

Synthesis Writing > Planned Capitals of the World

[This synthesis writing lesson is intended to support research, pre-writing, composition, and oral presentation skills. Students will critically think, watch, read, annotate, write, and exhibit knowledge gained from the activity. This unit could take two weeks or more depending on the classes' achievement level. It will provide the instructor a chance to conference multiple times with students and take multiple grades. Set deadlines for segments of the assignment with the students so that they do not feel overwhelmed.]

Subject English Language Arts / Social Studies

Grade 9-12

Materials

- Library or internet access
- Computer / printer access
- Paper

Common Core State Standards & Objectives

CCSS.ELA-LITERACY.RI.9-10.2

Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CCSS.ELA-LITERACY.W.9-10.2.E

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-LITERACY.W.9-10.2.F

Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

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.9-10.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Description

> *Introduction* Introduce planned capitals of the world using videos. There are many capitols that an instructor can include, see them listed in the following link.

https://en.wikipedia.org/wiki/Capital_city#Planned_capitals

A good idea is to introduce the same number of capitals as body paragraphs you would like your students to write.

Astana, Kazakhstan

<https://www.youtube.com/watch?v=p4yjBMOxyXI>

Washington DC

<https://www.youtube.com/watch?v=QTZO9bta31w>

Brasilia, Brazil

<https://www.youtube.com/watch?v=m8fZeZTNOTE>

> *Student Research* Using the library or internet, student should search, evaluate, then print and annotate two sources for each capital they will be writing about. The instructor should conference with the student to make sure the research is academic in nature and acceptable. [Grade for research, grade for annotation]

> *Pre-write* Students should then produce any acceptable form of pre-write, (web, outline, etc.) including an introduction, body paragraphs (including in-text citations) and a conclusion. Conference with students and provide direction as necessary. Students should also produce a work cited page. [Grade for pre-write]

> *Draft 1* Students use their pre-write and research to write their assignments. The instructor (or a peer) can conference and edit. [Grade for draft 1]

> *Final Draft* Using their first draft, corrected, students can produce a final draft. [Grade for final draft]

> *Paper Presentation* First, create a rubric to grade the presentations with the students – the link provided is only one example. <http://april.onthemarch.co/class-presentation-rubric/> Students discuss their findings, noting similarities, differences, and interesting findings from their research [Grade for presentation]

Modifications

LOW > Students may be provided with research, group annotate, an out-line, write a single draft, complete the assignment in groups, or be allowed extra time as necessary.

HIGH > Students may produce a model of a planned city, a map, a comparison of maps, posters, or a multi-media presentation to accompany their assignment.