

Module 4: Workshop 12 Lesson Plan

<p>Overall Learning Goals Strategies for Developing Common Core Skills in Content Areas (Reading/Writing & Social Studies): to train administrators and adult educators to <i>develop test readiness strategies</i> to further cement Common Core skills in content areas to better prepare their ESOL, ABE, and pre- HSE student constituency for the TASC exam.</p>	<p>Lesson Topic Reviewing skills needed for non-fiction reading and formulating theses, and developing teacher-written models and graphic organizers that involves sentence combining and templates for academic writing in a problem-solving test environment.</p>
<p>Curriculum Developer Irvin Weathersby</p> <p>Workshop Trainer</p>	<p>Date</p> <p>Location</p>
<p>Intended Audience</p> <ul style="list-style-type: none"> • Students (content was designed as a student lesson). • Note: Tips for instructors to consider as they are planning to teach this lesson are included where appropriate (refer to Teacher Focus sections). 	
<p>Standards Alignment</p> <p>The Common Core CCSS ELA/Literacy Standards:</p> <ul style="list-style-type: none"> • CCSS.ELA-Literacy.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources. • CCSS.ELA-Literacy.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. • CCSS.ELA-Literacy.RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. • CCSS.ELA-Literacy.RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). • CCSS.ELA-Literacy.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. • CCSS.ELA-Literacy.RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text. 	
<p>Goals and Objectives (SWABT)</p> <ul style="list-style-type: none"> • Participants will become familiar with analyzing events and ideas using primary and secondary sources. • Evaluating text for author's point of view; determine central ideas, review information for cause and effect relationships. • Interpret author's point, fact from opinion using political cartoons, evaluate relevant information. • Examine media using charts, graphs, and pictures, maps to make comparisons with information in print and interpret meaning. 	
<p>Warm-Up/Review</p> <p>Explain briefly how opinions can often slant facts. Review the importance of understanding resources and an author's ability to manipulate and persuade in speaking, writing or in a political cartoon.</p>	
<p>References (APA Style)</p> <ul style="list-style-type: none"> • Antin, M. (1912). <i>The Promised Land</i>. Boston: Houghton Mifflin Co. • Barth, A. (2015, January). <i>Engineering A Better Life</i>. Scholastic Magazine, pp. 14-17. • Congress, L. o. (1983). <i>Latin America and Democracy</i>. Retrieved from Library of Congress: www.libraryofcongress.gov • Congress, L. o. (2015, May). <i>Rise of Industrial America</i>. Retrieved from Library of Congress: www.libraryofcongress.org • Inc., S. (2010). <i>Reasons for Writing-Scholastic News Edition 3</i>. Retrieved from Scholastic.com: www.scholastic.com/sn3 • Museum, N. W. (2015, May). <i>Analyzing Political Cartoons</i>. Retrieved from Dr. Seuss & WWII: www.nationalww2museum.org/learn/education 	



The TASC Transition curriculum is a collaborative project of the New York State Education Department and the Queens Borough Public Library, supported by funding from the New York State Department of Labor.

- Scholastic Magazine. (2015, January). Designing Shelters. Science World.
- Scholastic Magazine. (2015, January). Shelter Safety. Scholastic Science World.
- Scholastic Magazine. (2015, January). Sun Power. Scholastic Science World.
- Times, N. (2015, May). Document Analysis Questions. Retrieved from NY Times Learning Network: learnibg.blogs.nytimes.com. .
- Wollstonecraft, M. (1792). A Vindication of the Rights of Woman. Boston: Peter Edes.

Technology and Handouts

Technology Needs

- AV cart with projector, laptop, and speakers will be provided.
- Laptop or tablet computer for each student with access to Internet.
- Latest version of Adobe Flash installed on laptops.

Presentation Needs & Handouts

- Chart Paper.
- Markers.

Each item listed below will be available in PDF format.

Lesson Part 1

- Handout - Primary vs. Secondary Sources.
- Handout - Rise of Industrial America/Promised Land.
- Handout - Comparing Two or More Texts.
- Handout - Separating Fact from Fiction.

Lesson Part 2

- Handout - Reasons for Writing.
- Handout - A Vindication of the Rights of Women.
- Handout - Octavio Paz: Latin America and Democracy.

Lesson Part 3

- Handout - Political Cartoons and Dr. Seuss Biography.
- Handout - Political Cartoons and Guided Questions Worksheet.

Lesson Part 4

- Handout - Engineering a Better Life.
- Handout - Double-Entry Chart for Close Reading.
- Handout - Shelter Safety and Sun Power.

Lesson Plan Activities

Part 1: Primary and Secondary Sources

Lesson Content

How do we identify primary and secondary sources? What are facts and opinions? Participants will read various excerpts to determine which is a primary and/or secondary source. A guide for identifying each is included.

Lesson Materials

- Handouts.
- Markers.
- Chart paper.

Questions to Answer

- How do participants differentiate between fact and opinion in primary and secondary sources?
- What skills must they have in order to differentiate the two?

Lesson Activities

- Activity 1: Facilitator will provide a brief overview defining primary and secondary sources using the Primary vs Secondary Sources handout as a guide.
 - Participants will be grouped into 2 or 4 groups. One group will be asked to read Rise of Industrial America and the other will read The Promised Land.
 - Upon completion of reading students will be given a "Document Analysis Questionnaire". (Courtesy of NY Times, Learning Network). As a group, they will be asked to complete the graphic organizer in order to determine whether it is a primary or secondary source, along with determining author's point of view.
 - When complete, groups will share out their reasons and choices.



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- Activity 2: After sharing out, participants will switch articles and complete graphic organizer, “Comparing Two or More Texts.” (Courtesy of NY Times, Learning Network). In pairs or small groups participants will analyze documents with guided questions provided. Primary and secondary sources will be evaluated for evidence to distinguish between fact and opinion.
 - Facilitator will create “T Chart” titled, “Similarities and Differences.”
 - Participants will chart answers (from groups). They will also discuss how reading a primary and secondary document on the same topic lends to a better understanding of information.
- Activity 3: Facilitator will explain the “The Rise of Industrial America is a secondary source, as it summarizes some of the issues faced by immigrants from the 1800’s. “The Promised Land” is an excerpt from a diary of an immigrant from that era (primary source). Instructor should lead discussion about the value of both.
 - Facilitator will ask: How do we identify which is a primary document and which is not? (Each has references).
 - Facilitator: What facts can we list from the articles? Which are the opinions?

Wrap Up/Assessment

- Facilitator review (charted) responses to reinforce the textual differences between fact/opinion and primary/secondary sources.
- Participants will be provided with a short passage, Separating Fact from Opinion, that includes both facts and opinions to reinforce skill learned.
- Participants will utilize a graphic organizer “Fact vs. Opinion” to assess skills learned and reinforce concepts. This can be an additional activity or can be used as an assessment for the group or for their class.
- Facilitator will use the “Separating Fact from Opinion” worksheet to determine if participants are analyzing and comprehending the differences between facts, opinions, and primary and secondary sources.
- After completing the lesson, participants will be able to identify facts and opinions in non-fiction selections.

Lesson Part 2: Author’s Point of View

Lesson Content

Identify author’s point of view and purpose. Distinguish between fact and opinion. Authors have a specific reason for writing. An author’s purpose will be revealed when reading closely for central ideas or information. The following provides examination for determining an author’s point of view.

Lesson Materials

Handouts: “Reasons for Writing”, “A Vindication of the Rights of Women”

Teacher Focus

- Facilitator will discuss why authors write particular pieces. Examples of everyday writing for a specific purpose can also be discussed (writing an email, sending a message on Facebook, writing to a company about a bill or charge, writing to a loved one, etc.)
- How and why students write what they write is determined by audience?
- What obstacles will they encounter when differentiating their language?

Student Focus

- Who are you writing for?
- Each type of writing - an email, sending a message on Facebook, writing to a company about a bill or charge, writing to a loved one - requires that you use a different style, tone, etc.

Lesson Activities

- Activity 1: Facilitator discusses with participants the reasons an author chooses to write on a particular subject.
 - Pass out “Reasons for Writing” and have students complete. (This is a Scholastic reproducible).
 - After a few minutes facilitator can review answers and discuss.
- Activity 2: Participants will be provided with an excerpt from “A Vindication of the Rights of Women” by Mary Wollstonecraft.
 - They will first read on their own.
 - In pairs, they will answer guided questions to determine the author’s purpose for writing the excerpt, identify any prejudices on the part of the author, and formulate an opinion based on the excerpt.
 - In pairs, students will decide and list which elements are factual, entertaining, and or persuasive.
 - Pairs will share findings and answers with group.



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Wrap Up/Assessment

- Facilitators will instruct participants to write a short paragraph on a subject to share factual information, entertain, or persuade the reader on a topic of their choosing. (Facilitator may choose to share out in group or individually).
- Participants will be provided with a Critical Thinking Evaluation: Cause and Effect.
- Participants will be provided with excerpt Octavio Paz: Latin America and Democracy, they will read the article and write a short paragraph about “How the author believes non-democratic attempts at reform influenced Latin America.”

Lesson Part 3: Political Cartoons

Lesson Content

How do we use symbolism, caricature, stereotyping, analogy, and humor to determine point of view when analyzing a political cartoon? Using political cartoons, students will evaluate cartoonist’s message. Selections of political cartoons using a familiar author will be provided for determining fact from opinion.

Lesson Materials

Political cartoons (information sheet on Political Cartoons): An Introduction and a Dr. Seuss Biography.

Teacher Focus

- What skills and knowledge must students have to analyze political cartoons?
- How can you best support support students in acquiring the skills and knowledge - especially background knowledge that is necessary?

Student Focus

- How can we distinguish fact from opinion when analyzing a political cartoon?
- What kind of information do we see in a political cartoon?
- How does the portrayal of a cartoon pose a particular argument?

Lesson Activities

- Activity 1: Facilitator will distribute “Political Cartoons: An Introduction, for the purpose of recognizing and identifying symbolism, caricature, stereotyping, analogy, and humor in political cartooning.
 - Participants will read the sheet individually and then discuss in large group, generalizations about what they have read.
- Activity 2: A short Biography of Dr. Seuss will be distributed and read in large group.
 - Participants will break up into three groups.
 - Each group will receive a particular editorial/political cartoon (3 are included) to critique.
 - A worksheet with guided questions will be distributed to each group where they will come to a consensus for interpretation.
 - When completing the activity the student will be able to identify cartoonists’ message by recognizing the use of various symbolic and analogic techniques.

Wrap Up/Assessment

- Each group will explain their cartoon and findings to the large group. Questions & Answers to follow. Web site and additional resources for follow up activities will be provided.
- An additional 3-2-1 Activity (3 things you found out, 2 interesting things, 1 question you still have) can enhance assessment if time permits. *This lesson was adapted from the WWII National Museum, New Orleans.
www.nationalww2museum.org/learn/education.

Part 4: Integrating Visual Information

Lesson Content

How can we utilize pictures and maps along with text to interpret meaning? Visual information such as color pictures, charts, graphs and or maps help the reader to make a deeper connection with a text? Viewing and analyzing those connections help interpret meaning from text.

Lesson Materials

Article Engineering a Better Life (Courtesy of Scholastic Magazine) and Graphic Organizers.

Teacher Focus

- How do graphics, maps and pictures enhance information in print?



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- How might graphics assist students in understanding unfamiliar text?

Student Focus

- How does reading a map help you to understand what is happening in the text?
- How does looking at color photos enhance your understanding of the situation?

Lesson Activities

- Distribute article, Engineering a Better Life, from “Science World Magazine” for individual reading.
- Have participants complete a “Double-Entry Chart for Close Reading” handout is included.
- Have participants pair with a partner to discuss and interpret graphics, compare comments and make inferences about the product. Pairs will then share their conclusions with the group.
- Participants will discuss skills learned in previous workshops as they relate to author’s purpose.

Wrap Up/Assessment

- Participants will apply concepts discussed to complete questions relating to Graphic Organizer “Shelter Safety”.
- Participants will focus on interpreting author’s purpose when answering questions.
- If time permits or for use in the classroom, distribute ‘Sun Power.’. Analysis questions follow. Answer key is provided. Also included “Designing Shelters” with follow up questions for evaluative purposes or to be utilized in classroom.

Overall Wrap Up

- Exit slip: How does the use of visual resources enhance your understanding of primary and secondary sources?
- How does analyzing visual information from multiple sources help to synthesize understanding of a text?

Project/Homework

- Review materials and create a study guide for participants who missed class that outlines main ideas for each workshop.
- Participants can explore <https://www.loc.gov/search/?in=&q=primary+sources&new=true&st=> to learn more about primary resources and a wealth of other information:
 - www.nytimes.com – go to Learning Network, extensive articles and lesson plans.
 - www.scholastic.com – has many activities and free reproducibles. Sign up for a magazine. Available on line.
 - www.tasctest.com – info for educators, sample test items.
 - www.sharemylesson.com – TASC Items/Achievement Gaps.
 - www.teachingtothecoreny.org – learning tools and resources.
 - www.thetimesinplainenglish.com – Articles simplified.
 - www.adlit.org/common_core/classm_video_modules/ – Videos for self-paced development.
 - www.learnzillion.com – Digital Lessons.
 - <https://www.loc.gov/search/?in=&q=primary+sources&new=true&st=>
 - www.betterlesson.com – Free Lesson Plans
 - www.youthcommunications.com – Lessons and Ideas for Instructors



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