

WR.2
INFORMATIVE

Lesson 4 Reading Sources

Introduction

In this lesson, students continue their analysis of the article “The New Deal” to build their knowledge on this unit’s informative writing topic. Students review the topic and claim of the article before briefly discussing how to organize their reading notes. Then, students work in pairs or groups to identify and chart the subtopics and evidence presented in the article. Student learning is assessed via a Quick Write at the end of the lesson: Choose the subtopic that you think is best supported in the article. What evidence is used to develop the subtopic? Explain whether the evidence is relevant and sufficient to develop the subtopic.

For homework, students reread and annotate the entirety of “Digging In” by Robert J. Hastings, identifying the subtopics and evidence in the memoir.

Standards

Assessed Standard(s)	
RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
Addressed Standard(s)	
W.9-10.5	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.
W.9-10.9.b	Draw evidence from literary or informational texts to support analysis, reflection, and research. b. Apply <i>grades 9–10 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).

Assessment

Assessment(s)
<p>Student learning is assessed via a Quick Write at the end of the lesson. Students respond to the following prompt, citing textual evidence to support analysis and inferences drawn from the text.</p> <ul style="list-style-type: none"> • Choose the subtopic that you think is best supported in the article. What evidence is used to develop the subtopic? Explain whether the evidence is relevant and sufficient to develop the subtopic. <p>ⓘ Throughout this unit, Quick Writes will be assessed using the Short Response Rubric.</p>
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> • Identify a subtopic (e.g., The subtopic which states that Roosevelt passed laws to address unemployment is the best supported in the article.). • Identify the evidence used to develop the subtopic (e.g., According to the article, the “Civil Conservation Corps was one of the New Deal’s most successful programs” because it “addressed the pressing problem of unemployment” (par. 4). This program sent 3 million men into the “nation’s forests to work” (par. 4). Roosevelt created the Works Progress Administration, which would “employ more than 8.5 million people to build bridges, roads” and other projects (par. 4).). • Explain whether or not the evidence is relevant and sufficient to develop the subtopic (e.g., The evidence is relevant, because it clearly demonstrates how Roosevelt addressed the problem of unemployment through the New Deal laws. The evidence is sufficient, because there are several examples of these laws.).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
<ul style="list-style-type: none"> • None.
Vocabulary to teach (may include direct word work and/or questions)
<ul style="list-style-type: none"> • None.
Additional vocabulary to support English Language Learners (to provide directly)
<ul style="list-style-type: none"> • None.

* See WR.2 Lesson 3 for vocabulary from “The New Deal.”

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text:	
<ul style="list-style-type: none"> Standards: RI.9-10.3, W.9-10.5, W.9-10.9.b Text: “The New Deal” 	
Learning Sequence:	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 15%
3. Identifying Subtopics and Evidence	3. 20%
4. Organizing Reading Notes	4. 40%
5. Quick Write	5. 15%
6. Closing	6. 5%

Materials

- Copies of the Subtopics and Evidence Chart for each student (optional)
- Copies of the Short Response Rubric and Checklist for each student

Learning Sequence

How to Use the Learning Sequence	
Symbol	Type of Text & Interpretation of the Symbol
10%	Percentage indicates the percentage of lesson time each activity should take.
no symbol	Plain text indicates teacher action.
	Bold text indicates questions for the teacher to ask students.
	<i>Italicized text indicates a vocabulary word.</i>
▶	Indicates student action(s).
☞	Indicates possible student response(s) to teacher questions.
ⓘ	Indicates instructional notes for the teacher.

Activity 1: Introduction of Lesson Agenda

5%

Begin by reviewing the agenda. In this lesson, students continue their analysis of the article “The New Deal” by reviewing the article’s topic and claim. Then, students discuss how to organize their reading notes before working in pairs or groups to identify and chart the subtopics and evidence presented in the article.

- ▶ Students look at the agenda.

Activity 2: Homework Accountability

15%

Instruct students to take out their responses to the previous lesson’s homework assignment. (Read and annotate the entirety of “Digging In” by Robert J. Hastings. Mark a passage that caught your attention and explain briefly in writing why. Additionally, mark two surprising or interesting facts and record a question raised by your reading.)

Instruct students to form pairs or small groups to discuss the passages and facts they identified as well as the questions raised by their reading.

- ▶ Student pairs or groups discuss the passages, facts, and questions they identified.

Ask student volunteers to share their responses to the homework assignment.

Activity 3: Identifying Subtopics and Evidence

20%

Instruct students to take out their notes from the previous lesson on the article “The New Deal.” Ask for a student volunteer to answer the following question:

What is the claim of the article “The New Deal”?

- 🗣 The claim of the article “The New Deal” is: Through the New Deal, President Roosevelt used the power of government to help Americans survive the Great Depression.

Remind students that a *claim* is a statement about a topic or text. A *topic* is the subject of a conversation or formal discussion. A *claim* is related to the topic and should be based on *evidence*. The *claim* may be a response or answer to a prompt.

Post or project the following example of a prompt, topic, and claim:

- **Prompt:** What was the New Deal and what effect did it have?
- **Topic:** The New Deal and its effects

- **Claim:** The New Deal was a series of government programs created by Franklin Roosevelt that helped people survive the Great Depression.

Remind students that a writer uses *subtopics*, which are the parts or divisions of the main topic, to develop the *topic*. Explain to students that a *subtopic* must be based on and supported by *evidence*. *Evidence* includes the textual facts, events, and ideas cited to develop the *subtopics* and support the *claim*. To effectively develop the *subtopic* and support the *claim*, the evidence must be both relevant and sufficient.

Post or project the following example of a subtopic and supporting evidence:

- **Subtopic:** Roosevelt created a “brain trust” to help him decide the “best course of action” (par. 2).
- **Evidence:** Congress “rubber-stamped his proposals” (par. 2), which means they approved them without question. “During the first 100 days of his presidency, a never-ending stream of bills was passed” (par. 2). The bills were meant to “relieve poverty, reduce unemployment, and speed economic recovery” (par. 2).
 - ▶ Students follow along, reading the examples.

Activity 4: Organizing Reading Notes

40%

① The following activity addresses the expectations of W.9-10.5 and W.9-10.9.b.

Explain to students that in order to be able to write about the effects of the Great Depression on the people who lived through it, they must develop a way of tracking claims, subtopics, and evidence regarding the prompt topic for the three texts they read in this unit.

Lead a whole-class discussion about different ways to track information in texts.

What are some of the ways to track and organize information from the texts?

- Student responses may include:
 - Annotating the articles themselves is one way to track the information. For example, the subtopics could be underlined and the evidence numbered in each paragraph.
 - Listing notes in a notebook or on paper about subtopics and evidence in one place is a good way to track information.
 - Creating a chart or organizing tool for tracking claims and evidence can be helpful.

Inform students that they are responsible for using the method they find most effective to organize information from the texts in this unit.

Remind students that in this unit they are writing a multi-paragraph informative paper to address the following prompt:

According to the texts provided, what effects did the Great Depression have on people who lived through it?

Explain to students that reading and noting subtopics and evidence is part of the planning process for successfully drafting an informative paper, because students can choose to use subtopics and evidence from these texts to inform and develop their own informative essays.

Instruct students to form pairs or small groups. Inform students that in this activity they identify and discuss the subtopics and evidence used to develop the topic and support the claim in the article “The New Deal.”

Distribute a blank copy of the Subtopics and Evidence Chart to each student or instruct students to create their own charts on blank pieces of paper with space at the top to record the title of the text, the topic, and the claim, and then two columns titled “Subtopics” and “Evidence.”

- ▶ Students examine or create the Subtopics and Evidence Chart.

① The Subtopics and Evidence Chart that students use or create is meant to serve as an example of one way of organizing information.

Instruct students to discuss and record the topic and claim of the article, as well as the subtopics, and the evidence used to support the claim and develop the subtopics.

- 🗨 See the Model Subtopics and Evidence Chart at the end of the lesson for possible student responses.

① **Differentiation Consideration:** If students struggle, consider modeling how to use the Subtopics and Evidence Chart by leading students in identifying the subtopics and evidence in the second and third paragraphs of “The New Deal.”

Lead a brief whole-class discussion of student responses. Then, discuss with students the relative importance of each subtopic they have noted. Instruct students to star the subtopics they think are particularly important or relevant to the topic of their own informative papers. Explain to students that there are not necessarily right and wrong answers to identifying the relative importance of subtopics. Students should discuss what makes evidence relevant and sufficient.

Activity 5: Quick Write

15%

Distribute and introduce the Short Response Rubric and Checklist. Briefly explain the purpose of the rubric and checklist: to help students improve their Quick Writes and homework writing responses. Inform students that they should use the Short Response Rubric and Checklist to guide their own writing, and they are to use the same rubric for both Quick Writes and homework writing.

- ① Lead a brief discussion of the Short Response Rubric and Checklist categories: Inferences/Claims, Analysis, Evidence, and Conventions. Review the components of high-quality responses. Quick Write activities continue to engage students in thinking deeply about texts, by encouraging them to synthesize the analysis they carry out during the lesson and build upon that analysis. Inform students that they typically have 4–10 minutes to write.

Instruct students to respond briefly in writing to the following prompt:

Choose the subtopic that you think is best supported in the article. What evidence is used to develop the subtopic? Explain whether the evidence is relevant and sufficient to develop the subtopic.

Remind students to use the Short Response Rubric and Checklist to guide their written responses.

- ▶ Students listen and read the Quick Write prompt.

- ① Display the prompt for students to see, or provide the prompt in hard copy.

Transition to the independent Quick Write.

- ▶ Students independently answer the prompt using evidence from the text.
- 🗨 See the High Performance Response at the beginning of this lesson.

Activity 6: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to reread and annotate the entirety of “Digging In” by Robert J. Hastings, identifying the subtopics and evidence in the memoir.

- ▶ Students follow along.

Homework

Reread and annotate the entirety of “Digging In” by Robert J. Hastings, identifying the subtopics and evidence in the memoir.

Subtopics and Evidence Chart

Name:		Class:		Date:	
<p>Directions: Record the subtopics and evidence from the text in this chart. A <i>subtopic</i> is “a topic that is one of the parts or divisions of the main topic” and <i>evidence</i> is “the textual facts, events, and ideas cited to develop a topic or subtopic.” Place a star next to the subtopics you think are most important.</p>					

Text:	
Topic:	
Claim:	
Subtopics	Evidence

Model Subtopics and Evidence Chart

Name:		Class:		Date:	
<p>Directions: Record the subtopics and evidence from the text in this chart. A <i>subtopic</i> is “a topic that is one of the parts or divisions of the main topic” and <i>evidence</i> is “the textual facts, events, and ideas cited to develop a topic or subtopic.” Place a star next to the subtopics you think are most important.</p>					

Text: “The New Deal”	
Topic: Roosevelt’s New Deal programs	
Claim: Through the New Deal, President Roosevelt used the power of government to help Americans survive the Great Depression.	
Subtopics	Evidence
Roosevelt created a “brain trust” to help him decide the “best course of action” (par. 2).	<ul style="list-style-type: none"> • Congress “rubber-stamped his proposals” (par. 2). • “During the first 100 days of his presidency, a never-ending stream of bills was passed.” (par. 2) • The bills were meant to “relieve poverty, reduce unemployment, and speed economic recovery” (par. 2).
Roosevelt passed laws to fix the banks.	<ul style="list-style-type: none"> • Roosevelt declared a “four-day bank holiday” during which Congress wrote a law, which “stabilized the banking system” (par. 3). • Roosevelt signed “the Glass-Steagall Act” (par. 3), which insured deposits.
Roosevelt passed laws to address unemployment.	<ul style="list-style-type: none"> • “The Civil Conservation Corps was one of the New Deal’s most successful programs.” (par. 4) • The CCC sent “3 million single men from age 17–23 to the nations’ forests to work” (par. 4). • “The Works Progress Administration ... would employ more than 8.5 million people to build bridges, roads ... and airports.” (par. 4)
A variety of programs helped the unemployed, agricultural workers, and homeowners.	<ul style="list-style-type: none"> • “The Agricultural Adjustment Act ... provided loans for farmers facing bankruptcy.” (par. 5) • “The Home Owners’ Loan Corporation helped people save their homes from foreclosure.” (par. 5)
“the New Deal’s	<ul style="list-style-type: none"> • The New Deal’s programs took care of people’s “basic needs” and

<p>experimental programs helped the American people” (par. 6)</p>	<p>gave them “the dignity of work and hope” (par. 6).</p>
---	---

Short Response Rubric

Assessed Standard(s): _____

Name:		Class:		Date:	
--------------	--	---------------	--	--------------	--

	2-Point Response	1-Point Response	0-Point Response
Inferences/Claims	Includes valid inferences or claims from the text. Fully and directly responds to the prompt.	Includes inferences or claims that are loosely based on the text. Responds partially to the prompt or does not address all elements of the prompt.	Does not address any of the requirements of the prompt or is totally inaccurate.
Analysis	Includes evidence of reflection and analysis of the text.	A mostly literal recounting of events or details from the text(s).	The response is blank.
Evidence	Includes relevant and sufficient textual evidence to develop response according to the requirements of the Quick Write.	Includes some relevant facts, definitions, concrete details, or other information from the text(s) to develop an analysis of the text according to the requirements of the Quick Write.	The response includes no evidence from the text.
Conventions	Uses complete sentences where errors do not impact readability.	Includes incomplete sentences or bullets.	The response is unintelligible or indecipherable.

Short Response Checklist

Assessed Standard(s): _____

Name:		Class:		Date:	
--------------	--	---------------	--	--------------	--

Does my writing...	Did I...	✓
Include valid inferences and/or claims from the text(s)?	Closely read the prompt and address the whole prompt in my response?	<input type="checkbox"/>
	Clearly state a text-based claim I want the reader to consider?	<input type="checkbox"/>
	Confirm that my claim is directly supported by what I read in the text?	<input type="checkbox"/>
Develop an analysis of the text(s)?	Consider the author’s choices, the impact of word choices, the text’s central ideas, etc.?	<input type="checkbox"/>
Include evidence from the text(s)?	Directly quote or paraphrase evidence from the text?	<input type="checkbox"/>
	Arrange my evidence in an order that makes sense and supports my claim?	<input type="checkbox"/>
	Reflect on the text to ensure the evidence I used is the best evidence to support my claim?	<input type="checkbox"/>
Use complete sentences, correct punctuation, and spelling?	Reread my writing to ensure it means exactly what I want it to mean?	<input type="checkbox"/>
	Review my writing for correct grammar, spelling, and punctuation?	<input type="checkbox"/>