Unit 2-3 Writer as Researcher

Content Area: **Language Arts**
Course(s): **Lang. Arts 7 ACC**
Time Period: **Marking Period 2**
Length: **MP2-3**
Status: **Published**

Essential Questions

- How do I determine the validity of gathered research?
- What are the strategies and structures that contribute to an effective research report?

Big Ideas

Anchor Standards

AS.R.1-3 The interactions of literary elements contribute to its overall meaning.

AS.R.4-6 Authors use the structure of text and nuances of language to craft their work.

AS.R.7-9 Good readers deduce meaning from text through interpretation and comparison.

AS.W.1-3 Different formats of writing are used for different purposes.

AS.W.4-6 Technology is a useful tool for assisting authors with the writing process.

AS.W.7-9 Research requires the synthesis of ideas from a variety of sources and the presentation of those ideas in an original written interpretation.

AS.SL.1-3 The ability to clearly articulate one's thoughts and listen critically is essential to working collaboratively with others.

AS.SL.4-6 Presenters consider a variety of tools to assist in effectively organizing and communicating their ideas to an audience.

AS.L.1-2 Demonstrating a command of Standard English is an essential life skill.

Core Reading: *Refugee, Kristallnacht: The Nazi Terror That Began the Holocaust, Assorted non fiction texts related to the Holocaust/Resistance*

Core Writing: Research Report

Other Formative Writing: Response/Reflection Journal Entries, Open-Ended Responses, Various Informational Text Analysis Using Multiple Text Evidence

Supplemental Resources: *Prentice Hall Literacy, Hitler Youth: Growing Up in Hitler's Shadow* by: Susan Bartoletti, *We Will Not Be Silent: The White Rose Student Resistance Movement That Defied Adolf Hitler,* Russell Freedman, *Junior Scholastic News, Foundations, Sadlier-Oxford Vocabulary Workshop,* Google Platform

Supplemental Independent Inquiry Project: Holocaust, WWII Research Inquiry

Presentation Skills: Technology Enhanced Research Presentation, Socratic Seminar

Technology: Google Platform, online collaboration, book club/literature circles, reader response, research

Cross-Curricular Integration

Integration Area: Social Studies

6.2.8.D.3.d Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.

6.2.8.D.3.e Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.

6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible 35 world citizens in the 21st century.

Activity:

During a study of the novel, *Kristallnacht* by James Deem, students will extrapolate evidence from multiple online and print sources to conduct formal research on the Holocaust, the Resistance and major participants involved in the time period.

CSDT Technology Integration

8.1.8DA.1: Organize and transform data collected using computational tools

to make it usable for a specific purpose

8.1.8.DA.3: Identify the appropriate tool to access data based on its file format

8.1.8.DA.4: Transform data to remove errors and improve the accuracy of the data for analysis.

8.1.8.DA.5: Test, analyze, and refine computational models.

Activity:

Complete research and then create a Google Slideshow andtimeline that represents the life and involvement of a person during Kristallnacht.

Some Were Neighbors Project: students research a group of people who were considered bystanders during the Holocaust.

Publishing: Research Essay, Works Cited Page, MLA Format

Resources

Prentice Hall Literacy, Hitler Youth: Growing Up in Hitler's Shadow by: Susan Bartoletti, *Junior Scholastic News, Foundations, Sadlier-Oxford Vocabulary Workshop,* Google Platform

Research Paper Rubric