Grade Level	Content Area	Course Title (for 9-12 Samples Only)	Unit Title
8th Grade	Writing		The Effects of World War II

Length of Unit	Time of Year Taught	Expected Prior Knowledge
1 Week	2nd Quarter	Every student should understand and use all concepts and skills from the previous grade levels with regard to Writing according to Arizona English Language Arts Standards: the writing process, writing elements, summary writing, and multi-paragraph essay (that includes thesis, support, and conclusion). Students have been trained in the use of Thinking Maps. Students have studied the causes World War II as provided by instruction from 8th grade social studies, and have background knowledge about the effects of the war.

Unit Description

This unit will be tied into the Social Studies unit on World War II. The students will use resources ranging from primary sources, secondary sources, videos, and websites to write an informative/explanatory essay on the effects of World War II. The students will need to stay on topic and supply details aligned with the question: "What were the most significant effects of World War II?"

Standards:	W.8.2. Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
Summative Assessment	The students will demonstrate synthesis of informative/explanatory text by writing a multi-paragraph essay on the effects of World War II.
Scoring for Summative Assessment	Students will be assessed using a 6-point, 6-trait scoring guide/rubric. A score of 80% will show mastery of the standard.
Materials/ Resources Needed	Computers, a variety of sources, one Writer's Journal for each student, Cause/Effect Thinking Sheet, scoring guide and rubric, summative assessment assignment, sample student essay

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Instruction and Timeline	**Introduction** The instructor poses a question to the students: "What were the main CAUSES of World War II?" The students will be instructed to think about what they have learned in Social Studies these past few weeks. They will then pair up and share	**Develop a thesis and begin research.** The teacher introduces the lesson by asking students to look at their reflection notes from yesterday's	**Write Rough Draft** Students will use class time to write their rough drafts. Near the end of the period the teacher	**Self-Editing** Students use the rubric to guide their self-editing. After self-editing, the teacher directs the students to type the final copy of	**Summative Assessment** The teacher directs the students to self-assess their paper using the rubric. The instructor explains they are to a

	their answer with a partner. After ample time, the teacher will call on some students to share their thoughts. The teacher records the students ideas on a Fishbone diagram projected for student viewing. Next, the teacher asks them to think about the EFFECTS of the war, either on the United States or other countries in the world. The teacher uses a clean copy of the Fishbone diagram to record their ideas. The teacher gives each student a copy of the Cause/Effect Thinking sheet and goes over it with the class. The teacher explains that causes and effects involve more than sequence: it explains why something happened or is happening) and it can predict what probably will happen. Cause-and-effect relationships can be very subtle. Sometimes, in fact, many different causes can be responsible for one effect. For example, many factors may contribute to the increasing popularity of foreign automobiles. (and the teacher continues to go over information on the sheet) The teacher gives each student a copy of the Student Sample Cause/Effect essay on superstitious beliefs. Students are directed to read the essay and, then, in their Writer's Journal, draw two columns and list the causes in one column and the effects in the other as they find them in the essay. Then the teacher asks students to do a buddy check with a partner on what they listed.	closure in their Writer's Journal. Students are told to take a couple of minutes to review their ideas . Then, the teacher introduces the cause/effect essay assignment and gives each student a copy of the Summative Assessment assignment sheet, as well as the Scoring Guide Rubric. Students are instructed to begin brainstorming ideas that will become the focus for their essay on the effects of World War II. The teacher will give them time to research various sources provided to gather information in order to write their thesis statement. The teacher will monitor the class and offer support to students while they research and make notes in their Writer's Journal. By the end of the	will place a sample paper under the document camera. He/she will review and model what it means to self-edit. The teacher will demonstrate how to effectively use the rubric to guide the self-editing process. Students are directed to continue their draft.	their assessment using Word. Remind students of the essay is due during the next class period.	write a justification for the grade they gave themselves. The teacher collects the essays and the self-assessment justification. The teacher will score the essays using the Scoring Guide Rubric.

	Teachers asks, “Does one column have more information in it that another?” “Now, look on the Cause/Effect Thinking sheet to identify which Essay Organization this essay reflects.” After brief discuss on the organization and emphasis of this model essay, ask students to find and circle words and phrases the writer of the essay uses to transition from one thought to another. Share out with the whole class. Closure: Ask students to reflect on possible essay organization and their ideas about the effects of World War II.	period, students are expected to write a thesis statement for their essay on the Summative Assessment Assignment Sheet.			

	Lesson 1	**Lesson 2**	**Lesson 3**	**Lesson 4**	**Lesson 5**
Student Activities and Timeline	Students participate in buddy discussion and class discussion around the questions involving both the causes and effects of WWII. Students review with the teacher the ideas presented on the Cause/Effect Thinking sheet. Student read the sample essay and write causes and/or effects presented in the essay. Then they participate with a partner and then the teacher in subsequent discussion around the essay, including the organization of the sample essay. Students find and circle words and phrases the writer of the essay uses to transition from one thought to another. Students reflect on possible essay organization and their ideas about the effects of World War II.	Students review their ideas for the essay. Students begin brainstorming ideas that will become the focus for their essay on the effects of World War II. Students begin their research and make notes in their Writer’s Journal. Students write their thesis statement for their essay on the Summative Assessment Assignment Sheet.	Students use class time to write their rough drafts. Students participate in question/answers as necessary when the teacher reviews and model what it means to self-edit.	Students use class time to self-edit using the Scoring Guide and Rubric as reference. Students use suggestions and guidance from their self-edit to make corrections, changes, improvements on their draft. Students begin to write their final copy of the essay when they have finished. After completing the editing process, the students will begin typing their essay in Word.	Students self-assess their final copy of the essay using the rubric, then write a justification for the grade they gave themselves. Students submit the essay and justification to the teacher for final scoring.

Summative Assessment: Te Effects of World War II

Student Name_____ Date_____

Assignment Steps:

1. Write an essay to answer this question: "What were the most significant effects of World War II?"
2. Research from the variety of sources provided based on World War II.
3. Brainstorm/pre-write in order to write an essay that describes the main causes of World War II. Make sure your information is accurate and aligned to the topic.
4. Write a strong thesis statement that describes the main effects of WW II that will be explained in your supporting paragraphs.

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5. Write a rough draft.
6. Self-edit using the rubric as a guide.
6. Write your final copy in ink or type in Word.
7. Attach the self-assessment you completed on your essay.

Student Name: _____

Scoring Guide/Rubric for 8th Grade Informative/Explanatory Writing

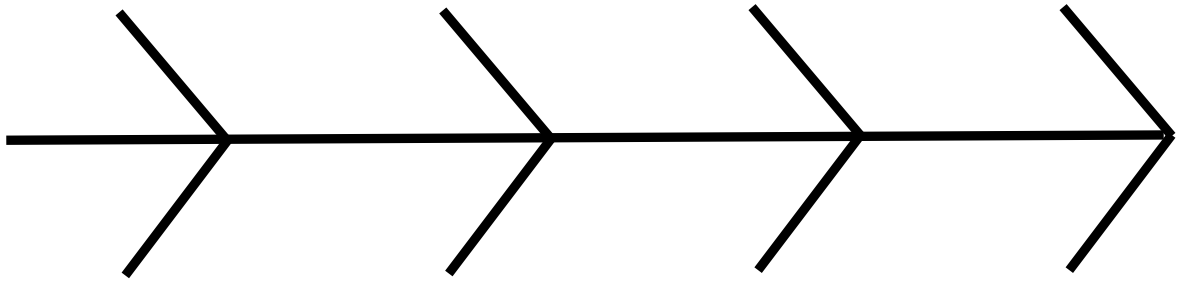
Outcome: Standard 8.W.2. The student will demonstrate synthesis of informative/explanatory texts by writing a multi-paragraph essay about the effects of World War II.

Writing Trait	Criteria	Score			
		F 1-2	**A 3**	**M 4**	**E 5-6**
Ideas & Content	1. The topic, effects of WWII, is introduced clearly.				
	2. The topic is developed using relevant facts, definitions, concrete details, quotations, or other information and examples.				
	3. Information is presented in a way that is both engaging and informative.				
Organization	4. A correct cause/effect organization is used for presenting ideas.				
	5. The essay is organized with an introduction that provides a preview of what is to follow.				
	6. The effects of WWII selected by the writer are organized paragraphs that provide supporting detail.				
	7. Details are placed in logical order.				
	8. Information is clarified through strategic use of cause/effect.				
	9. Essay is formatted for easy reading and understanding by using a heading/title, graphics, and (optional) multi-media.				
	10. There is a recognizable concluding paragraph that makes sense for the information provided about the topic.				
Voice	11. Establishes and maintains a formal style.				
	12. Strong sense of the audience; writer aware of the reader and how to communicate the message effectively				
Word Choice	13. Uses precise language and domain specific vocabulary to inform about or explain the topic.				
Sentence Fluency	14. Appropriate and varied transitions are used to create cohesion and clarify the relationships among ideas.				
	15. Sentences vary in beginnings, length and structure.				
Conventions	16. Punctuation and Capitalization are used correctly.				
	17. Words are spelled correctly.				

FINAL SCORE: _____/6_____

A score of 6 = 100%
A score of 5.0-5.9 = 90-98%
A score of 4.0-4.9 = 80=89%
A score of 3.0-3.9 = 70-79
A score of 2.0-2.9 = 60-69%

Cause/Effect Thinking Sheet



Definition: CAUSE/EFFECT - the linking of situations and events together in time (causes always precede effects).

Causes and effects involve more than sequence: it explains why something happened (or is happening) and it can predict what probably will happen. Cause-and-effect relationships can be very subtle. Sometimes, in fact, many different causes can be responsible for one effect. For example, many factors may contribute to the increasing popularity of foreign automobiles.

CAUSES		EFFECT
• Cheaper labor costs • Newer production facilities • Oil Crisis	→	POPULARITY OF IMPORTED CARS

Or, many different effects can be produced by one cause. A hurricane, for instance, can cause property damage, injuries, and deaths.

CAUSES		EFFECT
HURRICANE	→	• Property damage • Injuries • Deaths

Essay Organization

A. INTRODUCTION	B. INTRODUCTION	C. INTRODUCTION
(cause)	(effect)	(situation)
Effect #1	Cause #1	Cause/Effect
Effect #2	Cause #2	Cause/Effect
Effect #3	Cause #3	Cause/Effect
Etc.	Etc.	Etc.
Conclusion	Conclusion	Conclusion

Choose words and phrases appropriate to cause/effect writing. The following list may be helpful:

The cause of. . .	The effect of. . .	One reason is. . .	if
In the case of. . .	then	one cause is	when
because	as a result	another effect is	

STUDENT MODEL
CAUSE/EFFECT ESSAY

Sam Student
November 1, 2011

The Effect of Superstitious Beliefs

"Don't step on a crack or you will break your mother's back!" I always hear as a kid. I wasn't sure what it meant, but I made sure that I didn't step on any cracks. Superstitions have been around for thousands of years and still plague us today, causing unwarranted fear, the promotion of con games, and a lot of unnecessary expenditures of money.

Superstitions cause fear in almost every aspect of our lives. For example, when most people see a snake they jump back in fear, even if it happens to be a harmless garter snake. Not only have superstitions taken over the reptile world, but also many other aspects of our lives. Walking under a ladder, spilling salt, and breaking a mirror are all superstitions that cause unneeded fear, and make you look very silly when you perform the "Remedies" for these "Offenses".

Superstitions cause people to believe almost anything, so in this gullible state, con artists have a field day taking advantage of the mentally weakened person. One very famous case of con artistry is the case of the "Psychic Healers" in Haiti. A person will go to Haiti and pay enormous amounts of money for bogus surgery. The "Doctors" remove the "Bad" muscle tissue without making a single cut in the skin. It all looks very real as they pull out real muscle tissue. The main problem is, it's not yours. Through slight of hand tricks, and hidden chicken guts, they give the illusion of surgery without incision. The victims of this scam may have a legitimate disease, but when they go back home, they still have the disease that they left with! There are countless numbers of weight loss scams, from pills to machines, that all promise the same thing: a great looking body without the work. The plain fact is, unless you free your mind of superstitions, you will likely fall victim to these people.

Because con artists don't work for free, superstitions can cause you to spend enormous amounts of money on the products of these scams. The "Psychic Healers", for example, can charge from 10 to 30 thousand dollars for their useless services, and there is no way for the victims to get their money back. The weight loss scams comparatively are cheaper, but they still leave the victim without their hard earned money and nothing to show for their expenditures. Scams are a million dollar industry, and more and more people are taken in because of their superstitious minds.

Because of superstitions, people are unnecessarily fearful, there are con artists preying on the superstitious, and the superstitious spend terrible amounts of money on crooked schemes. Maybe in a few thousand more years we'll get rid of superstitions, but with the way things are going I am afraid we can't afford to wait that long.