

Unit 3: Research Simulation Task 2023

Content Area: **English**
Course(s): **Language Arts Literacy**
Time Period: **January**
Length: **90 days**
Status: **Published**

Unit Overview:

Students will conduct short research projects, where sources are analyzed and evaluated, both in isolation and against each other. During this unit, students will read, examine, and analyze literary non-fiction and works of literature that are focused on two distinct, but thematically related time periods. The first research simulation task will be focused around works that are related to abolitionists in the United States in the late 1800s and following that legacy of resistance up through the Civil Rights Movement of the 1950s and 1960s. The second research simulation task will be focused on works that relate to the Holocaust and further acts of genocide throughout the 21st century.

Essential Questions:

1. How can research skills and strategies be effectively applied to investigate complex topics and issues?
2. What criteria should be used to evaluate the credibility and reliability of sources in research?
3. How can multiple sources of information be analyzed and synthesized to develop a comprehensive understanding of a topic?
4. What are the ethical responsibilities and considerations involved in conducting research, such as avoiding plagiarism and respecting intellectual property rights?
5. How does the interpretation of diverse perspectives and sources contribute to a more nuanced understanding of complex issues?
6. What strategies can be employed to effectively organize and present research findings in a coherent and persuasive manner?
7. How does research support critical thinking and informed decision-making in various disciplines?

Enduring Understandings:

1. Research is a valuable tool for acquiring knowledge and understanding across various disciplines.
2. Effective research involves identifying reliable sources, evaluating their credibility, and using information ethically.
3. Analyzing and synthesizing information from multiple sources enhances critical thinking and supports informed decision-making.
4. Effective communication of research findings requires clear organization, coherent arguments, and appropriate use of evidence.
5. Research skills are transferable and applicable beyond the classroom, empowering students to become lifelong learners.
6. Collaborative research allows for diverse viewpoints, improves problem-solving abilities, and enhances overall research outcomes.
7. Ethical considerations, such as acknowledging sources and respecting intellectual property rights, are

integral to responsible research practices.

Standards/Indicators/Student Learning Objectives (SLOs):

ANCHOR STANDARDS:

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

8th Grade Progress Indicators:

RI.8.1. Cite the textual evidence and make relevant connections 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.

RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RI.8.5. Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.

RI.8.6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

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.

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.

RI.8.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

Critical Language

- Thesis
- Back Story
- Claim
- Proper Citations
- Analyze
- Evaluate
- Synthesize
- Inference
- Tone
- Author's Intent
- Author's Purpose
- Structure
- Validity
- Mediums
- Implicit
- Explicit

Content Specific Focus Skills

Writing

- Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Establish and maintain a formal style/academic style, approach, and form.
- Provide a concluding statement or section that follows from and supports the information or explanation presented.

Reading

- 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.
- Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.
- Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
- Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
- Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

Inter-Disciplinary Connections:

Social Studies

- Abolitionists leading up to the Civil War
- The Civil Rights Movement of the 1950s and 1960s
- The Holocaust
- Genocides since the 1940s

Equity Considerations

Climate Change

Asian American Pacific Islander Mandate

Topic:

- Japanese American internment during World War II

Materials Used:

- Excerpts from *Farewell to Manzanar* by Jeanne Wakatsuki

Addresses the Following Component of the Mandate:

- Political/Social

- Economic
- Political
- Social

Amistad Mandate

Topic:

- Abolitionists in the years leading up to the Civil War
- The Civil Rights movement of the 1950s and 1960s (with a particular focus on the desegregation of public schools)

Materials Used:

- Excerpts from Narrative of the Life of Frederick Douglass, an American Slave (memoir/personal narrative)
- Excerpts from Harriet Tubman: Conductor on the Underground Railroad
- Excerpts from Chasing Lincoln's Killer by James Swanson
- Excerpt from Emancipation from Russell Freedman
- Excerpt from Brown vs Board of Education by Walter Dean Myers
- Excerpt from: The American Dream (speech by Dr. King)
- Excerpt from: "Choice" by Alice Walker (speech during Civil Rights Movement)
- Excerpt from NPR interview with Dr. Melba Beals (Little Rock Nine)

Addresses the Following Component of the Mandate:

- Focus upon the contributions and history of African-Americans in relation to the abolition of slavery in the United States, and later, for the desegregation of public schools.

- African Slave Trade
- Amistad
- Contributions of African Americans to our Society
- Slavery in America
- Vestiges of Slavery in this Country

Holocaust Mandate

Topic:

- Events that led up to the Holocaust
- The Holocaust

Materials Used:

- Night by Elie Wiesel
- The Diary of Anne Frank by Frances Goodrich and Albert Hackett (play adaptation)
- “Death’s Head Revisited” from The Twilight Zone

Addresses the Following Component of the Mandate:

- We discuss the events that led up to the Holocaust, the events of the Holocaust itself, as well as the after effects.

- Bias
- Bigotry
- Bullying
- Holocaust Studies
- Prejudice

LGBTQ and Disabilities Mandate

Topic:

Materials Used:

Addresses the Following Component of the Mandate:

- Economic
- Political
- Social

Summative Assessment:

Students will respond to the following Research Simulation Task prompts for each of the two subunits within this unit:

- You have learned about the 1954 Brown vs Board of Education Supreme Court decision by reading an essay by Walter Dean Myers, watching the movie Remember the Titans (a dramatization of the integration of T.C. Williams High School in Virginia in 1971), and by listening to an interview with

Dr. Melba Beals, one of the Little Rock Nine.

Write an essay where you evaluate the effectiveness of each of these specific sources when it comes to learning about this topic. What are the strengths of using each source to learn about the desegregation of schools? What are the weaknesses of each source?

- Over the past few weeks, we've examined Holocaust literature, including the play *The Diary of Anne Frank*, the novel *Night*, and the episode "Death's Head Revisited" from *The Twilight Zone*.

One of the goals of the Nazis during the Holocaust was to dehumanize their victims, Jewish people in particular. Write an essay where you explain how the works of literature that we've examined do the exact opposite. How do they humanize Anne Frank, Eliezer, and the other Jewish people/characters portrayed?

The students' writing will be assessed using a common scoring rubric. The rubric will be shared with the students at the outset of the unit.

Benchmark (Assessment)

- Reading responses
- Skills based assessment
- Writing responses

Alternative Assessment

- Case based scenarios
- Concept maps
- Performance based assignments
- Performance tasks
- Portfolios
- Presentations
- Project based assignments
- Reflective pieces

Resources & Materials:

Information/Non-Fiction:

- Excerpts from Narrative of the Life of Frederick Douglass, an American Slave (memoir/personal narrative)
- Excerpts from Harriet Tubman: Conductor on the Underground Railroad
- Excerpts from Chasing Lincoln's Killer by James Swanson
- Excerpt from Emancipation from Russell Freedman
- Excerpt from Brown vs Board of Education by Walter Dean Myers
- Excerpt from: The American Dream (speech by Dr. King)
- Excerpt from: "Choice" by Alice Walker (speech during Civil Rights Movement)
- Excerpt from NPR interview with Dr. Melba Beals (Little Rock Nine)
- Achieve 3000 Article: Never Again (Holocaust)
- Achieve 3000 Article: Improvising a Dream (Civil Rights)
- Actively Learn: "Ukrainian Teens' Voices from the Middle of War"
- Ukraine Tik Tok Videos: Teens expressing their experiences showing how the Social Media Platform can be used to educate people about atrocities.
- Excerpts from *Farewell to Manzanar* by Jeanne Wakatsuki

Fiction:

- Remember the Titans (film)
- excerpts from *Night* by Elie Wiesel
- The Diary of Anne Frank by Frances Goodrich and Albert Hackett (play adaptation)
- "Death's Head Revisited" from The Twilight Zone

Instructional Strategies, Learning Activities, and Levels of Blooms/DOK:

In the course of focusing on responding to Research Simulation Task prompts, students will focus on the skills of analyzing and evaluating. During this process, they will do the following:

- Read mentor texts
- Use graphic organizers to collect their thoughts
- Write
- Revise/Edit

Students will use the following instructional strategies during their work.

- Graphic organizers
- Guided practice (teacher led)
- Individual practice

Depth of Knowledge

- Students will demonstrate all 4 levels.
- Level One: Listing elements of a text that stand out to them, recalling the author/artist of the text, defining key terms.
- Level Two: Comparing how different texts address the same topic
- Level Three: Citing evidence to support claims, revising written work
- Level Four: Critiquing and evaluating sources

Formative Assessment:

- Anticipatory Set
- Closure
- Warm-Up

Modifications

G&T Modifications:

- Alternate assignments/enrichment assignments
- Enrichment projects
- Extension activities
- Higher-level cooperative learning activities
- Pairing direct instruction with coaching to promote self-directed learning
- Provide higher-order questioning and discussion opportunities
- Provide texts at a higher reading level
- Tiered assignments
- Tiered centers

ELL Modifications:

- Choice of test format (multiple-choice, essay, true-false)
- Continue practicing vocabulary

- Provide study guides prior to tests
- Read directions to the student
- Read test passages aloud (for comprehension assessment)
- Vary test formats

At Risk Modifications

The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students. In addition, the following may be considered:

- Additional time for assignments
- Adjusted assignment timelines
- Agenda book and checklists
- Answers to be dictated
- Assistance in maintaining uncluttered space
- Books on tape
- Concrete examples
- Extra visual and verbal cues and prompts
- Follow a routine/schedule
- Graphic organizers
- Have students restate information
- No penalty for spelling errors or sloppy handwriting
- Peer or scribe note-taking
- Personalized examples
- Preferential seating
- Provision of notes or outlines
- Reduction of distractions
- Review of directions
- Review sessions
- Space for movement or breaks
- Support auditory presentations with visuals
- Teach time management skills
- Use of a study carrel
- Use of mnemonics
- Varied reinforcement procedures
- Work in progress check

IEP & 504 Modifications:

*All teachers of students with special needs must review each student's IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum.

Possible Modifications/Accommodations: (See listed items below):

- Allow for redos/retakes
- Assign fewer problems at one time (e.g., assign only odds or evens)
- Differentiated center-based small group instruction
- Extra time on assessments
- Highlight key directions
- If a manipulative is used during instruction, allow its use on a test
- Opportunities for cooperative partner work
- Provide reteach pages if necessary
- Provide several ways to solve a problem if possible
- Provide visual aids and anchor charts
- Test in alternative site
- Tiered lessons and assignments
- Use of a graphic organizer
- Use of concrete materials and objects (manipulatives)
- Use of word processor