Grade Level	Content Area	Course Title *(For 9-12 Samples Only)*	Unit Title
8th grade	Writing		Writing A Well Organized Essay on the Civil Rights Movement

Length of Unit	Time of Year Taught	Expected Prior Knowledge
5 days/ 60 minutes a day	3rd quarter	Reading Standards for Informational Text Craft and Structure 8.4 Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. 8.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. 8.6 Use technology, including the Internet to produce and publish writing and to interact and collaborate with others.

Unit Description: This unit is a thematic unit based on content from the Core Knowledge Sequence. Unit will lead students to complete an informative essay tied to their learning in Social Studies class. Students are more independent writing their essays than previous years, yet still guided by teacher instruction throughout the week. Student essay will be assessed using a rubric at the end of the unit.

Standards: See instructions on page 15.	Reading Standards for Informational Text Craft and Structure **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, graphics, 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 *In addition to the description, include a copy of the summative assessment in the application package.*	Essay turned in which will completed in class during last day of unit according to rubric instructions, completed outline and peer edits.
Scoring for Summative Assessment *In addition to the description, include a copy of the answer key and scoring rubric (if applicable) for the summative assessment in the application package.*	Rubric for Essay graded according to Reading Standard 8.2 as outlined above, worth 24 Points. Each criterion is worth four points. 17 out of 24 points which is at least a 70% is the minimum needed for mastery.
Materials/Resources Needed *Include all items for the entire unit.*	Social Studies notebook, textbook, projector, handouts

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Instruction and Timeline	Objective: Students will write informative/ explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content. Anticipatory Set: Read a diary of a young girl growing up in 1940s Mississippi under Jim Crow Laws. Students respond in their journal to their feelings of justice/injustice. Students answer: Is "Separate but Equal" a fair policy? Instructional Input/Modeling: Teacher reviews student knowledge from their history Unit on Civil Rights. Teacher displays a list of 10 topics. Students have 3 minutes to choose one topic to focus for	Objective: Students will A. Introduce a topic clearly and B. Begin to develop the topic with relevant, well-chosen facts, definitions, details, etc. Anticipatory Set: Have 2 introductory paragraphs on for students as they come in. They must assess which one is the better choice with a partner. They must write 3 reasons. Active Participation: Students share and discuss why they chose one over the other. Instructional Input/ Modeling: Teacher will review previous days learning and check for understanding. Guided Practice: Students will have class time to continue research and writing process.	Objective: Students will learn to apply appropriate transitions to create cohesion and use precise language to explain the topic. Anticipatory Set: Students are given puzzles of different essays organized on index cards by paragraph. In groups of 2-3 they must sequence the paragraphs to make sense—only one minute. Instructional Input/ Modeling: Go through 1-2 samples as time allows and see which groups got the right sequence. Guided Practice: Teacher conferences with students checking on outlines and writing so far. Independent Practice: Students will continue working on their revisions to intro paragraph and research for the rest of their paper. Closure: Teacher talks about cultural issues going on during the Civil Rights Era—changes in music	Objective: Students will establish a formal style and provide and continue to work on their informative text. Anticipatory Set: Ask students about the primary elements of style: transitions, details that support the main idea in each sentence and following the outline, as well as ending the same way they started. Instructional Input/Modeling: Continue working on papers—the final 2 paragraphs and conclusion. Students must turn in for teacher editing at end of class. Independent Practice: Trade papers with partner and edit make suggestions. Closure: Students journal for 2 minutes on the writing process: Answer the question: What is the most important part of organizing research and the outline?	Objective: Students will bring together all the pieces of their informative text and provide a concluding statement or section that follows from and supports the information or explanation presented. Anticipatory Set: Answer questions from rubric. Student will answer clarification questions. Independent Work: Students have 40 minutes to re-write their final essay with corrections after received from teacher with suggestions. Closure: Students turn in their final copies. Essay will be graded according to rubric.

	essay assignment. Active participation: Students share their topic and why they chose it. Guided Practice: Outline will be passed out to students as well as the writing/research guides and rubric for their final essay. Teacher picks one topic and the class as a whole to builds a good introductory sentence. Independent Practice: Students write vocabulary words: Hook, transition words, informative word structure. Students review main points of their first task: compile their previous research and start outline. Closure: Why is an outline important?	Check for Understanding: Teacher will spot check outlines, assist where needed. Independent Practice: Students finish their introductory paragraph—rough draft. Students will trade with their partners and analyze each other's introductory paragraphs—students apply previous editing knowledge to help each other improve their writing. Closure: Volunteers read their paragraphs. Students respond to questions: What areas do you still need to work on for your Intro: hook, information?	(Elvis/rock n roll, art, literature, poetry…) Close with a Langston Hughes poem. Review parts of the essay that students may have difficulties with. HW: Continue working on writing paragraphs 2-3.		

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Student Activities and Timeline	Students read a diary of a young girl growing up in 1940s Mississippi under Jim Crow Laws. Students respond in their journal to their feelings of justice/injustice. Students answer: Is "Separate but Equal" a fair policy? Students have 3 minutes to choose one topic to focus for essay assignment. Students share their topic and why they chose it. Students review writing/research guides and rubric for their final essay. Teacher picks one topic and the class as a whole to builds a good introductory sentence. Students write vocabulary words: Hook, transition words, informative word structure. Students review main points of their first task: compile their previous research and start outline. Students answer: Why is an outline important?	Students write three reasons why one paragraph is better than the other introductory paragraph. Students share and discuss why they chose one over the other. Students will have class time to continue research and writing process. Students finish their introductory paragraph—rough draft. Students will trade with their partners and analyze each other's introductory paragraphs—students apply previous editing knowledge to help each other improve their writing. Volunteers read their paragraphs. Students respond to questions: What areas do you still need to work on for your Intro: hook, information?	Students are given puzzles of different essays organized on index cards by paragraph. In groups of 2-3 they must sequence the paragraphs to make sense—only one minute. Students will continue working on their revisions to intro paragraph and research for the rest of their paper. Students review parts of the essay that students may have difficulties with. Students continue working on writing paragraphs 2-3	Students discuss about the primary elements of style: transitions, details that support the main idea in each sentence and following the outline, as well as ending the same way they started. Students continue working on papers—the final 2 paragraphs and conclusion. Students must turn in for teacher editing at end of class. Students trade papers with partner and edit make suggestions. Students journal for 2 minutes on the writing process: Answer the question: What is the most important part of organizing research and the outline?	Answer questions from rubric. Student will answer clarification questions. Independent Work: Students have 40 minutes to re-write their final essay with corrections after received from teacher with suggestions. Students turn in their final copies. Essay will be graded according to rubric.

Essay Rubric Assessment

		Criteria			Points
	1-Falls below standards	2-approaches standards	3-meets standards	4- exceeds standards	
Introduce a topic clearly in the introductory paragraph	There is no clear introduction of the topic	The introduction states a topic in the paper, but not necessarily the main topic and does not preview the structure of the paper.	The introduction states the main topic but does not preview the structure of the paper.	The introduction clearly states the main topic and previews the structure of the paper.	
Develop a topic with facts and concrete details	The main idea is not clear and there is a random collection of information.	Main idea is somewhat clear but there is a clear need for more supporting information.	The main idea is clear but the supporting information is general.	There is one clear, well focuses topic. Main idea stands out and is supported by detailed information.	
Include graphics and quotations	The piece does not contain a graphic or a quotation.	The piece contains a graphic or a quotation and it somewhat supports the topic.	The piece contains both a graphic and a quotation but they do not support the main topic.	The piece contains both a graphic and a quotation and both support the main topic.	
Link ideas and paragraphs within and across categories using words, phrases or clauses	No use of words that link ideas.	Some ideas are linked using words, clauses or phrases.	Most of the ideas are linked using words, phases or clauses.	All ideas are linked using words, phrases and clauses.	
Use precise language and domain specific vocabulary to explain about the topic as well as a formal style	No strong verbs, no specific language or precise language. No formal style	Some use of strong verbs, but not specific or precise language to the topic. Formal style is not maintained.	Limited use of strong verbs, some use of specific language or precise language. Formal style is present but not fully developed.	Strong verbs, a variety of specific language, and precise language. Formal style is developed and maintained.	
Provide a concluding paragraph related to the information	There is no clear conclusion, the piece just ends.	The conclusion is recognizable, but does not bring the ideas together.	The conclusion is recognizable and brings most of the ideas together.	The conclusion is strong and leaves the reader with a feeling that they understand the topic.	

Score: _____/24

Each criterion is worth four points. 17 out of 24 points is the minimum needed for mastery.

Number correct:	Percent:	
1-11	0% -49%	Falls Far Below
12-16	50%-69%	Approaches
17-24	70%-100%	Meets Mastery Level