



**Literacy Design
Collaborative**

Growing Pains

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This module is meant to be taught in conjunction with the Colorado Department of Education Instructional Unit Sample for 8th Grade social studies entitled, "Growing Pains", found at:

<http://www.cde.state.co.us/standardsandinstruction/instructionalunits-socialstudies>

This unit focuses on the expansion of the United States from 1800-1900. As nations expand, various cultures and ways of life merge leading to both an enrichment of cultures as well as conflict. Students will learn about the cultural interactions among peoples brought about as a result of westward expansion and how those interactions led to both cooperation and conflict. Students will also examine the interactions among peoples such as settlers, Native Americans, Mexicans, etc., as well as the governmental policies regarding resource allocation/distribution during the expansion of the United States.

GRADES

8

DISCIPLINE

 **Social Studies**

COURSE

 **U.S. History**

Section 1: What Task?

Teaching Task

Task Template 13 - Informational or Explanatory

How did western expansion initiate social tensions and enrich cultures? After researching primary and secondary sources on western expansion, write a newspaper article in which you describe an event (e.g., establishment of trading posts, U.S. territorial acquisitions, etc.) and explain the tensions generated by that event and how it created social tensions and/or how it will enrich cultures. Support your discussion with evidence from your research.

D 8

Include your references/sources within your article.

Common Core State Standards

Reading Standards for Literacy in History/Social Studies 6—12

RH.6-8.1

Cite specific textual evidence to support analysis of primary and secondary sources.

RH.6-8.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.6-8.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

RH.6-8.6

Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

RH.6-8.10

By the end of grade 8, read and comprehend history/social studies texts in the grades 6—8 text complexity band independently and proficiently.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6—12

- WHST.6-8.2** Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
- WHST.6-8.2.f** Provide a concluding statement or section that follows from and supports the information or explanation presented.
 - WHST.6-8.2.e** Establish and maintain a formal style and objective tone.
 - WHST.6-8.2.d** Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - WHST.6-8.2.c** Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
 - WHST.6-8.2.b** Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
 - WHST.6-8.2.a** Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- WHST.6-8.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WHST.6-8.5** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- WHST.6-8.9** Draw evidence from informational texts to support analysis, reflection, and research.
- WHST.6-8.10** Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Additional Standards

Colorado

Colorado Academic Standards for Social Studies

- CO** Use and interpret documents and other relevant primary and secondary sources pertaining to United States history from multiple perspectives
- CO** Evaluate continuity and change over the course of United States history by examining various eras and determining major sources of conflict and compromise
- CO** Analyze ideas that are critical to the understanding of American history and give examples of the ideals involved in major events and movements. Topics to include but not limited to representative democracy, federalism, capitalism, abolition, temperance, nativism, and expansionism
- CO** Analyze how economic, political, cultural, and social processes interact to shape patterns of human population, interdependence, cooperation and conflict
- CO** Interpret from a geographic perspective the expansion of the United States by addressing issues of land, security, and sovereignty
- CO** Describe instances in which major political, social, economic, or cultural changes occurred and the reasons for the changes

Texts

- [🔗 Zebulon Pike's Journals](#)
- [🔗 Images and Documents, including an eyewitness account of the Battle of Little Bighorn](#)
- [🔗 Westward Expansion posters \(scroll down the page to find posters\)](#)
- [🔗 Emigrant Diaries and Journals from the Trails West](#)
- [🔗 Image: American Progress](#)
- [🔗 Map illustrating U.S. territorial acquisitions](#)

LDC Student Work Rubric - Informational or Explanatory

	Not Yet	Approaches Expectations	Meets Expectations	Advanced
	1	2	3	4
Focus	Attempts to address prompt, but lacks focus or is off-task.	Addresses prompt appropriately, but with a weak or uneven focus.	Addresses prompt appropriately and maintains a clear, steady focus. D: Addresses additional demands sufficiently.	Addresses all aspects of prompt appropriately and maintains a strongly developed focus. D: Addresses additional demands with thoroughness and makes a connection to controlling idea.
Controlling Idea	Attempts to establish a claim, but lacks a clear purpose.	Establishes a controlling idea with a general purpose.	Establishes a controlling idea with a clear purpose maintained throughout the response.	Establishes a strong controlling idea with a clear purpose maintained throughout the response.
Reading/Research	Attempts to present information in response to the prompt, but lacks connections or relevance to the purpose of the prompt.	Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness.	Presents information from reading materials relevant to the prompt with accuracy and sufficient detail.	Accurately presents information relevant to all parts of the prompt with effective selection of sources and details from reading materials.
Development	Attempts to provide details in response to the prompt, including retelling, but lacks sufficient development or relevancy.	Presents appropriate details to support the focus and controlling idea.	Presents appropriate and sufficient details to support the focus and controlling idea.	Presents thorough and detailed information to strongly support the focus and controlling idea.
Organization	Attempts to organize ideas, but lacks control of structure.	Uses an appropriate organizational structure to address the specific requirements of the prompt, with some lapses in coherence or awkward use of the organizational structure.	Maintains an appropriate organizational structure to address the specific requirements of the prompt.	Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific prompt.
Conventions	Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, and mechanics. Sources are used without citation.	Demonstrates an uneven command of standard English conventions and cohesion. Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently cites sources.	Demonstrates a command of standard English conventions and cohesion, with few errors. Response includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt. Cites sources using an appropriate format with only minor errors.	Demonstrates and maintains a well-developed command of standard English conventions and cohesion, with few errors. Response includes language and tone consistently appropriate to the audience, purpose, and specific requirements of the prompt. Consistently cites sources using an appropriate format.
Content Understanding	Attempts to include disciplinary content in explanations, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.	Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.	Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.	Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.

Background for Students

You are a newspaper journalist for the *Weekly Gazette*, a brand new newspaper in the Colorado territory. You and your fellow journalists are to publish a special edition of the newspaper focusing on the enrichment of cultures and the social tensions initiated by westward expansion. You are responsible for providing one article. Your newspaper should include articles representing the multiple perspectives of Native Americans, business entrepreneurs, slaves, Mexicans, explorers, settlers, and federal officials.

Extension

Each student may be required to construct one article; however, students then may be given various roles on the newspaper such as managing editor, graphic artist, section editor, layout manager, illustrator, etc. In addition, students may be provided with guided writing graphic organizers (http://www.readwritethink.org/search/?resource_type=18&grade=16)

Section 2: What Skills?

Preparing for the Task

BRIDGING CONVERSATION > ACTIVATING PRIOR KNOWLEDGE: Add your own definition here

BRIDGING CONVERSATION > TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.

Reading Process

ACTIVE READING > NOTE-TAKING: Ability to select important facts and passages for use in one's own writing.

Transition to Writing

BRIDGING CONVERSATION > IDENTIFYING SIGNIFICANT ELEMENTS: Add your own definition here

Writing Process

DEVELOPMENT > INTRODUCTORY PARAGRAPH: Writing the lede paragraph for a newspaper article.

REVISION, EDITING, AND COMPLETION > REVISION: Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.

Section 3: What Instruction?

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
Preparing for the Task				
10 mins	<p>BRIDGING CONVERSATION > ACTIVATING PRIOR KNOWLEDGE: Add your own definition here</p>	<p>GROUP BRAINSTORM We've studied various primary and secondary sources about (insert an event that has been looked at as a class here). Let's review what we've learned about this event.</p>	Not Scored	<p>Complete this BEFORE introducing students to the module task.</p> <ol style="list-style-type: none"> 1. Introduce topic to students using prompt above. 2. Guide students into verbally answering question (using a who, what, where, when, why approach) while answers are recorded on the board. 3. When all questions are answered to teachers satisfaction, move on to introducing module task.
Standards:				
<p>CCSS.ELA-LITERACY.RH.6-8.2 : Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p>				
15 mins	<p>BRIDGING CONVERSATION > TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.</p>	<p>BUILDING A BRIDGE You are a newspaper journalist for the <i>Weekly Gazette</i>, a brand new newspaper in the Colorado territory. You and your fellow journalists are to publish a special edition of the newspaper focusing on the enrichment of cultures and the social tensions initiated by westward expansion. You are responsible for providing one article. Your newspaper should include articles representing the multiple perspectives of Native Americans, business entrepreneurs, slaves, Mexicans, explorers, settlers, and federal officials.</p> <p>What things do you need to make sure you include in your article?</p> <p>Let's look at what we just brainstormed and see how that fits.</p>	Not scored	<ol style="list-style-type: none"> 1. Encourage students to differentiate between topical and universal elements in the prompt (topical: answer to the question, description of event, tensions & enrichment; universal: evidence and references/sources) 2. Have students practice previously learned note-taking strategies during the discussion. 3. Once students have identified the topical elements, as a class, look at the brainstormed list from the previous mini-task. Have students label each item with the topical element that it would fit under. Then discuss these questions: <ul style="list-style-type: none"> • Are there things on the board that didn't fit with any of the elements? If so, why? Should those things be included in an article? (answers to this question can be a pre-test on students understanding of what should/should not be in a newspaper article) • Are there elements that don't have anything listed for them? If so, what should the answers be? Do we have enough information to address those elements? What are next steps (dependent on answer to previous question)?

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
<p>Standards:</p> <p>CCSS.ELA-LITERACY.RH.6-8.2 : Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>CCSS.ELA-LITERACY.RH.6-8.8 : Distinguish among fact, opinion, and reasoned judgment in a text.</p>				
Reading Process				
45 mins	<p>ACTIVE READING > NOTE-TAKING: Ability to select important facts and passages for use in one's own writing.</p>	<p>LOOKING AT NEWSPAPER ARTICLES Find an interesting newspaper article from a recent newspaper. Using what we know about newspaper articles from the read aloud, complete the graphic organizer for your article. Make sure you attach your article to your organizer before you turn it in.</p>	Student has correctly identified all parts.	<p>1. Teacher picks an article to use as a model. Using information found here: http://www.enchantedlearning.com/newspaper/ model locating the aspects of a newspaper article with students using organizer found here: http://www.enchantedlearning.com/newspaper/clipping/analyze/index.shtml</p> <p>2. Have students complete organizer on their own (or with a partner) for a different article.</p> <p>Teachers can have students locate their own article or provide students with choices that fit in with context.</p>
<p>Standards:</p> <p>CCSS.ELA-LITERACY.RH.6-8.2 : Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>CCSS.ELA-LITERACY.RH.6-8.1 : Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>CCSS.ELA-LITERACY.RH.6-8.5 : Describe how a text presents information (e.g., sequentially, comparatively, causally).</p>				
<p>Additional Attachments:</p> <p> Parts of a newspaper article and graphic organizers</p>				
1 hr and 30 mins	<p>ACTIVE READING > NOTE-TAKING: Ability to select important facts and passages for use in one's own writing.</p>	<p>EVIDENCE OF RESEARCH Using the same graphic organizer you used to look at the modern newspaper articles, read through our primary and secondary sources for your assigned event/culture, making notes that fit with the corresponding parts of a newspaper article. Make sure that you are including a citation of where you found your information with your notes.</p>	Check to see that the graphic organizer is complete and the information listed in the parts is appropriate.	Teachers may choose to model using the original event discussed as a class, emphasizing the citation piece. If working with lower level students, it may be appropriate to have them complete this step in partners.

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
<p>Standards:</p> <p>CCSS.ELA-LITERACY.RH.6-8.1 : Cite specific textual evidence to support analysis of primary and secondary sources.</p>				
<p>Transition to Writing</p>				
<p>20 mins</p>	<p>BRIDGING CONVERSATION > IDENTIFYING SIGNIFICANT ELEMENTS: Add your own definition here</p>	<p>COMPARE/CONTRAST NOTES AND PROMPT</p> <p>Let's look back at our topical list of things that need to be included in your article according to the prompt. Pick a highlighter color for each of those things, then go through your notes and highlight the information that addresses that topic. When you are finished, look through your highlighting. Do you have information for all parts of the prompt? If not, fill in the gaps before you start writing your article. Also look to see if you have a balance of colors? If your notes seem to be mostly one color, brainstorm ways you could even things out. That may mean you need to do more research. When you think you have everything addressed and balanced, bring your notes to the teacher to check.</p>	<p>Check to make sure the highlighted information fits. If something seems questionable, make sure to have the student verbally explain why he/she highlighted in that color.</p>	<p>Make sure to circulate to catch problems early.</p>
<p>Writing Process</p>				

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
55 mins	<p>DEVELOPMENT > INTRODUCTORY PARAGRAPH: Writing the lede paragraph for a newspaper article.</p>	<p>NEWSPAPER LEDE Using the information from your graphic organizer, write a draft of your lede paragraph (journalists spell it lede, even though it is pronounced lead).</p> <p>A lede paragraph needs to do these things:</p> <ul style="list-style-type: none"> ● give the main points of the story (who, what, where, when, why, how) ● get the reader interested in reading the story ● accomplish both in as few words as possible. Your lede should be no longer than 35-40 words. 	Not Provided	<ol style="list-style-type: none"> 1. Introduce the prompt and give students roughly 10 minutes to write their lede paragraph. 2. When students are finished, have them count the number of words they used. Write that at the end. 3. Break students in to small groups. One at a time, have students read their lede out loud to the group (having the author read out loud keeps the focus on the content not on things like spelling and handwriting). While the author reads, the rest of the group needs to be jotting notes about the 5 W's and H. 4. When the author has finished, group members should address these things <ul style="list-style-type: none"> ● Were all the questions answered? If not, what was missing? ● Was it interesting? If not, what would make it more interesting? ● How many words did the author use? Is there any way to use fewer words but still answer everything and keep it interesting? How? 5. Repeat until everyone has shared and gotten feedback. 6. Give students some time to revise their ledes based on the feedback they got.
Standards:				
<p>CCSS.ELA-LITERACY.WHST.6-8.2A : Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p>				
55 mins	<p>REVISION, EDITING, AND COMPLETION > REVISION: Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.</p>	<p>WRITING AND REVISING DRAFT You have your lede paragraph done. Using your graphic organizer, and the newspaper articles we looked at earlier as a model, write the rest of your article. When you are done, we are going to do some peer revision.</p>	Not Provided	<ol style="list-style-type: none"> 1. Have students write the rest of their article. 2. Break students back up into groups (at least 4 people in a group) and trade papers. 3. As students read each others articles, they should have a blank graphic organizer they are taking notes on to check that the author actually included all parts of a newspaper article. When this is done, they need to trade papers again. 4. As students read the new article they are given, they should be highlighting where specific parts of the prompt are addressed. When this is done, have them trade again. 5. As students read this final article, they need to think about how the author wrote the article. Do all sentences make sense? Did the author use boring words? (like run instead of something like sprint). Have students circle boring words or things that don't make sense and write suggestions in the margins. 6. Each student should then get their own article back, along with the graphic organizer their classmate filled out. Give students time to look through, figure out what they need to change, ask clarifying questions, etc. before they revise based on feedback.
Standards:				
<p>CCSS.ELA-LITERACY.WHST.6-8.2B : Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p>				

Instructional Resources

No resources specified

Section 4: What Results?

Student Work Samples

No resources specified

Teacher Reflection

Not provided