention artwork, photographs, political cartoons, etc.• Read aloud the second target:<ul style="list-style-type: none">* “I can evaluate the advantages and disadvantages of using different mediums to present information on World War II.” Share with students that for the past few lessons, they have been thinking about what they can and cannot learn from different mediums. Now is their chance to show what they know.	



Work Time	Meeting Students' Needs
<p>A. Mid-Unit Assessment: Gallery Walk (40 minutes)</p> <ul style="list-style-type: none">• Distribute the Mid-Unit 2 Assessment: Classifying and Evaluating Primary Sources.• Direct students' attention to the numbered Gallery Walk Materials displayed around the room. Give directions:<ol style="list-style-type: none">1. You will have 10 minutes to do a silent Gallery Walk: independently circulate the room to view the various mediums used to convey information on World War II.2. Then you will return to your seats.3. Use the organizer in Part A of the Mid-Unit 2 Assessment to select and identify the types of three different mediums from the Gallery Walk.4. Respond to the short answer question in Part B.• Address any clarifying questions, and invite students to begin the Gallery Walk. Circulate to monitor and encourage silent focus.• After 10 minutes, signal the transition to the written assessment.• With a few minutes remaining in class, refocus students whole group. Congratulate students on closely examining mediums used in the Gallery Walk for this assessment.• Collect students' assessments.	<ul style="list-style-type: none">• If students receive accommodations for the assessment, communicate with the cooperating service providers regarding the practices of instruction in use during this study as well as the goals of the assessment.



Closing and Assessment	Meeting Students' Needs
<p>A. Preview Homework (1 minute)</p> <ul style="list-style-type: none">Distribute the <i>Unbroken</i> structured notes, pages 200–229, as well as the <i>Unbroken</i> supported structured notes, pages 200–229 if needed, keeping a copy of the <i>Unbroken</i> Structured Notes Teacher Guide, pages 200–229 (for teacher reference).Read the focus question aloud:<ul style="list-style-type: none">* “The men imprisoned at Ofuna participate in small acts of rebellion and subversion. In what ways do they rebel, and what is the effect of these acts on the prisoners?”	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">Read the summary of pages 200–203, 203–210 from the book, and the summary of pages 212–229. Answer the focus question: “The men imprisoned at Ofuna participate in small acts of rebellion and subversion. In what ways do they rebel, and what is the effect of these acts on the prisoners?” <p><i>Note: Student answers to the Mid-Unit 2 Assessment will vary depending on the mediums they chose to focus on. Please use the NYS 2-Point Rubric to score this assessment. Be prepared to return the Mid-Unit 2 Assessment by Lesson 12.</i></p>	



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Supporting Materials



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Mid-Unit 2 Assessment:
Evaluating and Classifying Primary Sources

Name: _____

Date: _____

Learning Target: I can evaluate the advantages and disadvantages of using different mediums to present an idea. (RI.8.7)

Part A.

Directions: Take 10 minutes to silently browse and view the mediums used in the Gallery Walk. Then select three different mediums to analyze for this assessment.

1. Write the number of each medium you have selected
2. Identify the type of each medium (remember, you must choose three different types).
3. Evaluate the advantages and disadvantages of using each type of medium.

Medium: # _____ Type: _____	
<i>Advantages:</i>	<i>Disadvantages:</i>

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Mid-Unit 2 Assessment:
Evaluating and Classifying Primary Sources

Medium: # _____ Type: _____	
<i>Advantages:</i>	<i>Disadvantages:</i>

Part B.

Directions: Now that you have identified three different types of mediums and have evaluated the advantages and disadvantages of using each, respond to the question:

“From the perspective of the viewer, what can you learn from these different mediums? What is an advantage of using one medium over another to convey an idea?” Be sure to use the strongest examples from your work above to support your answer.



Name: _____

Date: _____

Summary of pages 200–203

Louie meets Bill Harris in Ofuna and admires his intellect and courage as they all continue to struggle under inhumane treatment and malnutrition. Gaga the duck becomes the POWs' mascot. Jimmie Sasaki calls Louie into his office often, but no effort to interrogate him was ever made. Louie suspects that Sasaki is protecting him.

What is the gist of pages 203–210?

Summary of pages 212–229

Both Louie's and Phil's families refuse to believe that their sons are dead. Even after an official letter from Hale's office tells them that Louie is dead and his trunk is shipped home, they hold their belief in Louie's survival. Thirteen months after their disappearance, messages were sent to the families of The Green Hornet crew. The letters officially declared all the men dead.

A Japanese document is found. When the document is translated, it shows that Louie and Phil were picked up, beaten, and then sent to Japan by boat. The families are not made aware of this.



Focus Question: The men imprisoned at Ofuna participate in small acts of rebellion and subversion. In what ways do they rebel, and what is the effect of these acts on the prisoners?

Vocabulary

Word	Definition	Context clues: How did you figure out this word?
querying (203)		
clandestine (203)		
subversion (204)		
purloined (205)		
loitering (208)		



Unbroken Supported Structured Notes,
Pages 200–229

Name: _____

Date: _____

Summary of pages 200–203

Louie meets Bill Harris in Ofuna and admires his intellect and courage as they all continue to struggle under inhumane treatment and malnutrition. Gaga the duck becomes the POWs' mascot. Jimmie Sasaki calls Louie into his office often, but no effort to interrogate him was ever made. Louie suspects that Sasaki is protecting him.

Summary of pages 203–210

Winter and snow comes to Ofuna and Louie is starving, ill, and freezing. Camp rations have been cut in two because Japanese officials are stealing supplies to sell to local merchants. A Norwegian captive recognizes Louie's condition and gives him his coat. This probably saves Louie's life.

When Japanese guards learn who Louie is they set up three races. The first race Louie loses because he is still ill. In the second race, he crosses the finish line victorious and is promptly beaten; the third race he loses on purpose for the bribe of a rice ball from the other runner.

Fred Garret, a B-24 pilot, searches out Louie in the camp and shares with him how Louie's name etched into a wooden plank in another POW camp saved his life. Garret believed if Zamperini had survived, so could he.

Summary of pages 212–229

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Vocabulary

Word	Definition	Context clues: How did you figure out this word?
querying (203)	questioning or asking about something	
clandestine (203)	something that is secret or undercover	
subversion (204)	a rebellion or an act that seeks to overthrow something or someone	
purloined (205)	stolen	
loitering (208)	waiting around aimlessly	

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Page 241, The officers who worked in the camp “deliberately stitched leather improperly.”

Page 242, “To deprive the Bird of the pleasure of seeing them miserable, the men made a point of being jolly.”

“At the worksites, Omori’s POWs were waging guerrilla war. At the railyards and docks, they switched mailing labels, rewrote delivery addresses, and changed the labeling on boxcars, sending tons of goods to the wrong destinations. They threw fistfuls of dirt into gas tanks and broke anything mechanical that passed

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NYS Short Response (2-Point) Holistic Rubric

2-point Response	The features of a 2-point response are:
	<ul style="list-style-type: none">• Valid inferences and/or claims from the text where required by the prompt• Evidence of analysis of the text where required by the prompt• Relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt• Sufficient number of facts, definitions, concrete details, and/or other information from the text as required by the prompt• Complete sentences where errors do not impact readability
1-point Response	The features of a 1-point response are:
	<ul style="list-style-type: none">• A mostly literal recounting of events or details from the text as required by the prompt• Some relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt• Incomplete sentences or bullets
0-point Response	The features of a 0-point response are:
	<ul style="list-style-type: none">• A response that does not address any of the requirements of the prompt or is totally inaccurate• No response (blank answer)• A response that is not written in English• A response that is unintelligible or indecipherable

¹From New York State Department of Education, October 6, 2012.