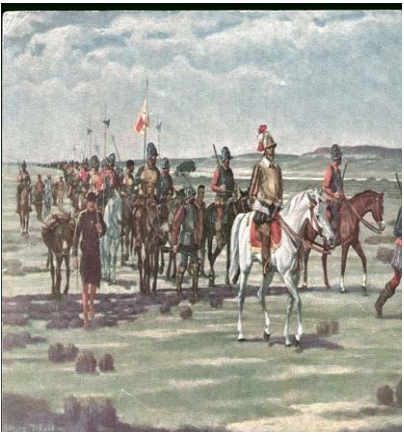


Name _____



SHORT RESPONSE:

What were the effects of the European explorers on the Americas?

Use two details from the “Exploring the Americas” magazine to support your response.

- 1) **Task:** Write a short response answer that describes the **effects of the European explorers on the Americas.** Use two details from the magazine “Exploring the Americas” to support your response.
- 2) **Please note:** these directions are exceptionally long. These extremely detailed directions are provided to assist students who may have missed the verbal instructions that Mrs. Looney has provided to the class. Mrs. Looney loves checklists! Use this as a checklist to be sure you are completing all of the necessary steps to ensure that you are writing a powerful informative short response answer.
- 3) Writing a powerful short response is a long, wonderful process. **Please be patient** with yourself as there are many steps involved. If you follow these steps and suggestions, put in a sufficient amount of time, work your hardest, and ask for help along the way, I guarantee that this short response answer will be fantastic!
- 4) Each one of you have the potential to be a fantastic writer. Being a fantastic writer takes a ton of **patience, hard work, and time.**

- 5) **Follow all of the steps** found in these directions to help you write the best short response answer that you are able to write.
- 6) **Annotate these directions.** We may annotate by **highlighting** one word, a few words, or a sentence at a time. (**We usually do not highlight more than one sentence in a paragraph** to avoid getting "highlighter happy" and to avoid highlighting too much. Highlighting too much is not efficient or effective.) We may annotate by adding comments, suggestions, questions, or symbols. Some symbols that you could use to annotate are stars, circles, rectangles, exclamation points, question marks, smiley faces, etc. We may also annotate by drawing on the text.
- 7) One of the most important steps of writing a powerful short response answer is understanding the question and understanding what you are being asked to write. If you do not have a complete understanding of the task, please discuss this with your teacher and with other students until you fully understand what you are being asked to write about. You cannot fulfill the task if you do not understand what you are being asked to do. **To help you understand the task, highlight the key words in the task.** You will use these key words in your RESTATE TOPIC SENTENCES, throughout your answer.
- 8) **Key words** are the most important words that summarize what your paragraphs will be about.
- 9) **What are the key words in the writing task above?** If you have missed out on the class discussion about the **key words** in this writing task, send Mrs. Looney a Chat with the words that you think are the **key words** and we can discuss what you came up with. In this task, there are about **4 key words** that you should use throughout the two paragraphs in your answer. Can you find all **4 key words**?

- 10) Login to the **online social studies magazine** (HMH Ed: Your Friend in Learning platform). Google "Ed Your Friend in Learning." Google will bring you to "HMH Login-Ed Your Friend in Learning."
<https://www.hmhco.com/one/login/>
- 11) Login to the HMH Ed: Your Friend in Learning platform. Select your **state (New York) and school district (Scio)** to get started.
To login, your username is your **first initial and your last name**, all lowercase, and no space. **The password is: sciotigers** (lowercase, no space). For example, if your name is Lisa Looney your username would be: llooney and your password is sciotigers.
- 12) After you are logged in, click on "**Discover**" at the top of the page. Then click on the magazine "Exploring the Americas," Magazine 7.
- 13) **Online Social Studies Magazines:** Most computers will open up the magazine when you click on it. **If it doesn't open immediately**, you may need to click on "**Student Edition**" in the **Resource section** below the magazines. And then you will need to scroll through the magazine numbers and the topics to find the magazine and topic that you are interested in reading, annotating, and researching. Hopefully you won't have this issue and **hopefully your magazine will open up immediately**.
- 14) If you do not have access to the internet at home, use the magazine that is in your three-ring binder for your information and research.

- 15) Begin reading the "Exploring the Americas" magazine. Pay close attention to the section "The Backstory" found in the magazine. You will also find much information in the "Later Explorers" and the "Explorers at a Glance", and "A Changing World" sections of the "Exploring the Americas" magazine.
- 16) As you are reading, **annotate**. You may annotate **by highlighting a quote or idea you might wish to use in your short response answer**. Then choose the color you want to highlight the quote or idea. After you highlight the idea or quote, you may add a note. **Be sure to save the note before you close the note**.
- 17) As you are reading the contents of this online magazine, notice the **visual features and text features** that are presented. Be sure to notice and analyze these features to help you better understand the text and to help you remember what you are reading. For example, do any of the drawings or photos give you any information about the effects that the European explorers had on the Americas?
- 18) What are **features**? **Features** are characteristics; special details that help us understand and remember information.
- 19) Nonfiction texts include **features** that help us to navigate the text and learn information about the text. They are like signs. They help us to find our way.
- 20) **Visual features**: These **features** help us picture something. Some examples are photographs, illustrations, drawings, diagrams, charts, graphs, and maps.
- 21) **Text features**: These **features** are made up of words. Some examples are the use of bold print, captions on photographs, titles, labels, headings, index, table of contents.

- 22) Once you have read the entire magazine and have highlighted and taken notes you will need to **choose two or three of the best quotes that you have highlighted to use in your short response answer.**
- 23) You are now ready to begin writing your short response answer.
- 24) Your answer will be **AT LEAST three paragraphs long, (with only one sentence in paragraph three for the conclusion).** See the sample outline at the end of these directions for guidance.
- 25) We will use the **RACER Graphic Organizer, RACER Rubric, and What does the text SAY Writing Prompts** for all of our informative essays and all of our short answer responses.
- 26) Refer to the **RACER Graphic Organizer, the RACER Rubric, and the RACER Writing Prompts** to help you write a powerful short response answer. These documents are found in the **RACER Folder** on the desktop of your computer, on the Resources Page of Mrs. Looney's website, and in TEAMS files found in the Writing TEAM. On top of the General Channel there are Files. Click on Files. There is a folder in Files that has all of the resources that you need for RACER. (The folder is conveniently called "RACER.") My goal is to add that folder to both the Writing Team and to the Social Team and to all of the Channels within those Teams, but have not done so yet.
- 27) Go back to the task on the top of the page and notice the key words in the writing prompt. You are going to use these key words in each of your topic sentences and throughout your short answer response.

- 28) There are about **four key words** that should be used **throughout your paragraphs**. The key words are: **effects, European explorers, and Americas**.
- 29) Since this is a short response answer AND NOT AN ESSAY, your answer will NOT BE AN ESSAY and will only **AT LEAST three paragraphs long, (with only one sentence in paragraph three for the conclusion)**. See the sample outline at the end of these directions for guidance.
- 30) Later in on the school year we will focus on writing compelling introductions with hooks that will grab the reader's attention, usually four or five sentences long.

31) **RACER GRAPHIC ORGANIZER**

32) **(R) STEP ONE: RESTATE**

33) The first step in using **RACER** is to **RESTATE** the writing prompt in your own words. This is called your claim. Your claim is also your topic sentence. Each new paragraph starts with a topic sentence.

34) **The topic sentence is the first sentence of each new paragraph and is very important as it tells the reader the main idea of the paragraph and exactly what that paragraph is about.**

Topic Sentence Example:

One effect that the European explorers had on the Americas is that they brought disease to the indigenous peoples that killed off a large percentage of the population.

35) **(A) STEP TWO: ANSWER**

36) The second step in **RACER** is **ANSWERING THE QUESTION**. Many times the answer is found in the **RESTATE**. "...brought disease to the indigenous peoples that killed off a large percentage of the population" is part of the answer found in the restate.

- 38) The next step in **RACER** is **CITING evidence**. Choose one compelling quote from the text **(one quote per paragraph)** that is related to the answer and proves the answer. **The compelling quote is usually ONE sentence long.**
- 39) Another tactic that will make your writing more powerful is to use **sophisticated language**. Using **descriptive words** will make your writing more interesting and intelligent. Using **transition words** is another simple way to bring your writing to a higher level. Use transition words to **cite the evidence** by referring to the **"What does the text SAY?"** writing prompts.

Mrs. Looney's favorite example: **The author plainly asserts, "...."**

- 41) The next step in **RACER** is the **EXPLANATIONS**. This is a crucial step in the process and seems to be the hardest step for writers. In order to write a powerful short response answer, **I HIGHLY recommend that you write THREE sentences of explanations in EACH of your paragraphs**. Other teachers will tell you to write two explanations, but if you want to get FULL CREDIT on your writing, and you want your reader to know how smart you are, **I HIGHLY recommend that you write THREE explanations in each of your paragraphs**. This is a very difficult task and will take much thinking and hard work on your part, but I guarantee that if you do the work now, you will be a pro at this by the end of sixth grade. But you must put the time and effort in now and with every essay you write. I promise you that writing explanations will get easier as time goes on. Quite frankly, I have been extremely impressed with all of the students' explanations so far.
- 42) Once again, using **sophisticated language, descriptive words, and transition words** will make your writing more interesting and intelligent. Use the **"What does the author MEAN?"** and/or the **"Why does it MATTER?"** writing prompts to give you ideas on how to start your explanations. Using this resource seems to have been extremely helpful to each of the students as you wrote your explanations last week.

- 43) Explain the answer while using **KEY WORDS** from the text. Remember the key words that were in the writing prompt? Use some of those words in your explanations.
- 44) Make sure that you explain the quote and the answer in ways that are related to the task and relevant to the question being asked.
- 45) Use **at least three sentences in your explanations. Your first sentence of the paragraph (the topic sentence) can be used as one of the three explanations.**

46)	(R) STEP FIVE: <u>RESTATE</u>
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- 47) The last step in **RACER** is **to restate the answer and restate the claim in the conclusion.** Since this is a short response answer **AND NOT AN ESSAY**, **your answer will NOT BE AN ESSAY** and will only be three paragraphs long, with at least one sentence in the last paragraph. To sum up your short response answer, writing one restate sentence at the end of your short response answer will make your answer clearer.

- 49) Another **EXTREMELY important step** in writing powerful answers is the proofreading and revisions. This step can take a long time, if done properly. Read each word and each sentence very carefully. As you are **rereading, and rereading, and rereading** each word and each sentence, check for spelling, but also check to **see if there are more interesting words you can use to make your sentences sound more intelligent and more sophisticated.**
- 50) Be sure to **INDENT EACH NEW PARAGRAPH!**
- 51) Be sure to **CHECK YOUR SPELLING!**
- 52) **ARE YOU USING CAPITAL LETTERS CORRECTLY?**
Did you capitalize all the **proper nouns**? Did you capitalize the **beginnings of each sentence**?
- 53) Did you put periods, question marks, or exclamation points at the **end of your sentences**?
- 54) Did you follow all of the suggestions in the very long list? If so, **CONGRATULATIONS!** I am so glad that you are taking pride in your work. I am so proud of you for pushing yourself and doing the very best that you are able to do.

****See below for a sample outline to help guide you as you write your short answer response. Note: this is just a sample. Feel free to organize your short answer response in a way that you feel is best. The outline below is just a suggestion.

****Feel free to use the template below to type your short answer response.

SHORT RESPONSE:

What were the effects of the European explorers on the Americas?
Use two details from the magazine to support your response.

SAMPLE SHORT ANSWER RESPONSE OUTLINE

*****Note: RACE is used within each of the two paragraphs.**

PARAGRAPH ONE: First example of the effects of the European explorers on the Americas.

RESTATE/ANSWER (topic sentence) Effect #1.

(Notice how the first sentence of the paragraph is indented.)

One effect that the European explorers had on the Americas is that they brought disease to the indigenous peoples that weakened and killed off a large percentage of the population.

CITE EVIDENCE (quote that proves the restate and answer found in the topic sentence)

According to the text, “Millions of native people were infected and killed by germs brought to the Americas by European explorers.”

EXPLAINING THE EVIDENCE

EXPLANATION #1 This quote shows that the European explorers had an extremely negative effect on the lives of the people that lived in the Americas before the explorers arrived.

EXPLANATION #2 This also shows that the explorers were more concerned about the wealth they could gain rather than the illness and suffering they could bring to other people.

EXPLANATION #3 The quote clarifies one possible reason why the indigenous people were conquered by the Europeans- they were sick and did not have the strength and numbers to defeat the Europeans when the explorers stole the native peoples’ land and resources.

PARAGRAPH TWO: Second example of the effects of the European explorers on the Americas.

RESTATE/ANSWER (topic sentence) Effect #2.

(Notice how the first sentence of the paragraph is indented.)

A biological exchange, as well as an exchange of ideas, was another effect that the European explorers had on the Americas.

CITE EVIDENCE (quote that proves the restate and answer found in the topic sentence)

The author plainly asserts, “Plants and livestock from one part of the world began to flourish on the other side of the globe.”

EXPLAINING THE EVIDENCE

EXPLANATION #1 For example, sugar cane was introduced to Cuba by Christopher Columbus.

EXPLANATION #2 Another example of this biological exchange is that the Spanish explorers brought horses to the Americas which changed the way the indigenous people hunted and migrated from place to place.

EXPLANATION #3 This biological and cultural exchange, called the Columbian Exchange, also brought new languages to the Americas.

SHORT RESPONSE:

What were the effects of the European explorers on the Americas?
Use two details from the magazine to support your response.

Example Paragraph One:

One effect that the European explorers had on the Americas is that they brought disease to the indigenous peoples that killed off a large percentage of the population. According to the text, “Millions of native people were infected and killed by germs brought to the Americas by European explorers.” **This quote shows** that the European explorers had an extremely negative effect on the lives of the people that lived in the Americas before the explorers arrived. **This also shows** that the explorers were more concerned about the wealth they could gain rather than the illness and suffering they could bring to other people. **The quote clarifies** one possible reason why the indigenous people were conquered by the Europeans- they were sick and did not have the strength and numbers to defeat the Europeans when the explorers stole the native peoples’ land and resources.

SHORT RESPONSE:

What were the effects of the European explorers on the Americas?
Use two details from the magazine to support your response.

Example Paragraph Two:

A biological exchange, as well as an exchange of ideas, was another effect that the European explorers had on the Americas. The author plainly asserts, “Plants and livestock from one part of the world began to flourish on the other side of the globe.” **For example,** sugar cane was introduced to Cuba by Christopher Columbus. **Another example** of this biological exchange is that the Spanish explorers brought horses to the Americas which changed the way the indigenous people hunted and migrated from place to place. This biological and cultural exchange, called the Columbian Exchange, also brought new languages to the Americas.

PARAGRAPH THREE: RESTATE/ANSWER CONCLUSION

The Columbia Exchange had both positive and negative effects on the lives of the indigenous people of the Americas.

Name:

Mrs. Looney

Writing 5

Date:

Title of Essay:

QUOTES (CITING EVIDENCE)

“The movement of peoples between continents changed world cultures and ecosystems, or networks of living things.”

“Plants and livestock from one part of the world began to flourish on the other side of the globe.”

Cultures, religions, ethnicities, and languages across the Americas still strongly reflect the European nations that seized control of the land so many years ago.

