Columbus City Schools
English Language Arts Curriculum
Writing

Course/Grade Writing Grade 12	Text Type Informational/Explanatory (18 days)

Writing: Text types, responding to reading, and research

The Standards acknowledge the fact that whereas some writing skills, such as the ability to plan, revise, edit, and publish, are applicable to many types of writing, other skills are more properly defined in terms of specific writing types: arguments, informative/explanatory texts, and narratives. Standard 9 stresses the importance of the reading-writing connection by requiring students to draw upon and write about evidence from literary and informational texts. Because of the centrality of writing to most forms of inquiry, research standards are prominently included in this strand, though skills important to research are infused throughout the document. (CCSS, Introduction, 8)

Informational/Explanatory

Informational/explanatory writing conveys information accurately. This kind of writing serves one or more closely related purposes: to increase readers' knowledge of a subject, to help readers better understand a procedure or process, or to provide readers with an enhanced comprehension of a concept. Informational/explanatory writing addresses matters such as types (*What are the different types of poetry?*) and components (*What are the parts of a motor?*); size, function, or behavior (*How big is the United States? What is an X-ray used for? How do penguins find food?*); how things work (*How does the legislative branch of government function?*); and why things happen (*Why do some authors blend genres?*). (CCSS, Appendix A, 23)

Expectations for Learning

Although the Standards are divided into Reading, Writing, Speaking and Listening, and Language strands for conceptual clarity, the processes of communication are closely connected, as reflected throughout the Common Core State Standards document. For example, Writing standard 9 requires that students be able to write about what they read. Likewise, Speaking and Listening standard 4 sets the expectation that students will share findings from their research.

To be ready for college, workforce training, and life in a technological society, students need the ability to gather, comprehend, evaluate, synthesize, and report on information and ideas, to conduct original research in order to answer questions or solve problems, and to analyze and create a high volume and extensive range of print and non-print texts in media forms old and new. The need to conduct research and to produce and consume media is embedded into every aspect of today's curriculum. In like fashion, research and media skills and understanding are embedded throughout the Standards rather than treated in a separate section. (CCSS, Introduction, 4)

Strands/Topics
Standard Statements

Reading Informational Text/Key Ideas and Details
   1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

Reading Informational Text/Craft and Structure

5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

Reading Informational Text/Integration of Knowledge and Ideas

7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
8. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).

Writing/Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
   a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
   b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
   c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
   d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
   e. Provide a concluding statement or section that follows from and supports the argument presented.
2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
   a. Introduce a topic: organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
   b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
   c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
   d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
   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.
   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).

Writing/Production and Distribution of Writing
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined above.)
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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11-12.)
6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Writing/Research to Build and Present Knowledge
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.
8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
   b. Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]").

Speaking and Listening/Comprehension and Collaboration
1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11-12 topics, texts, and issues,* building on others' ideas and expressing their own clearly and persuasively.
   a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
   b. Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.
   c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
   d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

Speaking and Listening/Presentation of Knowledge and Ideas
4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

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6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 for specific expectations.)

Language/Conventions of Standard English
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Language/Knowledge of Language
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Instructional Strategies

Note to Teachers *The lessons in this curriculum are designed to assist in teaching research writing, a required part of the student writing portfolio and the district mandated capstone project. Although divided into eighteen classroom days, this unit is expected to be taught across two grading periods. Lessons 1-10 are to be taught during the latter part of the 2ⁿᵈ grading period and culminate in an annotated bibliography and an outline of the research essay, and lessons 11-18 are to be taught during the beginning of the 3ʳᵈ grading period. At the conclusion of these lessons, the students will submit a completed research paper and multimedia presentation. Moreover, it is left to the discretion of the classroom teacher to include additional days of instruction as needed to better reinforce the skills embedded in the suggested lessons.*

<u>Days 1 and 2</u>: In Progress Skills: pre-writing; brainstorming for a new research topic or the refining of a previous research topic – (social justice, human welfare, or globalization)
Write the following quotes on the board, Smart Board, or project with an Elmo: ""Be the change that you wish to see in the world." -Mahatma Gandhi and "Injustice anywhere is a threat to justice everywhere." -Martin Luther King, Jr. Ask students to read the quotes silently. After a few minutes, lead a whole class discussion about the quotes by asking students to focus on the following questions: In what ways is the message in both quotes similar? Are there any differences in the manner in which the quotes are stated? Also ask the students to draw upon prior knowledge to compare and contrast Gandhi and King. Students should recall how both leaders preached and practiced non-violence to effect change.

Remind the students to keep that philosophy in mind as they undertake the next brainstorming activity: ethical case studies. Present the students with four case studies **(appendix)** and a copy of the Universal Declaration of Human Rights (which can be printed and copied here: http://www.un.org/en/documents/udhr/index.shtml).

The teacher can either allow the students to work as individuals or in small groups. Have the students carefully read each case a few times and answer the following questions (if working in a group, have the students select one person to be the recorder): What is the critical issue in the case? What are the essential pieces of information that must be considered? What are possible courses of action for resolution, and what are the pros and cons of each? Of the suggested resolutions, which is the best course of action? What could be done, on a larger scale, to prevent such an issue from occurring again or elsewhere?

After students have analyzed their respective case studies, allow them the opportunity to share and discuss their analyses with the class.

Day 3: In Progress Skills: gaining understanding of the broad research topics (social justice, human welfare and globalization); pre-writing
Explain to the students that they will be constructing their senior capstone project which may either build upon the research they have completed in previous years (e.g., grades 9, 10, or 11), or they may decide to undertake new research. Further, encourage students to not just do research for the capstone project but to design an action research project in which they build, do, or propose something that may initiate change. To stimulate the students' thinking about their topics and/or review the previous years' themes, have them complete the capstone matching activity **(appendix)**. To assist the students as they begin this brief activity, it may be helpful to review the definitions of the previous capstone themes. Social justice can be thought of as the view that everyone deserves equal economic, political, and social rights and opportunities. Human welfare is the provision for and protection of human well-being, including health, happiness, security, and education. Globalization refers to the acceleration and intensification of interaction and integration among people, companies, and governments of different nations. For the activity, remind students some of the issues may fit into more than one thematic category. After students have individually completed the activity, have them in a whole group, share and defend their responses. Encourage the class to come to a consensus about which topics are best aligned with each theme.

For homework, have students complete the first of the two "Strategies for Generating Topics" Section 13.2 (280) of *Writing and Grammar*. Students are to bring in the headlines from newspapers. Another alternative is to ask students to watch a local or national news program and write a brief summary of a lead story; this may be used in class for sharing and discussion on the following day.

Day 4: In Progress Skills: Review of research writing; generating/refining of research topics
As a review for students who have completed previous research and an introduction to those who have not, begin by reviewing the introduction to research writing in Chapter 13 of the *Writing and Grammar* text ("Research: Research Paper" 274-275).

Next, ask students to share and discuss the news headlines they found for homework. Focus the discussion by asking the students to respond by considering the following questions: What is the central issue or problem? Why is it a problem? To what capstone theme(s) does the problem relate? What is currently being done to address the problem? What more can be done?

Encourage students who are still seeking topics to use the headlines and responses to the questions as potential starting points for developing a research topic; on the other hand, students who currently have a topic may apply the previous questions in refining their pre-established research.

Day 5: In Progress Skills: analysis of primary source documents to gain perspective about the research topic
Remind students that as part of their research, they should make use of a vast variety of sources. Of particular importance could be primary sources. If needed, share this reminder sheet of what primary sources consist of with students (http://www.chicagohistoryfair.org/images/stories/pdfs/2_stuff_of_history.pdf).

As a review of primary sources and how to analyze and use them in research, have students work in small groups. Next distribute a sample primary source document to each group. Primary sources may be selected from the list below. ***Note: Some of the documents, due to resolution limitations in print, may be best viewed online, if computers are accessible.***

- Richard Nixon's resignation letter (http://docsteach.org/documents/302035/detail?mode=browse&menu=closed&era%5B%5D=contemporary-united-states&page=10)
- Photograph of César Chavez (http://docsteach.org/documents/544069/print)
- 1863 photograph of "Peter," a former slave displaying scars from whipping http://docsteach.org/documents/533232/print
- Political cartoon (1917) http://docsteach.org/documents/1696624/print
- Photograph of boys at Albuquerque Indian School http://docsteach.org/documents/292872/print
- President's Daily Diary entry (George H.W. Bush) http://docsteach.org/documents/186325/print
- James Meredith's letter to the Registrar of the University of Mississippi http://docsteach.org/documents/193218/print
- James Meredith's letter to The Justice Department http://docsteach.org/documents/193216/print
- Text of Khrushchev's message to President Kennedy http://docsteach.org/documents/193377/print
- Jackie Robinson's letter to Robert F. Kennedy http://docsteach.org/documents/193948/print
- Map of missile range in Cuba http://docsteach.org/documents/595351/print
- Chart showing television viewing in Washington, D.C (1954) http://docsteach.org/documents/2600934/print

Have the students carefully examine the documents and respond by using the "Observer," "Reflect," and "Question" questions on the following handout http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Primary_Sources.pdf . When all the groups have had time to analyze and respond to the primary sources, allow students to share some of their sources and analyses.

For homework, ask students to write a "Statement of Intent" about their intended research. In this statement (approximately a paragraph in length), students should identify the topic or issue to be researched, their rationale for choosing this topic, and what they want to learn through the research. Inform students that composing the "Statement of Intent" may be useful later when writing the claim statement for their research paper.

Students will share their statements in Socratic Seminar format tomorrow. To prepare the students for the seminar, refer to the guidelines and instructions for conducting a Socratic Seminar: http://www.ehow.com/how_7671255_conduct-socratic-seminar-classroom.html. Explain the basic rules of the discussion; allow students to establish other discussion norms for the seminar.

   At this stage in the writing process, students should begin research to determine a specific topic for the paper or refine a previously chosen topic.

Day 6: In Progress Skills: using discussion (Socratic Seminar) as prewriting
Quickly re-arrange the seating to make it more conducive for discussion, if appropriate. Before beginning, briefly remind students of the rules and norms previously established for the discussion. Next, moderate the seminar by encouraging and allowing all students to participate and share their statements.

For homework, have students locate and bring one or two potential sources for their research to class the next day; these sources will be used in an in-class activity.

At this stage in the writing process, students should conduct research on their specific topics.

<u>Day 7</u>: **In Progress Skills: beginning research (evaluating web and print sources)**
Remind students that as they begin to do more research about their topics, they will discover a variety of sources; however, not every source may be a good one to use for their research essay. Thus, it is imperative to review each source carefully for comprehension and to evaluate it to determine its validity. To assist in evaluating sources, review and discuss the ideas presented on the Evaluating Sources worksheet (found here: http://gethelp.library.upenn.edu/PORT/evaluate/worksheet.html). Next, have the students evaluate their sources using the handout. If time permits, the teacher may allow the students to share and discuss their source evaluations.

Encourage students to use this worksheet when evaluating other potential research sources. Also, have students find and bring at least one or two additional sources to the next day's class for use in an in-class activity.

If needed, the teacher may refer to page 303 of the *Writing and Grammar* text ("Media and Technology Skills") to provide students with another option for evaluating websites.

At this stage in the writing process, students should begin refining their research.

<u>Day 8</u>: **In Progress Skills: pre-writing and beginning research (constructing an annotated bibliography)**
Note to Teachers *It is recommended that students construct an annotated bibliography as the first stage in the research writing process (before writing an outline and a first draft). This step will aid the students in focusing their research, evaluating their sources, and comprehending the information they collect; moreover, the annotated bibliography should make it easier for students to develop a research outline from which to begin drafting their essay.*

Explain to students that once they have identified valid sources, the next important step in the process is to analyze the sources for comprehension and possible usage in the actual research essay. One good way to do this is to utilize an annotated bibliography. Refer to the Purdue Online Writing Lab worksheet about Annotated Bibliographies (found here: http://owl.english.purdue.edu/owl/resource/614/01/) as a guide for instructing students about the purpose and format. Further, provide them with an example (which may be downloaded here: http://owl.english.purdue.edu/owl/resource/614/3/). Lastly, if time permits, have students use the two to three sources to practice writing annotated bibliography entries. The teacher may collect these and provide feedback. Tell students a completed annotated bibliography must be submitted as part of the Writing Portfolio at the conclusion of the 2nd grading period, and may be used by teachers as a means of evaluating students' progress in the research writing process.

At this stage in the writing process, students should continue conducting basic research, and begin using their sources to construct an annotated bibliography.

<u>Day 9</u>: **In Progress Skills: Taking research notes; summarizing information; preparation for citing sources**
To further assist students as they continue researching sources and building their annotated bibliographies, refer to Section 13.2 in the *Writing and Grammar* text ("Gathering Details" 283-285), and review with students the strategies for finding and organizing the information they locate in their

research. Lead students in a discussion about how to summarize information, and use Section 13.3 in *Writing and Grammar* ("Providing Elaboration" 288) to assist you.

At this stage in the writing process, students should continue conducting research and constructing a thorough annotated bibliography.

<u>Day 10</u>: **In Progress Skills: drafting (creating an outline; creating and evaluating claim statements)**
Explain to the students that due to the nature of this assignment, it may extend beyond the normal five paragraph essay format (i.e., each section may consist of more than one body paragraph). Use the *Writing and Grammar* text (Section 13.3 "Shaping Your Writing" 286) to help students better understand how to compose a claim statement (referred to in the text as a thesis statement). Review the sample claim statements, and ask the students to construct a claim statement based upon their research topic. For students who may need more instruction about writing a claim (also called a thesis) statement, the Purdue OWL site may be used as an additional resource. The site can be accessed here: http://owl.english.purdue.edu/owl/resource/545/01/.

Encourage students to begin their research writing by focusing on creating a good outline and claim statement. If necessary, to check student progress or assist students who are especially challenged by the process, the teacher may collect, review, and provide feedback on the outlines and claim statements. Refer to Section 13.3 in the *Writing and Grammar* text ("Drafting: Organize to Support Your Thesis" 286-287). Review and discuss the various types of organizational strategies for outlines and research papers. Have students decide upon a type of organization that works best for their research topic; then discuss and explain outlining for the research paper (the "Make an Outline" subsection 287). To guide students, the following sample template may be used. A copy of this template is available in the **appendix**.

- **Section #1 [Introduction]**—Discuss the specific issue and explain its position on the spectrum of the larger context of issues (i.e., social justice, human welfare, or globalization). Explain how the issue is relevant to both citizens globally and locally (i.e., Why should citizens of your city or neighborhood care?) End with a claim statement.
- **Section #2 [Historical background]**—Explain the specific and important events that led to this being a current issue and the important individuals or groups relevant to the issue. Identify and discuss any important contemporary events, persons, or groups.
- **Section #3 [Review of relevant literature]**—Discuss, analyze, and cite what has been written/said about the issue. Discuss any gaps in the literature (i.e., What has not been said or written about the issue?).
- **Section #4 [Action/Potential Action for Resolution]**—Reiterate the primary problems resulting in the issue. If an action research project, detail the steps taken to address the issue on a local level; explain why those steps/actions were decided upon; discuss challenges and how they were met; discuss the outcomes of the action. If hypothetical actions are being proposed, detail the steps and rationales for the actions; discuss potential challenges (and how they could be overcome) and outcomes.
- **Section #5 [Conclusion]**—Revisit/restate the claim statement. Discuss what else can be done to address the issue. End with a final, strong call to action.

Tell students a detailed outline must be submitted as part of the Writing Portfolio at the conclusion of the 2nd grading period, and may be used by

teachers as a means of evaluating students' progress in the research writing process.

   At this stage in the writing process, students should begin using the results of their research to develop an outline and begin drafting the essay.

Grading Period 3

Day 11: In Progress Skills: drafting body paragraphs; avoiding plagiarism
Review Section 13.3 of the *Writing and Grammar* text ("Providing Elaboration" 288) to assist students as they begin to transition from outlining to drafting. To enrich the "Give Details and Cite Sources" subsection (288), provide them with guidelines for using MLA internal citations and creating a Works Cited page (found here: http://owl.english.purdue.edu/owl/resource/747/02/).

Prepare the students for small group writers' seminars (to be held on Day 14) by explaining how this activity allows them to utilize peer feedback to help them better analyze and improve their own writing.   As they review their peers' writing, they should focus on giving praise, asking relevant questions, and providing suggestions for polishing or improving each other's writing. Teachers may refer to Section 13.4 "Peer-Review" (293) for additional ideas for conducting a writers' seminar.

   At this stage in the writing process, students should continue developing a first draft.

Day 12: In Progress Skills: how to revise; how to present knowledge and ideas (introduction of the multimedia presentation)
Refer to Section 13.4 of the *Writing and Grammar* text ("Revising" 289-293) to review and discuss strategies students can use to improve their drafts.

Explain to students that the final "in-class" portion of their research work assignment involves a mock presentation to serve as a preparation for their culminating presentation before their capstone panel. Moreover, explain that the presentation is not simply a retelling or reading of their research essay, but it should be brief, informative, and focused on the most important aspects of their research. Inform the students they have a wide variety of options for the structure of their presentation (e.g., a Public Service Announcement, a short film, a narrative spoken word presentation); however, one of the simpler and recommended formats for presentation is a Pecha Kucha (pronounced Peh-Cha KahCha or Peh-Cha Cha). This format requires students to have 20 slides. Each slide is to have only an image, preferably one that is a primary source (i.e., a photograph, map, or graph) with few or no words. This is to encourage students to know their topics and not simply read from the slides. Lastly, although other presentation software formats may work for the Pecha Kucha, it is strongly suggested that students utilize PowerPoint because it is more easily available via the district's computers.

For more information pertaining to how to design, organize, and prepare for a Pecha Kucha, teachers may refer to this website: http://avoision.com/pechakucha. Teachers may also copy and distribute the Pecha Kucha planner (**appendix)** to aid students in outlining and preparing their presentation.

   At this stage in the writing process, students should continue developing a first draft, and begin planning a multi-media presentation.

Day 13: In Progress Skills: how to edit and proofread
Review Section 13.5 of the *Writing and Grammar* text ("Editing and Proofreading" 294-295) to guide students as they continue to work on their first drafts and prepare for the writers' seminar. For students requiring additional help with proofreading, the teacher may refer to the Purdue OWL site for other strategies (http://owl.english.purdue.edu/owl/resource/561/01/).

Day 14: In Progress Skills: [writers' seminar] peer-revision
Have students get into writers' seminar groups and use the Rubric for Self-Assessment (296) to peer review each other's research drafts. Remind students to make use of the feedback they have been given and to utilize the self-evaluation in revising for their final draft (due on Day 18, along with a copy of their first draft).

   At this stage in the writing process, students should use peer feedback to revise their first drafts and continue planning a multi-media presentation.

Day 15: In Progress Skills: speaking and listening (presenting research)
Students will begin their presentations. Encourage students to be attentive audience members, and allow for a brief question and answer session at the end of each presentation as needed to clarify any concerns not addressed in the presentation. Teachers may use the sample Pecha Kucha rubric (**appendix)** or one of the multimedia project assessment rubrics located in the textbook to grade the student presentations.

   At this stage in the writing process, students should continue revising their final draft.

Day 16: In Progress Skills: speaking and listening (presenting research)
Students will continue their presentations. Encourage students to be attentive audience members, and allow for a brief question and answer session at the end of each presentation as needed to clarify any concerns not addressed in the presentation.

   At this stage in the writing process, students should continue revising their final draft.

Day 17: In Progress Skills: speaking and listening (presenting research)
Students will continue their presentations. Encourage students to be attentive audience members, and allow for a brief question and answer session at the end of each presentation as needed to clarify any concerns not addressed in the presentation.

   At this stage in the writing process, students should continue revising their final draft.

Day 18: In Progress Skills: speaking and listening (presenting research)
Students will conclude their presentations. Encourage students to be attentive audience members, and allow for a brief question and answer session at the end of each presentation as needed to clarify any concerns not addressed in the presentation.

   At this stage in the writing process, students should be prepared to submit the final draft along with the first draft.

Instructional Resources
- Conducting a Socratic Seminar: http://www.ehow.com/how_7671255_conduct-socratic-seminar-classroom.html
- "How to write a summary essay and make it effective" : http://www.writingvalley.com/students-corner/essays/how-to-write-a-summary-essay-and-make-it-effective/
- The Purdue Online Writing Lab (OWL): http://owl.english.purdue.edu/
- http://www.chicagohistoryfair.org/images/stories/pdfs/2_stuff_of_history.pdf
- Let the Voices of Primary Sources Be Heard! : http://www.chicagohistoryfair.org/research/finding-and-using-sources/primary-sources-the-qstuff-of-historyq.html
- Analyzing a Document: http://www.chicagohistoryfair.org/images/stories/pdfs/2_document.pdf
- Looking at a Photograph: http://www.chicagohistoryfair.org/images/stories/pdfs/2_photographs.pdf
- The National Archives Experience http://www.digitalvaults.org/
- Writing a Statement of Purpose: http://www.crlsresearchguide.org/09_writing_state_of_purp.asp
- Teachers' Guide: Analyzing Primary Sources: http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Primary_Sources.pdf
- Evaluating Sources Template: http://gethelp.library.upenn.edu/PORT/evaluate/worksheet.html
- Evaluating Sources Template: http://libguides.calvin.edu/content.php?pid=97256&sid=1470633
- Prezi online Presentation software: www.prezi.com
- Teaching with Zooming slideshows through Prezi: http://www.readwritethink.org/professional-development/strategy-guides/teaching-with-zooming-slideshows-30886.html
- "Spotting websites you just can't trust" (guidelines for evaluating internet sources): http://files.solution-tree.com/pdfs/Reproducibles_TTiG/spottingwebsites.pdf
- Guide to Making a Pecha Kucha Presentation: http://avoision.com/pechakucha
- www.pbs.org/now

Integration of Knowledge and Ideas (Strategies for Diverse Learners)
- Introduction to Research Writing: Writers in Action video (*Writing and Grammar* online text)
- Pre-writing Topic Generators (*Writing and Grammar* online text)
- Resources: Internet Research Handbook (*Writing and Grammar* online text)
- Resources: Citing Sources/Preparing a Manuscript (*Writing and Grammar* online text)
- Essay: Essay Builder (*Writing and Grammar* online text)
- Revision Checkers (*Writing and Grammar* online text)
- Presentation Alternative: Animoto Education Video Slide shows: http://animoto.com/education

Professional Articles
• "NCTE Beliefs About the Teaching of Writing" http://www.ncte.org/positions/statements/writingbeliefs
• Tips for teachers: Integrating Human Rights Into Your Curriculum   http://curriculum.rfkcenter.org/pages/4?locale=en

English Language Arts Connections

Reading	Language	Speaking and Listening
Incorporate Reading (Literary or Informational Texts) standards as students complete research to build and present knowledge. http://www.corestandards.org	Incorporate Language standards as students construct writing in terms of writing conventions, knowledge of language, and acquisition and use of vocabulary. http://www.corestandards.org	Incorporate Speaking and Listening standards as students integrate and evaluate information presented in diverse media and formats. http://www.corestandards.org

Appendix

Senior Capstone Pre-writing: Case Study Analyses

Case 1

Heroin and cocaine addiction are rampant in the United States. It is estimated that there are three million cocaine users in the United States, and one million habitual heroin users. Heroin use is rapidly overtaking cocaine use, as poppies are easier to grow than cocaine, and opium is easier to smuggle and is more profitable than cocaine. Most of the opium that finds its way to the United States comes from Colombia or Mexico, while Afghanistan supplies most of the European drug market. Even so, Afghanistan's opium trade significantly impacts the United States.

In accordance with Islamic law, the Taliban in Afghanistan initially fought the opium trade. The Taliban reversed its stance in recent years, and now protects and taxes Afghanistan's opium business, using drug profits to support its activities. Some success in eradicating opium poppies has been achieved by paying farmers to plant legal agricultural crops instead of poppies, but this is not a great incentive. An acre of poppies produces up to 500 times the income of agricultural products. Despite a $420 million effort by the U.S. government in 2006 to eradicate Afghanistan's opium trade by plowing poppy plants under or trampling them underfoot, the 2006 Afghanistan poppy harvest surpassed the previous year's record crop, producing a heroin supply so abundant that it exceeded the demand of the world's addicts. The use of mycoherbicides offers another option that could be used to eradicate illegal drug crops.

Mycoherbicides are living organisms that invade plants, introducing a toxin that sometimes kills the plant; or if the plant lives until harvest, the toxin may cause illness and death when ingested by humans or animals. Farmers and foreign government leaders oppose defoliation, claiming that along with destroying drug crops, spraying harms people, destroys legitimate agricultural crops, pollutes waterways, and is detrimental to livestock and other animals. Every United States government agency that has studied mycoherbicides has concluded the organisms are pernicious, can be genetically unstable and mutate rapidly, and may have a disastrous impact on the environment. Although international consensus on the danger of mycoherbicides is lacking, many countries consider their use to be a form of biological warfare. Experiments have been conducted to extract and intensify mycoherbicide toxins for this use.

The United States House of Representative has twice passed Resolution 2829, the Office of National Drug Control Policy Reauthorization Act, although both times the legislation stalled in the Senate. One of the act's provisions requires "a plan to conduct, on an expedited basis, a scientific study of the use of mycoherbicide as a means of illicit drug crop elimination...in a major drug producing nation" (HR 2829, Section 6n). In the past, the United States has tied foreign aid money to mycoherbicide spraying. (http://ethics.iit.edu/teaching/ethics-case-archive)

Senior Capstone Pre-writing: Case Study Analyses

<u>Case 2</u>

Shi Tao, 37, was a journalist and the head of the news division at the Dangdai Shangbao (Contemporary Business News) in Changsha, Hunan Province, prior to his arrest. Shi had also written essays for overseas Internet forums. In an essay posted in April 2004 entitled "The Most Disgusting Day," Shi criticized the government of the People's Republic of China (PRC) for the detention the previous month of Ding Zilin, an activist for the Tiananmen Mothers, whose 17-year-old son was killed during the June 1989 crackdown of the democracy movement.

On 20 April 2004, Shi attended a staff meeting at the Contemporary Business News where the contents of a Chinese Communist Party Central Propaganda Bureau document about security concerns and preparation for the upcoming 15th anniversary of the crackdown were discussed. That evening, from his office, Shi used his personal Yahoo! email account to send his notes about this meeting to the New York-based website Democracy Forum.

Shi was detained that November and tried under Article 111 of the PRC Criminal Law for "illegally providing state secrets overseas" the previous April. He was sentenced to 10 years imprisonment; his appeal was denied a few weeks later.

Reporters Without Borders, an international media watchdog group, said Yahoo!'s Hong Kong office helped China link Shi Tao's e-mail account and computer to a message containing the information. Reporters Without Borders accused Yahoo! of becoming a police informant to further its business ambitions.

Yahoo! is hardly alone among Western technology firms hit with bad publicity for their complicity in aiding China's curtailment of individual liberties and human rights. Google recently revealed that it was entering the Chinese market with a censored search product, tweaked according to government specifications. Microsoft announced new policies that would enable it to honor the Chinese government's demand to shut down a citizen's blog within China while still keeping the blog visible outside of China.

As reported in the February 6, 2006, *New York Times*, Bill Gates took another tack at a Microsoft-sponsored conference in Lisbon, claiming, "the ability to really withhold information no longer exists." In other words, Microsoft may agree to censor or filter some content, but, in the end, censorship is no match for human ingenuity and the endless ways for the Internet to provide workarounds. "You may be able to take a very visible Web site and say that something shouldn't be there," Mr. Gates said, "but if there is a desire by the population to know something, it is going to get out."

At an upcoming hearing by the House subcommittee on Global Human Rights, observers expect executives from Cisco, Yahoo!, Google and Microsoft to claim that they must abide by the laws of the countries in which they operate, maintain that practical considerations preclude them from imposing American values regarding censorship on business relationships in China, and assert that if American Internet companies don't do business in China, change will never come there. What cost change? (http://ethics.iit.edu/teaching/ethics-case-archive)

Senior Capstone Pre-writing: Case Study Analyses

<u>Case 3</u>

       When Mollie started secondary school she was understandably nervous, but she had no idea of what she and her family were about to face. Within the first few weeks of starting, she began to feel excluded by some of the girls in her class and year, but soon this exclusion developed into intimidation. Fortunately, Mollie was brave enough to confide in her mother, Kerry, about what was going on at school.

       Kerry, an active member of the Parent Teacher Association, decided not only to give her daughter her full support and advice, but also to pay close attention to how the school dealt with her daughter's predicament. She asked Mollie to explain what had been happening to her teacher, but no action was taken by the school.

       By January, the bullying had become so bad that Mollie was excluded from all social activity at school and she felt completely alone and desperate. At this stage, the bullying took an unexpected twist. When Mollie was at home one evening, one of the bullies added her as a friend on MSN and began to harass and abuse her online. Mollie was horrified that not only did she need to suffer this indignity at school but now it also infected her life at home.

       Once again Mollie explained to the teacher what happened and who the perpetrators were, but the school took no action. In fact, this resulted in heightened agitation in the perpetrators. During one incident in the playground, when Mollie was surrounded by a bunch of girls who were harassing and intimidating her, Mollie hit out. Mollie was reprimanded and was excluded from school for one day, whilst the bullies were never even spoken to.

       Whilst Mollie was at home, she received a phone call from girls at her school, which included death threats, and was recorded by her mother. Armed with this evidence, Kerry marched into the school and demanded to speak with the head teacher. She explained that Mollie was extremely sorry for hitting back at the bully and knows that it was the wrong thing to do, but that the school needed to take responsibility for the bullying that was going on and do something about it.

       Mollie came back to school to an extremely hostile environment. At one stage, the bullies, a group of girls, chased Mollie into the toilets. Mollie sought refuge in a cubicle with the door locked and called her mother from her mobile. Her mother, on hearing the screams and the threats at the end of the phone, called the school on her other phone in a panic. The receptionist transferred her to voicemail. She rang back and explained that her daughter was being attacked in the toilets, only to be was transferred to a voicemail again. Kerry gave up on expecting the school to help so hung up and dialed 999!

       The police visited the school and interviewed everyone involved and explained to Kerry that her daughter was now safe. The head teacher told Kerry to stop wasting police and the school's time. Later that same week, Mollie was physically attacked again and the police were called to the school for a second time. The school still refused to accept that there was any bullying taking place.

       Kerry took Mollie out of school. She was not prepared to send her daughter somewhere where her physical safety was not assured, and spent the next few months trying to find a solution to the problem without success.

       Although Mollie wasn't at school, the bullying continued on MSN. Eventually, Mollie showed her mother. Against most anti-bullying advice, Kerry sat down at the computer and spoke to the bully. Through the ensuing conversations, which went on over days, Kerry was able to explain to the bully the effect of her actions. Eventually, she was able to broker a renewed friendship between the two girls, which had seemed unbelievable only a few weeks previously.

       However, the problem with the school remained. Even when faced with all the evidence: a recording of a phone call, transcripts from the MSN conversations and finally, a letter written by the bully confessing to bullying, the school still referred to it as "alleged bullying".
(http://archive.beatbullying.org/dox/media-centre/case-mollie.html)

Case 4

        The Development, Relief, and Education for Alien Minors Act, known as the DREAM Act, was introduced in the U.S. Senate in 2001. Its sponsors' intent was to provide a path to permanent residency for persons brought to the U.S. as children by their illegal immigrant parents. The legislation would offer conditional permanent residency to "illegal aliens" who entered the country before the age of 16 and graduated from high school here, lived in the country continuously for at least five years before the bill's passage, and have good moral character. Those deemed eligible for this six year conditional permanent residency then have two options for earning a three year permanent residency. One of these is to complete successfully at least two years of college at a four year institution. Three years after achieving permanent residency, they would be eligible to apply for full U.S. citizenship.

        The bill has been debated many times since 2001, often as part of other legislation. But advocates have never garnered the necessary votes in Congress to pass it. In late 2010, a version of the DREAM Act passed the U.S. House, but died in the Senate for want of votes to end a filibuster. Still, proponents seem determined to find consensus on a law to prevent deportation of people who were brought to the U.S. as children by parents who came and stayed here illegally.

        Not surprisingly, the major criticism of the DREAM Act comes from those who oppose immigration amnesty and charge that passage of the bill would encourage illegal immigration. They also claim that the government would be rewarding parental law-breaking. Further, critics claim that the education provision would be a burden for taxpayers who help pay for higher education. They also worry that U.S. born students will be denied spots in universities and access to financial aid that goes to those eligible under the DREAM Act.

        Proponents of the DREAM Act point to the fact that children who live in the U.S. through no fault of their own, and who have grown up and done well here, should not be denied an opportunity to achieve citizenship. Advocates also argue that the education feature will encourage young people to reach their full potential, contribute to their communities, become taxpaying citizens, and thus increase the productivity and global stature of the U.S. (http://ethics.iit.edu/teaching/ethics-case-archive)

Capstone Brainstorm/Review: What's the THEME?

   I.   Social Justice
   II.   Human Welfare
   III.   Globalization

Carefully consider each of the given research topics; decide which theme or themes address the topic and complete the chart by identifying the capstone theme(s) for each topic. Provide a brief sentence or two that explains why you chose the respective theme(s).

Topic/Issue	Capstone Theme(s): I, II, III	Rationale
1. A government, in the name of national security, decides to monitor the internet and cell phone activity of its citizens.		
2. A chemical plant seeks to expand by building a new facility within five miles of a residential area; scientific research about the harmful nature of the plant's chemicals and waste is inconclusive.		
3. Due to an increasing growth of the human footprint, several species of plants and animals around the world are facing extinction.		
4. A country uses unmanned planes (drones) in war as means of limiting direct combat and soldier casualties, but doing so has increased the death toll of civilians.		
5. A majority of the members of a state's governing body are considering increasing funding to schools in areas where they reside; meanwhile schools in other areas will be comparatively underfunded.		

Capstone Brainstorm/Review: What's the THEME?
Suggested Answer Key

I.   Social Justice
II.   Human Welfare
III.   Globalization

Carefully consider each of the given research topics; decide which theme or themes address the topic and complete the chart by identifying the capstone theme(s) for each topic. Provide a brief sentence or two that explains why you chose the respective theme(s).

Topic/Issue	Capstone Theme(s): I, II, III	Rationale
1. A government, in the name of national security, decides to monitor the internet and cell phone activity of its citizens.	**I/II**	**The prompt suggests a concern for the privacy of individuals. However, because it involves "national security," it could also be an issue of social justice.**
2. A chemical plant seeks to expand by building a new facility within five miles of a residential area; scientific research about the harmful nature of the plant's chemicals and waste is inconclusive.	**II**	**The prompt suggests the welfare (i.e., health) of individuals in a local community is being jeopardized by the chemical plant.**
3. Due to an increasing growth of the human footprint, several species of plants and animals around the world are facing extinction.	**III**	**This issue is one that involves repercussions that could affect many individuals throughout the world, so the theme of globalization could best address it.**
4. A country uses unmanned planes (drones) in war as means of limiting direct combat and soldier casualties, but doing so has increased the death toll of civilians.	**II/III**	**This prompt suggests that individuals' well-being is put at risk by the military action; however, this could also be a global concern because more than one country is involved.**
5. A majority of the members of a state's governing body are considering increasing funding to schools in areas where they reside; meanwhile schools in other areas will be comparatively underfunded.	**I/II**	**The prompt suggests that the individuals' well-being (i.e., right to fair and equal education) is threatened by the governing body. To counteract this, individuals may organize rallies, peaceful protests, or letter/email campaigns. Thus, this issue could become one of social justice as well.**

Senior Capstone Writing: (Action) Research Essay

I.   Introduction to the Issue
        • What is the specific issue and where does it fall on the spectrum of
          the larger context of issues (i.e. social justice, human welfare, or
          globalization)?
        • How or why is the issue relevant to both citizens globally and
          locally (i.e., Why should citizens of your city or neighborhood
          care?)
        • **CLAIM STATEMENT**

II. Historical Background
        • What specific and important events led to this being a current
          issue? (e.g., a written timeline of events leading to current day)
        • Who were some key players in the past? Who are the important
          players now?
        • What has been written/said about the issue? (Literature Review)
              o Analyze/Discuss
              o Is there anything missing? What hasn't been
                said/written/addressed?
        • What are the various perspectives to this issue? (Explain and
          discuss.) With which perspective(s) does the student researcher
          agree?

III. Action/Potential Action for Resolution
        • Reiterate the primary problems resulting in the issue.
        • If an action research project, detail the steps taken to address the
          issue on a local level; explain why those steps/actions were
          decided upon; discuss challenges and how they were met; discuss
          the outcomes of the action.
        • If hypothetical actions are being proposed, detail the steps and
          rationales for the actions; discuss potential challenges (and how
          they could be overcome) and outcomes.

IV. Conclusion
        • Revisit/re-state the claim statement.
        • Discuss what else can be done to address the issue.
        • End with a final, strong call to action.

PECHA KUCHA Planner

Image Description	Informational Talking Points
1	
2	
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PECHA KUCHA Planner

Image Description	Informational Talking Points
11	
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Pecha Kucha Senior Capstone Presentation Assignment and Rubric

Pecha Kucha Presentation: Practice (10%)

Criteria	Below Expectations 1	Progressing to Expectations 2 3	Meets Expectations 4	Exceeds Expectations 5
Design/Organization *Score: _____x3=* _____/15	There was no logical organizational structure, just lots of facts. Slides are difficult to read and cluttered.	Half of the slides are logically organized, concise, and easy to read.	More than half of the slides are organized, concise, and easy to read.	All slides are well-organized using headings or bulleted lists to group related material, concise, and easy to read.
Clarity/Presentation *Score: _____x3=* _____/15	Delivery was presented in a detached manner and audience attention was often lost. Planning was not sufficient and more rehearsal time was needed.	Delivery was smooth for part of the time and was able to maintain audience interest for part of the time. More rehearsal time was needed.	Rehearsed with smooth delivery and was able to hold audience attention for most of the presentation.	Well-rehearsed with smooth delivery that holds audience attention throughout the presentation.

Pecha Kucha Presentation: _____/30

Pecha Kucha Content Knowledge: Assessment (90%)

Criteria	Below Expectations 1 2 3	Progress to Expectations 4 5 6	Meets Expectations 7 8	Exceeds Expectations 9 10
Content Knowledge Score: _____x7= _____/70	Content is minimal or there are several content errors.	Includes essential knowledge about the topic, but there are 1-2 factual errors.	Includes essential knowledge about the topic. Subject knowledge is good.	Covers topic in-depth with details and examples. Subject knowledge is excellent.

Pecha Kucha Content: _____/70

Total Grade: _____/100

> *Rubric Key*
> - *Design/Organization:* Slides should contain high-quality images that are used to support the student's presentation or content knowledge.
> - *Clarity/Presentation:* The "true spirit" of a Pecha Kucha is that it consists mostly of powerful images and meaningful specific text. Rather than the student reading text from the slides, an image and short phrases should communicate the core idea while the speaker offers well-rehearsed, elaborated comments. Thus, the message is communicated clearly.
> - *Content Knowledge:* Historic concepts are based on fact, free from errors, and highlight major events, people, and/or places. The content should be specific to the time period selected.