



**Literacy Design
Collaborative**

Migrating Morocco

by David Burton

Similar to the status of Mexico in the situation of Central American migrants seeking to get to the United States, Morocco has become the primary conduit for Sub-Saharan migrants seeking to get to the European Union. This lesson seeks to familiarize students with issues related to this migration through Morocco to the European Union. and have them, after appropriate research, compare it to the issues related migration through Mexico to the United States. This lesson would be appropriate for a full-world middle school geography course or for courses that divide the world into Western or Eastern hemispheres.

GRADES

6 - 8

DISCIPLINE

 **Social
Studies**

COURSE

 **Geography**

PACING

 **10hr**

Section 1: What Task?

Teaching Task

Task Template A5 - Argumentation

What policy change can you suggest to Morocco on how to address the situation of Sub-Saharan Africans migrating through Morocco to get to the European Union? After reading articles from Moroccan and international news sources and researching migration through Mexico to the United States, write a letter to the Moroccan Ambassador to the United States in which you compare the migration situations through each Morocco and Mexico and argue in favor of a one specific action item that Morocco can take to address the migration situation. Support your position with evidence from the text/s.

Standards

Custom Standards

Oklahoma Academic Standards for Social Studies 7.1.1

Integrate specific geographic information to support analysis from primary and secondary sources located in texts, documents, newspapers, magazines, journals, political cartoons, and online news sources.

Oklahoma Academic Standards for Social Studies 6.3.4

Describe how the push and pull factors of migration have affected settlement patterns and the human characteristics of places over time.

Oklahoma Academic Standards for Social Studies 7.3.5

Focus

Describe reasons for and analyze from multiple perspectives the challenges and benefits of migration on indigenous and immigrant populations.

Oklahoma Academic Standards for Social Studies 1.C.6-8.1

Assess specific laws, both actual and proposed, as means of addressing historic and current national and international problems.

Oklahoma Academic Standards for Social Studies 1.C.6-8.2

Focus

Apply a range of deliberative and democratic procedures to debate, make decisions, and propose action about authentic, real-world problems in out-of-school contexts.

Oklahoma Academic Standards for Social Studies 2.B.6-8.2

Demonstrate understanding of social studies content through the development of self-driven investigations and the completion of teacher-led authentic tasks and assessments.

Oklahoma Academic Standards for Social Studies 3.A.6-8.1

Gather, compare, and analyze evidence from primary and secondary sources on the same topic, identifying possible bias and evaluating credibility.

Oklahoma Academic Standards for Social Studies 4.B.6-8.3

Engage in collaborative discussions and debates about information presented in social studies texts, expressing ideas clearly while building on the ideas of others.

Oklahoma Academic Standards for Social Studies 5.A.6-8.2

Compose informative essays and other written products about social studies topics, incorporating evidence (e.g. facts, examples, details) from multiple sources, maintaining an organized, formal structure.

Oklahoma Academic Standards for Social Studies 5.A.6-8.3

Focus

Compose argumentative written products by introducing a claim, recognizing an opposing viewpoint, and organizing evidence and commentary from credible sources.

Oklahoma Academic Standards for Social Studies 5.B.6-8.2

Quote, paraphrase, and summarize findings, avoiding plagiarism.

Texts

- 🔗 **Ceuta and Melilla: why does Spain own two cities in Africa?**
- 🔗 **Africans Comprise a Large and Growing Share of Migrants to Europe**
- 🔗 **Moroccan Authorities Prevent 300 Sub-Saharan Migrants from Crossing to Ceuta**
- 🔗 **One dead in Morocco-Spain border stampede near Melilla**
- 🔗 **Ceuta and Melilla: Spain wants rid of anti-migrant razor wire**
- 🔗 **Violence in Ceuta after 700 African migrants storm Spanish border**

- 🔗 **Irregular Migration: Spain to Increase Height of Border Fence in Ceuta**
- 🔗 **Spain's Far-right Party Leader Wants a Wall at Ceuta, Melilla Borders**
- 🔗 **Morocco Steps Up Efforts to Curb Irregular Immigration**
- 🔗 **Mass illegal border crossing at Ceuta, Spain**

2019 - Student Work Rubric - Argumentation Task - Grades 6-8

	Emerging	Approaches Expectations	Meets Expectations	Advanced
	1	2	3	4
Controlling Idea	Makes an unclear or unfocused claim.	Makes a general claim that addresses the prompt , with an uneven focus .	Establishes and maintains a clear claim that addresses all aspects of the prompt.	Establishes and maintains a clear, specific, and credible claim that addresses all aspects of the prompt.
Selection & Citation of Evidence	Includes minimal details from sources. Sources are used without citation.	Includes details, examples, and/or quotations from sources that are relevant to the claim . Inconsistently cites sources.	Includes details, examples, and/or quotations from sources that are relevant to the claim and supporting ideas. Consistently cites sources with minor formatting errors.	Includes well-chosen details, examples, and/or quotations from sources that support the claim and supporting ideas. Consistently cites sources using appropriate format.
Development / Explanation of Sources	Explanation of ideas and source material is irrelevant, incomplete, or inaccurate.	Explanation of ideas and source material is minimal or contains minor errors .	Accurately explains ideas and source material and how they support the argument.	Thoroughly and accurately explains ideas and source material, using reasoning to support and develop the argument.
Organization	Lacks an evident structure. Makes unclear connections among claim, reasons, and evidence.	Groups ideas and uses some transitions to connect ideas, with some lapses in coherence or organization .	Groups and sequences ideas to develop the controlling idea. Uses transitions to clarify the relationships among claim(s), reasons, and evidence.	Groups and sequences ideas logically to develop the controlling idea and create cohesion. Uses varied transitions to clarify the relationships among claim(s), reasons, and evidence.
Conventions	Major errors in standard English conventions interfere with the clarity of the writing. Language or tone is inappropriate.	Errors in standard English conventions sometimes interfere with the clarity of the writing. Uses language and tone that are sometimes inappropriate for the audience and purpose.	Consistently applies standard English conventions; minor errors, while noticeable, do not interfere with the clarity of the writing. Uses language and tone appropriate to the audience and purpose.	Consistently applies standard English conventions, with few errors. Demonstrates varied syntax and precise word choice. Consistently uses language and tone appropriate to the audience and purpose.
Content Understanding (Generic)	Attempts to include disciplinary content in explanation or argument but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.	Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.	Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.	Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.

Background for Students

Students need background knowledge on the locations of Morocco, Spain, Ceuta, Melilla, European Union, Algeria, and the Sahara Desert, along with the general knowledge of Sub-Saharan countries within western Africa.

Extension

Not provided

Section 2: What Skills?

Preparing for the Task

BUILDING BACKGROUND / CONTEXTUAL KNOWLEDGE: Ability to build contextual knowledge about a topic

ACTIVATING PRIOR KNOWLEDGE: Ability to activate prior knowledge about a topic and learn from others' knowledge

ANALYZING A TASK: Ability to identify the disciplinary purpose, thinking demands, and steps necessary to complete a task

ANALYZING A RUBRIC: Ability to analyze a rubric to identify the essential expectations of a final product

Reading Process

COMPREHENDING TEXT: Ability to summarize the main ideas, plot, or claims in a text, including key supporting details

GATHERING EVIDENCE: Ability to select important facts or passages that support the analysis, understanding, or evaluation of a text

SELECTING TEXT/S: Ability to identify appropriate texts for a research purpose, task, or area of study

Transition to Writing

DISCUSSING IDEAS WITH OTHERS: Ability to organize and test ideas through discourse with others

Writing Process

STUDYING MODELS: Ability to analyze and discuss models of effective disciplinary communication for a product type





WRITING THE ROUGH DRAFT: Ability to take information from reading/research and prepare a draft of a writing product within the assigned content specific writing format.

EDITING: Ability to proofread and format a piece to make it more effective

SUBMITTING A FINAL DRAFT: Ability to submit a final piece that meets expectations

Section 3: What Instruction?

PACING SKILL AND DEFINITION PRODUCT AND PROMPT SCORING GUIDE INSTRUCTIONAL STRATEGIES

Preparing for the Task				
25 mins	<p>BUILDING BACKGROUND / CONTEXTUAL KNOWLEDGE: Ability to build contextual knowledge about a topic</p>	<p>C.U.S.S. IT OUT</p> <p>Independently read the article and <u>C</u>ircle main ideas, <u>U</u>nderline supporting details, and <u>S</u>tar confusing words. Then <u>S</u>hare annotations with a partner.</p> <p>For this C.U.S.S. It Out activity, have students read/use the article titled "Ceuta and Melilla: why does Spain own two cities in Africa?"</p>	<p>Students meet expectations if they:</p> <p>Circle three central ideas (or number that correlates to the text)</p> <p>Underline the supporting/important details for each central idea circled</p> <p>Identify confusing words or sections.</p> <p>Share annotations with a partner.</p>	<p>CUSS it Out</p> <p>Provide these directions for students to annotate a passage or text while they read independently:</p> <p>C: Circle central ideas</p> <p>U: Underline supporting/important details</p> <p>S: Star confusing words/phases</p> <p>S: Share (or can alter to Summarize, State Opinion, or add Side Notes with questions/comments)</p> <p>Once students complete the reading and annotating, they discuss with a partner, then whole group share. While students annotate, the teacher should circulate the room with their own copy of the text to do an informal assessment. Record on your copy, which parts of the text students struggle with and mark which confusing words students star. From your assessment, you can determine which vocabulary words and parts of the text that need further clarification. Depending on the content of the text, the directions can be changed to underline, circle, or star other concepts (ie. argument claims and evidence, figurative language elements, etc.).</p>
Standards:				
<p>CCR.W.5 : Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>				
Additional Attachments:				
<p> Cuss it Out Student Sample One.jpg</p> <p> Sample Two.jpg</p> <p> Sample Three.jpg</p> <p> Strategy Poster.JPG</p>				
40 mins	<p>ACTIVATING PRIOR KNOWLEDGE: Ability to activate prior knowledge about a topic and learn from others' knowledge</p>	<p>PORTRHOLE CAROUSEL (DEFINING ESSENTIAL VOCABULARY)</p> <p>First, write notes about the meaning of each essential vocabulary word on the corresponding poster. Then using these notes, create an illustration that represents the meaning of your group's assigned essential vocabulary word. Finally, present and explain this illustration to the class.</p>	<p>Students meets expectations if:</p> <ul style="list-style-type: none"> they participate in their small group discussions and contribute ideas to the posters posted throughout the room. their small group created illustration accurately captures the meaning of their assigned essential vocabulary word. their small group is able to explain the meaning of the essential vocabulary word to the class. 	<p>Teacher Notes</p> <ul style="list-style-type: none"> This activity can be done either at the beginning or the end of a module. If you choose to do it at the beginning of a module, you will need to give students access to dictionaries, the Internet, short background texts, etc. in case they don't have background knowledge on the essential vocabulary. If you do it at the end, it can be used as a review for a test or writing assignment. Students will produce posters that can be kept up in the classroom and serve as useful references during the reading, writing, and reviewing process. <p>Preparation:</p> <p>1. Create a poster for each of the essential vocabulary found in the teaching task. For this activity, use the following terms/locations: migration, immigration, emigration, push factors of migration, pull factors of migration, Morocco, Spain, Ceuta, Melilla, and European Union--additional terms on which students struggled as part of the C.U.S.S. It Out activity can be used as needed/appropriate.</p>

2. Write the word at the top of the poster and draw a circle in the middle of the poster. Leave plenty of room to write on the outside of the circle and draw an illustration in the center of the circle. Use a post-it note as a reminder not to write in the circle. See student work samples for an example of this layout.

Activity:

Note: It is helpful to provide students with an overview of this process both verbally and in writing so they know what to expect. You also might model the activity by creating an additional example poster. If you do this, complete a think aloud of your process of defining the word. Then, invite other students to come up and add their ideas. Finally, model reading the definitions and drawing an illustration in the center circle to represent the word's meaning.

1. Assign students to groups of two to three. Consider creating heterogeneous groups so ELLs and other students that might potentially struggle have peer support. Assign each group a different color marker to track participation.
2. Direct groups to stand in front of their poster. You may have them write their names on the poster if you want to grade this assignment. Give the students one minute to brainstorm meaning of the term on the outside of the circle. Encourage students to use prior knowledge, examples, and phrases to define the word.
3. After the minute, have the students rotate to the next poster. Give the students thirty seconds to read what the previous group(s) have written. Then give the students a minute to add to and elaborate in their own words the meaning of the vocabulary term; this can include writing a question to gain clarity on what a previous group has written (the group can also attempt to answer questions that have been written by other groups). Continue this process until students have rotated to all posters and return to their original poster.
4. Once the students have rotated back to their original poster, give them some time to read through what has been written and to address any unanswered questions.
5. Give students about five minutes to create a visual representation of the vocabulary term inside the circle using the information on the outside of the circle.
6. Give each group thirty seconds to explain their visual representation and meaning of vocabulary word to the whole class.
7. Use the posters as a word wall as your students progress through the module, review the content, and/or compose their culminating essay.

Standards:

CCR.R.4 : Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

RI.11-12.4 : Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

Additional Attachments:

 [Alignment.jpg](#)

 [Engagement.jpg](#)

-  Scaffolding.jpg
-  Continental Drift.JPG
-  Convergent.JPG
-  Divergent.JPG
-  Transform.JPG
-  Porthole Carousel Presentation.pptx
-  Sample Poster- Community.docx
-  Poster Draft.docx
-  Sample Background Knowledge Resource: Community

50 mins	<p>ANALYZING A TASK: Ability to identify the disciplinary purpose, thinking demands, and steps necessary to complete a task</p>	<p>CUBS Use CUBS to analyze a prompt and use the information to summarize the prompt in your own words.</p>	<p>Meets expectations if student:</p> <ul style="list-style-type: none"> • Correctly follows the CUBS strategy. • Summary is complete. • Summary and work demonstrate a thorough understanding of the prompt. 	<p>Modeling: (if this strategy has previously been used and students do not need practice, skip to Mastery step)</p> <ol style="list-style-type: none"> 1. Give students an example of a prompt and project it at the front of the class. 2. With students, follow the CUBS procedure: <ul style="list-style-type: none"> • Circle the verbs, • Underline key terms, • Bring down the stem (cross it out). • When this is done model the Summary of the prompt. • Attached you will find an example of how to do this along with a collection of sample prompts. <p>Practice:</p> <ol style="list-style-type: none"> 1. Have students work with elbow-buddy or partner. 2. Give them three prompts to work through with their partner following the procedure. 3. Make sure to check their work after they do the first one. <p>Mastery:</p> <ol style="list-style-type: none"> 1. Give students prompt (teaching task) for this lesson module. 2. Instruct them to use the CUBS method to analyze the prompt. 3. Have them share their summaries of the task.
---------	--	--	---	---

Standards:

- CCR.R.1** : Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- CCR.R.2** : Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- CCR.R.5** : Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

Additional Attachments:

-  Example_prompts.docx

45 mins	<p>ANALYZING A RUBRIC: Ability to analyze a rubric to identify the essential expectations of a final product</p>	<p>RUBRIC ANALYSIS In your group, read the definition for your part of the rubric. Use the poster paper to write in your own words what it means. Add a graphic to help remember this part.</p>	<p>Meets expectations if:</p> <p>Small group:</p> <ul style="list-style-type: none"> • All students participating • Students work as a team to design a poster and graphics <p>Poster:</p> <ul style="list-style-type: none"> • Students rephrasing rubric accurately using kid-friendly language 	<ol style="list-style-type: none"> 1. Teacher will display prompt daily, reminding students of the end goal 2. Teacher will display rubric and hand out rubric to each student 3. Teacher will use a poster for the area of "focus" and model how to read the rubric and then deconstruct, using kid-friendly language. 4. Next, teacher will assign small groups an area of the rubric to deconstruct beginning with district focus elements of "controlling idea," "organization," and "conventions." 5. Students will read in groups and teacher will guide them to use kid-friendly language to paraphrase, adding a unique graphic to help remember each element of the rubric. 6. Next each table group will create a poster for their assigned rubric element.
---------	---	--	---	---

		<ul style="list-style-type: none"> Goals show understanding of prompt and rubric expectations <p>Presentation:</p> <ul style="list-style-type: none"> During presentation, student has eyes on speaker and only one speaker talking at a time Students elaborate or asks clarifying questions of each other to show engagement Listeners, during presentations, engage with comments and clarifying questions 	<ol style="list-style-type: none"> Students will then present their rubric element posters to the class. Each time, teacher will ask a person from each table group what the speakers said in their own words. Students will take notes on their own rubric/organizer as the groups present. Posters will be displayed in classroom throughout module.
--	--	--	---

Standards:

CCR.SL.1 : Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Reading Process

30 mins	<p>COMPREHENDING TEXT: Ability to summarize the main ideas, plot, or claims in a text, including key supporting details</p>	<p>JUST THE GIST Read and, using the exact number of words assigned, summarize the most essential information (the "gist") from the assigned text. For this activity, use the article "Africans Comprise a Large and Growing Share of Migrants to Europe."</p>	<p>Teachers may chose a variety of scoring methods including but not limited to: class discussions, placing several of the summaries on the board and seeing how they compare, taking up the papers and grading them.</p>	<p>Independently read the assigned text.</p> <p>With a partner or small group:</p> <ol style="list-style-type: none"> Identify the most important facts (who, what) in the reading. Identify the most important supporting details about the facts. Compose a short summary, using a complete sentence(s), using exactly the number of words assigned by the teacher. For this activity, use 16 words (or modify based on the needs of your students). Each group needs to prepare a draft of their summary that can be easily read by the full class (written on a space on the board, use large poster board of "big" sticky notes, or some form of electronically projected display) <p>As a full class, read and discuss each group's GIST. Compare the selection of important facts and supporting details and discuss any significant discrepancies--if significant discrepancies, come to a class consensus on the most important facts and supporting details.</p>
---------	--	---	---	--

Standards:

RI.8.2 : Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

RI.7.2 : Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

RI.6.2 : Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

55 mins	<p>GATHERING EVIDENCE: Ability to select important facts or</p>	<p>JIGSAW: PUZZLE PIECES MAKING THE FULL PICTURE</p>	<p>The teacher may informally evaluate student progress by</p>	<ol style="list-style-type: none"> Students should be divided into the same number of groups as there are distinct texts. Students individually read the text assigned to their group.
---------	--	---	--	--

	<p>passages that support the analysis, understanding, or evaluation of a text</p>	<p>Each group of students reads a distinct text (separate portion of the same text or completely separate texts) taking note of the most important details and helping each other become an "expert" on those key details. Groups are remixed into new "expert groups" with one "expert" from each separate reading passage. These experts now teach the key details of their passage to the others in the group.</p> <p>For this activity, use the other eight provided articles that have not yet been used. For smaller classes, the teacher may assign each group to read two articles or may opt to omit selected articles.</p>	<p>walking around the room and listening to student discussions within each original and each "expert" group to make sure that there is an appropriate general understanding of the key points from each text/excerpt. If a graphic organizer is used as a note taking guide during the expert group step, the teacher may use these notes for written evaluation of the concepts students learned.</p>	<ol style="list-style-type: none"> 3. Collaboratively with the group, students need to identify the most important details and the most important supporting information for those details. <ol style="list-style-type: none"> 1. If desired, these details can be formatted into a simple bulleted list or a more "formal" summary similar to the GIST activity. 2. Make sure that all students in the group are knowledgeable of these key details. 4. Regroup into expert groups with at least one student from each of the previous distinct text groups. There will most likely be a smaller number of groups with more students per group. 5. Students take turns presenting the details of their distinct text to the other students in the expert group. Make sure that all important details have been shared. 6. If desired, a graphic organizer can be created to help students keep track of the important details from the text they had initially read/studied and as to keep track of the important details they are now learning from the other texts.
<p>Standards:</p> <p>RI.8.2 : Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p>RI.7.2 : Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p> <p>RI.6.2 : Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>				
<p>50 mins</p>	<p>SELECTING TEXT/S: Ability to identify appropriate texts for a research purpose, task, or area of study</p>	<p>CRAAP TEST FOR CREDIBLE SOURCES Students use the CRAAP method to evaluate their selected sources.</p>	<p>Mastery level student work will</p> <ul style="list-style-type: none"> • Identify the currency, relevance, authority, accuracy, and purpose for the selected texts 	<ol style="list-style-type: none"> 1. Distribute CRAAP method handout 2. Allow students time to assess the credibility of their source(s) 3. Confirm students' work
<p>Standards:</p> <p>RI.8.8 : Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p> <p>RI.7.8 : Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p> <p>RI.6.8 : Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>				
<p>Additional Attachments:</p> <p>🔗 CRAAP test</p> <p>🔗 Worksheet from Lamar State College - Orange</p>				
<p>40 mins</p>	<p>SELECTING TEXT/S: Ability to identify appropriate texts for a research purpose, task, or area of study</p>	<p>INDEPENDENT RESEARCH Students will engage in independent research to find a least two articles related to the migration of Central Americans through Mexico to the United States.</p>	<p>The teacher will informally evaluate students during the research process, using the CRAAP test to engage students in individual conversations related to their research and</p>	<p>While researching to find a least two articles related to the migration of Central Americans through Mexico to the United States, students will individually use the CRAAP text to make sure that their source(s) is appropriate and relevant.</p>

sources.

Standards:

CCR.R.2 : Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCR.R.1 : Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Transition to Writing

25 mins

DISCUSSING IDEAS WITH OTHERS: Ability to organize and test ideas through discourse with others

GIVE ONE, GET ONE
Using the Give One, Get One handout, share evidence (that you have collected while researching) with your peers in order to expand understanding and prepare for future writing on a specific topic.

For this activity students will be using information from the two or more articles that they have researched on the migration of Central Americans through Mexico to get to the United States.

Students complete the Give One, Get One graphic organizer with 3 pieces of information and add at least three additional pieces of information from classmates.

1. Explain the expectations/purpose for the activity: you can build your knowledge around a topic by discussing it with others and building on each other's knowledge.
2. Have students fold a piece of paper lengthwise to form two columns and write "Give One" (What I Know) at the top of the left column and "Get One" (Something New) at the top of the right column.
3. Explain that the Give One column is a list of information that they already know or have found while reading/researching. The Get One column is information that is new information provided by a classmate.
4. Ask students to individually brainstorm a list in the "Give One" column of all the information they have found in the text or from independent research.
5. Next, have students take their graphic organizer and move around the classroom to share information one-on-one with a classmate. Instruct students to take turns with a classmate where one person shares a piece of information from their "Give One" column while the other student listens. Remind students that when they are listening, they should write any new information they hear in their "Get One" column. This may need to be modeled by a pair of students before the students do it. Encourage students to ask clarifying question of each as needed while they share their information.
6. Once everyone has had opportunity to Give and Get information from at least three classmates, have the whole class discuss the information listed.
7. Remind students to add new information they hear during the class discussion to their "Get One" column. You can model this activity by generating your own "Give One" list and display it during the class discussion and then add something new to your own "Get One" column as students share information.
8. Debrief. Ask students to reflect on how this activity helped them. Did any questions surface about information you were sharing? Did you have any disagreements about information/how did you resolve them? What was something that surprised you? Did you find this activity helpful/would you use it again?

Reference: Schoenbach, R., Greenleaf, C., & Murphy, L. (2012). *Reading for Understanding: How Reading Apprenticeship Improves Disciplinary Learning in Secondary and College Classrooms. The Jossey-Bass Education Series.* Jossey-Bass Inc, Publishers, 350 Sansome St., San Francisco, CA 94104-1342.

Standards:

CCR.SL.6 : Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

CCR.SL.4 : Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

CCR.SL.1 : Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and

expressing their own clearly and persuasively.

Writing Process

35 mins	<p>STUDYING MODELS: Ability to analyze and discuss models of effective disciplinary communication for a product type</p>	<p>I NOTICE - I WONDER Review models or examples of a content specific style of writing by taking note of the common structural pieces that you notice and then think about, or wonder, how you can best use this style of writing to complete your assigned writing task. For this assignment, students will compare samples of letters written to public officials.</p>	The teacher will monitor student paired discussions and will respond/redirect full-class discussion as needed.	<ol style="list-style-type: none"> 1. Fold a sheet of paper in half lengthwise. Unfold and label one column "I Noticed" and the other column "I Wonder". 2. As an individual, students will examine the examples of the content specific style of writing and take notes in the "I Noticed" column of the various common features among the examples that are noticed. 3. With an elbow partner, students will compare their "I Noticed" lists and discuss anything that might be different. Before adding an idea to their personal "I Noticed" list, students should revisit the examples to make sure that both students are in agreement on that idea being common among the examples. 4. With the same elbow partner, discuss ways that they can each incorporate ideas that they have learned from the texts they have read/researched; list these ideas in the "I Wonder" column. 5. Teacher leads a full-class debrief discussion on what was noticed and wondered.
---------	---	---	--	--




Standards:

RI.8.5 : Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

RI.7.5 : Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.




RI.6.5 : Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

Additional Attachments:



-  [Guide to Writing Letters to Public Officials Seekins.pdf](#)
-  [How to Address a Letter to an Embassy](#)
-  [How to Address a Letter to a Government Official](#)
-  [Morocco Ambassador.docx](#)
-  [Letter-to-the-Head-of-a-Department.pdf](#)
-  [Letter-to-a-Mayor.pdf](#)
-  [Letter-to-the-President-of-the-United-States.pdf](#)
-  [Sample Letter to Elected Officials - Bill of Rights.doc](#)
-  [Sample_Letter_to_Elected_Officials.pdf](#)
-  [Letter-to-Embassy.pdf](#)
-  [Letter-to-Ambassador.pdf](#)

50 mins	<p>WRITING THE ROUGH DRAFT: Ability to take information from reading/research and prepare a draft of a writing product within the assigned content specific writing format.</p>	<p>WRITING THE DRAFT Write a rough draft using the graphic organizers and research from the Brainstorming</p>	<p>Students meet expectations if their draft has the following:</p> <ul style="list-style-type: none"> • Multiple paragraphs as directed • Explanation of ideas with logical and specific evidence 	<ol style="list-style-type: none"> 1. Put ideas into sentences and paragraphs. 2. Explain and support your ideas with logical and specific evidence. 3. Don't be overly worried about spelling and grammar at this stage.
---------	--	--	--	--

Additional Attachments:

-  [Tiger 5 breakdown.docx](#)
-  [The Tiger 5 paw \(1\).docx](#)
-  [The Steps for the Tiger 5 Drafting.pptx](#)

Migrating Morocco

1 hr	<p>EDITING: Ability to proofread and format a piece to make it more effective</p>	<p>USING RADAR TO REVISE AND IMPROVE WRITING Using RADaR and checklist, revise your writing product to clarify your message.</p>	<p>Meets expectations if RADaR and checklist have been visibly and thoroughly been applied to student's writing product.</p>	<ol style="list-style-type: none"> 1. Based upon previous steps of the lesson sequence, students should compose a rough draft of their writing product. 2. Teacher introduces the RADaR revision tool to students. 3. Teacher models how to use RADaR with a sample text. Encourage students to offer suggestions for revision. 4. Students independently work through the RADaR tool with their own writing product. Taking notes on places for potential revision. 5. In groups of two or three, students share with each other their personal recommendations for revisions based on the RADaR tool. Other group members share their insights regarding the ideas for revision. Repeat with all group members. 6. Prepare a new draft of the writing product. Unless there are additional editing steps the teacher plans to take, this can be the final draft.
<p>Standards:</p> <p>CCR.R.5 : Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>CCR.W.5 : Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>				
<p>Additional Attachments:</p> <p> RADaR Editing.docx</p> <p> LDC Conference 2016.pptx</p>				
1 hr	<p>SUBMITTING A FINAL DRAFT: Ability to submit a final piece that meets expectations</p>	<p>FINAL DRAFT Students will write their final drafts using previous feedback to make necessary revisions and corrections.</p>	<p>Students will submit their final drafts by the designated deadline. Scoring will be based upon the LDC Rubric model.</p>	<p>Not Provided</p>
<p>Standards:</p> <p>W.8.4 : Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.7.4 : Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.6.4 : Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>				

Instructional Resources

No resources specified

Section 4: What Results?

Student Work Samples

No resources specified

Teacher Reflection

Not provided