

## ACTIVITY 3.11

### ▶ PLAN

**Suggested Pacing:** 2 50-minute class periods

### TEACHER TO TEACHER

Prior to the lesson, chunk the text into natural sections to facilitate discussion.

### Leveled Differentiated Instruction

Support students' comprehension by asking them to make predictions as they read the story.

**Em** Guide students to work with a partner to write their predictions after reading paragraph 15 using the sentence frames. *After Shmuel left his home, I think that \_\_\_\_ Bruno's family probably \_\_\_\_.* Have students note clues about what is happening as they read. Then have students revisit their predictions after reading using the sentence frames. *I predicted that \_\_\_\_ In the story \_\_\_\_.*

**Ex** Have students work with a partner to make a prediction about what will happen in the story after reading paragraph 15. Student pairs should revisit their prediction after reading and compare it to what actually happened.

### ▶ TEACH

**1** Read the Preview and the Setting a Purpose for Reading sections with your students. Help them understand what they should annotate.

**2 FIRST READ:** Based on the complexity of the passage and your knowledge of your students, you may choose to conduct the first reading in a variety of ways:

- independent reading
- paired reading
- small group reading
- choral reading
- read aloud

## ACTIVITY 3.11

# The Wrong Side of the Fence

**LEARNING STRATEGIES:** Marking the Text, Note-taking, Graphic Organizer, Close Reading, Outlining, Summarizing, Rehearsal

L1  
L2

### Learning Targets

- Analyze an excerpt of a Holocaust narrative and prepare talking points to present in a panel discussion.
- Deliver an oral reading and orally explain the thematic focus of a passage.

### Preview

In this activity, you will read about two boys with different perspectives of the Holocaust.

### Setting a Purpose for Reading

- As you read the passage, underline words and phrases that describe the setting.
- Draw squiggly lines under words and phrases that describe the boys' characters.
- Circle unknown words and phrases. Try to determine the meaning of the words by using context clues, word parts, or a dictionary.

### ABOUT THE AUTHOR

John Boyne (1971–) is an Irish writer who began his writing career creating short stories. He published *The Boy in the Striped Pajamas* in 2006, and this novel proceeded to win multiple international awards. The novel also was made into a film.

### Fiction

from

## The Boy in the Striped Pajamas

by John Boyne

- Two boys were sitting on opposite sides of a fence.
- "All I know is this," began Shmuel. "Before we came here I lived with my mother and father and my brother Josef in a small flat above the store where Papa makes his watches. Every morning we ate our breakfast together at seven o'clock and while we went to school, Papa mended the watches that people brought to him and made new ones too. I had a beautiful watch that he gave me but I don't have it anymore. It had a golden face and I wound it up every night before I went to sleep and it always told the right time."
- "What happened to it?" asked Bruno.
- "They took it from me," said Shmuel.
- "Who?"
- "The soldiers of course," said Shmuel as if it was the most obvious thing in the world.

LC/ELD Connections

ELD Unit 3  
Activity 1.2

My Notes

Close Reading Text

### COMMON CORE STATE STANDARDS

#### Focus Standards:

**RL.8.1:** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

**W.8.9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.

**W.8.9a:** Apply *Grade 8 Reading standards* to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").

**SL.8.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners





read discover self get a life  
out get wind watch memorise



My Notes

Lined area for taking notes.

- 39 "We don't play," said Shmuel.
- 40 "Don't play? Why ever not?"
- 41 "What would we play?" he asked, his face looking confused at the idea of it.
- 42 "Well, I don't know," said Bruno. "All sorts of things. Football, for example. Or exploration. What's the exploration like over there anyway? Any good?"
- 43 Shmuel shook his head and didn't answer. He looked back towards the huts and turned back to Bruno then. He didn't want to ask the next question but the pains in his stomach made him.
- 44 "You don't have any food on you, do you?" he asked.
- 45 "Afraid not," said Bruno. "I meant to bring some chocolate but I forgot."
- 46 "Chocolate," said Shmuel very slowly, his tongue moving out from behind his teeth. "I've only ever had chocolate once."
- 47 "Only once? I love chocolate. I can't get enough of it although Mother says it'll rot my teeth."
- 48 "You don't have any bread, do you?"
- 49 Bruno shook his head. "Nothing at all," he said. "Dinner isn't served until half past six. What time do you have yours?"
- 50 Shmuel shrugged his shoulders and pulled himself to his feet. "I think I'd better get back," he said.
- 51 "Perhaps you can come to dinner with us one evening," said Bruno, although he wasn't sure it was a very good idea.
- 52 "Perhaps," said Shmuel, although he didn't sound convinced.
- 53 "Or I could come to you," said Bruno. "Perhaps I could come and meet your friends," he added hopefully. He had hoped that Shmuel would suggest this himself but there didn't seem to be any sign of that.
- 54 "You're on the wrong side of the fence though," said Shmuel.
- 55 "I could crawl under," said Bruno, reaching down and lifting the wire off the ground. In the centre, between two wooden telegraph poles, it lifted quite easily and a boy as small as Bruno could easily fit through.

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SCAFFOLDING THE TEXT-DEPENDENT QUESTIONS

what kind of fence is separating the boys?  
Which boy is on which side of the fence?

4. Craft and Structure (RL.8.4) **Examine paragraph 16 that talks about "The Fury."**

**Who is this and why does Bruno call him "The Fury"?** In paragraph 16 Bruno mentions "The Fury." Who is Bruno referring to that has a title that sounds similar to "The Fury"?

5. Key Ideas and Details (RL.8.1) **Quote one or more lines of dialogue that show how**

**Bruno's perspective lacks an understanding of Shmuel's situation and explain why.** How do paragraphs 17 through 20 indicate that Bruno lacks understanding of Shmuel's situation?

6. Craft and Structure (RL.8.4) **What specifically are the carriages mentioned in paragraph 24?** Read paragraph 24. Does "carriages" refer to the individual train cars or the whole train?

Remind students to return to the text and to re-read paragraphs or paragraphs before answering questions.

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## ACTIVITY 3.12

### ▶ PLAN

**Suggested Pacing:** 1 50-minute class period

### ▶ TEACH

**1** Read the Preview and the Setting a Purpose for Reading sections with your students. Help them understand any literary terms they encounter.

**2 FIRST READ:** Based on the complexity of the passage and your knowledge of your students, you may choose to conduct the first reading in a variety of ways:

- independent reading
- paired reading
- small group reading
- choral reading
- read aloud

**3** As students are reading, monitor their progress. Be sure they are engaged with the text and annotating words and phrases that indicate why Anne is upset. Evaluate whether the selected reading mode is effective.

**4** Based on the observations you made during the first reading, you may want to adjust your reading mode. For example, you may decide for the second reading to read aloud certain complex passages, or you may group students differently.

## ACTIVITY 3.12

# Creating a Memorable Opening

**LEARNING STRATEGIES:**  
Rereading, Close reading, Oral Reading, Choral Reading, Discussion Groups

### Learning Targets

- Transform a prose selection into a “found poem.”
- Orally present a dramatic interpretation.

### Preview

In this activity, you will read an excerpt from Anne Frank’s diary and create a found poem.

### Setting a Purpose for Reading

- As you read the diary entry, underline words and phrases that indicate why Anne is so upset.
- Circle unknown words and phrases. Try to determine the meaning of the words by using context clues, word parts, or a dictionary.

### ABOUT THE AUTHOR

Anne Frank (1929–1945) is one of the Holocaust’s most famous victims. The Frank family fled Germany for Amsterdam, but eventually the Nazis also occupied the Netherlands. The family spent two years in hiding, during which Anne wrote of her thoughts and feelings to her imaginary friend, Kitty. The German authorities found the family’s hiding place and sent them to concentration camps, where Anne perished at age 15. Her diary was found years later, and it continues to be read today as a moving narrative from the Holocaust.

### Diary

## from *The Diary of a Young Girl*

Wednesday, 13 January, 1943

by Anne Frank

Dear Kitty,

**1** Everything has upset me again this morning, so I wasn’t able to finish a single thing properly.

**2** It is terrible outside. Day and night more of those poor miserable people are being dragged off, with nothing but a rucksack and a little money. On the way they are deprived even of these possessions. Families are torn apart, the men, women, and children all being separated. Children coming home from school find that their parents have disappeared. Women return from shopping to find their homes shut up and their families gone.

**3** The Dutch people are anxious too, their sons are being sent to Germany. Everyone is afraid.

**4** And every night hundreds of planes fly over Holland and go to German towns, where the earth is plowed up by their bombs, and every hour hundreds and thousands of people are killed in Russia and Africa. No one is able to keep out of it, the whole globe is waging war and although it is going better for the allies, the end is not yet in sight.

My Notes

### COMMON CORE STATE STANDARDS

#### Focus Standards:

**RL.8.5:** Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

**W.8.9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.

**W.8.9b:** Apply *Grade 8 Reading standards* to literary nonfiction (e.g., “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”).

**SL.8.6:** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

#### Additional Standards Addressed:

RL.8.1; RL.8.2; RL.8.4; RI.8.10; W.8.9a; W.8.10; L.8.6

read discover self get a life  
out get wind watch memorise

ACTIVITY 3.12  
continued

ACTIVITY 3.12 continued

 Text Complexity

**Overall:** Complex  
**Lexile:** 990L  
**Qualitative:** Moderate Difficulty  
**Task:** Moderate (Analyze)

5 And as for us, we are fortunate. Yes, we are luckier than millions of people. It is quiet and safe here, and we are, so to speak, living on **capital**. We are even so selfish as to talk about “after the war,” brighten up at the thought of having new clothes and new shoes, whereas we really ought to save every penny, to help other people, and save what is left from the wreckage after the war.

6 The children here run about in just a thin blouse and clogs; no coat, no hat, no stockings, and no one helps them. Their tummies are empty; they chew an old carrot to stay the pangs, go from their cold homes out into the cold street and, when they get to school, find themselves in an even colder classroom. Yes, it has even got so bad in Holland that countless children stop the passers-by and beg for a piece of bread. I could go on for hours about all the suffering the war has brought, but then I would only make myself more dejected. There is nothing we can do but wait as calmly as we can till the misery comes to an end. Jews and Christians wait, the whole earth waits, and there are many who wait for death.

Yours,  
Anne

**Second Read**

- Reread the diary entry to answer these text-dependent questions.
- Write any additional questions you have about the text in your Reader/Writer Notebook.

1. **Key Ideas and Details:** Why does Anne feel that she is fortunate?

Anne feels that she is fortunate because she and her family are together, and they have food and a place where they are safer than some others. RL.8.2

2. **Craft and Structure:** Based on the mood Anne portrays in this passage, what does she mean in paragraph 6 by “more dejected”?

Anne will become sadder and more depressed. RL.8.4

**Working from the Text**

3. In a previous activity, you read a play based on Anne Frank’s diary. What could you learn from her diary that you could not learn from the play?

Her diary entry describes how families were separated and taken away. This indicates why her family is living in hiding in an attic.

4. The opening two paragraphs of the diary entry have been transformed into a model of a **found poem**. With a partner, conduct an oral reading using choral reading for effect.

“Wednesday, 13 January, 1943”

Everyone is afraid:

It is terrible outside.  
Day and night  
more of those poor miserable people  
are being dragged off.

**capital:** wealth kept after paying expenses

**stay:** to delay or postpone

My Notes  
\* How does this diary entry show a light within darkness?

**Literary Terms**

A **found poem** is verse that is created from a prose text by using the original words, phrases, images, and/or sentences, but manipulating them and reformatting them into poetic lines.



**INDEPENDENT READING LINK**

**Read and Respond**

Choose a passage from the Holocaust narrative you are reading independently to transform into a found poem. Perform an oral reading of your poem at the final literature circle meeting.

5 **SECOND READ:** During the second reading, students will be returning to the text to answer the text-dependent comprehension questions. You may choose to have students reread and work on the questions in a variety of ways:

- independently
- in pairs
- in small groups
- together as a class

6 Have students answer the text dependent questions. If they have difficulty, scaffold the questions by rephrasing them or breaking them down into smaller parts. See the Scaffolding the Text-Dependent Questions boxes for suggestions.

7 Help students distinguish between the two genres—diary or play—in which Anne Frank’s diary presented in this unit.

8 Remind students that Anne kept a detailed diary while she was in hiding during WWII. Point out that Anne Frank named her diary Kitty, and ask students to consider why Anne might have wanted to preter that her diary was a friend.

9 After defining *found poem* and connecting it to the opening of the panel discussion, ask students to work with a partner to plan a dramatic reading of the found poem based on this diary entry. Be sure that students understand that the words of a found poem come verbatim from the original source. Some lines may be repeated or omitted, but none may be added.

10 Combine pairs to form small groups, and have pairs present to each other.

**SCAFFOLDING THE TEXT-DEPENDENT QUESTIONS**

1. **Key Ideas and Details (RL.8.2)** Why does Anne feel that she is fortunate? What examples does Anne give in paragraph 5 for why she feels more fortunate than many other people?

How would you describe Anne’s mood in paragraph 6? What does “dejected” mean if Anne is afraid of becoming “more dejected”?

2. **Craft and Structure (RL.8.4)** Based on the mood Anne portrays in this passage, what does she mean in paragraph 6 by “more dejected”?

## ACTIVITY 3.12 continued

**11** Ask students to work collaboratively to analyze the form and effect of the poem. Briefly discuss responses as a class to check for understanding. Be sure to discuss how the author uses poetic elements such as repetition and stanzas for effect.

**12** Ask students to transform passages from the rest of the diary entry into a found poem and then to plan and present a dramatic interpretation. Students should keep their found poems short.

### Leveled Differentiated Instruction

In this activity, students may need support to plan a dramatic interpretation of the text. Have students work in pairs to highlight the words, phrases, and images they think are important.

**Em** Help students express and record their ideas about the important parts of the poem with their partner by using a **Collaborative Dialogue** graphic organizer.

**Ex** Have students respond to their partner's ideas about the important parts of the poem by adding relevant information and paraphrasing key ideas. Encourage students to take notes based on the discussion.

**Br** Have students respond to their discussion partners by adding relevant information, paraphrasing key ideas, and providing useful feedback. Encourage students to take notes based on the discussion.

## ACTIVITY 3.12 continued

# Creating a Memorable Opening

### My Notes

Families are torn apart.  
Children coming home from school  
find that their parents  
have disappeared.

Women  
return from shopping to find  
their homes shut up and  
their families gone.

The Dutch people,  
their sons are being sent  
to Germany.  
Everyone is afraid ...

5. The author of the found poem selected particular lines from the text and then transformed them into poetry. How does this transformation change the power of the language?

By transforming the prose to poetic lines, the author creates a sharper emphasis on the feelings and images represented by the words.

6. How does the structure of the lines in the found poem transform the text from prose to poetry? Which lines stand out? Why?

The found poem is restructured into stanzas that group images to create more emphasis. The author has made the lines "Everyone is afraid" stand out by beginning and ending the poem with this imagery of fear.

7. How would a dramatic interpretation of this found poem successfully open a panel discussion about the Holocaust?

A dramatic interpretation of this found poem would set the context of a discussion about the Holocaust by emphasizing the historical date and the idea that everyone is afraid. The imagery of people being "dragged off" or "their homes shut up and their families gone" adds to the context of fear.

### Check Your Understanding

Reread the diary entry again, highlighting words, phrases, and images you think are important. Then, transform the text into a found poem and plan a dramatic interpretation (i.e., oral reading) of the text. Present your oral reading to a partner, and listen and provide feedback to your partner's oral reading.

### Independent Reading Checkpoint

Respond to the first Reflection question in Embedded Assessment 1 as it relates to the independent reading narrative you have read: How was the theme or central idea of "finding light in the darkness" developed in the narrative you read independently?

LT1/LT2

### ASSESS

After reviewing the criteria for expressive oral reading/speaking in Activity 3.8, ask students to use it to provide specific feedback after a dramatic interpretation.

### ADAPT

This is the last activity before Embedded Assessment 1. At this point, students should feel confident about meeting the expectations of "Presenting the Voices of the Holocaust" using the fictional or

nonfiction narrative they read and analyzed together in Literature Circle groups.

If students express uncertainty about one or more of the Embedded Assessment 1 requirements, consider building in one more lesson, using an excerpt from the graphic novel *Maus II*, by Art Spiegelman. Students might be inspired to use a visual to add interest to their dramatic performance, and they can practice creating talking points and planning a panel discussion.

### INDEPENDENT READING CHECKPOINT

Have students respond to the first Reflection question in Embedded Assessment 1 as it relates to the independent reading narrative they chose: How was the theme or central idea of "finding light in the darkness" developed in the narrative you read independently?

# Presenting Voices of the Holocaust

EMBEDDED  
ASSESSMENT 1

EMBEDDED  
ASSESSMENT 1



## Assignment

Present a panel discussion that includes an oral reading of a significant passage from the narrative read by your group. Your discussion should explain how the theme or central idea of “finding light in the darkness” is developed in the entire narrative.

**Planning:** Discuss your ideas with your group to prepare a focus for your panel discussion.

- How was the theme or central idea of “finding light in the darkness” developed in your Holocaust narrative?
- How did supporting details such as character, plot, and setting contribute to the theme?
- How will you find a significant passage for your oral reading that will help communicate the idea of “finding light in the darkness”?
- How will you assign talking points to each group member to include an introduction, at least two supporting details, and a conclusion?

**Drafting:** Write a draft of your talking point(s) that includes details from the text, commentary (analysis), and discussion questions.

- How will the introductory talking point present a hook, summary of the text, and thematic statement?
- How will the supporting talking points explain how an individual, event, or place contributed to theme?
- How will the concluding talking point restate the theme, summarize the main points of the discussion, and elicit textual connections (text to self, text, or world) from the entire group?

**Rehearsing:** Rehearse and revise your panel discussion to improve the final presentation.

- How will you prepare notes to constructive feedback and build on ideas and questions presented by other group members?
- How will your group create smooth transitions between speakers?
- How will you include your oral reading as you introduce and develop your explanation?
- How will you use precise diction in order to establish and maintain a formal style?
- How will you use eye contact, volume, and pronunciation to express your ideas clearly?

## Reflection

After completing this Embedded Assessment, think about how you went about accomplishing this task, and respond to the following:

- How was the theme or central idea of “finding light in the darkness” developed in the different Holocaust narratives that you heard about in the panel discussions?
- What did you learn from studying and discussing narratives about the Holocaust that you can apply to your own life?

My Notes

foundational

### Technology TIP:

If possible, consider projecting an outline of your panel discussion to provide your audience with an “agenda” to follow.

**Suggested Pacing:** 2 50-minute class periods

**1 Planning:** Remind students that they have been practicing preparing for and conducting a presentation during the previous activities.

**2** Review the Scoring Guide to be sure students understand each of the analytical, written, oral, and collaborative components of this task.

- Include a dramatic presentation a passage.
- Present talking points about how narrative elements contribute to a theme.
- Provide sufficient and relevant evidence to support claim.
- Include an introduction and conclusion.

**3 Drafting:** Suggest that student use the **graphic organizers** from Activities 3.7 and 3.11 as they draft their talking points and transition

**4 Rehearsing:** Remind students of the oral presentation evaluation criteria in Activity 3.8 as they rehearse their panel presentation. Suggest that they use peer responding to evaluate the need for further practice and revision to create and maintain a smooth, formal presentation.

**Reflection** The first reflection question could be turned into a short literary analysis essay that gives students a chance to develop the concept of “finding light in the darkness.”

## COMMON CORE STATE STANDARDS

### Focus Standards:

**SL.8.1a:** Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

**SL.8.1b:** Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

**SL.8.1c:** Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.

**SL.8.1d:** Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of evidence presented.

**SL.8.3:** Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of

**Portfolio** Students should have kept their work for this Embedded Assessment in their Reader/Writer Notebook and in a Working Folder. Now is the time for them to collect, review, and create a Table of Contents for the work leading to Embedded Assessment 1. Each student needs to be responsible for gathering all the work he or she has done during the literature discussions, preparation, drafting, and presenting of this Embedded Assessment. Once they have reviewed their work and answered the reflection questions, be sure they add it to their portfolios.

**SCORING GUIDE**

When you score this Embedded Assessment, you may wish to download and print copies of the Scoring Guide from SpringBoard Digital. In this way, you can have a copy to mark for each student’s work. To identify additional areas where your English learners could use additional support, see the English Language Development Rubric for Embedded Assessment 1 on page 246a.

**Presenting Voices of the Holocaust**

**SCORING GUIDE**

Scoring Criteria	Exemplary	Proficient	Emerging	Incomplete
<b>Ideas</b>	<p>The discussion</p> <ul style="list-style-type: none"> <li>includes an effective oral reading of a significant text passage</li> <li>presents a variety of significant ideas to explain how literary elements contribute to the development of a theme</li> <li>provides relevant elaboration to develop the topic, including textual evidence, details, commentary, and questions.</li> </ul>	<p>The discussion</p> <ul style="list-style-type: none"> <li>includes an oral reading of a text passage</li> <li>presents adequate ideas to explain how literary elements in a narrative contribute to the development of a theme</li> <li>provides sufficient elaboration to develop the topic, including textual evidence, details, commentary, and questions.</li> </ul>	<p>The discussion</p> <ul style="list-style-type: none"> <li>includes an ineffective passage or reading of a passage</li> <li>presents unfocused or undeveloped ideas to explain how literary elements in a narrative contribute to the development of a theme</li> <li>provides insufficient or weak elaboration to develop the topic.</li> </ul>	<p>The discussion</p> <ul style="list-style-type: none"> <li>does not include an oral reading of a passage</li> <li>does not explain how literary elements in a narrative contribute to the development of a theme</li> <li>provides minimal or irrelevant elaboration.</li> </ul>
<b>Structure</b>	<p>The discussion</p> <ul style="list-style-type: none"> <li>demonstrates strong evidence of effective collaboration and preparation</li> <li>follows a logical and smooth organizational structure</li> <li>uses transitional strategies effectively and purposefully.</li> </ul>	<p>The discussion</p> <ul style="list-style-type: none"> <li>demonstrates sufficient evidence of collaboration and preparation</li> <li>follows an adequate organizational structure</li> <li>uses transitional strategies to create cohesion and clarify relationships.</li> </ul>	<p>The discussion</p> <ul style="list-style-type: none"> <li>demonstrates insufficient evidence of collaboration and preparation</li> <li>follows an uneven or ineffective organizational structure</li> <li>uses transitional strategies inconsistently.</li> </ul>	<p>The discussion</p> <ul style="list-style-type: none"> <li>demonstrates little or no collaboration and/or preparation</li> <li>lacks any obvious organizational structure</li> <li>does not use transitional strategies.</li> </ul>
<b>Use of Language</b>	<p>The speaker</p> <ul style="list-style-type: none"> <li>communicates effectively with group members and the audience</li> <li>uses consistently precise diction and academic language</li> <li>demonstrates deep command of the conventions of standard English grammar, usage, and language (including active/passive voice).</li> </ul>	<p>The speaker</p> <ul style="list-style-type: none"> <li>communicates appropriately with group members and the audience</li> <li>uses sufficiently precise diction and academic language</li> <li>demonstrates adequate command of the conventions of standard English grammar, usage, and language (including active/passive voice).</li> </ul>	<p>The speaker</p> <ul style="list-style-type: none"> <li>communicates inappropriately or inconsistently with group members and/or the audience</li> <li>uses insufficiently precise diction and academic language</li> <li>demonstrates partial command of the conventions of standard English grammar, usage, and language.</li> </ul>	<p>The speaker</p> <ul style="list-style-type: none"> <li>does not communicate well with the group of audience</li> <li>uses flawed, confusing, or basic diction and language</li> <li>has frequent errors in standard English grammar, usage, and language.</li> </ul>

**COMMON CORE STATE STANDARDS**

the evidence and identifying when irrelevant evidence is introduced.

**SL.8.4:** Present claims and findings (e.g. argument narrative, response to literature presentations), emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

**SL.8.6:** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See Grade 8 Language standards 1 and 3 for specific expectations.)

**Additional Standards Addressed:**

**RL.8.1; RL.8.2; RL.8.3; RL.8.10; W.8.2a; W.8.2b; W.8.2d; W.8.2e; W.8.2f; W.8.4; W.8.10**

8th EIA

# Previewing Embedded Assessment 2 and Looking at Multimedia

ACTIVITY 3.13

## ACTIVITY 3.13

### PLAN

**Suggested Pacing:** 1 50-minute class period

### TEACH

**1** After students have thought and written about the Essential Questions, ask them to share what they have learned. Use this as a basis for a whole-class discussion about “taking action and making a difference” and how they relate to the first half of the unit.

**2** Before they re-sort the vocabulary, remind them to review their original sort to compare and determine what more they can learn.

**3** Guide students through the process of reflecting on their learning.

**4** Facilitate a **close reading** of the Embedded Assessment 2 Assignment and Scoring Guide criteria, focusing on the “Proficient” column. Instruct students to **mark the text** by underlining or highlighting key skills (verbs) and knowledge (nouns).

**5** Determine an effective way to make a visual reminder of the skill and knowledge required by the Embedded Assessment. As a class, create a large **graphic organizer** that reflects the criteria of the Scoring Guide. Ask students to create their own copy in their Reader/Writer Notebooks.

**6** To help students get a clear sense of your expectations for the Embedded Assessment, you might have them particularly note the requirements at the proficient level on the Scoring Guide.

**7** Make sure to keep the unpacked assessment in a visible place in your classroom so you and your students can refer to specific skills and knowledge before, during, and/or after each daily activity.

**8** Using the Scoring Guides for Embedded Assessment 1 and Embedded Assessment 2, compare and contrast the two presentations; it is important that students understand that their learning in the first half of the unit applies to the second half.

**LEARNING STRATEGIES:**  
QHT, Close Reading, Paraphrasing, Graphic Organizer

#### INDEPENDENT READING LINK

To support your learning in the second half of the unit, select a fiction or nonfiction narrative about someone who made a difference in the world or who tried to confront social injustice.

My Notes

LC/ELD Connection:  
ELD Book: Unit 3  
Activity 2.1

Pg 2410

### Learning Targets

- Reflect on and make connections between the lessons of the Holocaust and “taking action.”
- Analyze the skills and knowledge needed to complete Embedded Assessment 2 successfully.

### Making Connections

During your study of narratives of the Holocaust, you were asked to think about the concept of “finding the light in the darkness.” This idea is developed further in the last half of the unit by building on the idea of people taking action to create positive change in their communities and the world.

### Essential Questions

Reflect on your understanding of the relationship between the first Essential Question (*Why is it important to learn about the Holocaust?*) and the second Essential Question (*How can one person make a difference?*).

### Developing Vocabulary

Return to the **Academic Vocabulary** and **Literary Terms** at the beginning of the unit. Using the QHT strategy, re-sort the words based on your new learning.

1. Compare this sort with your original sort. How has your understanding changed?
2. Select a word from the chart (or a Holocaust-related term) and write a concise statement about your learning. How has your understanding of this word changed over the course of this unit?

### Unpacking Embedded Assessment 2

Closely read the Embedded Assessment 2 Assignment and the Scoring Guide.

Develop a multimedia presentation that informs your peers about an issue of national or global significance and convinces them to take action. Work collaboratively to conduct and synthesize research into an engaging campaign that challenges your audience to make a difference.

Work with your class to paraphrase the expectations and create a graphic organizer to use as a visual reminder of the required concepts (what you need to know) and skills (what you need to do).

After each activity, use this graphic organizer to guide reflection about what you have learned and what you still need to learn in order to be successful in the Embedded Assessment.

### COMMON CORE STATE STANDARDS

#### Focus Standard:

L.8.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

#### Additional Standards Addressed:

RL.8.10; RI.8.10; W.8.10; L.8.5b

Print Pages

243-244

Add LT to #8  
on page 243

Add LCU to the  
CYU on page 244

Challenge to Make a Difference

LT1  
LT2  
LT1  
LT1

## ACTIVITY 3.13 continued

- 9 Have students work in pairs to respond to the questions about multimedia and to analyze how they use multimedia.
- 10 Guide students in the selection of a new independent reading text.

### TEACHER TO TEACHER

You might want to schedule a visit to your school library or a series of book talks in which you, the librarian, parent volunteers, and/or students share ideas for independent reading.

#### ▶ ASSESS

Review student work to determine what students know at this point in the unit and what they still need to work on.

#### ▶ ADAPT

Be sure students understand the relationship between the two halves of the unit. During the second half of this unit they will encounter many informational texts and be expected to conduct research, especially on the Internet. If Internet connections are not available, you may want to furnish students with screen shots of public service announcements or public service campaigns that have taken action to make a difference, such as of those relating to seat belt use, smoking, and texting while driving.

#### INDEPENDENT READING

In this half of the unit, while preparing to present a multimedia campaign, students will have the opportunity to read another text about someone who made a difference in the world or fought for a cause. The Planning the Unit section of the Teacher's Edition and the Resources section of the Student Edition contain information, Reading Logs, and Reading Lists to help you and your students find the right book.

## ACTIVITY 3.13 continued

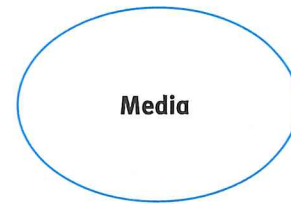
# Previewing Embedded Assessment 2 and Looking at Multimedia

My Notes

3. How would you define *multimedia*? Think of the meanings of each part of the word: *multi-* and *media*. What is the connection between the words *medium* and *media*?

Multimedia means using several forms of media to present information, such as video, audio, websites, graphics, etc. *Medium* is singular and *media* is plural.

4. Work with a partner to create a web showing the different types of media that you use.



5. Explain how you use the different types of media and for what purposes.

# Making a Difference

ACTIVITY  
3.14

## ACTIVITY 3.14

### PLAN

**Materials:** Internet access  
**Suggested Pacing:** 1 50-minute class period

### TEACH

- 1 **Activate prior knowledge** by asking students what they know about public service campaigns.
- 2 Create small groups to complete Student Steps 1–3 and examine the visuals closely. Students should read as much of the text as they can and determine what the slogan of each visual is.
- 3 As students explore the effectiveness of each ad, encourage them to think about the use of visual techniques for effect (e.g. framing angles, color).

### TEACHER TO TEACHER

At this point consider forming the groups for the Embedded Assessment so that students' work can inform their multimedia campaign planning.

### Learning Targets

- Analyze imagery and slogans in public service announcements for purpose and effect.
- Evaluate how diverse media enhance presentations of information.

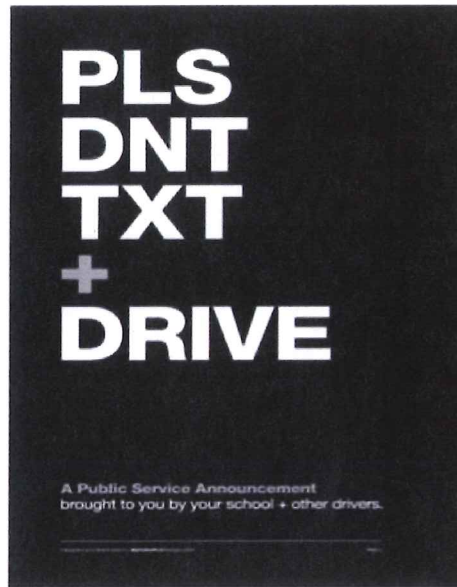
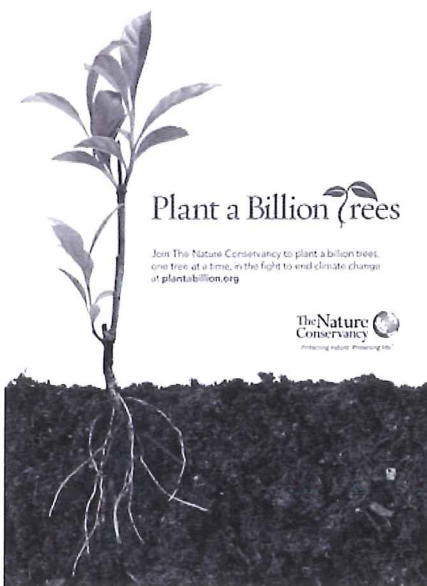
**LEARNING STRATEGIES:**  
Discussion Groups

### Communicating with Visuals

1. How effective are visuals in making a point about a significant issue? How do they compare with other media channels: speeches, articles, videos, radio announcements, and so on?
2. Look at the two images below. Each is intended as a "call to action" as part of a public service campaign to make a difference. Examine each of the visuals and determine its purpose. Note also that each image has text, including a slogan. How does a slogan help promote a goal?

### ACADEMIC VOCABULARY

A **slogan** is a memorable phrase or motto used to identify or promote a product or group.



3. Evaluate the effectiveness of the imagery and the slogan. Each image is associated with a website. What can you tell about the sponsors of the visuals by their Web addresses? In groups, explore the websites and find other images, text, and perhaps video associated with the campaigns.

### COMMON CORE STATE STANDARDS

#### Focus Standards:

**RI.8.5a:** Analyze the use of text features (e.g. graphics, headers, captions) in consumer materials.

**RI.8.7:** Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

**SL.8.2:** Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

#### Additional Standards Addressed:

W.8.8; W.8.10; SL.8.1b; L.8.1a; L.8.6



## ACTIVITY 3.14 continued

4 In groups, have students explore the government website and the websites listed in the **graphic organizer**. After group discussion and evaluation of each site, the recorder should fill in the graphic organizer.

5 Have students respond to the **quickwrite** and then briefly **brainstorm** the effect of music in making a call to action memorable.

6 Review participial phrases with students.

## TEACHER TO TEACHER

You may want to create a bulletin board for students to post inspirational quotes and/or song lyrics throughout the unit (i.e., that contain a call to action). Also, you might want to create a playlist of songs that encourage people to make a difference and play one each day at the start or end of class or as they research. Possible titles include the following:

- “If I Had a Hammer” by Peter, Paul, and Mary
- “Man in the Mirror” or “Heal the World” by Michael Jackson
- “Change” by Taylor Swift
- “Today I’m Going to Try and Change the World” by Johnny Reid
- “Make a Difference” by Blind Melon
- “Change the World” by Eric Clapton
- “Who Will I Be” by Demi Lovato
- “Waiting on the World to Change” by John Mayer
- “Let It Be Me” by Indigo Girls

### ASSESS

Have students turn in their notes on the website investigation. Check that they analyzed the purpose and effectiveness of the imagery.

### ADAPT

Students will be able to explore more websites to examine public service announcement campaigns in later activities.

## Making a Difference

ACTIVITY 3.14  
continued

My Notes

4. In addition to the websites on the previous page, explore the following government site, which has PSA (public service announcement) images and videos: <https://www.dhs.gov/see-something-say-something>. As you explore each website, analyze the purpose of the information presented. In your groups, discuss and evaluate the purpose or purposes of the information. Is it presented for social, commercial, public safety, or political purposes?

5. Choose a recorder to capture the insights and conclusions of your group discussion.

LT 1, 2

Poster	Visit the website and take notes about the images, slogans, and additional media formats present. Describe how the purpose is enhanced by the media format.	Why has this visual been created? Is it for social, commercial, public safety, or political purposes?
1	<a href="http://www.nature.org/photosmultimedia/psas/index.htm">http://www.nature.org/photosmultimedia/psas/index.htm</a> click "Get Involved" then click "Take Action!"	
2	<a href="https://www.dhs.gov/see-something-say-something">https://www.dhs.gov/see-something-say-something</a>	
3	Search wfp.org	

6. **Quickwrite:** What kind of music would you combine with these campaigns to make them memorable?

### Language and Writer’s Craft: Reviewing Participial Phrases

The **participle** forms of verbs can be used as adjectives. There are two participial forms: present (ending in *-ing*) and past (usually ending in *-d* or *-ed*). Look at these examples of participles used as adjectives.

*rising* world concern

widely *used* medium

A participle may occur in a participial phrase, which includes the participle plus any complements and modifiers. The whole phrase then serves as an adjective.

*Located 275 miles north of San Francisco*, Arcata is ....

An introductory participial phrase must modify the noun or pronoun that follows it.

LC  
connecting

How or why does this matter? Why has this been placed in this activity?  
See LT 1  
Imagery and Slogans

# Never Forget, Never Again

ACTIVITY  
3.15

## Learning Targets

- Analyze the purpose, audience, and tone of a speech.
- Analyze a speech for the elements of argumentation.

## Preview

In this activity, you will read a speech by Elie Wiesel and think about its audience and tone.

## Setting a Purpose for Reading

- As you read the speech, underline words and phrases that help set the tone of the speech.
- Circle unknown words and phrases. Try to determine the meaning of the words by using context clues, word parts, or a dictionary.

### ABOUT THE AUTHOR

The Nobel Committee called Elie Wiesel a “messenger to mankind,” stating that through his struggle to come to terms with “his own personal experience of total humiliation and of the utter contempt for humanity shown in Hitler’s death camps,” as well as his “practical work in the cause of peace,” Wiesel had delivered a powerful message “of peace, atonement and human dignity” to humanity.

## Speech

from **The Nobel Acceptance Speech  
Delivered by Elie Wiesel  
in Oslo on December 10, 1986**

1 I am moved, deeply moved by your words, Chairman Aarvik. And it is with a profound sense of **humility** that I accept the honor—the highest there is—that you have chosen to bestow upon me. I know your choice transcends my person.

2 Do I have the right to represent the multitudes who have perished? Do I have the right to accept this great honor on their behalf? I do not. No one may speak for the dead, no one may interpret their **mutilated** dreams and visions. And yet, I sense their presence. I always do—and at this moment more than ever. The presence of my parents, that of my little sister. The presence of my teachers, my friends, my companions ...

3 This honor belongs to all the survivors and their children and, through us, to the Jewish people with whose destiny I have always identified.

4 I remember: it happened yesterday, or eternities ago. A young Jewish boy discovered the Kingdom of Night. I remember his bewilderment, I remember his **anguish**. It all happened so fast. The ghetto. The **deportation**. The sealed cattle car. The fiery altar upon which the history of our people and the future of mankind were meant to be sacrificed.

5 I remember he asked his father: “Can this be true? This is the twentieth century, not the Middle Ages. Who would allow such crimes to be committed? How could the world remain silent?”

### LEARNING STRATEGIES:

SOAPSTone, Close Reading, Discussion Groups, Drafting, Rehearsal, Oral Reading

### My Notes

IC/ELD Connector  
ELD BOOK: Unit 3  
Activity 2.2



### WORD CONNECTIONS

#### Etymology

The word *deportation* derives from an Old French word meaning “to carry off.” When first used, it referred to the way a person behaved or acted. In the 1640s people began using it to mean “banishment.”

**humility:** modesty  
**mutilated:** damaged beyond repair  
**anguish:** agonizing pain  
**deportation:** removal to another country

## ACTIVITY 3.15

### PLAN

**Materials:** downloaded podcast from www.ushmm.org (search the term “Antisemitism Voices”) (optional), highlighters, models of annotated bibliographies (from Unit 2)

**Suggested Pacing:** 2 50-minute class periods

### TEACH

1 Read the Preview and the Setting a Purpose for Reading sections with your students. Help them understand literary terms they encounter.

2 **FIRST READ:** Based on the complexity of the passage and your knowledge of your students, you may choose to conduct the first reading in a variety of ways:

- independent reading
- paired reading
- small group reading
- choral reading
- read aloud

3 As students are reading, monitor their progress. Be sure they are engaged with the text and annotating words or phrases that help set the tone. Evaluate whether the selected reading mode is effective.

4 Based on the observations you made during the first reading, you may want to adjust your reading mode. For example, you may decide for the second reading to read aloud certain complex passages, or you may group students differently.

### Leveled Differentiated Instruction

Students may need support analyzing certain words for tone. Students begin to read, point out the word *transcend*.

**Em** Guide students to complete **Word Choice Analyzer** for the word *transcend*.

**Ex** Guide students to complete **Word Choice Analyzer** for the word *transcend*. Then ask students to name another way to say *transcend*. Then ask students to explain how this word affects the tone of the writing.

### COMMON CORE STATE STANDARDS

#### Focus Standards:

**RI.8.1:** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

**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.

**SL.8.3:** Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

#### Additional Standards Addressed:

RI.8.3; RI.8.4; RI.8.5; RI.8.6; RI.8.8; W.8.1a; W.8.1b; W.8.8; W.8.9a; SL.8.1a; SL.8.1b; SL.8.1c; SL.8.2; SL.8.5; SL.8.6; L.8.1c; L.8.3a; L.8.6

## ACTIVITY 3.15 continued

**Br** Have students think about the word *transcend* and then present analysis of the author's word choice to the class.

### Text Complexity

**Overall:** Complex

**Lexile:** 830L

**Qualitative:** Moderate Difficulty

**Task:** Challenging (Evaluate)

**5 SECOND READ:** During the second reading, students will be returning to the text to answer the text-dependent comprehension questions. You may choose to have students reread and work on the questions in a variety of ways:

- independently
- in pairs
- in small groups
- together as a class

**6** Have students answer the text-dependent questions. If they have difficulty, scaffold the questions by rephrasing them or breaking them down into smaller parts. See the Scaffolding the Text-Dependent Questions boxes for suggestions.

**7** Remind students that they were introduced to Wiesel in a previous activity. He is the author of the Holocaust autobiography *Night*. He received the Nobel Peace Prize for his “practical work in the cause of peace.”

**8** Conduct a **shared reading** of the speech, using Key Ideas and Details and **SOAPStone** to guide student analysis. Consider **diffusing** unfamiliar or challenging vocabulary.

**9** After reading, review *call to action*, and have students respond to the question about the last sentence of Wiesel's speech.

## ACTIVITY 3.15 continued

# Never Forget, Never Again

### My Notes

naïve: simple; unsophisticated  
jeopardy: peril; danger

integrity: adherence to an ethical code  
dissident: one who disagrees

**6** And now the boy is turning to me. “Tell me,” he asks, “what have you done with my future, what have you done with your life?” And I tell him that I have tried. That I have tried to keep memory alive, that I have tried to fight those who would forget. Because if we forget, we are guilty, we are accomplices.

**7** And then I explain to him how naïve we were, that the world did know and remained silent. And that is why I swore never to be silent whenever wherever human beings endure suffering and humiliation. We must take sides. Neutrality helps the oppressor, never the victim. Silence encourages the tormentor, never the tormented. Sometimes we must interfere. When human lives are endangered, when human dignity is in jeopardy, national borders and sensitivities become irrelevant. Wherever men and women are persecuted because of their race, religion, or political views, that place must—at that moment—become the center of the universe.

**8** There is so much injustice and suffering crying out for our attention: victims of hunger, of racism and political persecution—in Chile, for instance, or in Ethiopia—writers and poets, prisoners in so many lands governed by the Left and by the Right.

**9** Human rights are being violated on every continent. More people are oppressed than free. How can one not be sensitive to their plight? Human suffering anywhere concerns men and women everywhere.

**10** There is so much to be done, there is so much that can be done. One person—a Raoul Wallenberg, an Albert Schweitzer, Martin Luther King, Jr.—one person of integrity, can make a difference, a difference of life and death. As long as one dissident is in prison, our freedom will not be true. As long as one child is hungry, our life will be filled with anguish and shame. What all these victims need above all is to know that they are not alone; that we are not forgetting them, that when their voices are stifled we shall lend them ours, that while their freedom depends on ours, the quality of our freedom depends on theirs.

**11** This is what I say to the young Jewish boy wondering what I have done with his years. It is in his name that I speak to you and that I express to you my deepest gratitude as one who has emerged from the Kingdom of Night. We know that every moment is a moment of grace, every hour an offering; not to share them would mean to betray them

**12** Our lives no longer belong to us alone; they belong to all those who need us desperately.

### Second Read

- Reread the speech to answer these text-dependent questions.
- Write any additional questions you have about the text in your Reader/Writer Notebook.

**1. Craft and Structure:** What can you infer about the meaning of “bestow” in paragraph 1?

It means to present an award or title to honor someone. RI.8.4

**2. Key Ideas and Details:** In paragraphs 2–5, Elie Wiesel makes reference to or alludes to what central event? Why does he use fragments to evoke the memory?

Wiesel alludes to the Holocaust. The fragments represent the images that are seared in his memory. RI.8.3

### SCAFFOLDING THE TEXT-DEPENDENT QUESTIONS

**1. Craft and Structure (RI.8.4) What can you infer about the meaning of “bestow” in paragraph 1?** In paragraph 1, how does Wiesel feel about receiving the Nobel Prize? Based on this feeling, what can you infer about the meaning of the word “bestow”?

**2. Key Ideas and Details (RI.8.3) In paragraphs 2–5, Elie Wiesel makes reference to or alludes to what central event? Why**

**does he use fragments to evoke the memory?** In paragraphs 2 through 5, what event that you’ve been reading about in this unit is Wiesel remembering? In paragraph 4, Wiesel states some of his memories in fragments. What impact does this have on them?

**3. Craft and Structure (RI.8.4) What does Wiesel mean when he says that human dignity is “in jeopardy” in paragraph 7? In paragraph 7**



3. **Craft and Structure:** What does Wiesel mean when he says that human dignity is “in jeopardy” in paragraph 7?

He means that human dignity is in danger, or that it could be taken away from people. RI.8.4

4. **Key Ideas and Details:** Closely examine paragraphs 6 and 7. What is Wiesel saying about memory and silence?

Forgetting and silence are ways we become accomplices in injustice and suffering. RI.8.3

**Working from the Text**

5. The purpose of “a call to action” is to provide a concluding statement or section that supports the argument by making clear to the audience what the writer or speaker wants them to think or do. How is Wiesel’s last sentence a “call to action”?

With this sentence, Wiesel attempts to persuade the audience that many people are desperate for help and we all have a responsibility.

6. You will be assigned a specific element from the SOAPSTone strategy below. Annotate the speech for this element.

**Introducing the Strategy: SOAPSTone**

SOAPSTone stands for Speaker, Occasion, Audience, Purpose, Subject, and Tone. It is a reading and writing tool for analyzing the relationship among a writer, his or her purpose, and the target audience of the text. SOAPSTone guides you in asking questions to analyze a text or to plan for writing a composition.

- **Speaker:** The speaker is the voice that tells the story.
- **Occasion:** The occasion is the time and place of the story; it is the context that prompted the writing.
- **Audience:** The audience is the person or persons to whom the piece is directed.
- **Purpose:** The purpose is the reason behind the text or what the writer wants the audience to think as a result of reading the text.
- **Subject:** The subject is the focus of the text.
- **Tone:** Tone is the speaker’s attitude toward the subject.

My Notes

Lined area for student notes with handwritten 'LIT' in blue ink.

**ACTIVITY 3.15 continued**

10 While previewing the SOAPSTone strategy, be sure to define *call to action*.

11 Assign elements of SOAPSTone that every student has one element as a focus for his or her reading. Students should continually add to their analysis of each element while they read.

**TEACHER TO TEACHER**

Some questions have been added to the SOAPSTone analysis to facilitate analysis of an argument.

**SCAFFOLDING THE TEXT-DEPENDENT QUESTIONS**

Wiesel refers to human dignity being “in jeopardy.” What is happening to human dignity? What do you think “in jeopardy” means?

4. **Key Ideas and Details (RI.8.3)** Closely examine paragraphs 6 and 7. What is Wiesel saying about memory and silence? In paragraphs 6 and 7, what is Wiesel cautioning against? Why does he feel this is important?

## ACTIVITY 3.15 continued

**12** Read over the information on the **SOAPSTone** strategy as students follow along and **mark the text** for key elements.

**13** Model filling in the first two rows of the **SOAPSTone** graphic organizer with students (see the Resources section for a SOAPSTone graphic organizer). Then put students in small groups of 3–4 to complete the rest of the chart on their own. Remind them to use their notes and to reread the text as necessary.

LT

## ACTIVITY 3.15 continued

# Never Forget, Never Again

7. Use your annotations of the speech and take notes on analyzing the argument in a SOAPSTone graphic organizer like the one below. Refer to the Resources section of your book for a SOAPSTone graphic organizer that you can copy and use for your analysis. The questions in the Analysis column below should help guide your analysis of the speech.

Element	Analysis	Textual Evidence
<b>Speaker</b>	Who is the speaker?	
<b>Occasion</b>	What event(s) or situation(s) prompted the creation of this text?	
<b>Audience</b>	Who is the intended audience?	
<b>Purpose</b>	What is the speaker's claim? What is the speaker's reason for creating this text? What is the speaker's call to action?	
<b>Subject</b>	How does the speaker appeal to <i>logos</i> (i.e., how does the speaker use facts, examples, statistics, research, and logical reasoning for effect)? How does the speaker use counterclaims or concession and rebuttal? How does the speaker appeal to <i>pathos</i> (emotion)?	
<b>Tone</b>	What is the speaker's attitude toward the subject? How does the speaker use connotative diction and/or imagery to create tone?	



ACTIVITY 3.15 continued

Check Your Understanding

LT2

In discussion groups, analyze and evaluate Wiesel's argument:

- What is Wiesel's motive for writing his speech? Is it social, commercial, for public safety, or political? Provide textual evidence to support your response.
- How effective are Wiesel's appeals to *logos* (i.e., reasoning and evidence)? Provide textual evidence to support your response.
- How effective are Wiesel's appeals to *pathos*? Provide textual evidence to support your response.

LEARNING STRATEGIES:

Think-Pair-Share, Marking the Text, Metacognitive Markers, Questioning the Text, Rereading, Close Reading, Discussion Groups, Socratic Seminar, Drafting

My Notes

Blank lined area for taking notes.

Language and Writer's Craft: Reviewing Clauses

A clause is a group of words with both a subject and verb. Common clauses include adverbial and adjectival clauses.

**Adverbial:** An adverbial clause is a dependent clause that functions as an adverb. It modifies another clause in the sentence. The writer can place the adverbial clause in different parts of the sentence, depending on where it best adds to the desired effect. An adverbial clause begins with a subordinating conjunction (such as *if, when, although, because, as*).

Example: "Experience is what you get *when you didn't get what you wanted*." (Randy Pausch, "The Last Lecture," 2008)

**Adjectival:** An adjectival clause is a dependent clause that is used as an adjective in a sentence. Since the adjectival clause modifies a noun, it cannot be moved around. An adjectival clause generally begins with a relative pronoun (*that, which, who, whom, whose*).

Example: "He *who can no longer pause to wonder and stand rapt in awe* is as good as dead." (Albert Einstein)

**Argumentative Writing Prompt:** Think about what you learned in the first half of the unit, and what you learned from the text in this activity. Why should students continue to learn about the Holocaust? Draft a speech or a letter to convince the school board that this is an important subject to study in school. Be sure to:

- Assert a clear claim and address a counterclaim.
- Support your claim by using evidence from texts you have read.
- Use subjunctive and conditional mood for effect, as well as adverbial and adjectival clauses.

To support your writing, create a visual to clarify information, strengthen claims and evidence, and/or add interest. Then, rehearse and present an oral reading of your speech or letter a partner, displaying your visual for effect. Evaluate your partner's speech and visual to provide feedback relating to ideas, language, and oral presentation.

As a last step, create an annotated bibliography (see page 149) that includes (a) a statement about the main argument(s) in the text and the connection to your argument, and (b) a statement about the credibility of the source.

(CFA)

INDEPENDENT READING LINK

Read and Respond

Explain how the subject of your biography or autobiography has chosen an issue and hopes to make a difference in the lives of others who might be suffering.

- 14 Have groups engage in collaborative discussion and complete the analysis and evaluation questions. When finished, discuss responses as a class.
- 15 Review with students the information on adverbial and adjectival clauses.
- 16 Ask students to respond independently to the writing prompt and to draft a visual to support ideas, like those in Activity 3.14.
- 17 Remind students to use evidence from at least two sources from the first half of the unit to support their ideas.
- 18 After reviewing expectations for speaking (appropriate eye contact, adequate volume, and clear pronunciation), form pairs, and ask students to rehearse and present their speech or letter.
- 19 Ask students to practice creating an annotated bibliography (see Activity 2.16, page 149) using three different types of Holocaust texts from this unit. (Students can do this even if they did not include all three texts in their draft—it is just for practice.)

Leveled Differentiated Instruction

In this activity, students may need support with organizing their argumentative letter. Have students complete a **Persuasive Argument Writing Map** in order to organize their ideas.

**Em** After students have completed their organizers, ask students basic questions about why persuasive writing is organized in this way, such as *What is the purpose of including a summary conclusion at the end of your letter?*

**Ex** After students have completed their organizers, ask students to explain why persuasive writing is organized this way.

**Br** After students have completed their organizers, ask students to present an argument about why persuasive writing should be organized in this way.

ASSESS

Review speeches/letters (oral delivery and in writing) and annotated bibliographies to determine student understanding of argumentation and presentation, and identify any gaps before Embedded Assessment 2.

ADAPT

Have students conduct independent research on victims of injustice, suffering, human

rights violations, genocide, or oppression in the world today in order to bring these issues to "the center of the universe" as Wiesel encourages. This research could help generate topics for Embedded Assessment 2. Suggest a website such as [globalissues.org](http://globalissues.org) as a starting point for their research, and have students create an informational flyer to present to the class.

## ACTIVITY 3.16

### ▶ PLAN

**Materials:** computers with Internet access

**Suggested Pacing:** 2 50-minute class periods

### TEACHER TO TEACHER

You may wish to spend some time exploring the website DoSomething.org to determine specific guidelines you might want to set regarding which issues students may select for Embedded Assessment 2.

Also, the website has a companion book titled *Do Something: A Guidebook for Young Activists* that would be an excellent classroom resource for your students.

### ▶ TEACH

**1** Define *campaign* and distinguish it from a *multimedia campaign*.

**2** Read the Preview and the Setting a Purpose for Reading sections with your students.

**3 FIRST READ:** Based on the complexity of the passage and your knowledge of your students, you may choose to conduct the first reading in a variety of ways:

- independent reading
- paired reading
- small group reading
- choral reading
- read aloud

**4** As students are reading, monitor their progress. Be sure they are engaged with the text and annotating how young people are making a difference. Evaluate whether the selected reading mode is effective.

**5** Based on the observations you made during the first reading, you may want to adjust your reading mode. For example, you may decide for the second reading to read aloud certain complex passages, or you may group students differently.

## ACTIVITY 3.16

# Students Taking Action

**LEARNING STRATEGIES:** Predicting, Marking the Text, Summarizing, Brainstorming, Graphic Organizer, Note-taking

### Learning Targets

- Evaluate a variety of multimedia campaigns.
- Generate ideas for research in preparation for creating an original campaign.

### Preview

In this activity, you will read and evaluate an informational text about taking action.

### Setting a Purpose for Reading

- As you read the excerpt, underline words and phrases that are targeted for a youthful audience.
- Circle unknown words and phrases. Try to determine the meaning of the words by using context clues, word parts, or a dictionary.

### ACADEMIC VOCABULARY

**Media** is the plural of *medium*, which is a means of expression or communication.

My Notes

### WORD CONNECTIONS

#### Etymology

*Campaign* comes from a French word meaning "open country," and it referred to military engagement in open fields. It later came to denote any large-scale military operation, and now it is used to refer to any involved pursuit of a goal. You may be familiar with its use in political campaigns and fundraising campaigns.

### Informational Text

from

# Do Something!

A Handbook for Young Activists

Listen up! You don't have to be a rock star or the president or even have a driver's license to change the world. You can do something important right now—like, before your head hits the pillow tonight—that can make a difference in someone's life, change something for the better, or fix an important problem.

Young people rocking change isn't just possible; it's happening every day. Like the 12-year-old who registered over 10,000 people to donate bone marrow for people with cancer. Or the 7-year-old who taught other kids to swim. Or the 10-year-old who raised \$30 by selling lemonade—and it was enough to buy dog food at a shelter for one night. If they can do it, so can you.

### ▶ Facts About DoSomething.org in 2012

1. 2.4 million young people took action through our campaigns in 2012.
2. We have 1,666,208 members doing stuff to improve their communities and the world.
3. Our 977,781 mobile subscribers take action and text us all about it.
4. We gave young people \$240,000 in scholarships in 2012.
5. Our members collected 1,020,041 pairs of jeans for homeless youth through our Teens for Jeans campaign.
6. Our members recycled over 1.2 million aluminum cans through our 50 Cans campaign.
7. Our members donated 316,688 books to school libraries through our Epic Book Drive.
8. 67,808 members stood up to bullying through our Bully Text campaign.

### COMMON CORE STATE STANDARDS

#### Focus Standards:

**RI.8.1:** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

**RI.8.5a:** Analyze the use of text features (e.g. graphics, headers, captions) in consumer materials.

**SL.8.2:** Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

#### Additional Standards Addressed:

**RI.8.4; RI.8.6; W.8.7; SL.8.1a; SL.8.1b; SL.8.1c; SL.8.1d; SL.8.6; L.8.2a; L.8.6**





## ACTIVITY 3.16 continued

**10** Ask students to summarize and form a personal response to check for understanding.

**11** After giving students a few minutes to **brainstorm** national or global issues, place them with partners or in small groups to work with for the rest of the activity. Have them share their ideas, and encourage them to keep an open mind about which issues they want to explore further, as some of the most interesting and important issues can also be the ones that are not common knowledge.

**12** Explain the difference between a *cause* and an *issue*.

**13** Provide students with a list of the causes to choose from as a starting point for their exploration. Have each group select a different cause. These are listed under the “Causes” tab at [DoSomething.org](http://DoSomething.org).

**14** On the Web page for each cause, there is a list of issues related to that cause. Be sure that each student in the group selects a different issue related to their group cause.

## ACTIVITY 3.16 continued

### GRAMMAR & USAGE Commas

A comma after an introductory element in a sentence indicates a pause before the main part of the sentence. Look at these examples.

Introductory participial phrase: **Inspired by Charlie**, . . .

Introductory adverbial phrase: **While in college**, . . .

Introductory prepositional phrase: **At age 14**, . . .

Look for introductory elements like these as you write, and use a comma to punctuate them.

### My Notes



### WORD CONNECTIONS

#### Word Relationships

*Cause* and *issue* are two related words. *Cause* is used to refer to an often broad area of concern that needs to be addressed. An *issue* refers to a specific item under that cause. For example, global warming, overpopulation, and pollution are all issues within the cause of helping the environment.

LT1

## Students Taking Action

### Student 3: Jordan Coleman State: NJ Issue: Education

Jordan was angry when he learned that fewer than half of African American boys graduate from high school. He's an actor, so he decided to make a movie called *Say It Loud* (at age 13) to raise awareness about the importance of education. He toured with the film to spread his message to young people in community centers and schools around the country. He even got to speak at an education rally during the Presidential Inauguration in 2009!

### Student 4: Evan Ducker State: NY Issue: Discrimination

Evan was born with a large birthmark on his face. At age 14, he decided to educate the public about the medical and psychological issues facing kids born with these kinds of birthmarks through his book, *Buddy Booby's Birthmark*, and his annual International *Buddy Booby's Birthmark* Read-Along for Tolerance and Awareness.

3. In the My Notes section, summarize the kinds of kids that are featured and how they have made a difference.
4. Form a personal response to connect to the text by answering these questions:
  - To which student do you most relate? Why?
  - Which student do you most respect? Why?
5. Create a web to brainstorm issues of community, national, and global significance that you are aware of and/or care about.
6. Choose a cause from the website [dosomething.org](http://dosomething.org) to explore as a group.  
**Our Cause:** [Animals](#), [Violence](#), [Disasters](#), [Discrimination](#), [Education](#), [Environment](#), [Poverty](#), [Human Rights](#), [Our Troops](#), [Health](#)
7. Have each person in your group focus on a different issue related to your cause. For example, if your cause is “Animals,” you can have one person research animal testing, another animal cruelty, and a third animal homelessness. (You will find links to different issues under each cause.)

### My Issue:

- Complete the first row of the graphic organizer on the next page by taking notes on the what, why, and how of your issue. Add your own ideas as well as the ones you find on the website.
- Present your issue to your group members. As group members present their issues, take notes in the graphic organizer.

8. Reflect on your research: Is there an issue that stands out to your group as a potential subject for your multimedia campaign? If so, where can you find more information about it?

**“Do Something” Graphic Organizer**

LT1

<b>WHAT is the issue or problem?</b> List informative and compelling facts.	<b>WHY should you care?</b> Record appeals to <i>logos</i> , <i>pathos</i> , and <i>ethos</i> .	<b>HOW can you make a difference?</b> Record a clear and reasonable call to action.
Issue: _____		
Issue: _____		
Issue: _____		

Our cause:

LT2

**ASSESS**

Direct students to work independently to complete the research, notes, and reflection. Review student work to ensure that students can recognize the informative and persuasive aspects of a campaign as well as the call to action.

**ADAPT**

Discuss possible strategies for continued research, and discuss the importance of using relevant evidence from a variety of accurate credible sources. If you feel that students need to do more exploration in order to generate subjects for Embedded Assessment 2, have them visit other websites, such as [www.globalissues.org](http://www.globalissues.org) or [www.causes.com](http://www.causes.com).

## ACTIVITY 3.17

### ▶ PLAN

**Materials:** computers with Internet access (optional), index cards  
**Suggested Pacing:** 2 50-minute class periods

### ▶ TEACH

**1** Read the Preview and the Setting a Purpose for Reading sections with your students. Help them understand what they should be annotating.

**2 FIRST READ:** Based on the complexity of the passage and your knowledge of your students, you may choose to conduct the first reading in a variety of ways:

- independent reading
- paired reading
- small group reading
- choral reading
- read aloud

**3** As students are reading, monitor their progress. Be sure they are engaged with the text and annotating what steps are being taken to make a difference. Evaluate whether the selected reading mode is effective.

**4** Based on the observations you made during the first reading, you may want to adjust your reading mode. For example, you may decide for the second reading to read aloud certain complex passages, or you may group students differently.

## ACTIVITY 3.17

# From Vision to Action

**LEARNING STRATEGIES:** Metacognitive Markers, Diffusing, Rereading, Summarizing, Discussion Groups, Graphic Organizer, Drafting

### WORD CONNECTIONS

#### Content Connections

*Deforestation* and *desertification* are terms learned in both social studies and science. *Deforestation* is the large scale removal of trees and forest. *Desertification* is the transformation of habitable land to desert. Desertification sometimes happens after an area has been deforested.

#### My Notes

**curtail:** to cut short  
**devastating:** highly destructive  
**erosion:** the process of wearing away

### Learning Targets

- Analyze informational texts about efforts that have made a difference on a global scale.
- Create a Web page to represent a campaign to make a difference.

### Preview

In this activity, you will read about two ways that people can make a difference in the world. Then you will think about how you can make a difference for an issue you care about.

### Setting a Purpose for Reading

- As you read the informational texts, underline verbs that describe what the activists are doing, or trying to do, to solve a problem.
- Circle unknown words and phrases. Try to determine the meaning of the words by using context clues, word parts, or a dictionary.

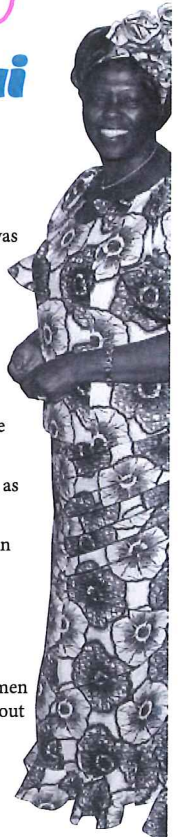
## Knowledge Building

### Informational Text

## Wangari Maathai

**Wangari Maathai rose to prominence fighting for those most easily marginalized in Africa—poor women.**

- 1 The first African woman to win the Nobel Peace Prize (2004) was praised by the awarding committee as “a source of inspiration for everyone in Africa fighting for sustainable development, democracy and peace.”
- 2 A pioneering academic, her role as an environmental campaigner began after she planted some trees in her back garden.
- 3 This inspired her in 1977 to form an organization—primarily of women—known as the Green Belt Movement aiming to **curtail** the **devastating** effects of deforestation and desertification.
- 4 Her desire was to produce sustainable wood for fuel use as well as combating soil **erosion**.
- 5 Her campaign to mobilize poor women to plant some 30 million trees has been copied by other countries.
- 6 Speaking as recently as Wednesday on the BBC’s Africa Live program, she said her tree planting campaign was not at all popular when it first began.
- 7 “It took me a lot of days and nights to convince people that women could improve their environment without much technology or without much financial resources.”
- 8 The Green Belt Movement went on to campaign on education, nutrition, and other issues important to women.



### COMMON CORE STATE STANDARDS

#### Focus Standards:

**RI.8.1:** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

**SL.8.2:** Analyze the purpose of information presented in diverse media and formats

(e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

#### Additional Standards Addressed:

**RI.8.2; RI.8.3; RI.8.5a; W.8.1a; W.8.1e; W.8.4; W.8.6; W.8.8; W.8.10; SL.8.1a**



### Political role

- 9 Mrs. Maathai has been arrested several times for campaigning against deforestation in Africa.
- 10 In the late 1980s, she became a prominent opponent of a skyscraper planned for the middle of the Kenyan capital's main park—Uhuru Park.
- 11 She was vilified by Kenyan President Daniel arap Moi's government but succeeded in thwarting the plans.
- 12 More recently, she evolved into a leading campaigner on social matters.
- 13 Once she was beaten unconscious by heavy-handed police. On another occasion she led a demonstration of naked women.
- 14 In 1997, she ran for president against Mr. Moi but made little impact.

### Esteem

- 15 But in elections in 2002, she was elected as MP with 98% of the votes as part of an opposition coalition which swept to power after Mr. Moi stepped down.
- 16 She was appointed as a deputy environment minister in 2003.
- 17 Mrs. Maathai says she usually uses a biblical analogy of creation to stress the importance of the environment.
- 18 "God created the planet from Monday to Friday. On Saturday he created human beings.
- 19 "The truth of the matter is ... if man was created on Tuesday, I usually say, he would have been dead on Wednesday, because there would not have been the essential elements that he needs to survive," she told the BBC.
- 20 The Nobel Peace Prize committee praised her for taking "a holistic approach to sustainable development that embraces democracy, human rights and women's rights in particular."
- 21 She thinks globally and acts locally, they said.
- 22 She was born in 1940 and has three children.
- 23 Her former husband, whom she divorced in the 1980s, was said to have remarked that she was "too educated, too strong, too successful, too stubborn and too hard to control."

**vilified:** subjected to vicious statements  
**thwarting:** preventing

**coalition:** an alliance of people or groups

**holistic:** emphasizing the whole of something, as opposed to its parts  
**sustainable:** able to be maintained

#### My Notes


## ACTIVITY 3.17 continued

### Text Complexity

**Overall:** Complex  
**Lexile:** 1190L  
**Qualitative:** Moderate Difficulty  
**Task:** Moderate (Analyze)

### Leveled Differentiated Instruction

Students may need support to understand the sequence of events in "Wangari Maathai." Have students use a **Sequence of Events Timeline** to take notes as they read the text.

**Em** Guide students to read the text with a partner and stop to take notes about the sequence of events after each paragraph. Provide the sentence frames: *This paragraph is about ... The events in this paragraph happened before/after ...*

**Ex** Have students read the text with a partner and stop to take notes and answer questions about the sequence of events after each paragraph such as, *What happened in this paragraph? Where does this paragraph fit in the sequence of events?*

**Br** Have students read the text with a partner and take notes about the sequence of events using the graphic organizer.

### SCAFFOLDING THE TEXT-DEPENDENT QUESTIONS

1. Key Ideas and Details (RI.8.1) **What were some of the obstacles Wangari Maathai struggled against in creating and campaigning for the Green Belt Movement?** Read paragraphs 7 through 13. How did people resist Maathai's efforts? did the Nobel Peace Prize committee praise Maathai? Why do you think it was important to help people in her community first instead of all over the world?
2. Key Ideas and Details (RI.8.2) **Why do you think the Nobel Peace Prize committee praised Wangari Maathai for thinking globally and acting locally?** In paragraphs 20 and 21, how





## ACTIVITY 3.17 continued

**13** Have students access the home pages of Wangari Maathai's Green Belt Movement and Freerice.com, which is sponsored by the World Food Programme. Have them use the **graphic organizer** to analyze the specified elements of each organization's home page.

**14** Have students work in pairs, using the information in the chart to evaluate the elements of an effective organization home page.

**15** For independent practice, either during class or as homework, have students design their own Web pages including these elements.

### ASSESS


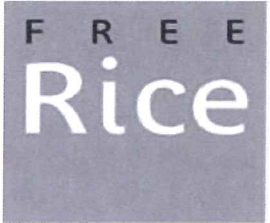
Review student work to determine student understanding of campaign features and how to use them for effect.

### ADAPT

If needed, work as a class to analyze additional examples of articles about or websites for organizations that are making a difference on a global scale.

ACTIVITY 3.17  
continued

## From Vision to Action

My comments:	Wangari Maathai	World Food Programme
Organization Name	The Green Belt Movement	World Food Programme Freerice
Logo		
Slogan	"A values-driven society of people who consciously work for continued improvement of their livelihoods and a greener, cleaner world."	Hunger: The World's Greatest Solvable Problem
Mission Statement	"We strive for better environmental management, community empowerment, and livelihood improvement using tree-planting as an entry point."	Freerice has two goals: Provide education to everyone for free. Help end world hunger by providing rice to hungry people for free.
Call to Action	International Tree Planting Campaign: Plant a tree anywhere in your own neighborhood and mark it on an interactive map.	"Somewhere in the world, a person is eating rice that you helped provide."

LIT?

### Check Your Understanding

Draft a website home page for the issue you researched in the previous activity. Use campaign features (organization name, logo, slogan, mission statement) for effect, and be sure to include a clear and reasonable call to action.

LC Connection

# Examining Media Campaigns

ACTIVITY  
3.18


## ACTIVITY 3.18

### PLAN

**Materials:** downloaded audio/vid PSAs from <http://knowhow2go.acenet.edu/> computers with Internet access  
**Suggested Pacing:** 1 50-minute class period

### TEACH

**1** Define *PSA*, and ask a student add a Word Wall card underneath heading “Media Types/Channels.” The brief informational article about PSAs is intended to give a b more information about a form of multimedia campaign students mi want to create.

 **Text Complexity**  
**Overall:** Accessible  
**Lexile:** 1290L  
**Qualitative:** Low Difficulty  
**Task:** Low (Understand)

**2** Read the Preview and the Sett a Purpose for Reading sections wi your students.

**3** **FIRST READ:** Based on the complexity of the passage and yo knowledge of your students, you may choose to conduct the first reading in a variety of ways:

- independent reading
- paired reading
- small group reading
- choral reading
- read aloud

**4** As students are reading, monitor their progress. Be sure they are engaged with the text an annotating parts that provide key information about PSAs. Evaluate whether the selected reading moc is effective.

**5** Based on the observations yo made during the first reading, you may want to adjust your reading mode. For example, you may deci for the second reading to read alo certain complex passages, or you may group students differently.

### Learning Targets

- Identify and explain how specific media types appeal to different target audiences.
- Evaluate the effectiveness of specific elements of multimedia campaigns.
- Create a visual that shows how to use persuasive appeals in different types of media to convince a target audience to take action.

### Preview

In this activity, you will read about multimedia campaigns and think about how to create your own.

### Setting a Purpose for Reading

- As you read the informational text, underline words and phrases that describe what public service announcements (PSAs) are like.
- Circle unknown words and phrases. Try to determine the meaning of the words by using context clues, word parts, or a dictionary.

### Informational Text

## Public Service Announcements

Knowledge Building

**1** Broadcast media—radio and television—are required by the Federal Communications Commission (FCC) to serve “in the public interest.” Most stations use PSAs as one of the ways they meet this requirement. While they aren’t required to donate a fixed percentage of air time per day to PSAs, stations do have to state in their licensing and renewal applications how much air time they plan to devote to PSAs. Most stations donate about a third of their commercial spots to non-commercial causes; in other words, if a station has 18 minutes of commercials in a given hour, six minutes of that will probably be devoted to PSAs.

**2** Public service announcements, or PSAs, are short messages produced on film, videotape, DVD, CD, audiotape, or as a computer file and given to radio and television stations. Generally, PSAs are sent as ready-to-air audio or video tapes, although radio stations sometimes prefer a script that their announcers can read live on the air.

**3** Since World War II, public service announcements (PSAs) have informed and attempted to persuade the public about a variety of issues.

**4** If people find an ad or PSA entertaining enough, they might talk about it with a friend or share it online. When this happens, many more people will receive the intended message.

**LEARNING STRATEGIES:**  
Graphic Organizer, Note-taking, Discussion Groups, Sketching

### WORD CONNECTIONS

#### Word Relationships

You can see that *commercial* derives from the word *commerce*, which is the buying and selling of goods. As a noun a *commercial* refers to an advertisement on television or radio. As an adjective, it describes a business or enterprise where the main goal is to make money and earn profits.

### INDEPENDENT READING LINK

#### Read and Discuss

Suppose you were to help the subject of your independent reading narrative make a PSA to promote his or her cause. Discuss with a classmate who the target audience of the PSA would be. What words or phrases would you use to appeal to that audience?

LC/ELD Connections:  
ELD Book: Unit 3  
Activity 3.1

### COMMON CORE STATE STANDARDS

#### Focus Standards:

**RI.8.7:** Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

**W.8.8:** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or

paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

**SL.8.2:** Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

#### Additional Standards Addressed:

RI.8.1; RI.8.2; RI.8.3; RI.8.4; RI.8.6; RI.8.8; W.8.4; W.8.6; SL.8.5; L.8.6



## ACTIVITY 3.18 continued

**6 SECOND READ:** During the second reading, students will be returning to the text to answer the text-dependent comprehension question. You may choose to have students reread and work on the question in a variety of ways:

- independently
- in pairs
- in small groups
- together as a class

**7** Have students answer the text-dependent question. If they have difficulty, scaffold the question by rephrasing it or breaking it down into smaller parts. See the Scaffolding the Text-Dependent Questions boxes for suggestions.

**8** In groups, pairs, or individually, students should locate and identify at least three public service campaigns that they find appealing. Students will then use the **graphic organizer** as they evaluate each PSA in terms of the elements given. You might analyze one PSA together as a class to model expectations. Make sure to examine the use of visual techniques for effect (framing, angles, color), and how language is used for effect (e.g., diction, syntax, imagery).

**9** Guide students as they analyze and evaluate the use of persuasive appeals in the campaigns they have selected.

## ACTIVITY 3.18 continued

# Examining Media Campaigns

My Notes

\*Teacher might use:  
psacentral.org

### Second Read

- Reread the informational text to answer these text-dependent questions.
- Write any additional questions you have about the text in your Reader/Writer Notebook.

**1. Key Ideas and Details:** What evidence in this text suggests that public service announcements are not intended for commercial purposes?  
PSAs are not advertisements for products or services that require people to buy them. They may, however, encourage people to take actions, such as getting a flu shot, that may require a payment to the provider. RI.8.2

### Working from the Text

- 2.** Brainstorm types of media you could use to raise awareness and encourage action about an issue of national or global significance.  
Television, Internet, Facebook, Twitter, newspapers, magazines, radio, YouTube, billboard, blog, podcast
- 3.** What is meant by a target audience? How does audience affect how an argument is developed and presented?  
A target audience is the group of people whom you want to receive your message. Different tactics can be used in delivering the message depending on the audience.
- 4.** Research examples of public service announcements and campaigns. You might use the Internet, listen to radio, watch television, or look at newspaper or magazine ads to find examples. Find at least three examples that appeal to you, and **evaluate** them for the clarity of their messages, use of visuals and multimedia elements, and effectiveness.

Description of PSA	Clarity of Message	Use of Visuals/ Multimedia Elements	Effectiveness
Name: Purpose: Audience: Content:			
Name: Purpose: Audience: Content:			
Name: Purpose: Audience: Content:			

### SCAFFOLDING THE TEXT-DEPENDENT QUESTIONS

**1. Key Ideas and Details (RI.8.2)** What evidence in this text suggests that public service announcements are not intended for commercial purposes? Review the Word Connection box about the word “commercial.” What parts of the text, particularly in paragraph 3, suggest that PSAs do not contain a commercial message?



## ACTIVITY 3.19

### ▶ PLAN

**Suggested Pacing:** 1 50-minute class period

### ▶ TEACH

**1** Read the Preview and the Setting a Purpose for Reading sections with your students. Help them understand what they will be annotating.

**2 FIRST READ:** Based on the complexity of the passage and your knowledge of your students, you may choose to conduct the first reading in a variety of ways:

- independent reading
- paired reading
- small group reading
- choral reading
- read aloud

**3** As students are reading, monitor their progress. Be sure they are engaged with the text and annotating instances of *logos* and *pathos*. Evaluate whether the selected reading mode is effective.

**4** Based on the observations you made during the first reading, you may want to adjust your reading mode. For example, you may decide for the second reading to read aloud certain complex passages, or you may group students differently.

LC/ELD Connection:  
ELD Book: Unit 3  
Activity 3.2.

## ACTIVITY 3.19

# Raising Awareness

**LEARNING STRATEGIES:**  
Diffusing, Graphic Organizer,  
Note-taking, Collaborative  
Discussion

My Notes

### WORD CONNECTIONS

#### Content Connections

Neuroblastoma is a tumor that affects young children. It commonly begins in the abdomen and develops from tissues in the part of the nervous system that controls body functions.

### GRAMMAR & USAGE

#### Verb Tenses

The present progressive verb tense describes an ongoing action that is happening at the same time the statement is written. This tense is formed by using *am*, *is*, or *are* with the verb form ending in *-ing*. For example, look at the first sentence in paragraph 10: "In McFarland ... **are being reported**." The words "are being reported" show that the action was happening when the writer wrote this article.

### Learning Target

- Evaluate the effectiveness of arguments in print texts.

### Preview

In this activity, you will read part of a speech and think about how to make an argument effectively.

### Setting a Purpose for Reading

- As you read the speech, mark with *L* words and phrases that use *logos* (facts) to support the argument, and mark with *P* words and phrases that use *pathos* (emotion).
- Circle unknown words and phrases. Try to determine the meaning of the words by using context clues, word parts, or a dictionary.

### ABOUT THE AUTHOR

Cesar Chavez (1927–1993) was born in Yuma, Arizona, to a family that worked as migrant farm workers. As a migrant worker himself in 1962, he founded the National Farm Workers Association (NFWA). This group led strikes throughout California against agricultural businesses, including grape growers and lettuce growers. The NFWA changed its name to the United Farm Workers of America, and Chavez continued to campaign for fair labor practices and worker safety with nonviolent protests. A year after his death, Chavez was awarded the Presidential Medal of Freedom.

### Speech

## Close Reading Text

ADDRESS BY

# CAESAR CHAVEZ,

PRESIDENT, UNITED FARM WORKERS OF AMERICA, AFL-CIO

Pacific Lutheran University  
March 1989, Tacoma, Washington

- 1 What is the worth of a man or a woman? What is the worth of a farm worker? How do you measure the value of a life?
- 2 Ask the parents of Johnnie Rodriguez.
- 3 Johnnie Rodriguez was not even a man; Johnnie was a five year old boy when he died after a painful two year battle against cancer.
- 4 His parents, Juan and Elia, are farm workers. Like all grape workers, they are exposed to pesticides and other agricultural chemicals. Elia worked in the table grapes around Delano, California until she was eight months pregnant with Johnnie.
- 5 Juan and Elia cannot say for certain if pesticides caused their son's cancer. But neuroblastoma is one of the cancers found in McFarland, a small farm town only a few miles from Delano, where the Rodriguezes live.
- 6 "Pesticides are always in the fields and around the towns," Johnnie's father told us. "The children get the chemicals when they play outside, drink the water or when they hug you after you come home from working in fields that are sprayed."

### COMMON CORE STATE STANDARDS

#### Focus Standard:

**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.

#### Additional Standards Addressed:

RI.8.1; RI.8.2; RI.8.3; RI.8.4; RI.8.5; RI.8.6; W.8.7; SL.8.2; L.8.6

**Text Complexity**  
**Overall:** Very Complex  
**Lexile:** 1350L  
**Qualitative:** Moderate Difficulty  
**Task:** Challenging (Evaluate)

7 “Once your son has cancer, it’s pretty hard to take,” Juan Rodriguez says. “You hope it’s a mistake, you pray. He was a real nice boy. He took it strong and lived as long as he could.”

8 I keep a picture of Johnnie Rodriguez. He is sitting on his bed, hugging his Teddy bears. His sad eyes and cherubic face stare out at you. The photo was taken four days before he died.

9 Johnnie Rodriguez was one of 13 McFarland children diagnosed with cancer in recent years; and one of six who have died from the disease. With only 6,000 residents, the rate of cancer in McFarland is 400 percent above normal.

10 In McFarland and in Fowler childhood cancer cases are being reported in excess of expected rates. In Delano and other farming towns, questions are also being raised.

11 The chief source of **carcinogens** in these communities are **pesticides** from the vineyards and fields that encircle them. Health experts believe the high rate of cancer in McFarland is from pesticides and nitrate-containing fertilizers **leaching** into the water system from surrounding fields.

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12 Farm workers and their families are exposed to pesticides from the crops they work. The soil the crops are grown in. Drift from sprays applied to adjoining fields—and often to the very field where they are working.

13 The fields that surround their homes are heavily and repeatedly sprayed. Pesticides pollute irrigation water and groundwater.

14 Children are still a big part of the labor force. Or they are taken to the fields by their parents because there is no child care.

15 Pregnant women labor in the fields to help support their families. **Toxic** exposure begins at a very young age—often in the womb.

16 What does acute pesticide poisoning produce?

17 Eye and respiratory irritations. Skin rashes. Systemic poisoning.

18 Death.

19 What are the chronic effects of pesticide poisoning on people, including farm workers and their children, according to scientific studies?

20 Birth defects. Sterility. Still births. Miscarriages. Neurological and neuropsychological effects. Effects on child growth and development.

21 Cancer.

22 Do we feel deeply enough the pain of those who must work in the fields every day with these poisons? Or the anguish of the families that have lost loved ones to cancer? Or the heartache of the parents who fear for the lives of their children? Who are raising children with deformities? Who agonize the outcome of their pregnancies?

My Notes

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**carcinogen:** a substance that causes cancer  
**pesticides:** chemicals used to kill insects  
**leaching:** draining  
**toxic:** poisonous

**GRAMMAR & USAGE**  
 Sentence Fragments

In almost all cases, incomplete sentences are incorrect. There are instances, however, where they can be used for effect. Look at paragraphs 17 and 18. These are incomplete sentences because they have no verbs. Paragraph 16, though, asks about the effects of pesticide poisoning. By following with a set of sentence fragments, each danger is emphasized more than it would be in a regular sentence separated with commas.

Think about how sentence fragments might help emphasize a point in your writing.

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**SCAFFOLDING THE TEXT-DEPENDENT QUESTIONS**

1. **Craft and Structure (RI.8.5) What can you predict about this article given the opening question of the speech? Is the question intended to appeal to logos, pathos, or ethos? Explain.**

Read the questions posed in paragraph 1. How do you think those questions will be answered throughout the speech? Do the questions require logical, emotional, or ethical answers?

2. **Key Ideas and Details (RI.8.3) The speaker opens his speech with an anecdote. What kind**

**of persuasive appeal is he using and what effect does it have?** Read the anecdote about Johnnie Rodriguez in paragraphs 3 through 8. How does this anecdote make you feel? Is this effective in making you concerned about the case Chavez is making?

3. **Key Ideas and Details (RI.8.2) What is the claim Cesar Chavez is making?** Read paragraphs 9 through 13. What link is Chavez

