EXPEDITIONARY LEARNING

Grade 6: Module 3A: Unit 3:
Overview

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Unit 3: Researching and Interpreting Information: How the 1906 San Francisco Earthquake and Fire Affected the People of San Francisco

In this unit, students delve more deeply into learning about the San Francisco earthquake and fire in order to write a newspaper article to answer the question: How did the 1906 San Francisco earthquake and fire affect the people of San Francisco? The unit informally begins in Lessons 12 and 13 of Unit 2 (while teachers assess students' literary analysis essays). Students begin by researching factual information and eyewitness accounts and collecting what they find on graphic organizers. Students also read literary texts about the earthquake and fires and make connections between the ideas in those texts. In the second half of the unit, students analyze newspaper articles in order to learn about the features of a newspaper article. Students then evaluate the information and quotes they have collected through research to determine an angle for their article. They organize their information to write a newspaper article to answer the research question, following the inverted pyramid structure—where the most important information is at the beginning.

Guiding Questions and Big Ideas

- **What is the purpose of a newspaper article?**
- **Why do newspaper articles contain more than one perspective of an event?**
- *Understanding diverse points of view helps us to live in an increasingly diverse society.*
- *Newspaper articles contain multiple perspectives of the same event in order to give the reader a sense of what an event was like for a lot of different people.*

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Mid-Unit 3 Assessment	**Part 1: Researching and Interpreting Information: Researching the Destruction Caused by the 1906 San Francisco Earthquake and Fire Affected the People of San Francisco** **Part 2: Explaining How New information Connects to the Topic** This assessment centers on NYSP12 ELA CCLS RL.6.11, W.6.7, and SL.6.2. There are two parts to this assessment. In Part 1, students interpret the information presented in diverse media and formats to answer the question: What destruction did the 1906 San Francisco earthquake and fires cause? They record their interpretations on a graphic organizer. In Part 2, students explain orally how the resources they have looked at contribute to the topic of the destruction caused by the 1906 earthquake and fires.
End of Unit 3 Assessment	**Draft Newspaper Article: How the 1906 San Francisco Earthquake and Fire Affected the People of San Francisco** This assessment centers on NYSP12 ELA CCLS RI.6.7, W.6.2a–f, W.6.4a, and W.6.9. Students write a first draft of their newspaper article to answer the question: How did the 1906 San Francisco earthquake and fire affect the people of San Francisco? They choose an angle for their newspaper article and select factual information and eyewitness quotes from research that is most compelling and relevant to their angle. They follow the journalist's inverted pyramid structure to organize their research and their writing.

Final Performance Task	**Newspaper Article: How the 1906 San Francisco Earthquake and Fire Affected the People of San Francisco** In this performance task, students have a chance to complete their learning about the 1906 San Francisco earthquake and fire and how it affected the people of San Francisco by writing a newspaper article about the event. They research to gather factual information and eyewitness accounts, and then use their research to determine an angle they want to take when writing their article. They use journalist tools and techniques like the five W's and the inverted pyramid to make their newspaper article as authentic as possible, and they analyze real-world newspaper articles in order to build criteria for their own work. This task addresses NYSP12 ELA CCLS RI.6.7, W.6.2, W.6.4a, W.6.9, and L.6.3.

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Content Connections

This module is designed to address English Language Arts standards as students read literature and informational text about the 1906 San Francisco earthquake and fires. However, the module intentionally incorporates Social Studies practices and themes to support potential interdisciplinary connections to this compelling content. These intentional connections are described below.

Big ideas and guiding questions are informed by the New York State Common Core K–8 Social Studies Framework:

Unifying Themes (pages 6–7)

- Theme 1: Individual Development and Cultural Identity: The role of social, political, and cultural interactions supports the development of identity. Personal identity is a function of an individual's culture, time, place, geography, interaction with groups, influences from institutions, and lived experiences.
- Theme 2: Development, Movement, and Interaction of Cultures: Role of diversity within and among cultures. Aspects of culture such as belief systems, religious faith, or political ideas as influences on other parts of a culture such as its institutions or literature, music, and art.
- Theme 10: Global Connections and Exchange: Past, current, and likely future global interactions and connections. Cultural diffusion, the spread of ideas, beliefs, technology, and goods. Role of technology. Benefits/consequences of global interdependence (social, political, economic). Causes and patterns of migration of people. Tension between national interests and global priorities.

Social Studies Practices: Gathering, Using, and Interpreting Evidence, Grades 5–8:

- Descriptor 2: Identify, describe, and evaluate evidence about events from diverse sources (including written documents, works of art, photographs, charts and graphs, artifacts, oral traditions, and other primary and secondary sources).
- Descriptor 3: Analyze evidence in terms of content, authorship, point of view, purpose, and format; identify bias; explain the role of bias and audience in presenting arguments or evidence.

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Central Texts
1. Laurence Yep, *Dragonwings* (New York: HarperCollins Publishers Inc., 1975), ISBN: 978-0-064-40085-5.
2. Emma M. Burke, "Comprehending the Calamity," in *Overlook Magazine*, June 1906 (excerpts).
3. Eliza's Pittsinger, "Poem of the Earthquake," as found at http://www.sfgenealogy.com/sf/history/1906/hgpoem.htm.
4. "Scene 1: The Great Earthquake and Fires of 1906: A Dramatic Remembrance," written by Expeditionary Learning for instructional purposes.
5. "Waking Up in a Nightmare," written by Expeditionary Learning for instructional purposes.
6. "Photo: View from Laguna and Market Streets of the Great Fire Burning through the Mission District," in "16 Views of the Great Earthquake and Fire" (PowerPoint), as found at http://www.sfmuseum.org/1906/photos.html, Slide 7.
7. Lloyd Head, "One Boy's Experience," in *Our Junior Citizens*, July 28, 1906, as found at http://www.sfmuseum.net/1906/ew7.html.
8. "Casualties and Damage after the 1906 Earthquake," on USGS.gov, as found at http://earthquake.usgs.gov/regional/nca/1906/18april/casualties.php.
9. "Photos: Area Destroyed by the Fire of April 18–21, 1906," as found at http://www.zpub.com/sf/history/burned.html.
10. Matt Smith, "Sandy wreaks havoc across Northeast; at least 11 dead," on CNN.com, October 30, 2012, as found at http://news.blogs.cnn.com/2012/10/29/hurricane-sandy-strengthens-to-85-mph/.
11. "The Great 1906 San Francisco Earthquake," on USGS.gov, as found at http://earthquake.usgs.gov/regional/nca/1906/18april/index.php.
12. Gladys Hansen, "Timeline of the San Francisco Earthquake, April 18–23, 1906," on SFMuseum.org, as found at http://www.sfmuseum.org/alm/quakes2.html.
13. "The San Francisco Earthquake, 1906," from Eyewitness to History, as found at http://www.eyewitnesstohistory.com/sfeq.htm.

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This unit is approximately 2.5 weeks or 12 sessions of instruction.

Lesson	Lesson Title	Long-Term Learning Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 1	Writing Interview Questions	• I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.6.2) • I can interpret, analyze, and evaluate narratives, poetry, and drama, aesthetically and ethically by making connections to: other texts, ideas, cultural perspectives, eras, personal events, and situations. (RL.6.11) • I can conduct short research projects to answer a question. (W.6.7) • I can use several sources in my research. (W.6.7) • I can refocus or refine my question when appropriate. (W.6.7)	• I can interpret an excerpt of a poem and make connections between it and other texts I have read. • I can write interview questions that will provide me with the information I need in my newspaper article.	• Exit Ticket: Interview Questions	• Connecting Texts

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Lesson	Lesson Title	Long-Term Learning Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 2	Researching: Eyewitness Accounts, Part 1	• I can recognize, interpret, and make connections in narratives, poetry, and drama, ethically and artistically to other texts, ideas, cultural perspectives, eras, personal events, and situations. (RL.6.11) • I can determine the main idea of an informational text based on details in the text. (RI.6.2) • I can summarize an informational text using only information from the text. (RI.6.2) • I can conduct short research projects to answer a question. (W.6.7) • I can use several sources in my research. (W.6.7) • I can refocus or refine my question when appropriate. (W.6.7)	• I can interpret an excerpt of a play and make connections between it and other texts I have read. • I can identify compelling quotes to answer my research questions in an eyewitness account.	• Researching Eyewitness Accounts graphic organizer	

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Lesson	Lesson Title	Long-Term Learning Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 3	Researching: Eyewitness Accounts, Part 2	• I can recognize, interpret, and make connections in narratives, poetry, and drama, ethically and artistically to other texts, ideas, cultural perspectives, eras, personal events, and situations. (RL.6.11) • I can determine the main idea of an informational text based on details in the text. (RI.6.2) • I can summarize an informational text using only information from the text. (RI.6.2) • I can conduct short research projects to answer a question. (W.6.7) • I can use several sources in my research. (W.6.7) • I can refocus or refine my question when appropriate. (W.6.7)	• I can interpret a short story and make connections between it and other texts I have read. • I can identify compelling quotes to answer my research questions in an eyewitness account.	• Researching Eyewitness Accounts graphic organizer	• Connecting Texts

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Lesson	Lesson Title	Long-Term Learning Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 4	Mid-Unit 3 Assessment Part 1: Researching the Destruction Caused by the 1906 San Francisco Earthquake and Fires	• I can conduct short research projects to answer a question. (W.6.7) • I can use several sources in my research. (W.6.7) • I can refocus or refine my question when appropriate. (W.6.7) • I can interpret information presented in different media and formats. (SL.6.2) • I can explain how new information connects to a topic, text, or issue I am studying. (SL.6.2) • I can recognize, interpret, and make connections in narratives, poetry, and drama, ethically and artistically to other texts, ideas, cultural perspectives, eras, personal events, and situations. (RL.6.11)	• I can interpret information from different resources as part of my research about the 1906 San Francisco earthquake and fire and explain how it deepens my understanding of the 1906 San Francisco earthquake and fire. • I can refocus the research question to guide my continuing research. • I can interpret a short story and make connections between it and other texts I have read.	• Mid-Unit 3 Assessment Part 1: Researching and Interpreting Information: Researching the Destruction Caused by the 1906 San Francisco Earthquake and Fires	• Connecting Texts
Lesson 5	Mid-Unit 3 Assessment Part 2: Explaining How New Information Connects to the Topic	• I can interpret information presented in different media and formats. (SL.6.2) • I can explain how new information connects to a topic, text, or issue I am studying. (SL.6.2)	• I can explain how the new information I found through research deepens my understanding of the destruction of the 1906 San Francisco earthquake and fire.	• Mid-Unit 3 Assessment, Part 2: Explaining How New Information Connects to the Topic Rubric •	
Lesson 6	The Five W's	• I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.6.2)	• I can use the information from my research to determine who, what, where, when, and why to form the basis of my newspaper article. • I can choose a compelling angle for my article that is supported by the information from my research.	• Five W's web organizer	• Newspaper Article Criteria

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Lesson	Lesson Title	Long-Term Learning Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 7	Analyzing the Features of a Newspaper Article	• I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.6.2) • I can produce text (print or nonprint) that explores a variety of cultures and perspectives (W.6.4a) •	• I can identify the features of a newspaper article. • I can evaluate research to choose the most relevant factual information to support my angle.	• Annotated newspaper articles	• Newspaper Article Criteria

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Lesson	Lesson Title	Long-Term Learning Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 8	Evaluating Eyewitness Accounts	• I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.6.2) • I can organize my information using various strategies (e.g., definition/classification, comparison/contrast, cause/effect). (W.6.2b) • I can develop the topic with relevant facts, definitions, concrete details, and quotations. (W.6.2d) • I can produce text (print or nonprint) that explores a variety of cultures and perspectives. (W.6.4a) • I can use evidence from a variety of grade-appropriate texts to support analysis, reflection, and research. (W.6.9) • I can apply grade 6 Reading standards to literature (e.g., "compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics"). (W.6.9a)	• I can evaluate research to choose the most relevant eyewitness accounts showing a variety of perspectives.	• Eyewitness account quotes recorded on the Newspaper Article Planning graphic organizer	• Newspaper Article Criteria

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Lesson	Lesson Title	Long-Term Learning Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 9	Organizing Research: The Inverted Pyramid	• I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.6.2) • I can introduce the topic of my text. • I can organize my information using various strategies (e.g., definition/classification, comparison/contrast, cause/effect). • I can include headings, graphics, and multimedia to help readers understand my ideas. • b. I can develop the topic with relevant facts, definitions, concrete details, and quotations. • I can use evidence from a variety of grade-appropriate texts to support analysis, reflection, and research. (W.6.9) • I can apply grade 6 Reading standards to literature (e.g., "compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics"). (W.6.9a) • I can integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. (RI.6.7)	• I can use the inverted pyramid to organize my research to form the structure of my newspaper article. • I can choose a visual component to develop the reader's understanding of my angle.	• Information organized according to the inverted pyramid structure on the Newspaper Article Planning graphic organizer	• Newspaper Article Criteria

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Lesson	Lesson Title	Long-Term Learning Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 10	End of Unit 3 Assessment: Drafting the Newspaper Article	• I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.6.2) • I can introduce the topic of my text. • I can organize my information using various strategies (e.g., definition/classification, comparison/contrast, cause/effect). • I can include headings, graphics, and multimedia to help readers understand my ideas. • I can develop the topic with relevant facts, definitions, concrete details, and quotations. • I can use transitions to clarify relationships among my ideas. • I can use contextually specific language/vocabulary to inform or explain about a topic. • I can establish and maintain a formal style in my writing. • I can construct a concluding statement or section of an informative/explanatory text. • I can produce text (print or nonprint) that explores a variety of cultures and perspectives. (W.6.4a) • I can use evidence from a variety of grade-appropriate texts to support analysis, reflection, and research. (W.6.9) •	• I can use active words and domain-specific vocabulary in my newspaper article. • I can draft an interesting, accurate, and objective newspaper article based on carefully selected evidence.	• End of Unit 3 Assessment: Draft newspaper article	• Newspaper Article Criteria

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Lesson	Lesson Title	Long-Term Learning Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 10 (continued)		• I can apply grade 6 Reading standards to literature (e.g., "compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics"). (W.6.9a) • I can integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. (RI.6.7)			
Lesson 11	Revising the Newspaper Article: Sentence Structure and Transitions	• I can use a variety of sentence structures to make my writing and speaking more interesting. (L.6.3a) • I can maintain consistency in style and tone when writing and speaking. (L.6.3b)	• I can use a variety of sentence structures to make my article more interesting. • I can use appropriate transitions to make the newspaper article flow smoothly.	• Revised End of Unit 3 Assessment: Draft newspaper article • Self-assessment of the article on Row 3 of the Newspaper Article Rubric	• Newspaper Article Criteria
Lesson 12	Performance Task: Final Draft of the Newspaper Article	• I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.6.2) • I can introduce the topic of my text. • I can organize my information using various strategies (e.g., definition/classification, comparison/contrast, cause/effect). • I can include headings, graphics, and multimedia to help readers understand my ideas.	• I can use formative feedback from the teacher to revise my newspaper article. • I can use peer feedback to revise my article to further meet the expectations of the Newspaper Article Rubric. • I can write a final draft of an interesting, accurate, and objective newspaper article. • I can choose a section of my article to share that captures my most interesting and accurate details of the event.	• Final draft of newspaper article	

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Lesson	Lesson Title	Long-Term Learning Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 12 (continued)		• I can develop the topic with relevant facts, definitions, concrete details, and quotations. • I can use transitions to clarify relationships among my ideas. • I can use contextually specific language/vocabulary to inform or explain about a topic. • I can establish and maintain a formal style in my writing. • I can construct a concluding statement or section of an informative/explanatory text. • I can produce text (print or nonprint) that explores a variety of cultures and perspectives. (W.6.4a) • I can use evidence from a variety of grade-appropriate texts to support analysis, reflection, and research. (W.6.9) • I can apply grade 6 Reading standards to literature (e.g., "compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics"). (W.6.9a) • I can use a variety of sentence structures to make my writing and speaking more interesting. (L.6.3a) • I can maintain consistency in style and tone when writing and speaking. (L.6.3b)			

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Optional: Experts, Fieldwork, and Service

Experts:

- A journalist or editor from a local newspaper or magazine.

Fieldwork:

- Arrange for a visit to a local newspaper office, so that students can see journalists in action.
- Arrange for a visit to a museum or exhibit about earthquakes, so that students can learn more about earthquakes and the aftermath.

Optional: Extensions

- A study of the history of a local Chinatown.
- A study of a local natural disaster and how it affected the local community.

Preparation and Materials

- The research materials provided in the research folders in this unit are purposely of a range of Lexile measures in order to challenge students of all abilities. Guide students to choose research materials from the folder that are at an appropriate level for them. Glossaries have been provided for each of the articles, so ensure that students use the glossaries with the articles in order to gain a greater understanding of the text. Be prepared to provide support to students who will struggle with all of the texts in a group—choose one text for all of them to work with and read it for the gist as a group.

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Grade 6: Module 3A: Unit 3: Lesson 1
Writing Interview Questions

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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)
I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.6.2) I can recognize, interpret, and make connections in narratives, poetry, and drama, ethically and artistically to other texts, ideas, cultural perspectives, eras, personal events, and situations. (RL.6.11) I can conduct short research projects to answer a question. (W.6.7) I can use several sources in my research. (W.6.7) I can refocus or refine my question when appropriate. (W.6.7)

Supporting Learning Targets	Ongoing Assessment
• I can interpret an excerpt of a poem and make connections between it and other texts I have read. • I can write interview questions that will provide me with the information I need in my newspaper article.	• Exit Ticket: Interview Questions

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Agenda	Teaching Notes
1. Opening A. Unpacking Learning Targets (3 minutes) B. Connecting the Ideas in Texts: Introducing a Poem (17 minutes) 2. Work Time A. Analyzing Eyewitness Accounts in the Model Newspaper Article (10 minutes) B. Writing Interview Questions (10 minutes) 3. Closing and Assessment A. Exit Ticket (5 minutes) 4. Homework A. Read your independent reading book.	• In this lesson, students work in triads to write interview questions for a hypothetical eyewitness of the 1906 San Francisco earthquake and fire. Students will be using these questions to guide them in finding the information they need from first-person accounts in the next few lessons. Ensure students understand that journalists interview real people, but as the earthquake and fire happened more than 100 years ago, most of the people who experienced it are no longer alive, so this isn't an option. (In fact, students may be interested to know that there only one two survivors left, one of whom is 112 years old). • Students will be using the questions they record on their exit tickets in the next lesson, so ensure you either collect them or have students store them for reference in the next lesson. • To address RL.6.11, at the beginning of the lesson students read a stanza of a poem written by an eyewitness of the earthquake and discuss how it is connected to the other texts they have read about the earthquake so far. Only one stanza has been chosen because this poem is complex and detailed analysis would take more time than is available. This stanza has also been chosen because of the connections to other texts the students have read and will read in the next few lessons. • In preparation for Lesson 2, organize Research Folders (see Supporting Materials of Lesson 2). Each triad needs a research folder and there should be enough of each article in the research folder for one per student. There should also be a glossary for each article, one per team. • Post: Learning targets.

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Lesson Vocabulary	Materials
aesthetically pleasing; despoiled, toiled	• Stanza 9 of "Poem of the Earthquake" (one per student and one for display) • Stanza 9 Close Reading Guide (for teacher reference) • Word-catcher (distributed in Units 1 and 2; students may need a new one) • Excerpts of "Comprehending the Calamity" (from Unit 2) • *Dragonwings* (book; distributed to students in Unit 1) • Connecting Texts anchor chart (new; teacher created; see supporting materials) • Connecting Texts anchor chart (answers, for teacher reference) • Performance Task Prompt for the 1906 San Francisco earthquake and fire (from Unit 2, Lesson 1) • Model newspaper article: "Sandy wreaks havoc across Northeast; at least 11 dead" (from Unit 2, Lesson 12) • Model newspaper article eyewitness accounts (for teacher reference) • Scrap paper (one piece per student) • Exit Ticket: Interview Questions (one per student)

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Opening	Meeting Students' Needs

A. Unpacking Learning Targets (3 minutes)
• Invite students to read the learning targets with you:
  * "I can interpret an excerpt of a poem and make connections between it and other texts I have read."
  * "I can write interview questions that will provide me with the information I need in my newspaper article."
• Ask students to discuss in triads:
  * "What do you think you will be doing in this lesson? Why?"
• Select volunteers to share their ideas. Listen for them to explain that they are going to be reading a poem and then writing interview questions, because journalists often prepare questions for eyewitnesses before they interview them.
	• Learning targets are a research-based strategy that helps all students, especially challenged learners.
	• Posting learning targets allows students to reference them throughout the lesson to check their understanding. The learning targets also provide a reminder to students and teachers about the intended learning behind a given lesson or activity.

B. Connecting the Ideas in Texts: Introducing a Poem (17 minutes) • Tell students that the 1906 San Francisco earthquake and fire was such a big disaster that many people wrote eyewitness accounts about it, like Emma Burke; it featured in novels like *Dragonwings*; and people also wrote poems and plays about it. • Display and distribute **Stanza 9 of "Poem of the Earthquake."** Tell students this is an excerpt of a long poem written by a woman who was an eyewitness of the earthquake. • Read the poem and invite students to follow along silently in their heads. • Ask students to discuss in triads: * "What is this stanza about? How do you know?" • Select volunteers to share their ideas. Listen for them to explain that the stanza is about how the earthquake and fire destroyed people's homes and their belongings, as well as killed people.	• Consider grouping ELL students who speak the same first language to enable them to have a deeper discussion about the poem.

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Opening (continued)	Meeting Students' Needs
• Use the **Stanza 9 Close Reading Guide (for teacher reference)** to guide students through the stanza in order to better understand the poem. • Invite students to record unfamiliar words on their **Word-catcher**. • Ask students to refer to their **excerpts of "Comprehending the Calamity"** from Unit 2 and Chapter 9 of the novel ***Dragonwings*** to discuss in triads: * "How are these texts connected? How do the experiences of Eliza Pittsinger compare to Emma Burke's and Moon Shadow's? What is similar about their experiences of the immediate aftermath earthquake?" • Select volunteers to share their responses. Record students' ideas on the **Connecting Texts anchor chart**. Refer to the **Connecting Texts anchor chart (answers, for teacher reference)** for the kind of responses to guide students toward.	•

Work Time	Meeting Students' Needs

A. Analyzing Eyewitness Accounts in the Model Newspaper Article (10 minutes)
• Invite students to reread the **Performance Task Prompt for the 1906 San Francisco earthquake and fire**. Focus on the bullet that says the newspaper article must contain different perspectives: eyewitness accounts. Ask students to discuss in triads:
  * "What are eyewitness accounts? Why are they important in newspaper articles?"
• Select volunteers to share their responses. Listen for students to explain that eyewitness accounts are quotes from people who actually saw and experienced the event. So their newspaper articles must contain quotes from people who actually saw and experienced the 1906 San Francisco earthquake and fire.
• Display the **model newspaper article: "Sandy wreaks havoc across Northeast; at least 11 dead."** Ask students to reread it to remind themselves of what it is about.
• Tell students they are going to work in triads to underline the eyewitness accounts in a different color from the one they used to underline the factual information in the previous lesson.
• Model this on the displayed newspaper article. Ask students:
  * "Where are the eyewitness accounts?"
	• Modeling what students are going to do helps to ensure that all students understand what is expected of them during independent work time.
	• If students have been grouped homogeneously, focus your attention on those triads who need additional support reading the text.

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Work Time (continued)	Meeting Students' Needs

• Select one volunteer to share his or her responses. In a different color from the one used in the previous lesson, underline the eyewitness account suggested by the student on the displayed model newspaper article. Use the **model newspaper article eyewitness accounts (for teacher reference)** as a guide.
• Invite students to work in triads doing the same thing with the rest of the article, marking up their own copies.
• Circulate to support triads. Ask guiding questions:
  * "Is this an eyewitness account? How do you know?"
• Refocus the whole group. Cold call students to share with the class the eyewitness accounts they underlined. Underline appropriate responses on the displayed article. Refer to the model newspaper article eyewitness accounts (for teacher reference) to guide students toward what should be underlined.
• Ask students to look over all of the eyewitness accounts and discuss in triads:
  * "Why have these eyewitness accounts been included? What is their purpose in the article?"
  * "How much of the article is eyewitness accounts?"
  * "Are all of the eyewitness accounts from the same person? Why not?"
• Select volunteers to share their responses with the whole group. Listen for students to explain that the eyewitness accounts have been included to give readers an emotional connection to the disaster and make them want to read on. Also listen for students to explain that there are only a few eyewitness accounts in the article and they are from different people—which provides different perspectives of the event.
• Ask students to discuss in triads:
  * "What can you learn from this for planning your newspaper articles about the 1906 San Francisco earthquake and fire?"
Cold call students to share their responses. Listen for students to explain that their newspaper articles must include eyewitness accounts of the disaster from a few different people in order to give readers an emotional connection to the disaster and compel them to read more of the article.
	•

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Work Time (continued)	Meeting Students' Needs

B. Writing Interview Questions (10 minutes)
• Ask students:
  * "How do you think journalists get the quotes they need for their newspaper articles?"
• Select volunteers to share their answers. Listen for students to explain that the journalists interview eyewitnesses.
• Explain to students that in order to interview eyewitnesses, journalists first need to write questions that will help them find out the information they need to know.
• Tell students that in this lesson they are going to write interview questions to ask eyewitnesses of the San Francisco earthquake and fire. It is important to make it clear here that students will not be interviewing real survivors of the earthquake, as almost all of those people are no longer alive; instead they will be using the questions they write to guide them as they read first-person accounts over the next few lessons.
• Ask students to discuss in triads:
  * "What makes a good interview question for eyewitness?"
• Select volunteers to share their responses. Listen for students to explain that interview questions are:
  – Precise: They get the eyewitness to tell you exactly what you need to know.
  – Open rather than closed: Closed questions require only yes or no answers, which do not gain much information and they "put words into the mouth" of the eyewitness.
  – Draw out emotions: They encourage the eyewitness to describe how the experience made him/her feel. This will be compelling for readers.
• Record these on the board for students to refer to throughout the rest of the lesson.
• Remind students of the prompt question:
  * "How did the 1906 San Francisco earthquake and fire affect the people of San Francisco?"
	• Asking students to help you generate criteria can ensure they have a firm understanding of what is expected of their work.
	• Some students may benefit from saying their questions aloud to you before recording them.

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Work Time (continued)	Meeting Students' Needs
• Ask students to think about this question: * "Imagine you could talk to a survivor of the 1906 San Francisco earthquake—what would you ask that person to help you answer the prompt question? Refer to the criteria you developed for an effective interview question." • Invite students to work together in triads to write three interview questions that fulfill the criteria on the board on **scrap paper**. Circulate to support those students who may need assistance recording their ideas.	•

Closing and Assessment	Meeting Students' Needs
A. Exit Ticket (5 minutes) • Invite students to record the three questions their triad wrote on **Exit Ticket: Interview Questions** for reference in the next lesson.	• Exit tickets are a good way to assess student learning in the lesson.
Homework	**Meeting Students' Needs**
• Read your independent reading book.	

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EXPEDITIONARY LEARNING

Grade 6: Module 3A: Unit 3: Lesson 1
Supporting Materials

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Stanza 9 of "Poem of the Earthquake"

By Eliza A. Pittsinger

1. It was the drama of the World;
2. Our treasures were to ruin hurled
3. Despoiled of all their glory—
4. Like horses wild the fires leapt
5. The people toiled and many wept
6. For those who 'mid the ruins slept,
7. But who shall tell the story?

Pittsinger, Eliza A. "Poem of The Earthquake." 1907. From San Francisco Genealogy.com. Web. http://www.sfgenealogy.com/sf/history/1906/hgpoem.html public domain

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Stanza 9 Close Reading Guide
For Teacher Reference

(9 minutes)

Parts of the Poem	Teacher Directions
1. It was the drama of the World; 2. Our treasures were to ruin hurled 3. Despoiled of all their glory—	**(4 minutes)** • Ask students to discuss in triads: • * "What do you think she means by a 'drama of the World?' How do you know?" • Cold call students for their responses. Listen for and guide them to understand that it means it was a very significant world disaster. • Focus students on the second and third lines of the stanza and explain that *despoiled* means violently removed. Ask them to discuss in triads: • * "So what do you think the second and third line of the stanza mean?" • Select volunteers to share their answers. Listen for students to explain that it means their belongings were ruined as they were thrown around in the earthquake.
4. Like horses wild the fires leapt 5. The people toiled and many wept 6. For those who 'mid the ruins slept, 7. But who shall tell the story?	**(5 minutes)** • Tell students that the word *toiled* means to work extremely hard. • Ask students to discuss in triads: • * "Why did the people toil and weep?" • Cold call students for their responses. Listen for them to explain that the people worked to free other people from the ruins and they wept for the people who died. • Ask students to discuss in triads: • * "What does she mean in Line 6? Does she mean people were sleeping in the ruins?"

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Stanza 9 Close Reading Guide
For Teacher Reference

Parts of the Poem	Teacher Directions
	• Select volunteers to share their responses with the whole group. Listen for students to explain that it means people had died in the earthquake and their bodies were trapped in the ruins. • Ask students to discuss in triads: • * "What does the question in the final line suggest?" • Cold call students to share their responses with the whole group. Listen for them to explain that it suggests that so many people died in the earthquake and fire that there weren't many left to the tell the story.

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Connecting Texts Anchor Chart

Text	Connections

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Connecting Texts Anchor Chart
Answers, For Teacher Reference

Text	Connections
Stanza 9 of "Poem of the Earthquake"	• **It can be inferred that both Eliza Pittsinger and Moon Shadow in *Dragonwings* share the point of view that the earthquake and fires were upsetting and disturbing. Both describe death and the way that people worked hard to save others from the ruins.** • **Both Eliza Pittsinger and Emma Burke describe the way people lost their things; however, Eliza Pittsinger is more dramatic in her descriptions because her writing is a poem rather than an informative piece like Emma Burke's.**

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Model Newspaper Article Eyewitness Accounts
For Teacher Reference

Sandy wreaks havoc across Northeast; at least 11 dead
By Matt Smith, CNN
updated 1:32 AM EDT, Tue October 30, 2012

(CNN)—Though no longer a hurricane, "post-tropical" superstorm Sandy packed a hurricane-sized punch as it slammed into the Jersey Shore on Monday, killing at least 11 people from West Virginia to North Carolina and Connecticut.

Sandy whipped torrents of water over the streets of Atlantic City, stretching for blocks inland and ripping up part of the vacation spot's fabled boardwalk. The storm surge set records in Lower Manhattan, where flooded substations caused a widespread power outage. It swamped beachfronts on both sides of Long Island Sound and delivered hurricane-force winds from Virginia to Cape Cod as it came ashore.

Sandy's wrath also prompted the evacuation of about 200 patients at NYU Langone Medical Center.

"We are having intermittent telephone access issues, and for this reason the receiving hospital will notify the families of their arrival," spokeswoman Lisa Greiner said.

In addition, the basement of New York's Bellevue Hospital Center flooded, and the hospital was running off of emergency backup power. Ian Michaels of the Office of Emergency Management said the main priority is to help secure additional power and obtain additional fuel and pumps for the hospital.

The storm hit near Atlantic City about 8 p.m. ET, the National Hurricane Center reported. It packed 80-mph winds at landfall, down from the 90 mph clocked earlier Monday.

Superstorm Sandy's wrath
"I've been down here for about 16 years, and it's shocking what I'm looking at now. It's unbelievable," said Montgomery Dahm, owner of the Tun Tavern in Atlantic City, which stayed open as Sandy neared the Jersey Shore. "I mean, there's cars that are just completely underwater in some of the places I would never believe that there would be water."

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Dahm's family cleared out of Atlantic City before the storm hit, but he says he stayed put to serve emergency personnel. At nightfall Monday, he said the water was lapping at the steps of his restaurant, where a generator was keeping the lights on.

The storm had already knocked down power lines and tree limbs while still 50 miles offshore and washed out a section of the boardwalk on the north end of town, Atlantic City Mayor Lorenzo Langford told CNN. He said there were still "too many people" who didn't heed instructions to evacuate, and he urged anyone still in town to "hunker down and try to wait this thing out."

"When Mother Nature sends her wrath your way, we're at her mercy, and so all we can do is stay prayerful and do the best that we can," Langford said.

And in Seaside Heights, about 30 miles north of Atlantic City, Police Chief Thomas Boyd told CNN, "The whole north side of my town is totally under water."

Mass transit grinds to a halt

In New York, lower Manhattan's Battery Park recorded nearly 14-foot tides, smashing a record set by 1960's Hurricane Donna by more than 3 feet. The city had already halted service on its bus and train lines, closing schools and ordering about 400,000 people out of their homes in low-lying areas of Manhattan and elsewhere.

Flooding forced the closure of all three of the major airports in the area, LaGuardia, John F. Kennedy, and Newark Liberty. Water seeped into subway stations in Lower Manhattan and into the tunnel connecting Lower Manhattan and Brooklyn, while high winds damaged a crane perched atop a Midtown skyscraper under construction, forcing authorities to evacuate the surrounding area.

New York Mayor Michael Bloomberg told reporters there was an "extraordinary" amount of water in Lower Manhattan, as well as downed trees throughout the city and widespread power outages.

"We knew that this was going to be a very dangerous storm, and the storm has met our expectations," he said. "The worst of the weather has come, and city certainly is feeling the impacts."

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Model Newspaper Article Eyewitness Accounts
For Teacher Reference

The storm was blamed for more than 2.8 million outages across the Northeast. About 350,000 of them were in the New York City area, where utility provider Con Edison reported it had also cut power to customers in parts of Brooklyn and Lower Manhattan to protect underground equipment as the storm waters rose.

But as water crept into its substations, Con Ed said it had lost service to about 250,000 customers in Manhattan—including most of the island south of 39th Street.

Source : http://news.blogs.cnn.com/2012/10/29/hurricane-sandy-strengthens-to-85-mph/

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Exit Ticket: Interview Questions

1. _____

2. _____

3. _____

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EXPEDITIONARY LEARNING

Grade 6: Module 3A: Unit 3: Lesson 2

Researching: Eyewitness Accounts, Part 1

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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can recognize, interpret, and make connections in narratives, poetry, and drama, ethically and artistically to other texts, ideas, cultural perspectives, eras, personal events, and situations. (RL.6.11) I can determine the main idea of an informational text based on details in the text. (RI.6.2) I can summarize an informational text using only information from the text. (RI.6.2) I can conduct short research projects to answer a question. (W.6.7) I can use several sources in my research. (W.6.7) I can refocus or refine my question when appropriate. (W.6.7)	
Supporting Learning Targets	**Ongoing Assessment**
• I can interpret an excerpt of a play and make connections between it and other texts I have read. • I can identify compelling quotes to answer my research questions in an eyewitness account.	• Researching Eyewitness Accounts graphic organizer

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Agenda	Teaching Notes
1. Opening A. Unpacking Learning Targets (4 minutes) B. Connecting the Ideas in Texts: Introducing a Play (15 minutes) 2. Work Time A. Researching: Eyewitness Accounts (21 minutes) 3. Closing and Assessment A. Pair Share (5 minutes) 4. Homework A. Continue to read your independent reading book.	• Due to a lack of age-appropriate, authentic resources, the scene of the play that is performed at the beginning of this lesson has been written specifically for this lesson for the purpose of addressing RL.6.11. • In this lesson and the next, students research eyewitness accounts looking for quotes to answer their interview questions. This reading is in addition to the factual information they read in Unit 2, Lesson 13. Eyewitness accounts have been excerpted to make them more manageable for students and will be given in research folders with glossaries to help students understand the content. Articles are of varying lengths in order to enable differentiation. If your students are grouped into heterogeneous triads, encourage them to support one another in reading the texts; if your students are grouped homogeneously, encourage them to choose a text that looks manageable to them and consider working with those triads who may require additional support and assistance to read the eyewitness accounts. • To ensure students have enough time to draw quotes from as many of the texts as possible, they continue to research using the eyewitness accounts in the next lesson. • In advance: Choose three students to perform the other parts of the play (you will play one of the characters). Give them a script in advance so that they can read it and be prepared. They do not need to memorize the script—this short performance will be a Readers Theater, so students only need to be able to read the script accurately. • In advance: Prepare research folders, one per team. Within the folders there need to be enough texts so each student can have a copy of each eyewitness account, with one glossary per team.

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Lesson Vocabulary	Materials
eyewitness account, compelling	• Scene 1: The Great Earthquake and Fires of 1906: A Dramatic Remembrance (one per student and one for display) • Excerpts of "Comprehending the Calamity" (from Unit 2) • *Dragonwings* (book; distributed to students in Unit 1) • Stanza 9 of "Poem of the Earthquake" (from Lesson 1) • Connecting Texts anchor chart (from Lesson 1) • Connecting Texts anchor chart (answers, for teacher reference) • Exit Ticket: Interview Questions (completed in Lesson 1) • Researching Eyewitness Accounts graphic organizer (one per student and one to display) • Research folders (one per team; see Teaching Note; each student needs the text; each team needs a glossary) – Excerpt 1: "My Memories of the San Francisco Earthquake and Fire of April 18, 1906" by Mary Myrtle Longinetti Shaw (and glossary) – Excerpt 2: Dr. George Blumer's Eyewitness Account of the Disaster (and glossary) – Excerpt 3: Heroic San Francisco: A Woman's Story of the Pluck and Heroism of the People of the Stricken City by Louise Herrick Wall (and glossary)

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Opening	Meeting Students' Needs

A. Unpacking Learning Targets (4 minutes)
• Invite students to read the learning targets with you:
  * "I can interpret an excerpt of a play and make connections between it and other texts I have read."
  * "I can identify compelling quotes to answer my research questions in an eyewitness account."
• Ask students to discuss in triads:
  * "What is an *eyewitness account*? Why are you going to be reading eyewitness accounts in this lesson?"
  * "How will eyewitness accounts help you write your newspaper articles?"
• Select volunteers to share their responses with the whole group. Listen for students to explain that eyewitness accounts are accounts written by people who actually saw and experienced the earthquake and fire, and they are going to be reading eyewitness accounts of the earthquake and fire because newspaper articles usually contain quotes from eyewitnesses.
• Ask students to discuss in triads:
  * "What does *compelling* mean?"
• Cold call students to share their responses. Listen for students to explain that compelling means people like it and it makes people want to read more.
• Remind students that journalists would normally interview people, but as this event happened more than 100 years ago, nearly all of the people who experienced it are no longer alive.
	• Learning targets are a research-based strategy that helps all students, especially challenged learners.
	• Posting learning targets allows students to reference them throughout the lesson to check their understanding. The learning targets also provide a reminder to students and teachers about the intended learning behind a given lesson or activity.

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Opening (continued)	Meeting Students' Needs

B. Connecting the Ideas in Texts: Introducing a Play (15 minutes)
• Remind students that the 1906 San Francisco earthquake and fire was such a big disaster that many people wrote eyewitness accounts about it, like Emma Burke; it featured in novels like *Dragonwings*; and people wrote poems and plays about it.
• Display and distribute **Scene 1: The Great Earthquake and Fires of 1906: A Dramatic Remembrance**. Tell students this is an excerpt of a play written about the earthquake.
• Invite the three students who have been informed of this, and prepared in advance, to read the other parts of the play with you. Invite students to follow along silently in their heads.
• Ask students to discuss in triads:
  * "What is this scene of the play about? How do you know?"
• Select volunteers to share their ideas. Listen for students to explain that it is about a family's experience of the earthquake.
• Ask students to refer to their **excerpts of Comprehending the Calamity** from Unit 2, Chapter 9 of the novel ***Dragonwings***, and **Stanza 9 of "Poem of the Earthquake"** to discuss in triads:
  * "How are these texts connected? How do the experiences of the family in this play compare to Emma Burke's, Eliza Pittsinger's, and Moon Shadow's? What is similar about their experiences of the earthquake? What is different?"
• Select volunteers to share their responses. Record students' ideas on the **Connecting Texts anchor chart**. Refer to the **Connecting Texts anchor chart (answers, for teacher reference)** for the kind of responses to guide students toward.
	• Consider grouping ELL students who speak the same first language to enable them to have a deeper discussion about the poem.

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Work Time (continued)	Meeting Students' Needs
A. Researching: Eyewitness Accounts (21 minutes) • Remind students of the focus question for their newspaper articles (How did the 1906 San Francisco earthquake and fire affect the people of San Francisco?) and invite students to refer to their **Exit Ticket: Interview Questions** to remember the questions they wrote in the previous lesson for interviewing eyewitnesses. • Remind students that as they can't interview real eyewitnesses, they are going to be reading eyewitness accounts and looking for quotes in the accounts that answer their questions.	• Graphic organizers and recording forms engage students more actively and provide the necessary scaffolding that is especially critical for learners with lower levels of language proficiency and/or learning.

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Work Time (continued)	Meeting Students' Needs

• Display and distribute the **Researching Eyewitness Accounts graphic organizer**. Invite students to read the directions and the column headings with you and explain that this is similar to the graphic organizer they used to collect facts in Lesson 13 of the previous unit.
• Focus on the word *compelling*. Ask students to discuss in triads:
  * "Compelling means people like it and want to read more. So what would make a quote compelling?"
• Select volunteers to share their responses. Listen for students to explain that a compelling quote triggers some kind of emotional response in the reader.
• Write the following two quote examples on the board and invite students to discuss in triads which is the most compelling and why:
  1. "The water rose quite high and it covered the sidewalk outside my house, making it difficult to go outside for a few days."
  2. "I was stuck inside my house with my 6 month-old baby for three days with very little food or water because the water levels were so high that it was impossible to go out."
• Listen for students to explain that the second quote is more compelling because the second person makes it sound scarier and more dramatic. It sounds like the second person really suffered, whereas the first person doesn't sound too concerned.
• Distribute the **research folders**.
• Invite triads to follow the directions to begin researching. Remind students to discuss their ideas before writing anything on their individual graphic organizers.
• Circulate to support students in reading the texts and selecting compelling quotes. Encourage triads to choose texts that are of an appropriate level for them. Ask guiding questions:
  * "Does this quote answer any of your interview questions? How?"
  * "Is it compelling?"
Because of time limitations, students may be able to work with only one text in this lesson. If students are concerned about this, explain that they will be continuing with this research in the next lesson.
	• When reviewing the graphic organizers or recording forms, consider using a document camera to display the document for students who struggle with auditory processing.
	• Guiding questions provide motivation for student engagement in the topic, and give a purpose to reading a text closely.
	• Inviting students to discuss their ideas in triads before they record anything on their graphic organizers can help to ensure that all students are engaged in the thinking process. It can also provide additional support to ELL students.
	• If students are grouped homogeneously, consider working with triads requiring more reading support to assist them in reading the text.

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Closing and Assessment	Meeting Students' Needs
A. Pair Share (5 minutes) • Invite students to pair up with someone from another triad to share the quotes they have recorded and to explain why they have recorded those quotes. • Invite students to record any quotes relevant to their research questions that they see in their partner's work.	• Giving students the opportunity to share their work with someone else and justify the reasons for their choices can help them to deepen their understanding and also enable cross-pollination of ideas. • Consider pairing up ELL students with others who speak the same first language to enable deeper discussions.
Homework	**Meeting Students' Needs**
• Continue to read your independent reading book.	

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EXPEDITIONARY
LEARNING

Grade 6: Module 3A: Unit 3: Lesson 2
Supporting Materials

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Scene 1: The Great Earthquake and Fires of 1906:
A Dramatic Remembrance

Parts:
Narrator
Ruth Allen (26-year-old mom)
James Allen (30-year-old dad)
Jack Allen (6-year-old son)

Scene 1
Narrator: Ruth, James, and Jack are all in one bed sleeping. The sun has come up, but it is still early in the morning. The room jolts suddenly. Ruth sits up in bed.

Ruth (*shouting urgently and shaking James and Jack*): James! Jack! Wake up! Wake up!

(*James and Jack wake up suddenly and sit up in bed*)

James: It's an earthquake and I think it's a bad one. Come on, get up quickly, both of you. We need to get to the doorway. The doorframe will protect us.

Narrator: All throw off the covers, get out of bed, and run for the doorway. The shaking is getting worse. Pictures are falling from the walls and the bed is moving across the room. Dad throws the door open and they all huddle in the doorway holding on desperately to the frame.

Jack (*looking up at Ruth*): Mom, I'm scared. I don't want to die.

Ruth (*grabs hold of Jack's free hand tightly*): It will be over soon, Jack. I promise. Keep a hold of my hand. Don't let it go.

James: Keep hold of the doorframe, both of you. Don't let it go.

Narrator: They all turn their heads as they hear a bloodcurdling scream and then silence from the room across the hallway. Ruth squeezes her eyes shut as if to block out the sound and Jack whimpers. The shaking intensifies and the building groans and creaks noisily around them. The floor suddenly tilts underneath their feet. Ruth screams and they all struggle to hold on.

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Scene 1: The Great Earthquake and Fires of 1906:
A Dramatic Remembrance

Ruth (*frantically trying to hold on to the doorframe and Jack's hand*): James, I'm losing my grip. I don't know how much longer I can hold on.

Jack (*screaming*): Mom!

James: Ruth, we can do this. It won't be much longer now.

Narrator: The ceiling in the bedroom in which they were sleeping falls through and a cloud of dust surrounds the family, making it difficult for them to see anything. Jack screams. As quickly as it started, the shaking stops.

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Connecting Texts Anchor Chart
Answers, For Teacher Reference

Text	Connections
Poem: *Stanza 9 of "Poem of the Earthquake"*	• **It can be inferred that both Eliza Pittsinger and Moon Shadow in *Dragonwings* share the point of view that the earthquake and fires were upsetting and disturbing. Both describe death and the way that people worked hard to save others from the ruins.** • **Both Eliza Pittsinger and Emma Burke describe the way people lost their things; however, Eliza Pittsinger is more dramatic in her descriptions because her writing is a poem rather than an informative piece like Emma Burke's.**
Play: *Scene 1: The Great Earthquake and Fires of 1906: A Dramatic Remembrance*	• **All of the family in this scene of the play are clearly afraid and upset. This mirrors the points of view evident in all of the texts that the earthquake was upsetting, disturbing, and terrifying.**

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Researching Eyewitness Accounts
Graphic Organizer

Directions:

1. Read your research questions.
2. As a triad, choose a text to read first.
3. Read through the text carefully. Use the glossary to help you with words that are unfamiliar.
4. Reread the text and discuss where the eyewitness account answers your questions.
5. Underline compelling quotes you could use that answer your questions.
6. Ignore the first column.
7. Record the source in the second column (title and author).
8. Record the quote that you have underlined in the third column. Make sure you copy it word-for-word in quotation marks.
9. In the fourth column, describe how this quote answers the question: How did the 1906 San Francisco earthquake and fire affect the people of San Francisco?
10. Repeat with another text.

Importance	**Source** (title and author)	**Quote** (word-for-word in quotation marks)	**How does it answer the question?**

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Research Folders

Excerpt 1: "My Memories of the San Francisco Earthquake and Fire of April 18, 1906"

by Mary Myrtle Longinetti Shaw

"On this dreadful morning I awoke at 5:15 a.m. and felt our house rocking like a cradle. I immediately ran to my mother and dad's room and clearly remember my dad saying, 'There will be lots of fires today.' We all immediately dressed and the next shock we got was that the back of our house had collapsed. Fifteen minutes later my mother would have been killed as she would have been cooking my dad's breakfast at 5:30 a.m. To our sorrow, my poor dog "Prince" and our canary "Dickie" were killed.

The next thing we were ordered to leave as the militia told us they were going to dynamite our whole district, living on Jessie St. at the corner of Mint. We left our few pieces of furniture in a corner of the Mint, taking one chair for my grandmother. At 8:30 a.m., another terrible shake came and I thought it was the end of the world.

We then started on our way as true refugees. We could not go very far because my dear old grandmother was very feeble and had not been out of the house in several years. We crossed Market St. opposite of 5th and Powell. The militia put up wire ropes as though we were going to watch a parade and from there, I saw the Examiner and all the buildings up to the Emporium burn, which was so close we had to move on.

We slowly walked up to Mason, up Eddy to Taylor for a block and had to stop. A kind gentleman offered us to stay in his house one night as they were going to move that morning, but on account of the quake, could not, so we were very happy. We were just dozing off to sleep when a policeman knocked hard on the door and yelled, 'Everyone out.' We were then in the midst of the fire.

We walked down Taylor to Market, then down to 5th and then saw the Flood Building on fire at about 11:00 p.m. We were ordered down 5th to Mission. As we walked by our house, we could see that all of our belongings were burned and you could see the stove standing alone. People were laying on the car tracks but we sat down on the side to wait until morning. We then slowly walked down Mission St. which was all broked up and dear St. Patrick's Church, where I was baptized, was down to the ground. When we arrived at the Ferry Building, we received free transportation to Oakland where my dear Uncle Johnny rented an apartment for us and filled the cupboards with food.

My dear mother took ill from the shock and died just six months later on October 21, 1906. I lived in Oakland until 1910, then came back to San Francisco."

Shaw, Mary Myrtle Longinetti. "My Memories of the San Francisco Earthquake and Fire of April 18, 1906" From San Francisco Genealogy.com. Web. http://www.sfgenealogy.com/sf/history/1906/shawjrnl.htm

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Excerpt 1: "My Memories of the San Francisco Earthquake and Fire of April 18, 1906" by Mary Myrtle Longinetti Shaw:
Glossary

Excerpt 2: "My Memories of the San Francisco Earthquake and Fire of April 18, 1906" by Mary Myrtle Longinetti Shaw	
cradle	a bed or cot for a baby usually on rockers or pivots
collapsed	caved or fallen in or gave way
militia	a body of citizens organized for military service
refugees	persons who flee for safety especially to a foreign country

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Research Folders

Excerpt 2: Dr. George Blumer's Eyewitness Account of the Disaster

In the fall of 1903, my father who lived in California being in poor health, I resigned as Director of the Bender Hygienic Laboratory, Albany, N.Y., and entered practice in San Francisco. I was living in that city until 1905, and I mention this because in the fall months of that year there were 25 or 30 minor earthquake shocks, momentary tremors that did no damage, However, they most likely were forerunners of the more destructive temblor of 1906.

On the evening of April 17th 1906 I received in the last mail a letter from Doctor Herbert E. Smith, Dean of the Yale Medical School, asking me if I would consider accepting the professorship of medicine in that institution. This was the last mail delivery for more than a week.

That evening I acted as best man at the wedding of my old friend Doctor August Jerome Lartigan to Doctor Kate Brady. It was a church wedding and was followed by a beautiful supper at the home of the bride's parents out in the Mission. I did not get to bed until about 1:30 a.m. on the morning of April 18th.

About 5:15 a.m. I was suddenly awakened by a small picture, which usually hung on the wall above my bed, falling on my head. I realized at once that an earthquake was occurring and made for the doorway of my bedroom in which I stood so as to have the protection of the lintel if the chimney fell through the roof.

I noticed that my friends, the Thompsons, with whom I boarded, were standing in the doorway of their bedroom with their baby. The chimney held, and after between one and two minutes the quake subsided.

The house was on Green Street and I walked to the window on the Lombard Street side and saw several women, more or less en dishabille, run out into the street from the houses opposite. Looking down toward the Bay where there were several large metal illuminating-gas tanks, I saw one of these slowly collapse.

I dressed and I think shaved, though the water was not perfectly clear, and after breakfast walked downtown to my office in a professional building, 369 Sutter Street.

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I had left in my desk thirty or forty dollars in cash and stuck it into my pocket. The office, a substantial stone building, was not damaged except that a bottle of nitric acid, used for urine tests, had been shaken off a shelf onto the floor, had broken, and the acid had eaten a hole in the carpet.

I then started to walk to the Central Emergency Hospital in the City Hall for I felt that I might be of some assistance to the head physician, Doctor Hassler, whom I knew.

On my way to City Hall I met a friend Arthur Smith, who suggested that we go for a few minutes to the office building where he worked, a skyscraper on the south side of Market Street, so we could take the elevator to the roof and look around.

As the building was on the way to Central Emergency Hospital I agreed, and from the roof we counted no less than seven small fires, most of them South of Market street in the poorer section of the city.

After a few minutes I left for the City Hall, a politically-built structure, and found that it had been so badly damaged by the quake that the Emergency Hospital had been moved to the Mechanics' Pavilion, a large wooden structure ordinarily used for exhibitions and prize fights.

On my way from the skyscraper to the Pavilion, a matter of a few blocks, I noticed that the streets were policed by soldiers, sailors and marines armed with rifles in addition to the regular patrolmen.

One officer of the Marines was on horseback, the first time I had seen a horse marine, but whether he was the notorious Captain Jinks I did not stop to inquire. General Frederick Funston was in command at the Presidio and he acted promptly, doubtless realizing that there would be opportunities for looting and that the regular police force would be entirely inadequate to cope with this.

In the Mechanics' Pavilion, lying on long rows of mattresses on the floor, were perhaps about 200 patients, most of whom had head injuries or broken bones probably due to bricks from falling chimneys. I learned that most of them came from South of Market, which in addition to being a poor part of town with inferior buildings was, in its lower part, on made ground of which there was an area extending from the Bay at the Ferry Building up Market Street about to Montgomery Street and spreading to some extent laterally.

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Excerpt 2: Dr. George Blumer's Eyewitness Account of the Disaster

The combination of made ground and poor construction was undoubtedly the cause of so many collapsed chimneys in this section.

Presidio Hospital [was] then in charge of Doctor George H. Torney, father of an old friend Dr. George Torney whom I had known in Utica, New York, where he was an assistant to my cousin Doctor G. Alden Blumer, Superintendent of the Utica State Hospital for the Insane.

I had been at work only about ten minutes when I heard someone yell "the roof is on fire." Somehow a policeman got up on the cross-beams below the rafters from the inside of the building and managed to put the fire out.It was only ten or fifteen minutes before a new fire started in another part of the roof. Dr. Hassler wisely decided that the patients must be evacuated promptly and this was done by calling in volunteers from the street and commandeering passing automobiles.

Three men would get on each side of a patient, two at each end and two at the middle, push their arms under the mattress, clasp hands, and carry out the patient who was deposited in an automobile.

We managed to get all the living patients safely out before the fire got too hot, but about twenty dead in one corner of the building could not be removed and were cremated.

Dr. Hassler then asked me to go in an ambulance to one of the wharves on the waterfront near the Ferry Building where there was another group of injured.

We looked these people over, but very soon a naval boat came over from Goat Island, where there was a naval hospital, and removed the whole group.

On the way down to the wharf we went through Mission Street and noted that in front of many of the houses the occupant's most valuable furniture, usually a piano and a sewing machine on a partly metal stand, had been put out on the sidewalk in front of the house. The next day, after that area had been burnt over, another ambulance trip through Mission Street disclosed many iron frameworks of sewing machines and piles of piano wires.

The third day I volunteered for work at the Harbor Emergency Hospital, the only undamaged one, This was because the Embarcadero between the city and the waterfront was so wide that the fire did not reach structures on the bay.

Blumer, G.."Dr. George Blumer's Eyewitness Account of the Disaster." N.p. n.d.<http://www.sfmuseum.net/1906/ew14.html>.

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Excerpt 2: Dr. George Blumer's Eyewitness Account of the Disaster: Glossary

Excerpt 3: Dr. George Blumer's Eyewitness Account of the Disaster	
resigned	gave up one's office or position; quit
minor	inferior in importance, size, or degree **:** comparatively unimportant
tremors	quivering or vibratory motions; *especially* **:** a discrete small movement following or preceding a major seismic event
forerunners	those going or sent before to give notice of the approach of others
temblor	earthquake
professorship	the role of teaching at a university
lintel	a horizontal piece across the top of an opening (as of a door) that carries the weight of the structure above it
subsided	became quiet or less
en dishabille	dressed in casual night clothes (like pajamas)
illuminating	brightening with light
collapse	to fall or shrink together abruptly and completely **:** fall into a jumbled or flattened mass through the force of external pressure
substantial	firmly constructed

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Excerpt 2: Dr. George Blumer's Eyewitness Account of the Disaster: Glossary

Excerpt 3: Dr. George Blumer's Eyewitness Account of the Disaster	
nitric acid	a strong liquid nitrogen-containing acid used in making fertilizers, explosives, and dyes
skyscraper	a very tall building
exhibitions	a public showing (as of works of art, manufactured goods, or athletic skill)
notorious	generally known and talked of; *especially* **:** widely and unfavorably known
promptly	done quickly, acted quickly
looting	stealing, plundering
laterally	extending from side to side
rafters	parallel beams that support a roof
evacuated	removed especially from a military zone or dangerous area
commandeering	taking possession of by force especially for military purposes
cremated	reduced to ashes by burning
wharves	structures built on the shore at which ships can load and unload

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Research Folders

Excerpt 3: HEROIC SAN FRANCISCO: A WOMAN'S STORY OF THE PLUCK AND HEROISM OF THE PEOPLE OF THE STRICKEN CITY BY LOUISE HERRICK WALL

Horror panic, dread, terror are the words that have been most by the local and Eastern press in describing the effect of the extraordinary disasters that have rushed upon us here in San Francisco during the last two weeks, filling every hour since the great earthquake shock of the morning of April 18--and the vastly more disastrous succeeding days of the fire--with a tempest of hurrying events. And yet to the thousands who have been caught within the whirlpool of intense activity the words seem unreal, crude, and essentially false to the spirit that animates the whole mass of the people who are living with passionate energy through this time. The truth is that despair is not to be seen on any face, nor the droop of it weighing upon any shoulder, nor the ring of it heard in any voice, except where extreme old age or habitual self-indulgence has already set its mark.

Early in the morning of April 19, twenty-four hours after the heaviest shocks, when the earth still quaked at short intervals and the walls of wrecked buildings crumbled in at a puff of wind; when the fire had swept the Mission and most of the water-front bare, and was rushing against and overwhelming the great business blocks of the main thoroughfares, at that moment attacking the heart of San Francisco itself; when Market street was the fuel through which the fire sucked its air from the bay; when marble and brick and concrete business blocks crashed in on themselves or, in the weak of the breakers of fire, glowed down into heaps of lime and stick and ash and wire-draped junk; when the incessant explosions of dynamite of the fire-fighters, who strove to save by destruction, came in rushes of sound on each wave of ash laden air that burned the face and dimmed the sight, I walked the whole length of San Francisco from the ferry to army headquarters in the Presidio and back again, and made a number of detours into the burning city, as far as the bayonets of the fire-line of guards would permit, over hot debris and under festoons of half-melted, fallen wires, where the city in its first hot haste was vomited out upon these ruined streets; and yet I saw no despair upon any human face.

In that day's tramp of twenty blistering miles I saw only four faces that showed the trace of tears and heard fewer shaken voices, and yet for miles my way lay among those who had just lost their homes and had burned but then from seeing the complete destruction of all their material wealth. I was close to the people, often wedged in among them for twenty minutes at a time, I must have spoken to several hundred refugees, so could not have failed to know the temper of the crowd, even if it had interested me less profoundly.

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Excerpt 3: HEROIC SAN FRANCISCO: A WOMAN'S STORY OF THE PLUCK AND HEROISM OF THE PEOPLE OF THE STRICKEN CITY BY LOUISE HERRICK WALL

For hours as I walked I was combating the fatal but almost universal belief that the ferries had stopped running, that the wharves were all burned, and that the only hope of safety lay in reaching the west side of Van Ness Avenue and, if driven from there, to seek final refuge in the sand-dunes of Golden gate Park and the Presidio. If the people who lived in the down-town district had known on the 18th, 19th, and 20th of April that they could escape from San Francisco into the country by way of Oakland, Berkeley, Alameda, and the Marin County towns, an inestimable amount of suffering would have been spared, but they firmly believed themselves hemmed in by the fire. The city, to them, was a trap with only one possible egress, miles and miles to the west. Day after day and all night long, without regular food, drink, rest, or respite from intense anxiety, thousands of families of women and little children dragged themselves from place to place in front of the flames, lying without shelter in vacant lots, exposed to fog and chilling rain. Premature childbirth and death to the feeblest of the old people resulted from the fatal misconception. In many cases families were walking and dragging their few rescued possessions away from the reach of the flames for four or five successive days and nights, going from one place of temporary shelter to another without the commonest necessities of life and without sleep.

WALL, LOUISE HERRICK. "1906 Earthquake Eyewitness Account of Louise Herrick Wall." Museum of the City of San Francisco. N.p., n.d. Web. <http://www.sfmuseum.net/1906.2/ew24.h

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Glossary

Excerpt 4: HEROIC SAN FRANCISCO: A WOMAN'S STORY OF THE PLUCK AND HEROISM OF THE PEOPLE OF THE STRICKEN CITY BY LOUISE HERRICK WALL	
pluck	courageous readiness to fight or continue against odds
heroism	conduct exhibited in fulfilling a high purpose; qualities of a hero
stricken	troubled with misfortune, disease or sorrow
tempest	a violent storm, commotion or uproar
whirlpool	a confused tumult and bustle
intense	existing in an extreme degree
essentially	used to emphasize the basic nature of a situation
animates	possessing or characterized by life
passionate	capable of, affected by, or expressing intense feeling
despair	to lose all hope or confidence
habitual	doing, practicing, or acting in some manner by force of habit

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Excerpt 4: HEROIC SAN FRANCISCO: A WOMAN'S STORY OF THE PLUCK AND HEROISM OF THE PEOPLE OF THE STRICKEN CITY BY LOUISE HERRICK WALL	
self-indulgence	excessive or unrestrained gratification of one's own appetites, desires, or whims
intervals	a space of time between events or states
thoroughfares	a street or road open at both ends; a main road
incessant	continuing or following without interruption
laden	carrying a load or burden
detours	departures from a direct course or the usual procedure; *especially* **:** roundabout ways of temporarily replacing a regular route
bayonettes	a steel blade attached at the muzzle end of a shoulder arm (as a rifle) and used in hand-to-hand combat
debris	the remains of something broken down or destroyed
festoons	decorative chains or strips hanging between two points
haste	rapidity of action or motion
tramp	to walk, tread or step especially heavily
wedged	pressed or forced into a narrow space

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Excerpt 4: HEROIC SAN FRANCISCO: A WOMAN'S STORY OF THE PLUCK AND HEROISM OF THE PEOPLE OF THE STRICKEN CITY BY LOUISE HERRICK WALL	
temper	state of feeling or frame of mind at a particular time usually dominated by a single strong emotion
profoundly	intensely, completely
combating	struggling against
fatal	causing failure or ruin
universal	present or occurring everywhere
wharves	structures built on the shore at which ships can load and unload
refuge	a place that provides shelter or protection
inestimable	impossible to estimate or compute
spared	avoided
hemmed	surrounded in a restrictive manner, confined
egress	a place or means or going out: exit
respite	a period of rest or relief

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premature	happening, arriving, existing, or performed before the proper, usual, or intended time; *especially* **:** born after a gestation period of less than 37 weeks <*premature* babies>
feeblest	weakest, lacking strength
misconception	a view or opinion that is incorrect because it is based on faulty thinking or understanding.
successive	following in order

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EXPEDITIONARY LEARNING

Grade 6: Module 3A: Unit 3: Lesson 3
Researching: Eyewitness Accounts, Part 2

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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can recognize, interpret, and make connections in narratives, poetry, and drama, ethically and artistically to other texts, ideas, cultural perspectives, eras, personal events, and situations. (RL.6.11) I can determine the main idea of an informational text based on details in the text. (RI.6.2) I can summarize an informational text using only information from the text. (RI.6.2) I can conduct short research projects to answer a question. (W.6.7) I can use several sources in my research. (W.6.7) I can refocus or refine my question when appropriate. (W.6.7)	
Supporting Learning Targets	**Ongoing Assessment**
• I can interpret a short story and make connections between it and other texts I have read. • I can identify compelling quotes to answer my research questions in an eyewitness account.	• Researching Eyewitness Accounts graphic organizer

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Agenda	Teaching Notes
1. Opening A. Unpacking Learning Targets (4 minutes) B. Connecting the Ideas in Texts: Introducing a Play (17 minutes) 2. Work Time A. Researching: Eyewitness Accounts (19 minutes) 3. Closing and Assessment A. Review End of Unit 2 Assessment Feedback (5 minutes) 4. Homework A. Continue to read your independent reading book.	• Due to a lack of age-appropriate, authentic resources, the short story that students will read in Opening B, "Waking Up in a Nightmare," has been written specifically for this lesson, for the purpose of addressing RL.6.11. • The Work Time of this lesson is a continuation of the previous lesson. In this lesson, students continue to research eyewitness accounts looking for quotes to answer their interview questions. • At the end of this lesson, students are given their End of Unit 2 Assessments with feedback. Invite students who have questions to write their names on a piece of paper on the board; address as many as you can in this lesson, but save the list of names in order to address questions in later lessons when you have the time available. • In preparation for the Mid-Unit 3 Assessment (in Lesson 4), organize the assessment research folders. These contain new materials in addition to the research folders used in Lesson 2 and this lesson. There should be one folder per team and each folder should contain enough of each resource for one per student, including one glossary per student. See supporting materials in Lesson 4. • Post: Learning targets.

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Lesson Vocabulary	Materials
eyewitness account, compelling	• "Waking Up in a Nightmare" (one per student and one to display) • Excerpts of "Comprehending the Calamity" (from Unit 2) • *Dragonwings* (book; distributed to students in Unit 1) • Stanza 9 of "Poem of the Earthquake" (from Lesson 1) • Scene 1: The Great Earthquake and Fires of 1906: A Dramatic Remembrance (from Lesson 2) • Connecting Texts anchor chart (from Lesson 1) • Connecting Texts anchor chart (answers, for teacher reference) • Exit Ticket: Interview Questions (completed in Lesson 1) • Researching Eyewitness Accounts graphic organizer (from Lesson 2; students may need a new one) • Research folders (distributed to teams in Lesson 2) • End of Unit 2 Assessments (students' completed assessments with teacher feedback)

Opening	Meeting Students' Needs

A. Unpacking Learning Targets (4 minutes)
• Invite students to read the learning targets with you:
  * "I can interpret a short story and make connections between it and other texts I have read."
  * "I can identify compelling quotes to answer my research questions in an eyewitness account."
• Remind students that they had very similar learning targets in the previous lesson.
• Remind students that journalists would normally interview people, but as this event happened more than 100 years ago, nearly all of the people who experienced it are no longer alive.
	• Learning targets are a research-based strategy that helps all students, especially challenged learners.
	• students and teachers about the intended learning behind a given lesson or activity.

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Opening (continued)	Meeting Students' Needs

B. Connecting the Ideas in Texts: Introducing a Play (17 minutes)
• Remind students that the 1906 San Francisco earthquake and fire was such a big disaster that many people wrote eyewitness accounts about it, like Emma Burke; it featured in novels like *Dragonwings*; and people also wrote poems and plays about it.
• Display and distribute **"Waking Up in a Nightmare."** Tell students this is a short story written about the earthquake.
• Read the short story and invite students to follow along silently in their heads.
• Ask students to discuss in triads:
  * "What is this story about? How do you know?"
• Select volunteers to share their ideas. Listen for students to explain that the short story is about a girl who wakes up after her house was destroyed by the earthquake, and she is remembering what happened through flashback memories.
• Ask students to refer to their **excerpts of "Comprehending the Calamity"** from Unit 2, Chapter 9 of the novel ***Dragonwings***, **Stanza 9 of "Poem of the Earthquake,"** and **Scene 1: The Great Earthquake and Fires of 1906: A Dramatic Remembrance** to discuss in triads:
  * "How are the texts you have read about the earthquake so far connected? How do the experiences of the girl in this short story compare to Emma Burke's, Eliza Pittsinger's, Moon Shadow's, and the family in the play? What is similar about their experiences of the earthquake? What is different?"
• Select volunteers to share their responses. Record students' ideas on the **Connecting Texts anchor chart**. Refer to the **Connecting Texts anchor chart (answers, for teacher reference)** for the kind of responses to guide students toward.
	• Posting learning targets allows students to reference them throughout the lesson to check their understanding. The learning targets also provide a reminder to
	• Consider grouping ELL students who speak the same first language to enable them to have a deeper discussion about the poem.

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Work Time	Meeting Students' Needs

A. Researching: Eyewitness Accounts (19 minutes)
• Remind students of the focus question for their newspaper articles (How did the 1906 San Francisco earthquake and fire affect the people of San Francisco?) and invite students to refer to their **Exit Ticket: Interview Questions** to remember the questions they wrote in Lesson 1 for interviewing eyewitnesses.
• Remind students that as they can't interview real eyewitnesses (the event happened more than 100 years ago, so most of them are no longer alive), they are going to be reading eyewitness accounts and looking for quotes in the accounts that answer their questions.
• Remind students also that in the model newspaper article there were eyewitness accounts from a few different people in order to give the reader different perspectives of the event. Explain that students should also aim to have quotes from different eyewitnesses in their own newspaper article, which is why they are going to do more research using the eyewitness accounts in this lesson.
• Invite students to reread the directions at the top of their **Researching Eyewitness Accounts graphic organizer** to remind themselves of what they need to do.
• Invite triads to follow the directions on their Researching Eyewitness Accounts graphic organizer to continue researching using their **research folders**. Remind students to discuss their ideas before writing anything on their individual graphic organizers.
• Circulate to support students in reading the texts and selecting compelling quotes. Encourage triads to choose texts that are of an appropriate level for them. Ask guiding questions:
  * "Does this quote answer any of your interview questions? How?"
  * "Is it compelling?"
	• Graphic organizers and recording forms engage students more actively and provide the necessary scaffolding that is especially critical for learners with lower levels of language proficiency and/or learning.
	• When reviewing the graphic organizers or recording forms, consider using a document camera to display the document for students who struggle with auditory processing.
	• Guiding questions provide motivation for student engagement in the topic, and give a purpose to reading a text closely.
	• Inviting students to discuss their ideas in triads before they record anything on their graphic organizers can help to ensure that all students are engaged in the thinking process. It can also provide additional support to ELL students.

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Work Time (continued)	Meeting Students' Needs
	• If students are grouped homogeneously, consider working with triads requiring more reading support to assist them in reading the text.

Closing and Assessment	Meeting Students' Needs
A. Review End of Unit 2 Assessment Feedback (5 minutes) • Return students' **End of Unit 2 Assessments** and invite them to spend time reading their feedback. • Invite students who have questions to write their names on a piece of paper on the board. Address as many in this lesson as possible and address the rest in the next lessons when you have time.	
Homework	**Meeting Students' Needs**
• Continue to read your independent reading book. *Note: Preview Lesson 4 carefully and prepare materials for the texts in research folders for the Mid-Unit 3 Assessment.*	

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EXPEDITIONARY
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Grade 6: Module 3A: Unit 3: Lesson 3
Supporting Materials

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Waking Up in a Nightmare

She felt dizzy and confused. She looked around her, but everything was dark and she couldn't figure out where she was or why she was there. She heard groaning just a few feet away, but couldn't make out whom the groans belonged to or why the person was groaning. The air seemed thick and hard to breath, and a deep inhalation scratched the back of her throat raw and made her cough. She was starting to get frightened, but she tried to fight it off. Perhaps if she just laid her head back down and went to sleep, she might ...

"Ouch!" As she laid her head back, she rested it against something sharp that dug into her scalp. That woke her up a little more. Images started to enter her mind, images that she wanted to forget. A recollection of waking up suddenly to the whole room shaking around her; pictures throwing themselves off the walls and the furniture crashing and banging as it tumbled over. Her favorite doll thrown from the shelf and crushed by the crib that was launched across the room like an arrow from a bow. She remembered looking at her sister sitting bolt upright in the next bed, her face frozen in shock, but neither of them could speak because their throats were closed shut in fear. Then there was a shrill creaking sound, so sharp and penetrating that it was almost like a scream as the walls and ceiling fell in on them. That was the last thing she remembered before waking up here in this nightmare.

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Connecting Texts Anchor Chart
(Answers, for Teacher Reference)

Text	Connections
Poem: Stanza 9 of "Poem of the Earthquake"	• **It can be inferred that both Eliza Pittsinger and Moon Shadow in *Dragonwings* share the point of view that the earthquake and fires were upsetting and disturbing. Both describe death and the way that people worked hard to save others from the ruins.** • **Both Eliza Pittsinger and Emma Burke describe the way their things were thrown around during the earthquake; however, Eliza Pittsinger is more dramatic in her descriptions because her writing is a poem rather than an informative piece like Emma Burke's.**
Play: Scene 1: The Great Earthquake and Fires of 1906: A Dramatic Remembrance	• **All of the family in this scene of the play are clearly afraid and upset during the earthquake. This mirrors the points of view evident in all of the texts that the earthquake was upsetting, disturbing, and terrifying.**
Short story: Waking up in a Nightmare	• **The girl in this story was very afraid during the earthquake, just like Moon Shadow and Emma Burke.** • **Like all of the people encountered in the texts so far, the girl in this story describes the way the earthquake threw things around and caused a lot of destruction.**

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Module 3A: Unit 3: Lesson 4

Mid-Unit 3 Assessment Part 1: Researching the Destruction Caused by the 1906 San Francisco Earthquake and Fires

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GRADE 6: MODULE 3A: UNIT 3: LESSON 4
Mid-Unit 3 Assessment Part 1:
Researching the Destruction Caused by the 1906 San Francisco Earthquake and Fires

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)
I can conduct short research projects to answer a question. (W.6.7) I can use several sources in my research. (W.6.7) I can refocus or refine my question when appropriate. (W.6.7) I can interpret information presented in different media and formats. (SL.6.2) I can explain how new information connects to a topic, text, or issue I am studying. (SL.6.2) I can recognize, interpret, and make connections in narratives, poetry, and drama, ethically and artistically to other texts, ideas, cultural perspectives, eras, personal events, and situations. (RL.6.11)

Supporting Learning Targets	Ongoing Assessment
• I can interpret information from different resources as part of my research about the 1906 San Francisco earthquake and fire and explain how it deepens my understanding of the 1906 San Francisco earthquake and fire. • I can refocus the research question to guide my continuing research. • I can interpret a short story and make connections between it and other texts I have read.	Mid-Unit 3 Assessment Part 1: Researching and Interpreting Information: Researching the Destruction Caused by the 1906 San Francisco Earthquake and Fires

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Agenda	Teaching Notes
1. Opening A. Unpacking Learning Targets (4 minutes) 2. Work Time A. Mid-Unit Assessment Part 1: Interpreting Resources (38 minutes) 3. Closing and Assessment A. Debrief (3 minutes) 4. Homework A. Continue reading your independent reading book.	• This lesson is the mid-unit assessment. There are two parts to this assessment. In Part 1 in this lesson, students analyze and interpret the information presented in different kinds of media, including photographs, charts, maps, and eyewitness accounts to find answers to the question: "How did the 1906 San Francisco earthquake and fire affect the people of San Francisco?" They fill out the graphic organizer, which is similar to the graphic organizers they have been using in this unit to collect information from research. They also analyze a new literary text and describe how it connects to the other literary texts that have been explored in this module. This is to assess W.6.7 and RL.6.11 and also to prepare for SL.6.2. In the second part of the assessment in the next lesson, students will explain orally in a triad discussion with you how the resources they have analyzed in Part 1 of the assessment deepen their understanding of the 1906 San Francisco earthquake and fire. This is to complete the assessment of SL.6.2. • W.6.7 and RL.6.11 will be assessed using the Grade 6 2-Point Rubric—Short Response (see supporting materials) and the Mid-Unit 3 Assessment, Part 1 (answers, for teacher reference). Please note that student responses may differ from those on the answer key; use your judgment as you assess. • Collect Part 1 of students' assessment at the end of this lesson, but be prepared to return them at the beginning of the next lesson as students will need their work during their discussion in Lesson 5. • In advance: Prepare the assessment research folders, one per team, with resources and a glossary for each team member. Each student will need to access a copy of every assessment text. • In preparation for Lesson 9, collect age-appropriate articles from real newspapers, one per team and one for you to use as a model. Where possible, try to give each team a different article. Ensure there are as many of the features listed in Work Time B of Lesson 7as possible. Students may want to refer to these models when they begin drafting their own articles in Lesson 9 Determine how you want students to organize and save these materials. • Post: Connecting Texts anchor chart, learning targets.

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Lesson Vocabulary	Materials
	• Mid-Unit 3 Assessment, Part 1: Researching the Destruction Caused by the 1906 San Francisco Earthquake and Fires (one per student and one to display) • Highlighters or markers (two colors for each student) • Connecting Texts anchor chart (from Lesson 1-3) • Assessment research folders (one per team; see Teaching Note) – Assessment Resource 1: One Boy's Experience (and glossary) – Assessment Resource 2: Casualties and Damage after the 1906 Earthquake – Assessment Resource 3: Area Destroyed by Fire of April 18–21, 1906 – Assessment Resource 4: View from Laguna and Market Streets of the Great Fire Burning through the Mission District • Grade 6 2-Point Rubric: Short Response (for teacher reference)

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Opening	Meeting Students' Needs

A. Unpacking Learning Targets (4 minutes)
• Invite a volunteer to read the learning targets out loud while the other students silently read along:
  * "I can interpret information from different resources as part of my research about the 1906 San Francisco earthquake and fire and explain how it deepens my understanding of the 1906 San Francisco earthquake and fire."
  * "I can refocus the research question to guide my continuing research."
  * "I can interpret a short story and make connections between it and other texts I have read."
• Explain that in this lesson, students are going to begin their mid-unit assessment, researching to find out more information to answer the question that is going to be the focus of their newspaper article: "How did the 1906 San Francisco earthquake and fire affect the people of San Francisco?"
	• Learning targets are a research-based strategy that helps all students, especially challenged learners.
	• Posting learning targets allows students to reference them throughout the lesson to check their understanding. The learning targets also provide a reminder to students and teachers about the intended learning behind a given lesson or activity.

Work Time	Meeting Students' Needs
• Mid-Unit Assessment Part 1: Interpreting Resources (38 minutes) • Display and distribute the **Mid-Unit 3 Assessment, Part 1: Researching the Destruction Caused by the 1906 San Francisco Earthquake and Fires** and **highlighters or markers.** • Invite students to read the through the directions and graphic organizers with you. Remind them that both graphic organizers should be familiar. Point out the posted **Connecting Texts anchor chart** for them to refer to for Question 3. • Invite students to ask any questions they may have about the assessment. Ensure that you do not answer any of the questions students are expected to answer.	• For some students, this assessment may require more than the time allotted. Consider giving them time over multiple days if necessary. • If students receive accommodations for assessments, communicate with the cooperating service providers regarding the practices of instruction in use during this study as well as the goals of the assessment.

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Work Time (continued)	Meeting Students' Needs
• Distribute the **assessment research folders** and explain that students should analyze each of the resources in the folder using their graphic organizer. Students should have the following texts in their folders: – **Assessment Resource 1: One Boy's Experience (and glossary)** – **Assessment Resource 2: Casualties and Damage after the 1906 Earthquake** – **Assessment Resource 3: Area Destroyed by Fire of April 18–21, 1906** – **Assessment Resource 4: View from Laguna and Market Streets of the Great Fire Burning through the Mission District** • Remind them that as this is an assessment, so they will do the work individually. They are not to discuss their ideas with other students. • Circulate to answer questions. Some students may require additional support in reading some of the texts. • Collect assessments, but be prepared to return them in the next lesson for Part 2 of the assessment.	•

Closing and Assessment	Meeting Students' Needs
A. **Debrief (3 minutes)** • Ask students to discuss in triads: * "What new learning do you have about the 1906 San Francisco earthquake and fire from the resources you analyzed and interpreted in this lesson?" * "Is there anything that might be useful to use in your newspaper article?"	• The debrief after the assessment can help build a culture of achievement in your classroom.
Homework	**Meeting Students' Needs**
• Continue reading your independent reading book.	

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EXPEDITIONARY LEARNING

Grade 6: Module 3A: Unit 3: Lesson 4
Supporting Materials

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Mid-Unit 3 Assessment, Part 1:
Researching the Destruction Caused by the 1906 San Francisco Earthquake and Fires

Name:

Date:

I can conduct short research projects to answer a question. (W.6.7)
I can use several sources in my research. (W.6.7)
I can refocus or refine my question when appropriate. (W.6.7)
I can interpret information presented in different media and formats. (SL.6.2)
I can explain how new information connects to a topic, text, or issue I am studying. (SL.6.2)
I can recognize, interpret, and make connections in narratives, poetry, and drama, ethically and artistically to other texts, ideas, cultural perspectives, eras, personal events, and situations. (RL.6.11)

Focus Question: What destruction did the San Francisco earthquake and fire cause?

1. You are a journalist writing a newspaper article to answer the focus question above. What specific interview question would you ask an eyewitness to find out more information to answer this question?

2. Follow these directions:
    1. Choose a resource.
    2. Read through it carefully, using the glossary to help you understand what it means.
    3. Reread the text and consider how it answers your questions.
    4. What factual information is included to answer the main question: What destruction did the San Francisco earthquake and fire cause??
    5. Which eyewitness quotes answer your interview question in a compelling way?
    6. Underline factual information in one color.
    7. Underline compelling quotes in another color.

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Mid-Unit 3 Assessment, Part 1:
Researching the Destruction Caused by the 1906 San Francisco Earthquake and Fires

8. Record the source in the first column (title and author).

9. Record the factual information and quotes that you have underlined in the second column. Make sure you copy quotes word for word in quotation marks.

10. In the third column, describe how this fact answers the question: What destruction did the San Francisco earthquake and fire cause?

11. Repeat with another resource.

Source (title and author)	**Factual Information or Quote (copy quotes word for word in quotation marks)**	**How does it answer the question?**

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3) This is Stanza 10 of Eliza's Pittsinger's poem "Poem of the Earthquake":

Down came the buildings with a crash
And sudden as the lightning flash,
Or Tempest on the Ocean;
Down came the palaces and domes
Entangled with the people's homes
That were their chief devotion.

Glossary
tempest: violent, windy storm
entangled: tangled up
devotion: worship

Refer to the Connecting Texts anchor chart and the texts you have analyzed so far in this module:
Excerpts of "Comprehending the Calamity" from Unit 2
Chapter 9 of the novel *Dragonwings*
Stanza 9 of "Poem of the Earthquake"
Scene 1: The Great Earthquake and Fires of 1906: A Dramatic Remembrance
"Waking Up in a Nightmare"

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Mid-Unit 3 Assessment, Part 1:
Researching the Destruction Caused by the 1906 San Francisco Earthquake and Fires

Answer this question in the graphic organizer below:

* How are the texts you have read about the earthquake so far connected? How do the experiences of Eliza Pittsinger in this stanza compare to those of Emma Burke, Moon Shadow, the family in the play, and the girl in the short story? What is similar about their experiences of the earthquake? What is different?

Text	Connections
Stanza 10 of Eliza's Pittsinger's poem: "Poem of the Earthquake":	

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Mid-Unit 3 Assessment, Part 1:
Researching the Destruction Caused by the 1906 San Francisco Earthquake and Fires (Answers, for Teacher Reference)

Please note: Students may interpret these resources in a different way. Use your judgment when assessing.

I can conduct short research projects to answer a question. (W.6.7)
I can use several sources in my research. (W.6.7)
I can refocus or refine my question when appropriate. (W.6.7)
I can interpret information presented in different media and formats. (SL.6.2)
I can explain how new information connects to a topic, text, or issue I am studying. (SL.6.2)
I can recognize, interpret, and make connections in narratives, poetry, and drama, ethically and artistically to other texts, ideas, cultural perspectives, eras, personal events, and situations. (RL.6.11)

Focus Question: What destruction did the San Francisco earthquake and fire cause?

1. You are a journalist writing a newspaper article to answer the focus question above. What specific interview question would you ask an eyewitness to find out more information to answer this question?

Suggestion: What destruction did you face in your home or on your street?

2. Follow these directions:
    1. Choose a resource.
    2. Read through it carefully, using the glossary to help you understand what it means.
    3. Reread the text and consider how it answers your questions.
    4. What factual information is included to answer the main question: What destruction did the San Francisco earthquake and fire cause?
    5. Which eyewitness quotes answer your interview question in a compelling way?
    6. Underline factual information in one color.
    7. Underline compelling quotes in another color.
    8. Record the source in the first column (title and author).
    9. Record the factual information and quotes that you have underlined in the second column. Make sure you copy quotes word for word in quotation marks.

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Mid-Unit 3 Assessment, Part 1:
Researching the Destruction Caused by the 1906 San Francisco Earthquake and Fires
(Answers, for Teacher Reference)

10. In the third column, describe how this fact answers the question: What destruction did the San Francisco earthquake and fire cause?

11. Repeat with another resource.

Source (title and author)	Factual Information or Quote (copy quotes word for word in quotation marks)	How does it answer the question?
"View from Laguna and Market Streets of the Great Fire Burning through the Mission District"	• **The fire burned through the Mission District.** • **Thick black smoke could be seen in the air.**	• **The caption describes some of the destruction in San Francisco.**
"One Boy's Experience"	• **"When we went upstairs again we looked in the pantry—what a scene! broken cups, saucers, plates; on the floor, in the sink and everywhere. It was the same way in the parlor where some of our vases had broken."** • **"Looking up the street we could see where a large plate glass window had been broken in a store at the corner and when we looked away down town to see where the City Hall was you could see right through it."**	• **Describes personal destruction in the home** • **Describes destruction the boy saw out on the streets**

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Mid-Unit 3 Assessment, Part 1:
Researching the Destruction Caused by the 1906 San Francisco Earthquake and Fires
(Answers, for Teacher Reference)

Source (title and author)	Factual Information or Quote (copy quotes word for word in quotation marks)	How does it answer the question?
"Casualties and Damage after the 1906 Earthquake"	• **The area of the burned district covered 4.7 square miles.** • **Wood buildings lost = 24,671** • **Brick buildings lost = 3,168** • **Total buildings lost = 28,188**	• **Describes the destruction caused by the fire specifically with numbers of buildings**
"Area Destroyed by the Fire of April 18–21, 1906"	• **A large section of San Francisco was completely destroyed by the fire.**	• **Shows the magnitude of the fire damage**

3) This is Stanza 10 of Eliza's Pittsinger's poem: "Poem of the Earthquake":

Down came the buildings with a crash
And sudden as the lightning flash,
Or Tempest on the Ocean;
Down came the palaces and domes
Entangled with the people's homes
That were their chief devotion.

Glossary
tempest: violent, windy storm
entangled: tangled up
devotion: worship

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Mid-Unit 3 Assessment, Part 1:
Researching the Destruction Caused by the 1906 San Francisco Earthquake and Fires
(Answers, for Teacher Reference)

Refer to the Connecting Texts anchor chart and the texts you have analyzed so far in this module:

- Excerpts of "Comprehending the Calamity" from Unit 2
- Chapter 9 of the novel *Dragonwings*
- Stanza 9 of "Poem of the Earthquake"
- Scene 1: The Great Earthquake and Fires of 1906: A Dramatic Remembrance
- "Waking Up in a Nightmare"

Answer this question in the graphic organizer below:

* How are the texts you have read about the earthquake so far connected? How do the experiences of Eliza Pittsinger in this stanza compare to those of Emma Burke, Moon Shadow, the family in the play, and the girl in the short story? What is similar about their experiences of the earthquake? What is different?

Text	Connections
Stanza 10 of Eliza's Pittsinger's poem: "Poem of the Earthquake":	• **All of the texts describe how buildings and homes were destroyed and how sudden and violent the destruction was. This stanza of the poem emphasizes that idea.** • **The girl in the short story describes how her home was destroyed and how it happened very suddenly and violently.** • **Moon Shadow describes how he watched the family in bed disappear as the building they lived in collapsed around them.** • **The play describes how a family's home was destroyed as they were in it.**

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Assessment Resource 1:
One Boy's Experience

The Roosevelt Boys' Club's newsletter, *Our Junior Citizens* published this eyewitness account on July 28, 1906. The Mission District club house was in the 1200 block of Treat Ave. near 26th and Harrison streets, the site of Garfield Square, and currently occupied by public housing.

ONE BOY'S EXPERIENCE
A Member of the Roosevelt Boys' Club writes of His Experience
During and After the Great Earthquake
BY LLOYD HEAD

It was between five and half-past five Wednesday morning the temblor came: backwards, forwards, sidewards it shook, making things dance on the bureau as if they were alive, while the dishes in the pantry and the China closet rattled about at a great rate. I guess no one had time to think what had happened, at least I didn't. I just held on to [the] side of the bed to keep from falling out and ducked my head in the pillow, for I was so scared I couldn't even yell. When the shaking had somewhat subsided I jumped up and ran into my mother's room where my father and mother and my small sister slept. My father didn't seem scared very much but I guess he was, all the same, and so were all of us except the baby; she just sat up in bed and didn't even cry, but I'll bet she thought it was kind of funny whenever we heard a rumble we all piled down into the back yard as fast as we could.

When we went upstairs again we looked in the pantry—what a scene! broken cups, saucers, plates; on the floor, in the sink, and everywhere. It was the same way in the parlor where some of our vases had broken. At first we thought that a number of things had been broken but we soon found out that we had come off very lucky for the things that had broken had gone into so many pieces that it looked more than it really was. When we had cleaned up the broken crockery and bic-a-brac and eaten some sandwiches that my oldest sister had been going to take to a picnic with her that day, we all felt better and went to the window to look out.

People lined the sidewalks and everything was confusion. Looking up the street we could see where a large plate glass window had been broken in a store at the corner and when we looked away down town to see where the City Hall was you could see right through it. A fire was blazing further down town and rumors were spread around that the Cliff House had fallen into the water and that certain cities along the coast were under water.

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Assessment Resource 1:
One Boy's Experience

Nobody knew what to do and everybody seemed rattled. The fire was rapidly increasing and at intervals slight earthquakes would cause small sized panics. People would rush to the middle of the street between the car tracks and stay there quite a while after the shock had passed away. We had stayed in the house and ran down stairs at every slight shock and we soon got tired of that so my mother and sister sewed some sacks together and my father and I made a tent in the back yard and began a camp there; we made a brick fireplace in the yard by digging a hole in the dirt and placing bricks around it, leaving a place for a draft and then put a piece of tin over the bricks for a stove top. My mother then went after some stuff to eat so that we wouldn't be without something if we had to go up to the hills to get away from the fire. By that time it was gaining headway and cinders from the fire came floating down on us until there was a thin layer of them all over the yard.

The sun shone blood-red through a thick haze of smoke and people began coming in a steady steam from the district near the fire. Some carried all they had save in little carts or wagons which had before been only playthings. Hatless, coatless, mothers and fathers, with children all packing something trudged on in the direction of the hills. Night came and my father and two sisters and I slept until morning in our tent. My mother stayed up all night watching the fire with my aunt and grandmother, who had come over to stay with us and had brought ample provisions for two or three days. Our little brick stove now came in handy for we cooked all our food on it and if it had not been for the circumstances under which it occurred I believe we should all have enjoyed our camping out; but as it was it was anything but pleasant. There was no water and the noise of buildings being blown up continually startled us.

Photograph of earthquake victims in line for provisions in the Mission District.

We went home and for two or three days after the fire we had not much to do but get provisions, cook (now out in the street for there were no more fires allowed in back yards), sleep, and eat. The people seemed to take this all in good humor and when you walk around you see the most comical names on some of the camps and on others such names as Camp Thankful, Camp Grateful, etc.

The above article was written some weeks ago, and the camps Master Lloyd speaks of have now pretty well disappeared from the streets. In the Mission district, where the Roosevelt Boys' Club is situated there is little to be seen that is out of the ordinary away from the various relief camps in the parks.

Head, Lloyd. "One Boy's Experience in the 1906 Earthquake." One Boy's Experience in the 1906 Earthquake. N.p., n.d. http://www.sfmuseum.net/1906/ew7.html

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One Boy's Experience:
Glossary

Excerpt 1: ONE BOY'S EXPERIENCE. A Member of the Roosevelt Boys' Club writes of His Experience During and After the Great Earthquake.	
temblor	an earthquake
bureau	a writing desk
rumble	to make a low, heavy, rolling sound
pantry	a room or closet used for storage (as of provisions) or from which food is brought to the table
crockery	earthenware
rattled	to make a rapid succession of short sharp noises
cinders	ashes
trudged	walked or marched steadily and usually laboriously
ample	generously sufficient to satisfy a requirement or need
provisions	stocks of needed materials or supplies
comical	causing laughter especially because of a startlingly or unexpectedly humorous impact

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Assessment Resource 2:
Casualties and Damage after the 1906 Earthquake

Dead: More than 3,000

A report of U.S. Army relief operations (Greely, 1906) recorded:

- 498 deaths in San Francisco
- 64 deaths in Santa Rosa
- 102 deaths in and near San Jose

A 1972 NOAA report suggested that 700–800 was a reasonable figure.
Gladys Hansen and Emmet Condon, after extensive research, estimated that over 3,000 deaths were caused directly or indirectly by the catastrophe. The population of San Francisco at the time was about 400,000.

Homeless: 225,000
225,000 from a population of about 400,000 (photos)

Buildings Destroyed: 28,000
"The 3-day conflagration following the earthquake caused substantially more damage than did the earthquake. The area of the burned district covered 4.7 square miles ..." (NOAA report). By one count:

- Wood buildings lost = 24,671
- Brick buildings lost = 3,168
- Total buildings lost = 28,188

Monetary Loss: More than $400 million

Estimated property damage (NOAA report): 400,000,000 in 1906 dollars from earthquake and fire; $80,000,000 from the earthquake alone.

"Casualties and Damage after the 1906 Earthquake." Casualties and Damage after the 1906 Earthquake. http://earthquake.usgs.gov/regional/nca/1906/18april/casualties.php

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Assessment Resource 3:
Area Destroyed by Fire of April 18–21, 1906

Humphrey, R.L., "The San Francisco Earthquake and Fire of April 18, 1906." U.S. Geological Survey, 1907. http://commons.wikimedia.org/wiki/File:1907_Geological_Survey_Map_of_San_Francisco_after_1906_Earthquake_-_Geographicus_-_SanFrancisco-humphrey-1907.jpg.

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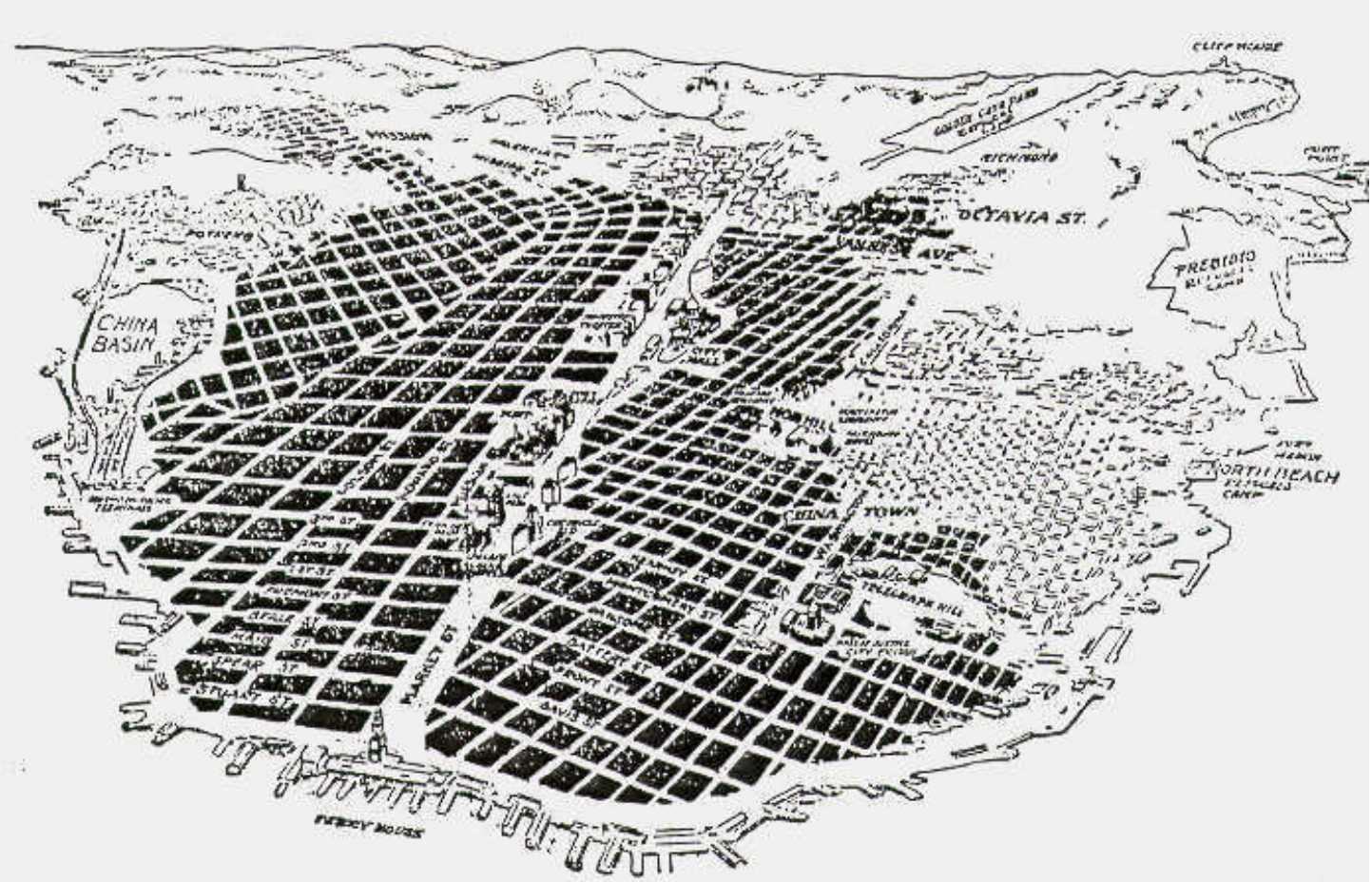
Assessment Resource 3:
Area Destroyed by Fire of April 18–21, 1906



THE DEVASTATED AREA OF SAN FRANCISCO.
Bird'seye view of the portion destroyed by earthquake and fire.

Humphrey, R.L., "The San Francisco Earthquake and Fire of April 18, 1906." U.S. Geological Survey, 1907. http://commons.wikimedia.org/wiki/File:1907_Geological_Survey_Map_of_San_Francisco_after_1906_Earthquake_-_Geographicus_-_SanFrancisco-humphrey-1907.jpg.

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Assessment Resource 4:
View from Laguna and Market Streets of the Great Fire Burning through the Mission District

"View from Laguna and Market Streets of the Great Fire Burning through the Mission District." Museum of the City of San Francisco. Web. http:www.sfmuseum.org.

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2-Point Rubric: Writing from Sources/Short Response[1]

(For Teacher Reference)

Use the below rubric for determining scores on short answers in this assessment.

2-point Response	The features of a 2-point response are:
	• Valid inferences and/or claims from the text where required by the prompt • Evidence of analysis of the text where required by the prompt • Relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt • Sufficient number of facts, definitions, concrete details, and/or other information from the text as required by the prompt • Complete sentences where errors do not impact readability

1-point Response	The features of a 1-point response are:
	• A mostly literal recounting of events or details from the text as required by the prompt • Some relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt • Incomplete sentences or bullets

0-point Response	The features of a 0-point response are:
	• A response that does not address any of the requirements of the prompt or is totally inaccurate • No response (blank answer) • A response that is not written in English • A response that is unintelligible or indecipherable

If the prompt requires two texts and the student only references one text, the response can be scored no higher than a 1.

[1]From New York State Department of Education, October 6, 2012.

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EXPEDITIONARY LEARNING

Module 3A: Unit 3: Lesson 5

Mid-Unit 3 Assessment Part 2: Explaining How New Information Connects to the Topic

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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can interpret information presented in different media and formats. (SL.6.2) I can explain how new information connects to a topic, text, or issue I am studying. (SL.6.2)	
Supporting Learning Target	**Ongoing Assessment**
• I can explain how the new information I found through research deepens my understanding of the destruction of the 1906 San Francisco earthquake and fire.	• Mid-Unit 3 Assessment, Part 2: Explaining How New Information Connects to the Topic

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Agenda	Teaching Notes
1. Opening A. Unpacking Learning Target (2 minutes) 2. Work Time A. Mid-Unit Assessment Part 2: Triad Discussion (40 minutes) 3. Closing and Assessment A. Debrief (3 minutes) 4. Homework A. Continue reading your independent reading book.	• This lesson is the second part of the mid-unit assessment. In this lesson, students explain orally in a triad discussion with you how the resources they analyzed in Part 1 of the assessment deepen their understanding of the 1906 San Francisco earthquake and fire. This is to complete the assessment of SL.6.2. • Questions have been provided for you to use to elicit responses that enable you to score students' achievement of the standard. Assess responses using the rubric provided in the supporting materials, one per student. • Prepare and post a schedule for the triad discussions so that students can see when they will be taking part in the discussion with you. This will enable them to focus on independent reading or an independent reading assessment without worrying that you may call on them at any given time. While you are working with triads, this is a good opportunity for students to read independent reading books or to assess the independent reading standards RL.6.11a and RL.6.11b. See Stand-alone document Launching Independent Reading in Grades 6–8: Sample Plan on EngageNY.org • Collect the Mid-Unit 3 Assessment, Part 1: Researching the Destruction Caused by the 1906 San Francisco Earthquake and Fires again at the end of this lesson and finish assessing them using the Grade 6 2-Point Rubric—Short Response (see supporting materials of Lesson 4). • Post: Learning targets, triad discussion schedule.

Lesson Vocabulary	Materials
	• Mid-Unit 3 Assessment, Part 2 Prompt: Explaining How New Information Connects to the Topic • Mid-Unit 3 Assessment, Part 1: Researching the Destruction Caused by the 1906 San Francisco Earthquake and Fires (completed in Lesson 4) • Assessment Research Folders (from Lesson 4; one per team) • Mid-Unit 3 Assessment, Part 2: Explaining How New Information Connects to the Topic Rubric (one per student; for teacher use during triad discussion)

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Opening	Meeting Students' Needs
A. Unpacking Learning Target (2 minutes) • Invite a volunteer to read the learning target out loud as the other students silently read along: * "I can explain how the new information I found through research deepens my understanding of the destruction of the 1906 San Francisco earthquake and fire." • Explain that in this lesson, students will finish their mid-unit assessment by having a discussion with you. Point to the posted schedule.	• Learning targets are a research-based strategy that helps all students, especially challenged learners. • Posting learning targets allows students to reference them throughout the lesson to check their understanding. The learning targets also provide a reminder to students and teachers about the intended learning behind a given lesson or activity.

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Work Time	Meeting Students' Needs
A. **Mid-Unit Assessment Part 2: Triad Discussion (40 minutes)** • Distribute the **Mid-Unit 3 Assessment, Part 2 Prompt: Explaining How New Information Connects to the Topic** • Invite students to read it through with you. • Set students off on independent reading and/or an independent reading assessment (see Teaching Notes). • Invite the first triad to take out their **Mid-Unit 3 Assessments Part 1:** Researching the Destruction Caused by the 1906 San Francisco Earthquake and Fires and **assessment research folders** from the previous lesson. • Ask students to discuss: * "What do you now know about the destruction caused by the San Francisco earthquake and fire that you didn't know before you saw those resources?" * "What factual information did you find out? Which resource did it come from? How did it answer the question?" * "What compelling eyewitness quotes did you find? Which resource did they come from? How did they deepen your understanding of the destruction?" • Ensure that all students contribute to the discussion. If students do not contribute, cold call them to do so. • Assess each student on the **Mid-Unit 3 Assessment: Part 2: Explaining How New Information Connects to the Topic Rubric**.	• If students receive accommodations for assessments, communicate with the cooperating service providers regarding the practices of instruction in use during this study as well as the goals of the assessment.

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Closing and Assessment	Meeting Students' Needs
A. Debrief (3 minutes) • Ask students to discuss in triads: * "So you have done all of your research—what do you think your next steps should be in writing your newspaper article?" • Select volunteers to share their responses. Guide students to understand that now they need to evaluate their factual information and quotes to determine which ones they should use in their newspaper article.	• The debrief after the assessment can help build a culture of achievement in your classroom.
Homework	**Meeting Students' Needs**
• Continue reading your independent reading book.	

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EXPEDITIONARY LEARNING

Grade 6: Module 3A: Unit 3: Lesson 5
Supporting Materials

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Mid-Unit 3 Assessment, Part 2 Prompt:
Explaining How New Information Connects to the Topic

Learning Targets:
I can interpret information presented in different media and formats. (SL.6.2)
I can explain how new information connects to a topic, text, or issue I am studying. (SL.6.2)

Directions: In the second part of this assessment you are going to discuss with your triad and your teacher how the resources you used in the first part of the assessment for research have deepened your understanding of the destruction caused by the 1906 San Francisco earthquake and fires.

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Mid-Unit 3 Assessment, Part 2:
Explaining How New Information Connects to the Topic Rubric

Name:

Date:

	4	3	2	1
Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study	Student clearly explains the content of the resource and how it deepens his/her understanding of the destruction caused by the 1906 San Francisco earthquake and fire	Student explains the content of the resource and how it deepens his/her understanding of the destruction caused by the 1906 San Francisco earthquake and fire	Student has a basic understanding of the content of the resource and how it deepens his/her understanding of the destruction caused by the 1906 San Francisco earthquake and fire	Student struggles to explain the content of the resource and how it deepens his/her understanding of the destruction caused by the 1906 San Francisco earthquake and fire

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EXPEDITIONARY LEARNING

Grade 6: Module 3A: Unit 3: Lesson 6
The Five W's

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Long-Term Target Addressed (Based on NYSP12 ELA CCLS)
I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.6.2)

Supporting Learning Targets	Ongoing Assessment
• I can use the information from my research to determine who, what, where, when, and why to form the basis of my newspaper article. • I can choose a compelling angle for my article that is supported by the information from my research.	• Five W's web organizer

Agenda	Teaching Notes
1. Opening A. Unpacking Learning Targets (3 minutes) 2. Work Time A. Determining the Who, What, Where, When, and Why (19 minutes) B. Determining the Angle (20 minutes) 3. Closing and Assessment A. Update Anchor Chart (3 minutes) 4. Homework A. Continue reading your independent reading book.	• In this lesson, students use their research to determine the who, what, where, when, and why of their newspaper article. • When choosing an angle for individual newspaper articles, encourage students to look across their research and to consider what is compelling. • Post: Learning targets.

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Lesson Vocabulary	Materials
angle, compelling	• Performance Task Prompt for the 1906 San Francisco earthquake and fire (distributed in Unit 2, Lesson 1) • Five W's web organizer (one per student and one for display) • Model newspaper article: "Sandy wreaks havoc across Northeast; at least 11 dead" (from Unit 2, Lesson 12) • Researching Factual Information graphic organizer (from Lesson 13) • Researching Eyewitness Accounts graphic organizer (from Lessons 2 and 3) • Mid-Unit 3 Assessment Part 1: Researching the Destruction Caused by the 1906 San Francisco Earthquake and Fires (from Lesson 4) • Newspaper Article Criteria anchor chart (from Unit 2, Lesson 12) • Scrap paper (one piece per student)

Opening	Meeting Students' Needs
A. Unpacking Learning Targets (3 minutes) • Invite students to read the learning targets with you: * "I can use the information from my research to determine who, what, where, when, and why to form the basis of my newspaper article." * "I can choose a compelling angle for my article that is supported by the information from my research." • Remind students of what a *compelling angle* is. Ask students: * "Based on these learning targets, what do you think you will be doing in this lesson?" • Listen for students to explain that they will be determining the who, what, where, when, and why of their own newspaper articles.	• Learning targets are a research-based strategy that helps all students, especially challenged learners. • Posting learning targets allows students to reference them throughout the lesson to check their understanding. The learning targets also provide a reminder to students and teachers about the intended learning behind a given lesson or activity.

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Work Time	Meeting Students' Needs
A. Determining the Who, What, Where, When, and Why (19 minutes) • Invite students to reread the **Performance Task Prompt for the 1906 San Francisco earthquake and fire** to ground themselves in what is expected of them at the end of this unit. • Remind students of the five W's and that journalists always make sure they include this crucial information in their newspaper articles. • Display the **Five W's web organizer** and **model newspaper article: "Sandy wreaks havoc across Northeast; at least 11 dead"**. Invite students to help you fill out the displayed Five W's web graphic organizer for the model: – Who: The people affected by the hurricane – What: Destruction including injuries and deaths – Where: The Northeast of the United States – When: Monday – Why: Superstorm Sandy • Invite students to get take out the following materials and to look across the information they collected through research in the first half of this unit: – **Researching Factual Information graphic organizer** – **Researching Eye Witness Accounts graphic organizer** – **Mid-Unit 3 Assessment: Researching the Destruction Caused by the 1906 San Francisco Earthquake and Fires** • Invite students to discuss in triads: * "What do you think the who, what, where, when, and why will be for your newspaper article? • Distribute the Five W's web organizer and invite students to record the Who, What, Where, When, and Why on their organizer.	• Graphic organizers and recording forms engage students more actively and provide the necessary scaffolding that is especially critical for learners with lower levels of language proficiency and/or learning. • Inviting students to discuss their ideas in triads before they record anything on their graphic organizers can help to ensure that all students are engaged in the thinking process. It can also provide additional support to ELL students.

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Work Time (continued)	Meeting Students' Needs

• Circulate to assist students in filling out their organizer. Ask guiding questions:
  * "So looking across your research, who was affected?"
  * "What happened?"
  * "Where did it happen?"
  * "When did it happen?"
  * "Why did it happen?"
• Select students to share their five W's with the whole group. These responses should all be very similar as the question is quite specific about the event:
  – Who: The people of San Francisco
  – What: Destruction, death, injury, loss
  – Where: San Francisco
  – When: April 18, 1906
  – Why: Earthquake and fire
	• Guiding questions provide motivation for student engagement in the topic.

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Work Time (continued)	Meeting Students' Needs

B. Determining the Angle (20 minutes)
• Tell students that now that they have decided on the five W's, they need to think about the angle they are going to take. Remind students the angle is the main idea.
• Remind them of the angle—the main idea—of the model: Hurricane Sandy caused widespread destruction including deaths and injuries.
• Record this in the center of the Five W's web organizer.
• Remind students that the research question is about the impact of the earthquake and fire on the community of San Francisco, so we know that the angle has to have something to do with the impact on the people. However, this is a very broad topic, so to make the article more compelling, they need to refine their focus. Ask students:
  * "What effect on the people could you focus on? The destruction of infrastructure (the buildings, the water mains, electricity)? The hardships people faced? The sadness at the loss (of family, homes, belongings, etc.)? The way people helped each other out?"
• Tell students that the way they will determine the angle is by looking across the information they have collected through research to determine what angle their information lends itself to and what really stands out to them.
• Refer to the **Newspaper Article Criteria anchor chart** and focus students on the word *compelling*. Remind them that they must make the newspaper article something that people want to read about. Ask students to consider what will be most interesting for people to read. Encourage them to consider what angle would make readers buy the newspaper if they saw it on the front page on a newsstand.
• Invite students to look across the information they gathered through research and discuss in triads the possible angles that 1) their information from research will support and 2) are compelling. Ask them to record their ideas on **scrap paper**.
• Circulate to support students:
  * "What angles or main ideas about the impact of the 1906 San Francisco earthquake and fire on the community of San Francisco does the information from your research suggest?"
  * "Which angle is the most compelling? Which one would make people want to buy the newspaper to read the article?"
• Invite students to look over their angle ideas to choose one that 1) contains the information from their research and 2) is compelling. Then direct them to record their angle in the middle of their Five W's web organizer. Explain that they do not need to take the same angle as the other people in their team—this is an individual decision.	

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Closing and Assessment	Meeting Students' Needs

A. Update Anchor Chart (3 minutes)
• Ask students to discuss in triads:
  * "After this lesson, are there any new criteria for newspaper articles we need to record on the anchor chart?"
• Select volunteers to share their responses. Record students' ideas on the Newspaper Article Criteria anchor chart. Ideas could include:
  – Contains five W's: who, what, where, when, why.
	• Anchor charts are a way to capture whole group thinking to refer to later.

Homework	**Meeting Students' Needs**
• Continue reading your independent reading book.	

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EXPEDITIONARY LEARNING

Grade 6: Module 3A: Unit 2: Lesson 6
Supporting Materials

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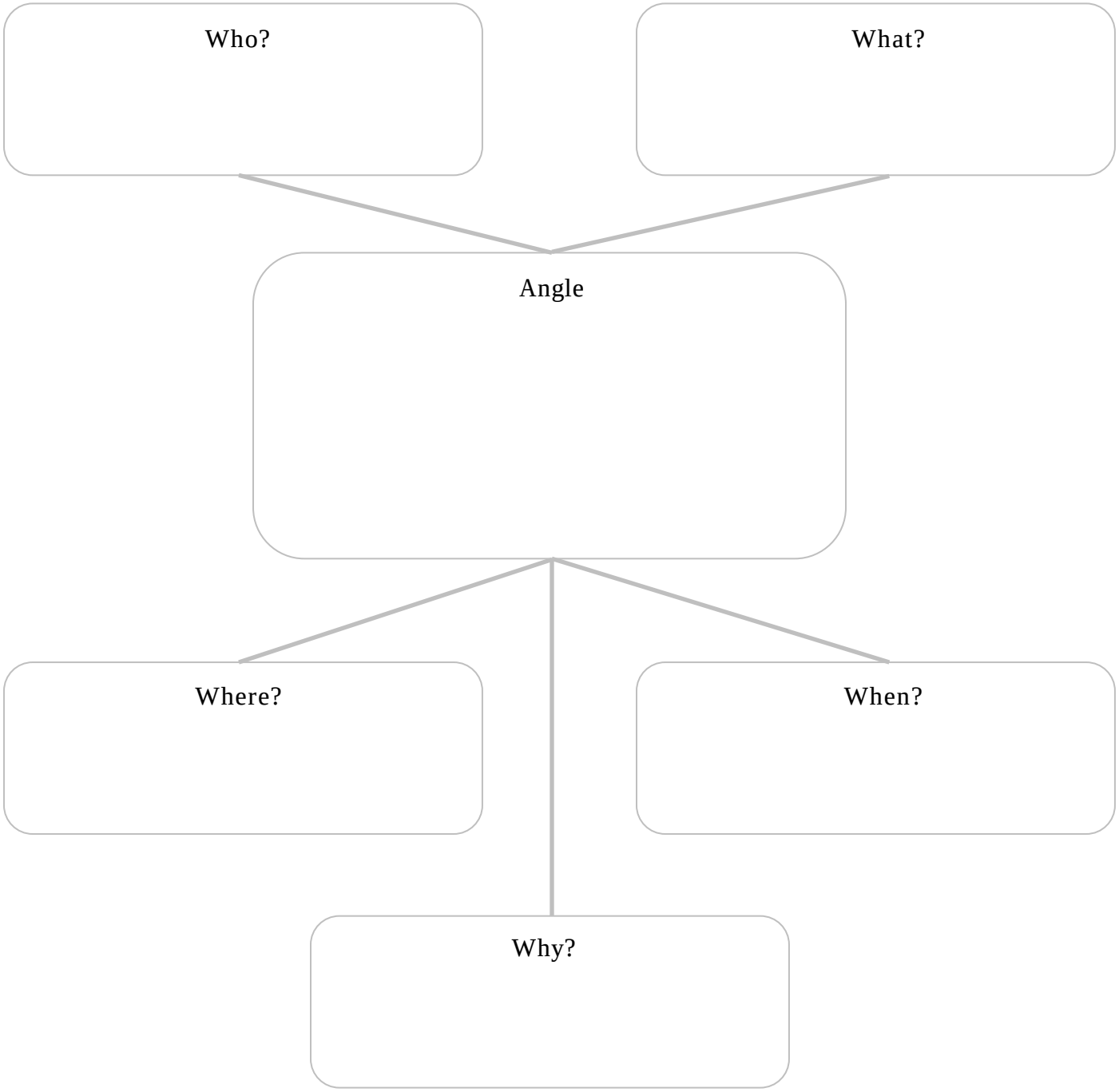
Five W's Web Organizer

Name:

Date:



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EXPEDITIONARY LEARNING

Grade 6: Module 3A: Unit 3: Lesson 7
Analyzing the Features of a Newspaper Article

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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)
I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.6.2) I can produce text (print or nonprint) that explores a variety of cultures and perspectives (W.6.4a) I can use evidence from a variety of grade-appropriate texts to support analysis, reflection, and research. (W.6.9)

Supporting Learning Targets	Ongoing Assessment
• I can identify the features of a newspaper article. • I can evaluate research to choose the most relevant factual information to support my angle.	• Annotated newspaper articles

Agenda	Teaching Notes
1. Opening A. Unpacking Learning Targets (5 minutes) 2. Work Time A. Receive Feedback from Mid-Unit 3 Assessment (5 minutes) B. Identifying the Features of a Newspaper Article (15 minutes) C. Identifying Relevant Factual Information (17 minutes) 3. Closing and Assessment A. Update Anchor Chart (3 minutes) 4. Homework A. Continue reading your independent reading book.	• Be prepared to return the Mid-Unit 3 Assessments with feedback to students in this lesson. • In this lesson, students evaluate the information they collected through research in the first half of the unit in order to identify the information that is most relevant to the angle they are taking in their newspaper article. This may require more modeling time than has been allocated in this lesson, depending on how well your students understand the process. Some students may require additional support and assistance as they work. • In advance: Prepare age-appropriate newspaper articles from real newspapers, one per team and one for you to use as a model. Try to choose front page news rather than "feature" articles. When possible, try to give each team a different newspaper article. Ensure there are as many of the features listed in Work Time B in each article as possible. Students may want to refer to these models once they begin drafting their own articles in Lesson 9 Determine how you want students to organize and save these materials. • Post: Learning targets.

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Lesson Vocabulary	Materials
angle	• Students' completed Mid-Unit 3 Assessments (with feedback; from Lessons 4 and 5) • Newspaper articles (one per team and one for display; see Teaching Note) • Newspaper Article Criteria anchor chart (from Unit 2, Lesson 12) • Five W's web organizer (from Lesson 6) • Researching Factual Information graphic organizer (from Unit 2, Lesson 13)

Opening	Meeting Students' Needs

A. Unpacking Learning Targets (5 minutes)
• Invite students to read the learning targets with you:
  * "I can identify the features of a newspaper article."
  * "I can evaluate research to choose the most relevant factual information to support my angle."
• Ask students to discuss in triads:
  * "Why are we identifying the features of a newspaper article? How will that help us write a newspaper article?"
• Listen for students to explain that identifying the features of a newspaper article will help them ensure that they include all of those features in their own newspaper articles, which will make their newspaper articles appear more authentic.
	• Learning targets are a research-based strategy that helps all students, especially challenged learners.
	• Posting learning targets allows students to reference them throughout the lesson to check their understanding. The learning targets also provide a reminder to students and teachers about the intended learning behind a given lesson or activity.

Work Time	Meeting Students' Needs
A. Receive Feedback from Mid-Unit 3 Assessment (5 minutes) • Hand back **students' completed Mid-Unit 3 Assessments** and ask students to spend time reading your feedback. Invite students to write their name on the board if they have questions, so that you can follow up either immediately or later in the lesson.	• Receiving feedback from assessments can help students improve their achievement of the learning target later.

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Work Time (continued)	Meeting Students' Needs

B. Identifying the Features of a Newspaper Article (15 minutes)
• Explain that today students are going to be looking at real newspaper articles to determine the features. Ask:
  * "What do I mean by 'features'?"
• Cold call students for their responses. Listen for and guide students to understand that features are those things that are outside the content—for example, a headline is a feature and a picture is a feature.
• Explain to students that not only are they going to identify features but they are going to identify the purpose of each feature as well.
• Display one of the **newspaper articles**. Circle the headline in marker and ask students to discuss in triads:
  * "What is the purpose of the headline?"
• Select students to share their responses. Listen for them to explain that the purpose of the headline is to catch the attention of readers and give them an idea of what the newspaper article is about. Annotate the newspaper article to note the purpose of this feature.
• Distribute the newspaper articles, one to each team, and invite triads to do the same.
• Circulate to assist triads. Ask guiding questions:
  * "Why have you circled that feature?"
  * "What is the purpose of that feature?"
• Cold call triads to share what they found with the whole group. Record students' suggestions on the **Newspaper Article Criteria anchor chart**. Ensure the following features and purposes are included:
  – Headline: to grab the attention of readers and give them an idea of what the content of the article is about
  – Byline: to let readers know who wrote the article
  – Subheadings: to introduce a new topic or idea
  – Graphic image with caption: to support the content of the article, and make the article "real" for readers.
	• Inviting students to analyze authentic models can give them a clearer idea of what their final product should look like.

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Work Time (continued)	Meeting Students' Needs
C. Identifying Relevant Factual Information (17 minutes) • Explain to students that now that they have collected all of the factual information, eyewitness quotes, determined the five W's and the angle, and determined what features they must include in their newspaper articles, they need to start thinking about which factual information they are going to use in their newspaper articles. They have collected a lot of information, but it isn't all appropriate for their angle. • Tell students to take out their **Five W's web organizer** from Lesson 6 and to remind themselves of the angle they are taking to answer the research question: How did the 1906 earthquake and fire affect the people of San Francisco? • Tell students that to be able to take that angle, they need to use factual information and eyewitness quotes from multiple perspectives that support and help them to convey that angle successfully to a reader. • Model how to do this for students with a think-aloud. Explain that your angle is "The hardships people faced after the earthquake and fire" and record this on the board. Ask a student to provide you with his or her **Researching Factual Information graphic organizer** from the first half of the unit. • Go through each piece of information and ask students: * "Does this piece of factual information show the hardships people faced after the earthquake and fire?" • Ask for a show of hands from those who think it does and then those who think it doesn't. Clarify your thinking on this for the students. For example: * "I think it does show the hardships people faced because it describes how people had to wait in lines for food rations for two or more hours at a time." • If the information does support that angle, put a star next to it on the Researching Factual Information graphic organizer. • Invite students to pair up with someone who is working on an angle that is similar to theirs. Ask them to work together to evaluate all of the factual information they have collected on their Researching Factual Information graphic organizers and their Mid-Unit 3 Assessments to identify the information that is relevant to their angle. • Circulate to assist students. Ask guiding questions such as: * "How does that information support your angle?"	• Modeling the activity for students can provide them with the expectations you have of their independent work. It can also provide students with the confidence to work independently, giving you time to support students who require additional support during work time.

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Closing and Assessment	Meeting Students' Needs

A. Update Anchor Chart (3 minutes)
• Ask students to discuss in triads:
  * "After this lesson, are there any new criteria for newspaper articles we need to record on the anchor chart?"
• Select volunteers to share their responses. Record students' ideas on the Newspaper Article Criteria anchor chart. Ideas could include:
  – Contains multiple perspectives: eyewitness accounts
	• Anchor charts are a way to capture whole group thinking to refer to later.

Homework	**Meeting Students' Needs**
• Continue reading your independent reading book.	

There are no new supporting materials for this lesson.

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EXPEDITIONARY LEARNING

Grade 6: Module 3A: Unit 3: Lesson 8
Evaluating Eyewitness Accounts

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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)
I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.6.2) I can organize my information using various strategies (e.g., definition/classification, comparison/contrast, cause/effect). (W.6.2b) I can develop the topic with relevant facts, definitions, concrete details, and quotations. (W.6.2d) I can produce text (print or nonprint) that explores a variety of cultures and perspectives. (W.6.4a) I can use evidence from a variety of grade-appropriate texts to support analysis, reflection, and research. (W.6.9) I can apply grade 6 Reading standards to literature (e.g., "compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics"). (W.6.9a)

Supporting Learning Targets	Ongoing Assessment
• I can evaluate research to choose the most relevant eyewitness accounts showing a variety of perspectives.	• Eyewitness account quotes recorded on the Newspaper Article Planning graphic organizer

Agenda	Teaching Notes
1. Opening A. Unpacking the Learning Target (3 minutes) 2. Work Time A. Introducing the Newspaper Article Planning Graphic Organizer (20 minutes) B. Evaluating Eyewitness Quotes (20 minutes) 3. Closing and Assessment A. Update Anchor Chart (2 minutes) 4. Homework A. Continue reading your independent reading book.	• In the previous lesson, students evaluated the factual information they collected through research in the first half of the unit. Now, in this lesson, students evaluate the eyewitness quotes they have collected in order to choose those most relevant to the factual information while also being compelling. This may require more modeling time than has been allocated in this lesson, depending on how well your students understand the process. Some students may require additional support and assistance as they work. • Post: Learning targets.

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Lesson Vocabulary	Materials
evaluate	• Newspaper Article Planning graphic organizer (one per student and one for display) • Researching Factual Information graphic organizer (from Unit 2, Lesson 13) • Researching Eyewitness Accounts graphic organizer (from Lesson 2) • Students' completed Mid-Unit 3 Assessment (from Lessons 4 and 5; returned to students in Lesson 7) • Newspaper Article Criteria anchor chart (from Unit 2, Lesson 12)

Opening	Meeting Students' Needs

A. Unpacking the Learning Target (3 minutes)
• Invite students to read the learning target with you:
  * "I can evaluate research to choose the most relevant eyewitness accounts showing a variety of perspectives."
• Ask students to discuss in triads:
  * "What does it mean to *evaluate*?"
• Select volunteers to share their responses. Listen for students to explain that *evaluate* means to compare the research against criteria to determine which pieces are the most relevant to include in their newspaper articles.
• Explain that today, as in Lesson 7, students are going to be evaluating which eyewitness accounts are the most relevant evidence for their newspaper articles.
	• Learning targets are a research-based strategy that helps all students, especially challenged learners.
	• Posting learning targets allows students to reference them throughout the lesson to check their understanding. The learning targets also provide a reminder to students and teachers about the intended learning behind a given lesson or activity.

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Work Time	Meeting Students' Needs
A. Introducing the Newspaper Article Planning Graphic Organizer (20 minutes) • Display and distribute the **Newspaper Article Planning graphic organizer**. Invite students to read through each of the boxes with you and to discuss what they think should go in each box. When you arrive at the graphic organizer, tell students to ignore the first column for now, as they will focus on that in the next lesson. • Invite students to record their angle in the first box. • Remind students that on their **Researching Factual Information graphic organizer** in the previous lesson they starred the factual information that is most relevant and compelling for their angle. • Invite students to transfer the starred information from their Researching Factual Information graphic organizer to the second column of the new organizer. Tell them not to worry about the first column of the organizer or the order they record them in at this stage, as this is something we will address in the next lesson.	• Graphic organizers and recording forms engage students more actively and provide the necessary scaffolding that is especially critical for learners with lower levels of language proficiency and/or learning. • Inviting students to discuss their ideas in triads before they record anything on their graphic organizers can help to ensure that all students are engaged in the thinking process. It can also provide additional support to ELL students.

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Work Time (continued)	Meeting Students' Needs
B. Evaluating Eyewitness Quotes (20 minutes) • Remind students that in the previous lesson, they evaluated their factual information to identify the information most relevant to their angle. Tell students that now that they have identified the factual information that is relevant for their angle, they need to do the same thing with their eyewitness quotes on their **Researching Eyewitness Accounts graphic organizer** in order to choose a few compelling eyewitness quotes to give readers an emotional connection and to make them want to keep reading. • Tell students that when evaluating their eyewitness quotes, they need to not only determine which are relevant to the angle and compelling, but also determine which will work to support the factual information they have chosen. • Select a student and invite her to help you model this process with the whole group. Invite the student to share her angle with the whole group. • Ask students: * "Look at these this first eyewitness quote. Does it support her angle? Is it compelling?" • Ask the student you are modeling with what she thinks. Invite her to put a star next to it if it does. • Explain that students should aim to have no more than three eyewitness quotes in their newspaper article, so if they have more than three quotes starred when they have finished, they must evaluate the quotes further to choose only the three most relevant and compelling. • Model this with the student. Once the student has two quotes starred, ask the class: * "Which of these is the most relevant and compelling for the angle? And supports the factual information chosen?" • Explain that students are going to continue working with their partner from Work Time A to do exactly the same thing with their Researching Eyewitness Accounts graphic organizer and their **completed Mid-Unit 3 Assessment** until they have three eyewitness quotes. • Circulate to assist students. Ask guiding questions: * "Does this quote support your angle? Does it work with the factual information you have chosen?" * "Which of these two quotes is the most relevant? Which is the most compelling? Why?" • Invite students to record their three eyewitness quotes in the final column of their Newspaper Article Planning graphic organizer.	• Modeling the activity for students can provide them with the expectations you have of their independent work. It can also provide students with the confidence to work independently, giving you time to support students who require additional support during work time.

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Closing and Assessment	Meeting Students' Needs

A. Update Anchor Chart (2 minutes)
• Ask students to discuss in triads:
  * "After this lesson, are there any new criteria for newspaper articles we need to record on the anchor chart?"
• Select volunteers to share their responses. Record students' ideas on the **Newspaper Article Criteria anchor chart**. Ideas could include:
  – Compelling and relevant research
	• Anchor charts are a way to capture whole group thinking to refer to later.

Homework	**Meeting Students' Needs**
• Continue reading your independent reading book.	

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EXPEDITIONARY LEARNING

Grade 6: Module 3A: Unit 2: Lesson 8
Supporting Materials

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Newspaper Article Planning
Graphic Organizer

Name:

Date:

Question: How did the 1906 earthquake and fire affect the people of San Francisco?

Angle:
Headline (think about your angle):
Subheading:
Lead sentence (Who, What, Where, When, Why):
Image and caption (the caption should describe the picture in as few words as possible):

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Newspaper Article Planning
Graphic Organizer

Order your factual information (Remember the **inverted pyramid**—from major to minor)	**Factual information that supports your angle**	**Compelling quotes**

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EXPEDITIONARY LEARNING

Grade 6: Module 3A: Unit 3: Lesson 9
Organizing Research: The Inverted Pyramid

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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)
I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.6.2) a. I can introduce the topic of my text. a. I can organize my information using various strategies (e.g., definition/classification, comparison/contrast, cause/effect). a. I can include headings, graphics, and multimedia to help readers understand my ideas. b. I can develop the topic with relevant facts, definitions, concrete details, and quotations. I can use evidence from a variety of grade-appropriate texts to support analysis, reflection, and research. (W.6.9) I can apply grade 6 Reading standards to literature (e.g., "compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics"). (W.6.9a) I can integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. (RI.6.7)

Supporting Learning Targets	Ongoing Assessment
• I can use the inverted pyramid to organize my research to form the structure of my newspaper article. • I can choose a visual component to develop the reader's understanding of my angle.	• Information organized according to the inverted pyramid structure on the Newspaper Article Planning graphic organizer

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Agenda	Teaching Notes
1. Opening A. Unpacking Learning Targets (2 minutes) 2. Work Time A. Writing the Lead (15 minutes) B. Organizing Research (15 minutes) C. Choosing a Visual Component (8 minutes) 3. Closing and Assessment A. Writing a Headline and Subheading (5 minutes) 4. Homework A. Write a headline and subheading for your newspaper article on your Newspaper Article Planning graphic organizer. Remember that the headline and subheading should clearly show the angle of your newspaper article.	• In this lesson, students use the inverted pyramid as a guide to organize their research information from most important to least important. Emphasize to students that real-world journalists use the inverted pyramid to make sure they put the most important information at the beginning because the reader may not read all the way to the end. • Students also choose a visual component for their newspaper article. For this they can choose one of the photographs used in Lesson 1 of Unit 2, or the photograph or maps used in the Mid-Unit 3 Assessment, Part 3 in Lesson 4. • For homework, students will write the headline and subheading. This is to ensure that students have completed their Newspaper Article Planning graphic organizer by the next lesson, when they will begin to draft their newspaper article. • Post: Learning targets.

Lesson Vocabulary	Materials
inverted pyramid, visual component, lead	• Inverted Pyramid handout (one for display) • Newspaper Article Criteria anchor chart (from Unit 2, Lesson 12) • Model newspaper article (from Unit 2, Lesson 12) • Five W's web organizer (from Lesson 6) • Newspaper Article Planning graphic organizer (from Lesson 8) • Scrap paper (one piece per student) • Performance Task Prompt: 1906 San Francisco Earthquake and Fires (from Unit 2, Lesson 1) • Photographs from Unit 2, Lesson 1 • Assessment Research Folders (from Lesson 4)

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Opening	Meeting Students' Needs

A. Unpacking Learning Targets (2 minutes)
• Invite students to read the learning targets with you:
  * "I can use the inverted pyramid to organize my research to form the structure of my newspaper article."
  * "I can choose a visual component to develop the reader's understanding of my angle."
• Tell students that the *inverted pyramid* is something journalists use to organize their ideas in their writing. Students will be introduced to it in this lesson.
• Ask students:
  * "What do you think a *visual component* might be?"
  * "Why do you think you might include a visual component?"
• Select volunteers to share their responses. Listen for them to explain that a visual component is something like a photograph, chart, or map. It supports the content of the newspaper article without words.
	• Learning targets are a research-based strategy that helps all students, especially challenged learners.
	• Posting learning targets allows students to reference them throughout the lesson to check their understanding. The learning targets also provide a reminder to students and teachers about the intended learning behind a given lesson or activity.

Work Time	Meeting Students' Needs

A. Writing the Lead (15 minutes)
• Display the **Inverted Pyramid handout** and tell students that this is how journalists organize their information when they are writing newspaper articles. Read it with students and ask:
  * "What do you notice?"
  * "What do you wonder?"
• Select volunteers to share their notices and wonders with the whole group.
• Emphasize to students the reminder at the bottom of the handout: that the inverted pyramid means organizing a newspaper article with the most important information first because readers could stop reading at any time.
• On the **Newspaper Article Criteria anchor chart**, record:
  – The content is organized according to the inverted pyramid, with the most important information first.
	• An authentic model provides students with realistic expectations of their own work.
	• Anchor charts are a way to capture whole group thinking to refer to later.
	• Consider inviting students who may need additional support writing their "lead" to work with you in a group setting, or to say it aloud before writing it.

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Work Time (continued)	Meeting Students' Needs

• Invite students to reread the first sentence of the **model newspaper article**. Ask:
  * "What information does the first sentence tell you? Think about the inverted pyramid—what are the most important details in this newspaper report?"
• Tell students that this first sentence, which often contains the five W's, is called the *lead*. Explain that it doesn't have to contain all of the five W's, but it should contain as many as possible while still sounding engaging. Remind students that the lead needs to be engaging and compelling to hook the reader in.
• Invite students to analyze the use of language in the lead of the model newspaper article. Ask:
  * "The lead contains critical facts, but how does it compel the reader to read on? Look at the language."
• Select volunteers to share their responses. Listen for them to explain that powerful and dramatic descriptive language has been used—for example, "packed a hurricane-sized punch" and "slammed into the Jersey Shore."
• On the Newspaper Article Criteria anchor chart, record:
  – The lead (opening sentence) contains as many of the five W's as possible.
  – The lead contains powerful, descriptive language to make it sound dramatic, which compels the reader to keep reading.
• Explain that students are going to use their **Five W's web organizer** to write the lead sentence of their own newspaper article in the "Lead" box on their **Newspaper Article Planning graphic organizer**.
• Invite students to spend some time thinking about it and drafting ideas on **scrap paper**.
• Circulate to support students. Ask guiding questions:
  * "Have you included as many of the five W's as possible?"
  * "How can you make it compelling? What powerful and dramatic descriptive language can you use to draw the reader in?"
• Invite students to partner up to share their ideas, and invite them to make suggestions to each other to improve the ideas and to help each other determine which is the best of their ideas to record on their Newspaper Article Planning graphic organizer.
• Ask students to record their lead on their Newspaper Article Planning graphic organizer.	

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Work Time (continued)	Meeting Students' Needs

B. **Organizing Research (15 minutes)**
• Refer students to the Inverted Pyramid handout and remind them that the most important information must come first and that the rest of the information must be organized in order of how important it is.
• Invite students to look at the first column of the table on their Newspaper Article Planning graphic organizer, which asks them to order their factual information using the inverted pyramid. Tell students that they need to keep referring to their angle when prioritizing information, as they should be looking at how important the factual information is in relation to their angle.
• Use a completed student organizer to model how to evaluate the research to determine which is the most important. Read the angle and then the information about each piece of research recorded in the middle column. Ask students:
  * "So looking at the angle here, which one of these pieces of research do you think is the most important for people to know to be able to understand the angle? Why?"
• Select volunteers to share their responses and their reasoning. Use an appropriate choice and write the number 1 in the first column to show that this piece of research should go first in the newspaper article because it is the most important.
• Explain to students that as they organize their research, they may also have to consider the order in which things happened. For example, it would make the newspaper article seem illogical if an event that happened after another event was recorded first.
• Invite students to work with a partner to look across their research on their Newspaper Article Planning graphic organizer and to record numbers in the first column to show in which order they think their research should go. Students should have only four pieces of research recorded on their organizer, so this shouldn't take them long.
• Circulate to help students organize their research. Ask guiding questions:
  * "Which piece of research is most important for the reader to know in order to understand the angle of your newspaper article?"
  * "Why is this piece of research more important than that one?"
	• Modeling the activity for students can provide them with the expectations you have of their independent work. It can also provide students with the confidence to work independently, giving you time to support students who require additional support during work time.
	• Consider pairing ELL students who speak the same first language in order to allow for a deeper discussion.

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Work Time (continued)	Meeting Students' Needs
C. **Choosing a Visual Component (8 minutes)** • Invite students to review the **Performance Task Prompt: 1906 San Francisco Earthquake and Fires**, particularly the final bullet that mentions an image with a caption. • Tell students that a visual component like a photograph, map, or chart can show the reader additional information in support of the angle, without using words. • Explain that students are now going to choose a visual component for their newspaper article from the ones they have seen so far. Invite students to refer to the **photographs from Unit 2, Lesson 1** and the photograph and maps from their **Assessment Research Folders** • Remind students that the visual component needs to support their angle and the factual information they have chosen, and that it must have a caption to describe it. • Give students time to choose a visual component and write a caption for it on their Newspaper Article Planning graphic organizer. • Circulate to support students in choosing visual components. Ask guiding questions: * "Which of the resources best supports your angle? Why?" * "How would you describe the visual component? What caption would you give it?"	• Guiding questions can point students in the right direction and encourage them to think more deeply about why they are doing what they are doing.

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Closing and Assessment	Meeting Students' Needs

A. **Writing a Headline and Subheading (5 minutes)**
• Invite students to reread the headline and subheading of the model newspaper article. Remind students that the angle of the article is: Despite all of the hardships the people of New York City and the surrounding boroughs faced as a result of the destruction from Hurricane Sandy, they tried to continue with normal life. Ask students:
  * "What do you notice about the headline and the subheading?"
  * "What do you wonder about the headline and the subheading?"
• Select volunteers to share their ideas with the whole group. If students don't notice it, emphasize that the headline and the subheading clearly outline the angle of the newspaper article.
• Ask students to analyze the use of language in the headline and subheading:
  * "How do the headline and the subheading draw the reader in? How are they compelling?"
• Cold call students to share their ideas with the whole group. Listen for students to explain that like the lead, the headline and subheading contain powerful and dramatic descriptive language—for example, "Super Storm" and "Wins the Battle."
• Add to the Newspaper Article Criteria anchor chart:
  – The headline and subheading make the angle of the newspaper article clear.
  – The headline and subheading contain powerful and dramatic descriptive language to draw the reader in.
• Tell students that for homework they will be writing a headline and subheading for their newspaper article.	

Homework	Meeting Students' Needs
• Write a headline and subheading for your newspaper article on your Newspaper Article Planning graphic organizer. Remember that the headline and subheading should clearly show the angle of your newspaper article.	

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EXPEDITIONARY LEARNING

Grade 6: Module 3A: Unit 2: Lesson 9
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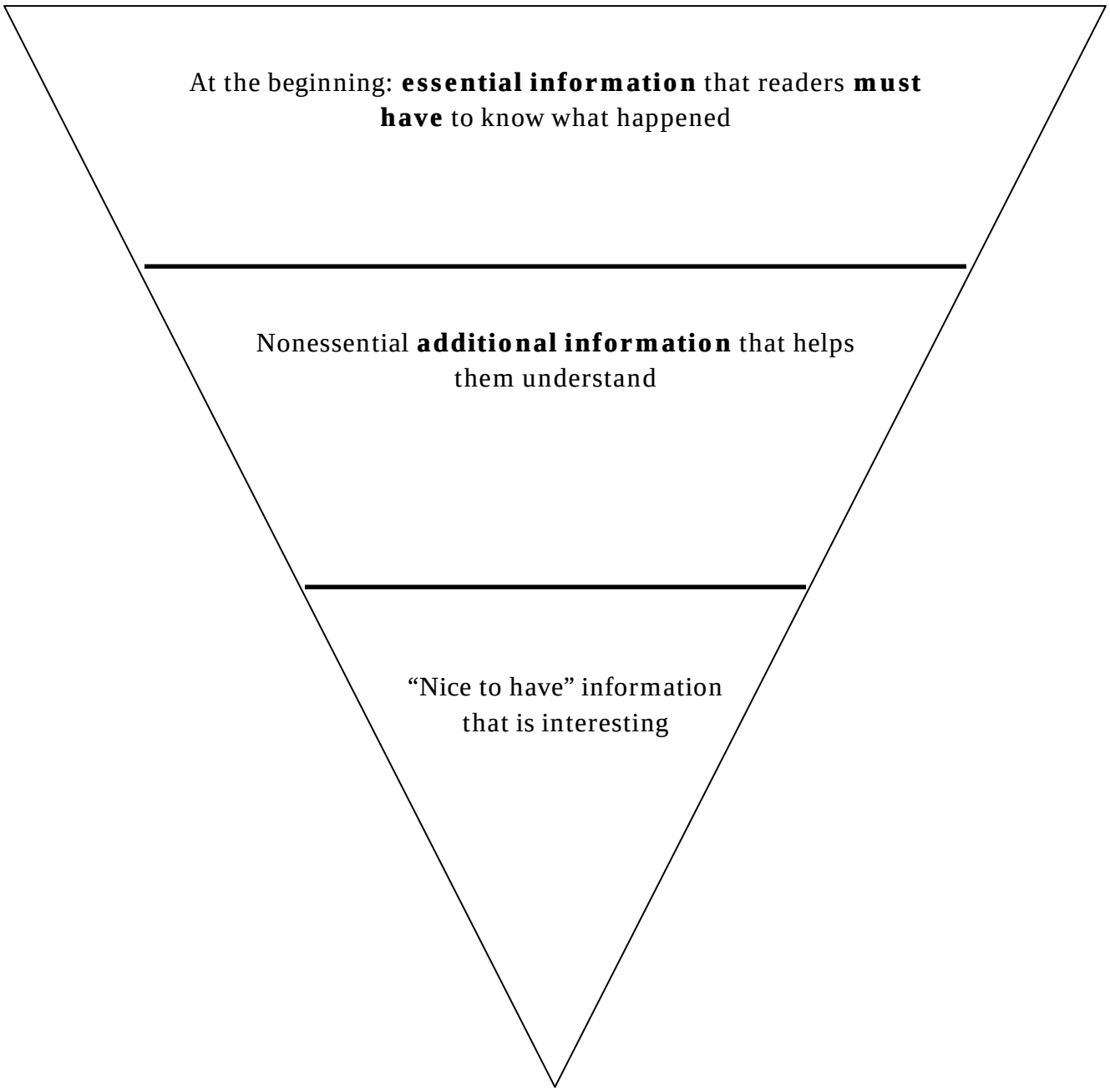
Organizing Research:
The Inverted Pyramid



Remember: Critical information goes first.
The reader could stop reading at any time.

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EXPEDITIONARY LEARNING

Grade 6: Module 3A: Unit 3: Lesson 10

End of Unit 3 Assessment: Drafting the Newspaper Article

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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)
I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.6.2) a. I can introduce the topic of my text. a. I can organize my information using various strategies (e.g., definition/classification, comparison/contrast, cause/effect). a. I can include headings, graphics, and multimedia to help readers understand my ideas. b. I can develop the topic with relevant facts, definitions, concrete details, and quotations. c. I can use transitions to clarify relationships among my ideas. d. I can use contextually specific language/vocabulary to inform or explain about a topic. e. I can establish and maintain a formal style in my writing. f. I can construct a concluding statement or section of an informative/explanatory text. I can produce text (print or nonprint) that explores a variety of cultures and perspectives. (W.6.4a) I can use evidence from a variety of grade-appropriate texts to support analysis, reflection, and research. (W.6.9) I can apply grade 6 Reading standards to literature (e.g., "compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics"). (W.6.9a) I can integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. (RI.6.7)

Supporting Learning Targets	Ongoing Assessment
• I can use active words and domain-specific vocabulary in my newspaper article. • I can draft an interesting, accurate, and objective newspaper article based on carefully selected evidence.	• End of Unit 3 Assessment: Draft newspaper article

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Agenda	Teaching Notes
1. Opening A. Partner Feedback: Headlines and Subheadings (3 minutes) B. Unpacking Learning Targets (4 minutes) 2. Work Time A. Analyzing Model: Drafting with Descriptive Word Choice (10 minutes) B. Drafting Newspaper Article (25 minutes) 3. Closing and Assessment A. Debrief (3 minutes) 4. Homework A. If you haven't already done so, finish your draft newspaper article. B. Continue reading your independent reading book.	• This lesson is the end of unit 3 assessment. Students draft their newspaper article based on the carefully selected factual information and eyewitness quotes they gathered on their Newspaper Article Planning graphic organizer in previous lessons. Given that newspapers today have various formats, there is not a guide for one format to use for their article. Instead keep the focus on students using the criteria established on the anchor chart. • Assess students' newspaper article drafts against the Newspaper Article Rubric. • Given that the final draft of the newspaper article is the performance task, students will be revising their newspaper articles over the next couple of lessons. If you take the drafts home to assess, ensure you bring them back for each lesson, as students will need them to revise their work and be ready to write their final draft in Lesson 12. • Some students may need additional time to finish their first drafts. Allow these students to take their work home to finish it, but emphasize that it must be returned in the next lesson so you can assess it. • Post: Learning targets; Newspaper Article Criteria anchor chart.

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Lesson Vocabulary	Materials
domain-specific vocabulary, active verbs	• Newspaper Article Planning graphic organizer (from Lesson 8) • Word-catchers (students' own, from this unit) • Model newspaper article: "Sandy wreaks havoc across Northeast; at least 11 dead" (from Unit 2, Lesson 12) • Newspaper Article Criteria anchor chart (from Unit 2, Lesson 12) • Drafting the Model Newspaper Article form (one per student and one to display) • Performance Task Prompt for the 1906 San Francisco earthquake and fire (from Unit 2, Lesson 1) • End of Unit 3 Assessment Prompt: Draft Newspaper Article: How the 1906 San Francisco Earthquake and Fire Affected the People of San Francisco (one per student) • Authentic newspaper articles (distributed and annotated in Lesson 7) • Newspaper Article Rubric (from Unit 2, Lesson 12)

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Opening	Meeting Students' Needs
A. Partner Feedback: Headlines and Subheadings (3 minutes) • Invite students to take out their **Newspaper Article Planning graphic organizer** to share with an elbow partner the headlines and subheadings drafted for homework. • Remind students that the headline and subheading should: – Make the angle of the newspaper article clear – Contain powerful and dramatic descriptive language to draw the reader in • Record the following sentence starters on the board. * "Your headline and subheading make me think about ..." * "The words that draw me in are ..." • Invite students to review the headline and subheading of their elbow partner's newspaper articles and to use the two sentence starters provided to give feedback. • Invite students to revise their headline and subheading based on the feedback they received, if they want to.	• Reviewing homework can hold students accountable for completing homework. It can also give you an opportunity to see who is completing homework and who isn't.
B. Unpacking Learning Targets (4 minutes) • Invite students to read the learning targets with you: * "I can use active words and domain-specific vocabulary in my newspaper article." * "I can draft an interesting, accurate, and objective newspaper article based on carefully selected evidence." • Tell students that *domain-specific vocabulary* is words specific to a topic or study, such as "conflagration." • Tell students to take out their **Word-catchers** for the module. • Ask for volunteers: * "What words are good examples of domain-specific vocabulary that you want to use in your article?" • Call on students and listen for examples such as: temblor, trembler, undulating, militia, dynamite, gunpowder, refugees, feeding stations, shanties, camps, etc. Consider making a Word Wall from students' examples that can be referenced while students are writing.	• Learning targets are a research-based strategy that helps all students, especially challenged learners. • Posting learning targets allows students to reference them throughout the lesson to check their understanding. The learning targets also provide a reminder to students and teachers about the intended learning behind a given lesson or activity.

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Opening (continued)	Meeting Students' Needs
• Invite students to turn and talk: * "Now that you have seen the learning targets for this lesson, what do you think you will be doing today?" • Listen for: "We going to draft our newspaper articles making sure we use domain-specific words." • Encourage students to use all their knowledge of a newspaper article from the anchor chart to draft their articles.	

Work Time	Meeting Students' Needs

A. Analyzing Model: Drafting with Descriptive Word Choice (10 minutes)
• Ask students to sit in triads.
• Invite students to get into triads and to reread the **model newspaper article: "Sandy wreaks havoc across Northeast; at least 11 dead**,"
• Explain that domain-specific vocabulary, active verbs, and descriptive words have been used to make the newspaper article more compelling. Remind students that domain-specific vocabulary is vocabulary that is specific to the topic of hurricanes in this example. Tell students that *active verbs* are verbs that help the reader imagine the action: wreaked, ordered, lost, etc. Explain that passive verbs—for example, has, was, am—are used very little in newspaper articles.
• Model highlighting the domain-specific vocabulary, active verbs, and descriptive words in the first paragraph. Ask students:
  * "Which of these words is domain-specific vocabulary?"
  * "What descriptive words have been used to make the newspaper article more compelling?"
  * "What active verbs have been used?"
• Select volunteers to share their responses and highlight them on the displayed model newspaper article.
• Invite students to circle any domain-specific vocabulary, active verbs, and descriptive words that have been used to make the model newspaper article more compelling.
	• Consider supporting some students by helping them make a next-steps list at the top of their draft article. This helps students chunk the task for revision into smaller steps.

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Work Time (continued)	Meeting Students' Needs

• Refocus the whole group. Ask students:
  * "So what do you notice about the word choice in this article?
  * "What do you notice about domain-specific vocabulary?"
  * "What do you notice about active verbs?"
  * "What do you notice about describing words?"
• Cold call students to share their responses with the whole group. Listen for them to explain that there are a lot of domain-specific vocabulary, active verbs, and descriptive words in the article. Many of the words in the model fall into one of these categories.
• Direct students' attention to the **Newspaper Article Criteria anchor chart**. Add these criteria:
  – Careful word choice: domain-specific vocabulary, active verbs, and descriptive words to make it compelling
Quotes used word-for-word with quotation marks.	

B. Drafting Newspaper Article (25 minutes)
• Display and distribute the **Drafting the Model Newspaper Article form**. Explain that this is the Newspaper Article Planning graphic organizer filled out for the model newspaper article. Invite students to compare the two. Ask students to discuss in triads:
  * "What do you notice about how the journalist has transitioned from his ideas on the planning graphic organizer to write the model newspaper article?"
  * "What do you wonder?"
• Select volunteers to share their responses. Listen for students to explain and add the following ideas to the Newspaper Article Criteria anchor chart:
  – Keep paragraphs brief (two to four sentences)
• Invite students to reread the **Performance Task Prompt for the 1906 San Francisco earthquake and fire** to ground themselves again in what is expected of their work.
	• Some students may benefit from saying their ideas aloud before they write them down. Organize these students into a group to work with you apart from students who need to work quietly.

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Work Time (continued)	Meeting Students' Needs
• Distribute the **End of Unit 3 Assessment Prompt: Draft Newspaper Article: How the 1906 San Francisco Earthquake and Fire Affected the People of San Francisco** and invite students to read silently in their head as you read it aloud. • Tell students that now they are going to draft their own newspaper articles. Remind students to use all the resources they have collected as a class over the past weeks to write their article. List the resources on the board: – The Newspaper Article Criteria anchor chart for support – The **authentic newspaper articles** they examined in Lesson 7 – The model newspaper article – The **Newspaper Article Rubric** • Tell students they can choose the format they want to use for the newspaper. They can choose how they want to organize the features, as long as each of the features on the anchor chart is included. Invite students to refer to the authentic newspaper articles for ideas. • Explain that students will not be including their visual component in their draft, but they should clearly show where it will go and which visual component they have chosen from their caption. • Ask them to begin drafting their articles. Remind students that as this is an assessment, they are to work independently writing their newspaper articles. • Circulate to support students by reviewing the model with them as an example as needed.	•

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Closing and Assessment	Meeting Students' Needs

A. Debrief (3 minutes)
• Ask students to look over their drafts and to discuss in triads:
  * "How do you think you have done? What went well in your drafting? Why?"
  * "What didn't go so well? Why not?"
  * "What do you think you could improve upon? Why?"
	• The debrief after the assessment can help build a culture of achievement in your classroom.

Homework	**Meeting Students' Needs**
• If you haven't already done so, finish your draft newspaper article. • Continue reading your independent reading book.	

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EXPEDITIONARY LEARNING

Grade 6: Module 3A: Unit 3: Lesson 10 Supporting Materials

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Drafting the Model Newspaper Article

Order your factual information (Remember the **inverted pyramid**—from major to minor)	**Factual information that supports your angle**	**Compelling quotes**
11	Three major airports closed: LaGuardia, John F. Kennedy, and Newark Liberty	• Montgomery Dahm: "I've been down here for about 16 years, and it's shocking what I'm looking at now. It's unbelievable.... I mean, there's cars that are just completely underwater in some of the places I would never believe that there would be water." • Atlantic City Mayor Lorenzo Langford: "When Mother Nature sends her wrath your way, we're at her mercy, and so all we can do is stay prayerful and do the best that we can." • Police Chief Thomas Boyd: "The whole north side of my town is totally under water." • New York Mayor Michael Bloomberg: "We knew that this was going to be a very dangerous storm, and the storm has met our expectations.... The worst of the weather has come, and city certainly is feeling the impact."
6	Atlantic City: Power lines and tree limbs knocked down while the storm was still 50 miles offshore	
14	Lower Manhattan: High winds damaged a crane on a Midtown skyscraper. Authorities had to evacuate the surrounding area.	
7	Lower Manhattan: 14-foot tides in Battery Park, breaking a record set in 1960 by Hurricane Donna by more than 3 feet	
8	New York: Bus and train lines stopped	
1	No longer a hurricane when it hit	
9	New York: Schools closed	
10	New York: 400,000 evacuated from homes	

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Drafting the Model Newspaper Article

Order your factual information (Remember the **inverted pyramid**—from major to minor)	**Factual information that supports your angle**	**Compelling quotes**
6	Atlantic City: Storm hit at about 8 p.m. ET	
5	Evacuation of about 200 patients from NYU Langone Medical Center	
3	Killed at least 11 people from West Virginia to North Carolina and Connecticut	
2	Hit Jersey Shore on Monday	
4	Atlantic City: Water over the streets	
12	Lower Manhattan: Water in subway stations	
13	Water in the tunnel connecting Lower Manhattan and Brooklyn	
15	2.8 million outages across the Northeast	
16	350,000 power outages in New York City area	
17	Con Ed said it had lost service to about 250,000 customers in Manhattan—including most of the island south of 39th Street.	

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End of Unit 3 Assessment Prompt: Draft Newspaper Article

How the 1906 San Francisco Earthquake and Fire Affected the People of San Francisco

Learning Targets:

- I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.6.2)
- I can introduce the topic of my text.
- I can organize my information using various strategies (e.g., definition/classification, comparison/contrast, cause/effect).
- I can include headings, graphics, and multimedia to help readers understand my ideas.
- I can develop the topic with relevant facts, definitions, concrete details, and quotations.
- I can use transitions to clarify relationships among my ideas.
- I can use contextually specific language/vocabulary to inform or explain about a topic.
- I can establish and maintain a formal style in my writing.
- I can construct a concluding statement or section of an informative/explanatory text.
- I can produce text (print or nonprint) that explores a variety of cultures and perspectives. (W.6.4a)
- I can use evidence from a variety of grade-appropriate texts to support analysis, reflection, and research. (W.6.9)
- I can apply grade 6 Reading standards to literature (e.g., "compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics"). (W.6.9a)
- I can integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. (RI.6.7)

Directions: Write your best first draft of your newspaper article. You may use all of your texts, research graphic organizers and planning documents.

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End of Unit 3 Assessment Prompt: Draft Newspaper Article

How the 1906 San Francisco Earthquake and Fire Affected the People of San Francisco

How did the 1906 San Francisco Earthquake and Fire Affect the People of San Francisco?

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EXPEDITIONARY LEARNING

Grade 6: Module 3A: Unit 3: Lesson 11

Revising the Newspaper Article: Sentence Structure and Transitions

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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)
I can use a variety of sentence structures to make my writing and speaking more interesting. (L.6.3a) I can maintain consistency in style and tone when writing and speaking. (L.6.3b)

Supporting Learning Targets	Ongoing Assessment
• I can use a variety of sentence structures to make my article more interesting. • I can use appropriate transitions to make the newspaper article flow smoothly.	• Revised End of Unit 3 Assessment: Draft newspaper article • Self-assessment of the article on Row 3 of the Newspaper Article Rubric

Agenda	Teaching Notes
1. Opening A. Unpacking Learning Targets (2 minutes) 2. Work Time A. Mini Lesson: Sentence Structure (18 minutes) B. Mini Lesson: Transitions (17 minutes) 3. Closing and Assessment A. Self-Assessment against the Newspaper Article Rubric (8 minutes) 4. Homework A. Continue to read your independent reading book.	• To address language standards L6.3a and L.6,3b, students have mini lessons on sentence structure and appropriate transitions to improve the flow of their article. Students then revise their newspaper articles inline with the content of the mini lessons. • Students need their draft newspaper articles returned in this lesson for revision. • In the next lesson, students will be writing their final copy of their newspaper articles for the performance task. If you require more time to provide feedback on the end of unit assessment, consider adding lessons in which students read independently and/or complete the independent reading assessment. See the Independent Reading document, Launching Independent Reading in Grades 6–8: Sample Plan, on EngageNY.org • In advance: Determine your system for getting images copied for students to use in their articles. Students will need the images in the next lesson when they complete the final draft for the performance task. • Post: Learning targets; Newspaper Article Criteria anchor chart.

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Lesson Vocabulary	Materials
	• Sentence Structure handout (one per student and one for display) • Newspaper Article Rubric (from Unit 2, Lesson 12) • Model newspaper article: "Sandy wreaks havoc across Northeast; at least 11 dead" (from Unit 2, Lesson 12) • Transitional Words handout (one per student and one for display) • Row 3 of the Newspaper Article Rubric Self-Assessment (one per student) • Launching Independent Reading in Grades 6–8: Sample Plan (stand-alone document on EngageNY.org; for teacher reference)

Opening	Meeting Students' Needs

A. Unpacking Learning Targets (2 minutes)
• Invite students to sit in triads and then read the learning targets with you:
  * "I can use a variety of sentence structures to make my article more interesting."
  * "I can use appropriate transitions to make the newspaper article flow smoothly."
• Invite students to Think-Pair-Share:
  * "What are 'appropriate transitions'? Why are they important?"
• Select volunteers to share their ideas. Listen for students to explain that appropriate transitions are the words and phrases used to connect sentences and paragraphs, and they are important because they help writing flow well.
	• Learning targets are a research-based strategy that helps all students, especially challenged learners.
	• Posting learning targets allows students to reference them throughout the lesson to check their understanding. The learning targets also provide a reminder to students and teachers about the intended learning behind a given lesson or activity.

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Work Time	Meeting Students' Needs
A. Mini Lesson: Sentence Structure (18 minutes) • Invite students to sit in triads. Display the **Sentence Structure handout** with only the top of the handout showing to students—the boxes with the A and B examples of sentences. Direct students to determine which one is more interesting: A or B, and why. • Read each box aloud. • Ask for a volunteer to share which one was more interesting and why. Listen for the student to explain something like: "B flowed more easily, was not as choppy, and had some variety to the sentence structure." • Distribute the Sentence Flow handout to each student. Read the asterisked notes under the A and B boxes. Explain that the bolded words are important points to keep in mind when revising sentence structure. • Tell students to do number 2 on the handout. Ask them to read their sentence aloud to their triad and make any changes if it didn't flow well when they read it aloud. • Circulate and support students as needed. You might have a student say a new sentence out loud first if he or she is stuck writing one down. • Refocus whole class. Cold call on one or two triads to whom you were not able to circulate, in order to extend your check for understanding. Write down their sentences on the displayed handout. Think aloud about how the students combined the sentences while keeping the language and style. An example of a new sentence might be: "After the earthquake crumbled the buildings, an inferno burned what remained." Tell students a good strategy for determining if a sentence flows well is to read it aloud. • Direct students to take out the latest and greatest draft of their own article. Give directions: – Choose one paragraph to revise for more interesting sentence structure. – Review the sentences in that paragraph and combine them if needed, writing the new sentences in the margins of your draft. – Read your whole paragraph aloud and determine if the sentences flow together well. If not, revise the sentences that seemed choppy. • Circulate and support students with their sentence combining and revision. Remind students to keep in mind the bold-faced word on the handout.	• Consider supporting some students by helping them make a next-steps list at the top of their draft article. This helps students chunk the task for revision into smaller steps.

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Work Time (continued)	Meeting Students' Needs
B. Mini Lesson: Transitions (17 minutes) • Display the **Newspaper Article Rubric** and circle Row 3: "Exhibits clear newspaper article organization*, with the use of appropriate and varied transitions to create a unified whole and enhance meaning." Read this aloud to students. Ask them to discuss in triads: * "What does 'transitions to create a unified whole' mean?" • Cold call on a student and listen for him or her to explain that transition words help connect one paragraph to the next. • Explain that because newspaper articles are meant to be brief with short paragraphs, they use transitions a little differently than a literary analysis or the myth stories they wrote in Module 1. • Display the **model newspaper article: "Sandy wreaks havoc across Northeast; at least 11 dead."** Tell students to reread the model. Ask students to discuss in triads: * "What do you notice about how each paragraph transitions? • Select volunteers to share their responses. Listen for them to notice that there are a few transitions like 'In addition ...' but mostly the paragraphs are connected by content with subheadings to divide different topics. • Distribute and display the **Transitional Words handout**. Read it aloud to students and review the different types of transition words. • Invite students to revise the transitions in their newspaper article drafts.	

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Closing and Assessment	Meeting Students' Needs
A. Self-Assessment against the Newspaper Article Rubric (8 minutes) • Distribute **Row 3 of the Newspaper Article Rubric Self-Assessment**. Invite students to read the Criteria column and Column "3" with you for Row 3. • Tell students they are going to score their article against the rubric. Ask them to underline on the rubric where their article fits best. They are then to justify how they have scored themselves using evidence from their article on the lines underneath. • Remind students to be honest when self-assessing because identifying where there are problems with their work will help them improve their work in the next draft. Remind students that writing is a set of skills that have to be learned over time. Encourage them to give their best assessment. • Circulate and encourage students to think carefully about their scoring choices. Consider prompting students with this question as needed: * "You have underlined this part of your rubric. Why? Where is the evidence in your essay to support this?" • Students who finish quickly can begin to revise their draft essays based on their scoring against the rubric. • Congratulate students on their focus and effort at revision. Collect the revised articles and the self-assessments from students.	
Homework	**Meeting Students' Needs**
• Continue to read your independent reading book.	

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EXPEDITIONARY LEARNING

Grade 6: Module 3A: Unit 3: Lesson 11
Supporting Materials

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Sentence Structure: Revising the Newspaper Article

Sentence Structure and Transitions

1. **Which set of sentences is more interesting and why?**

A	B
Hurricane Sandy brought a wall of sea water. It hit Manhattan and Long Island. It was 13 feet high. It flooded coastal areas. The flooding was more than 4 feet of water.	Sandy's wall of seawater hit Manhattan and Long Island. It arrived with a record-breaking 13-foot storm surge, flooding some coastal areas with more than 4 feet of water.

- All the sentences in A are simple sentences—sentences with just one subject and verb.
- To create more interesting sentences, spend some time combining some sentences.
- Having a variety of simple and complex (shorter and longer) sentences makes your writing more interesting to read.
- Read your sentences aloud to hear how they flow.
- When we combine sentences, we want to makes sure we keep the descriptive words and formal style of language.

2. Practice combining these two sentences into one interesting sentence, keeping the best descriptive language:

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Sentence Structure: Revising the Newspaper Article

Sentence Structure and Transitions

The earthquake crumbled buildings.
The fire made an inferno of what remained.

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Transitional Words

Below are a few guidelines to use when including transitions in newspaper articles. Remember: The purpose of transitions is to help the reader make connections between paragraphs, or to signal a shift in the article.

Newspapers articles do not typically use a transition for every paragraph because they are trying to be brief. Often they use transition words to signal a shift in time or place, or even a contrast in opinion.

The words below are some, but not all of the common transition words used.

Topic words	water, flooding, firefighters
Time words	during, before, after, following
Place words	here, there, nearby, beyond
Contrast words	however, yet, though, otherwise, nevertheless
Comparison words	likewise, similarly, in the same way
Cause words	because, since, on account
Effect words	hence, accordingly, therefore, on account of

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Row 3 of the Newspaper Article
Rubric Self-Assessment

Name:

Date:

COHERENCE, ORGANIZATION, AND STYLE: The extent to which the newspaper article logically organizes complex ideas, concepts, and information using the inverted pyramid structure* and formal and precise language **newspaper article uses the inverted pyramid structure—organizing details in order from major to minor*	W.2 L.3 L.6	exhibits clear newspaper article organization,* with the skillful use of appropriate and varied transitions to create a unified whole and enhance meaning establishes and maintains a formal style, using grade-appropriate, stylistically sophisticated descriptive language and domain-specific vocabulary with a notable sense of voice uses a variety of sentence structures to make writing more compelling and interesting	exhibits clear newspaper article organization,* with the use of appropriate transitions to create a unified whole establishes and maintains a formal style using precise descriptive language and domain-specific vocabulary uses a variety of sentence structures to make writing more interesting	—exhibits some attempt at newspaper article organization,* with inconsistent use of transitions —establishes but fails to maintain a formal style, with inconsistent use of descriptive language and domain-specific vocabulary —inconsistent use of a variety of sentence structures to make writing more interesting	—exhibits little attempt at newspaper article organization,* or attempts to organize are irrelevant to the task —lacks a formal style, using language that is not descriptive or is inappropriate for the text(s) and task —rarely uses a variety of sentence structures to make writing more interesting	—exhibits no evidence of newspaper article organization* —uses language that is predominantly incoherent or copied directly from the text(s) —does not use a variety of sentence structures to make writing more interesting

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Row 3 of Newspaper Article
Rubric Self-Assessment

1. What score are you giving yourself for Row 3today? Why? Provide specific evidence from your article.

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EXPEDITIONARY LEARNING

Grade 6: Module 3A: Unit 3: Lesson 12

Performance Task: Final Draft of the Newspaper Article

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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)
I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.6.2) a. I can introduce the topic of my text. a. I can organize my information using various strategies (e.g., definition/classification, comparison/contrast, cause/effect). a. I can include headings, graphics, and multimedia to help readers understand my ideas. b. I can develop the topic with relevant facts, definitions, concrete details, and quotations. c. I can use transitions to clarify relationships among my ideas. d. I can use contextually specific language/vocabulary to inform or explain about a topic. e. I can establish and maintain a formal style in my writing. f. I can construct a concluding statement or section of an informative/explanatory text. I can produce text (print or nonprint) that explores a variety of cultures and perspectives. (W.6.4a) I can use evidence from a variety of grade-appropriate texts to support analysis, reflection, and research. (W.6.9) I can apply grade 6 Reading standards to literature (e.g., "compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics"). (W.6.9a) I can use a variety of sentence structures to make my writing and speaking more interesting. (L.6.3a) I can maintain consistency in style and tone when writing and speaking. (L.6.3b)

Supporting Learning Targets	Ongoing Assessment
• I can use formative feedback from the teacher to revise my newspaper article. • I can use peer feedback to revise my article to further meet the expectations of the Newspaper Article Rubric. • I can write a final draft of an interesting, accurate, and objective newspaper article. • I can choose a section of my article to share that captures my most interesting and accurate details of the event.	• Final draft of newspaper article

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Agenda	Teaching Notes
1. Opening A. Unpacking Learning Targets (2 minutes) 2. Work Time A. Reviewing Formative Feedback (10 minutes) B. Peer Critique: Stars and Steps (15 minutes) C. Writing Final Copy (15 minutes) 3. Closing and Assessment A. Debrief (3 minutes) 4. Homework A. None	• Be prepared to give students feedback on their draft newspaper articles in this lesson. If you need more time to provide feedback, consider adding more lessons in which students read independently or are assessed on the independent reading standards RL.11a and RL.11b. See Stand-alone document See the Independent Reading document, Launching Independent Reading in Grades 6–8: Sample Plan, on EngageNY.org • In this lesson, students perform a peer critique. Set up the peer critique carefully to ensure students feel safe giving and receiving feedback. Students must be given a set of clear guidelines for behavior, and they need to see the teacher model how to do it successfully. Asking students to provide feedback to their peers based on explicit criteria in the rubric benefits both parties in clarifying what a strong piece of writing should look like. Students can learn from both the strengths and weaknesses that they notice in the work of peers. • In previous lessons, students drafted and revised a newspaper article. In this lesson, students write their final, best version of their article and they conclude this unit by sharing an excerpt of their article. • In advance: Prepare the visual component for final newspaper articles. Students will need to be able to insert the visual component they have chosen into their newspaper articles. • Review: Mix and Mingle (see Appendix). • Post: Learning targets.

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Lesson Vocabulary	Materials
formative feedback, peer critique	• End of Unit 3 Assessment (first draft of newspaper article; completed in Lesson 10 with teacher feedback) • Peer Critique Guidelines (one to display) • Newspaper Article Rubric (from Unit 2, Lesson 12) • Stars and Steps recording form (one per student) • Performance Task Prompt for the 1906 San Francisco earthquake and fire (from Unit 2, Lesson 1) • Visual component (selected by students; see Teaching Notes)

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Opening	Meeting Students' Needs

A. Unpacking Learning Targets (2 minutes)
• Invite students to read the learning targets with you:
  * "I can use formative feedback from the teacher to revise my newspaper article."
  * "I can use peer feedback to revise my article to further meet the expectations of the Newspaper Article Rubric."
  * "I can write a final draft of an interesting, accurate, and objective newspaper article."
  * "I can choose a section of my article to share that captures my most interesting and accurate details of the event."
• Invite students to Think-Pair-Share:
  * "What does *formative feedback* mean?"
• Listen for and guide students to explain that formative feedback is where you get suggestions for how to improve your writing.
• Invite students to Think-Pair-Share:
  * "What does *peer critique* mean?"
  * "Why is peer critiquing useful?"
• Listen for: "Peer critique means to look at someone else's work and give them feedback that will help them improve their writing." Clarify as needed, then ask:
  * "Now that you have seen the learning targets for this lesson, what do you think you will be doing today? Why?"
• Listen for: "Writing a final, best version of our article using the feedback from you and sharing a key part of my article with others."
	• Learning targets are a research-based strategy that helps all students, especially challenged learners.
	• Posting learning targets allows students to reference them throughout the lesson to check their understanding. The learning targets also provide a reminder to students and teachers about the intended learning behind a given lesson or activity.

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Work Time	Meeting Students' Needs

A. Reviewing Formative Feedback (10 minutes)
• Hand back the **End of Unit 3 Assessments** (students' first drafts of their newspaper articles) with feedback. Ask students to look over your comments and make sure they understand them. Invite students to raise their hands to ask questions if they have them. Alternatively, create a "Help List" on the board and invite students to add their names to it if they need questions answered.
• Tell students you want them to approach the feedback in two ways:
  * "First, make sure each area marked by me as a next step is addressed in the final draft."
  * "Second, make changes independently beyond the teacher comment. This means if you revised one part to add more active verbs, then review your whole article for better active verbs. For example, you would reread the entire article and look at the verbs in each sentence making sure they are strong active verbs."
• Remind students that this feedback helps them develop as a writer and that it takes practice. No one is born knowing how to write. Tell them to use the feedback to determine how they can improve the whole essay, not just where the teacher comments are.
	• Consider supporting some students by helping them make a next-steps list at the top of their draft article. This helps students chunk the task for revision into smaller steps.
	• The use of leading questions in feedback helps struggling students understand what areas they should improve on before submitting their newspaper article again.

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Work Time (continued)	Meeting Students' Needs
B. Peer Critique: Stars and Steps (15 minutes) • Remind students that a peer critique is when we look over someone else's work and provide that person with feedback. Explain that peer critiquing must be done carefully because we want to be helpful to our peers so they can use our suggestions to improve their work. We don't want to make them feel bad. Post the **Peer Critique Guidelines** and invite students to read them with you. • Display the **Newspaper Article Rubric** and ask students to refer to their own copies. • Focus students on the third row, "Coherence, Organization, and Style." In Column 3, highlight/underline this section: "Exhibits clear newspaper article organization*, with the use of appropriate and varied transitions to create a unified whole and enhance meaning." • Emphasize to students that their job is to make sure that their peers' writing shows appropriate transitions as discussed in Lesson 11. Distinguish peer critique from proofreading; they are focusing on whether the newspaper article has appropriate transitions and flows well as you read it. It is fine if they catch small errors in each other's work. But the goal is to make the thinking in the writing as strong as possible. • Tell students they will present feedback in the form of stars and steps. Remind them that they have done this in the first module. Today they will give one "star" and one "step" based on the appropriate transitions criteria of the rubric. • Briefly model how to give "kind, specific, helpful" stars. Be sure to connect your comments directly to the rubric. For example: "You have used appropriate transitions in the first three paragraphs so they flow smoothly together." • Repeat, briefly modeling how to give "kind, specific, helpful" steps. For example: "Would a transitional word or phrase between the sixth and seventh paragraphs help this section read more smoothly?" • Emphasize that it is especially important to be kind when giving steps. Asking a question of the writer is often a good way to do this: "I wonder if ...?" "Have you thought about ...?" "I'm not sure what you meant by ..." • Distribute the **Stars and Steps recording form**. Explain that today, students will record the star and step for their partner on this sheet so that their partner can remember the feedback he or she receives. They are to write the name of their partner at the top of their paper. • Pair up students. Invite pairs to swap newspaper articles and to spend 3 minutes reading them in silence. • Ask students to record a star and step for their partner on the recording form. This form is designed to help them remember the feedback they want to give to their partner from the peer critique. Circulate to assist students who may struggle with articulating or recording their feedback.	• Set up peer critiquing carefully to ensure students feel safe giving and receiving feedback. Students must be given a set of clear guidelines for behavior, and they need to see the teacher model how to do it successfully. Asking students to provide feedback to their peers based on explicit criteria benefits both parties in clarifying what a strong piece of writing should look like. Students can learn from both the strengths and weaknesses that they notice in the work of peers.

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Work Time (continued)	Meeting Students' Needs
• Ask students to return the essay and the Stars and Steps recording form to their partner and to explain the star and step they recorded for their partner. Invite students to question their partners where they don't understand the star or step they have been given.	
C. Writing Final Copy (15 minutes) • Invite students to reread the **Performance Task Prompt for the 1906 San Francisco earthquake and fire** to ground themselves again in what is expected of their work. • Invite students to use the feedback from both their End of Unit 3 Assessment and the peer critique as they write their final draft of the newspaper article. • Remind students to include their **visual component** in their final draft.	

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Closing and Assessment	Meeting Students' Needs
A. Debrief (3 minutes) • Remind students of the learning targets and invite them to show a Fist to Five for each one to demonstrate how well they feel they have achieved the target.	
Homework	**Meeting Students' Needs**
• None	

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EXPEDITIONARY LEARNING

Grade 6: Module 3A: Unit 3: Lesson 12
Supporting Materials

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Peer Critique Guidelines

1. **Be kind**: Always treat others with dignity and respect. This means we never use words that are hurtful, including sarcasm.
2. **Be specific**: Focus on particular strengths and weaknesses, rather than making general comments like, "It's good," or "I like it." Provide insight into why it is good or what, specifically, you like about it. For example, "I like the word choice here," or "I am confused by this sentence. Can you rewrite it to be clearer?"
3. **Be helpful**: The goal is to positively contribute to the individual or the group, not to simply be heard. Echoing the thoughts of others or cleverly pointing out details that are irrelevant wastes time. Really be the audience and help your peer.
4. **Participate**: Peer critique is a process to support each other, and your feedback is valued!

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Stars and Steps Recording Form

Partner's Name:

Date:

"Exhibits clear newspaper article organization, with the use of appropriate and varied transitions to create a unified whole and enhance meaning."

Star: _____

Step: _____

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