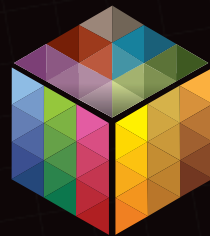


California  CCSS

SRA

FLEX
L I T E R A C Y™



TEACHER GUIDE • The Project Experience

Walking in Their Shoes

WRITING FOCUS
NARRATIVE

CONTENT CONNECTION
SOCIAL STUDIES

TECHNOLOGY FOCUS
SOCIAL NETWORK FAN PAGE



WALKING IN THEIR SHOES

Secondary System

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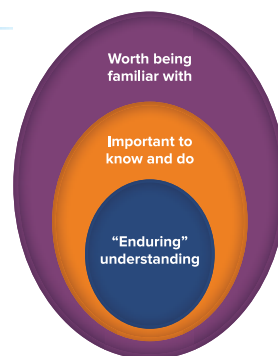
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The *SRA FLEX Literacy*™ Project Experience engages students in real-world exploration, analysis, and problem solving while developing 21st Century Skills. Throughout the fifteen-day cross-curricular project, students work independently, as a whole class, and in small-group project teams. Students think critically, communicate ideas, and collaborate with their peers.

Understanding by Design®

Each project is built upon Understanding by Design®, a framework for improving student achievement by connecting student learning to assessment goals. Desired learning outcomes and objectives are clearly defined, and instruction and assessment are aligned to support these goals. Essential questions engage students and emphasize teaching for understanding. See page 10 for the Understanding by Design® framework for this project.



Writing Instruction

Each project focuses on argument, informative, or narrative writing and includes multiple opportunities for individual and team writing.

- Students express their thoughts informally with **Write to Reflect** prompts.
- **Writing Frames** and **Six Traits of Writing** scaffold independent writing.
- Project teams collaborate to develop written and oral presentations of research findings.

California Common Core State Standards

Each day's instruction is aligned to the California Common Core State Standards and California Program Four Criteria. See the **Assessment Resources** or *FLEXWorks* for a complete correlation to the California Common Core State Standards.

The table displays the California Common Core State Standards for English Language Arts. It is organized into four main sections: Reading Informational Text, Reading Literature, Writing, and Speaking and Listening. Each section contains a list of standards and a corresponding grid of checkboxes for tracking student progress. A CCSS logo is visible in the top right corner of the table.

Assessment



Assessment Guides allow students to track progress and teachers to record scores. These scores can be reported digitally using *FLEXWorks* or they can be tracked manually. Three Assessment Guides measure student growth and progress in The Project Experience:

- **Collaboration Assessment Guide**
Assess individual and team collaboration
- **Writing Assessment Guide**
Assess individual and team writing
- **Presentation Assessment Guide**
Assess team presentations



Additional tips for supporting English Learners are provided for the teacher at point of use on the daily instruction pages.



The Connection icon indicates a relationship between the mini-lesson and an activity step.

Literacy Connections

Literacy Connections are included in each project and provide explicit instruction for all students, especially English Learners, in skills related to reading informational text, writing, speaking and listening, and language. These mini-lessons introduce and model a skill that is applied during the lesson and are aligned to the California Common Core State Standards.

Reading Connection



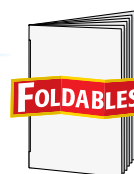
Interpreting Information: Maps

Display *Interpreting Information: Maps*. Explain that a map can be used to show areas that have distinct natural features. Identify the title and the legend. Say: *This map uses different colors, lines, and illustrations to show a topographical view of the United States. Topographical refers to the natural features of the land, such as mountains, forests, rivers, prairies, and lakes.* Have students identify the title and legend.

Model making one statement that is supported by the map. Say: *Ohio's southern border is the Ohio River, which separates Ohio from Kentucky and West Virginia.* Invite students to suggest other statements about information that can be supported by the map, focusing on natural features that help create borders.

Foldables®

Students create Foldables® to gather research information, house academic vocabulary terms, and organize their work during the project, providing an overview of their academic achievement in a Project Portfolio.



ePresentations

Students are engaged and motivated to participate in content-area topics through ePresentations that provide background knowledge, enhance instruction, and pique interest.





NARRATIVE
WRITING FOCUS



SOCIAL STUDIES
CONTENT CONNECTION



**SOCIAL NETWORK
FAN PAGE**
TECHNOLOGY FOCUS

Students research historical figures and social network fan pages. They use this research to write a fictional journal entry from the point of view of a historical figure at a specific time in his or her life and to create a social network fan page for a historical figure chosen by the team.

Essential Questions

Throughout the project, students consider the project's Essential Questions.

1. Why study history?
2. How are the lives and experiences of people in history important to us today?

Research Questions

Students will focus on answering the following research questions to develop their historical figure journal entry.

- Who is the historical figure and what was this person like?
- In what time period and place did this person live?
- What is one important event in this person's life?
- What is another important event in this person's life?
- Why were these events important to this person?
- What major contribution did this person make?
- Why was this contribution important during this person's time?
- How does this person's contribution affect people today?


Academic Vocabulary

Students learn and apply key academic vocabulary to build background knowledge and understanding of content.

- | | |
|----------------|---------------|
| • affect | • journal |
| • contribution | • period |
| • impact | • role |
| • influence | • significant |

Individual Outcomes

Students show evidence of their understanding of the importance of historical figures by

- creating a  Project Portfolio to collect and store project materials;
- exploring information about a historical figure and his or her impact and accomplishments;
- using the writing process and traits of writing to complete a fictional journal entry from the point of view of a historical figure;
- learning and applying key academic vocabulary terms related to historical figures.

Project Team Outcomes

Project teams demonstrate their understanding of the importance of historical figures by

- researching historical figures and social network fan pages;
- exploring the elements of a social network fan page;
- creating and presenting a social network fan page including text, images, audio/video, and other fan page features;
- discussing their and other teams' presentations.

Content-Area Outcomes

By the end of the project students will understand

- the significance of historical events and figures for our lives;
- key facts about the lives of particular historical figures;
- how to write a fictional journal entry;
- how to create a social network fan page.



<p>DAY 1 Engage</p> <ol style="list-style-type: none"> Create Project Portfolio FOLDABLES Build Knowledge ▶ <i>Walking in Their Shoes</i> video Introduce Project Explore Assessment Guide: Collaboration Discuss Project Action Plan 	<p>DAY 2 Prepare</p> <p>🔗 Reading Connection Text Features: Idea Web</p> <ol style="list-style-type: none"> Explore Academic Vocabulary Terms FOLDABLES ▶ <i>Walking in their Shoes</i> video Introduce Photo Album Write to Reflect 	<p>DAY 3 Prepare</p> <p>🔗 Reading Connection Interpreting Information: Character Details</p> <ol style="list-style-type: none"> Explore Historical Figures Introduce Writing Frame Write to Reflect
<p>DAY 4 Research</p> <p>🔗 Reading Connection Interpreting Information: Websites</p> <ol style="list-style-type: none"> Create Research Organizers FOLDABLES Introduce Research Log Conduct Internet Search 	<p>DAY 5 Research</p> <p>🔗 Reading Connection Noting Key Details</p> <ol style="list-style-type: none"> Select Research Topic Research Historical Figure Research Important Events <p>📅 Week 1 Grading</p>	<p>DAY 6 Research/Write</p> <p>🔗 Reading Connection Interpreting Information: Social Network Fan Page</p> <ol style="list-style-type: none"> Research Impact Review Academic Vocabulary Introduce Journal Entry Writing Frame Write to Reflect
<p>DAY 7 Write</p> <p>🔗 Language Connection Narrative Techniques: First-Person Point of View IDEAS</p> <ol style="list-style-type: none"> Explore Writing Checklist & Assessment Guide: Narrative Writing Prewrite 	<p>DAY 8 Write</p> <p>🔗 Language Connection Narrative Techniques: Period Details IDEAS</p> <ol style="list-style-type: none"> Draft Discuss an Essential Question 	<p>DAY 9 Write</p> <p>🔗 Writing Connection Including Important Information</p> <ol style="list-style-type: none"> Discuss an Essential Question Explore Assessment Guide: Presentation Revise

DAY 10 Write	DAY 11 Write
Writing Connection Elements of a Fan Page 1 Write to Reflect FOLDABLES 2 Plan & Create Social Network Fan Page FWI Week 2 Grading	Language Connection Using a Word-Processing Spell Checker CONVENTIONS 1 Edit CONVENTIONS 2 Plan & Rehearse
DAY 12 Publish/Present	DAY 13 Present
Speaking & Listening Connection Effective Presenting Guidelines 1 Publish Journal Entries 2 Finalize Fan Pages & Rehearse Presentations	1 Publish Social Network Fan Pages 2 Finalize Presentations
DAY 14 Present	DAY 15 Reflect & Evaluate
1 Present Social Network Fan Pages 2 Write to Reflect	1 Review the Essential Questions 2 Review Project Information Sheet 3 Write to Reflect 4 Finalize Project Portfolios 5 Wrap Up Project FWI Week 3 Grading

STUDENT MATERIALS

- four sheets of 11 × 17 paper per student
- three sheets of 8.5 × 11 paper per student
- manila envelope per student
- notebook paper
- pencils, pens, and markers
- scissors
- glue sticks
- staplers
- magazines and newspapers or access to clip art
- dictionaries

INTERNET SEARCH TERMS

[historical figure name] + biography
 [historical figure name] + life
 [historical figure name] + journal
 social + network + fan + page
 how + to + create + social + network + fan + page

WEBSITES

<http://pbskids.org/historydetectives/> lets kids explore various points in history.
<http://www.bbc.co.uk/history/forkids/> is the informative kids' history site of the BBC.
<http://www.kids.gov/> official kids' website of the U.S. government, includes many history features.
<http://www.history.org/kids/> is where kids can learn about early America at the website of Colonial Williamsburg.
<http://www.ala.org/> lists history and biography websites for kids.



Stage 1 – Desired Results

Established Goals	Transfer
Common Core State Standards for English Language Arts <ul style="list-style-type: none"> • Writing • Speaking and Listening • Language • Reading: Informational Text 	<p><i>Students will be able to independently use their learning to...</i></p> <p>Project Specific Skills:</p> <ul style="list-style-type: none"> • Write a fictional journal entry from the point of view of a historical figure at a specific time in his or her life. • Use research and individual journal entries to develop a social network fan page for a historical figure. <p>SRA FLEX Literacy™ Project Experience Skills:</p> <ul style="list-style-type: none"> • Write narrative text to examine a topic and convey ideas and information clearly. • Use the writing process and traits of writing to develop and strengthen writing. • Use technology to produce and publish writing and to interact and collaborate with others.
	Meaning
<p>UNDERSTANDINGS</p> <p><i>Students will understand...</i></p> <ul style="list-style-type: none"> • The life of a historical figure is marked by achievements and key events. • The past achievements of a historical figure can still affect us today. • That we can use historical facts to write a fictional journal entry. • That we can use technology to create a social network fan page. 	<p>ESSENTIAL QUESTIONS</p> <p><i>Students will keep considering...</i></p> <ul style="list-style-type: none"> • Why study history? • How are the lives and experiences of people in history important to us today?
	Acquisition
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • Academic vocabulary terms: <i>affect, contribution, impact, influence, journal, period, role, significant</i> • Key facts about the lives of particular historical figures • How to determine the significance of historical people and events, and how they affect our lives today • The elements of a historically accurate narrative journal entry • The components and features of a social network fan page 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • Using research to write a narrative journal entry and develop a social network fan page. • Using technology to create a social network fan page.

Stage 2 – Evidence

Code	Evaluation Criteria	PERFORMANCE TASKS
CCSS Writing, Speaking and Listening, Language, and Reading Informational Texts	<p>Clear topic with supporting facts, definitions, and details</p> <p>Command of grade-appropriate conventions and writing traits</p> <p>Effective collaboration and participation</p> <p>Accurate use of resources cited</p>	<p><i>Students will show their learning by...</i></p> <p>Individual Each student will write a historically accurate narrative journal entry from the point of view of a historical figure.</p> <p>Project Team Each team will create a social network fan page for a particular historical figure, which includes text, photos, graphics, and other fan page features.</p> <p>Other Evidence</p> <ul style="list-style-type: none"> • Each student will develop a Project Portfolio containing: reflective writings, a Multi-Tab Foldable® with academic vocabulary terms, a Research Organizer, a photo album graphic organizer, Writing Frames, an Accordion Foldable®, a Research Log, a Project Action Plan, and Assessment Guides. • Academic vocabulary review: whole-class, teacher-moderated activity.

Stage 3 – Learning Plan

Pre-assessment of prior knowledge, skills, understandings, potential misconceptions, and attitudes.

Code	Learning Events	Progress Monitoring
ACQUISITION		
L.3–8.4	Create a Multi-Tab Foldable® containing academic vocabulary terms, definitions, and example sentences: affect, contribution, impact, influence, journal, period, role, significant	Instructor models, guides, and monitors student understanding of each Literacy Connection.
SL.3–8.1, SL.3–8.2	Build background and activate prior knowledge by viewing the <i>Walking in Their Shoes</i> video and discussing what they can learn by studying history and historical figures.	
RI.4–8.7, W.3–8.2	Identify basic elements of a graphic organizer.	Instructor reviews Assessment Guides with individual students and project teams during Progress Checks to make sure students are working toward expectations.
SL.3–8.1.c, SL.3–8.2	Interpret information in a graphic organizer.	
RI.3–8.2, RI.3–8.3	Identify key details.	
RI.3–8.6, RI.3–8.7	Interpret information on a website.	
L.3–8.1, L.3.1a	Identify proper use of pronouns in first–person writing.	
W.3–8.3	Identify and correctly use narrative techniques.	Instructor monitors students' understanding of Essential Questions through discussion and writings on Days 8, 9, 14, and 15.
RI.3–8.2, RI.3–8.5, RI.3–8.8	Identify important information in a text.	
RI.3–8.7, W.3–8.6, W.3–8.8	Identify features of social network fan pages.	
L.3–8.1, L.3–8.2, L.3–5.2, L.3–8.4	Identify advantages and disadvantages of software spell checkers.	
SL.6–8.1, SL.6–8.5	Identify how to present with multimedia.	
MEANING		
L.3–8.6	Apply academic vocabulary terms (affect, contribution, impact, influence, journal, period, role, significant) as they relate to the content of this project.	Instructor evaluates student understandings of content in Write to Reflect activities.
W.3–8.3, W.3–8.4, W.3–8.5	Write a narrative journal entry.	
W.3–8.8	Evaluate information on websites to research historical figures and social network fan pages.	
SL.3–8.4, SL.3–8.5, SL.3–8.6	Collaborate to prepare a social network fan page, implementing the writing process with each individual journal entry before publishing.	
SL.3–8.4, SL.3–8.5, SL.3–8.6	Present social network fan page to the class.	
SL.3–8.2, SL.3–8.3	Critique other teams' social network fan pages, exhibiting appropriate behaviors when providing feedback.	
W.3–8.2, W.3–8.9	Reflect and evaluate their understanding of history and historical figures based on the Essential Questions and other teams' social network fan page presentations.	
TRANSFER		
W.3–8.3, W.3–8.8, W.3–8.9, SL.3–8.2, SL.3–8.4, SL.3–8.6	Discuss and write about history and historical figures based on understanding of how to find accurate information.	
RI.3–8.7	Apply basic steps in evaluating and interpreting website information.	
W.3–8.3	Write narrative text to examine a topic and convey ideas and information clearly.	
W.3–8.5	Use the writing process and traits of writing to develop and strengthen writing.	
W.3–8.6	Use technology to produce and publish writing and to interact and collaborate with others.	



Engage



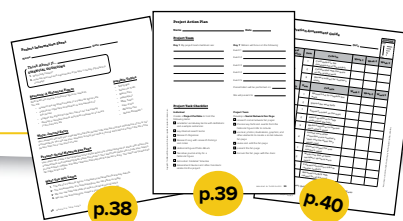
Place students in teams based on language proficiency. Students who demonstrate greater fluency should be matched with those who need more development. Ensure that roles are clearly defined for students so that they understand and appreciate their own contributions to the project effort.

PREPARE FOR DAY 1

- Decide how you will organize students into project teams.
- Before beginning the project, review established classroom rules and procedures with students. Discuss how these will be implemented during the Project Experience.
- Have materials available for the creation of a **Bound Book Foldable®** for each student (p. 48).
- Make copies of the **Project Information Sheet**, **Project Action Plan**, and **Collaboration Assessment Guide** and for each student.



Print copies of the Family Letter for this project, which is available on *FLEXWorks*, to send home with students on Day 1.



INDIVIDUAL



1. Create Project Portfolio

Display the *Bound Book Foldable®* instructions (p. 48). Distribute four pieces of paper and a manila envelope to each student. Have each student create a Bound Book Foldable® that will be used as a **P** Project Portfolio to collect work done during the project. Have students number the pages 1–16 beginning with the front cover.



WHOLE CLASS



2. Build Knowledge

Ask students to name some people from history they admire and explain why. Display the *Walking in Their Shoes* video, and tell students they will watch a short video about the study of history and some important historical figures. Ask students to listen for reasons we study people from history. Tell them you will ask them to explain why we study the people in history after they watch the video.



Play the video and discuss any points of interest students noticed. Have students explain why we study historical figures according to the video. (*We study historical figures to learn what it was like in the past. We can relate another person's life to our own life. We apply what we learn to the way we live and the decisions we make today.*)

WHOLE CLASS



SL.3-8.1, SL.3-8.2

3. Introduce Project

Display and distribute copies of the **Project Information Sheet** (p. 38). Read aloud the *Essential Questions*. Tell students that they should think about these questions as they develop their project. Display *Research* and explain to students that they are going to

- research the significant events in a historical figure's life;
- explore an important contribution or achievement of this person;
- analyze the impact this person has on our lives today;
- develop a narrative journal entry based on an event in the person's life.

Next, read aloud *Write and Present*. Make sure students understand the writing they are going to develop and how it supports their presentation. Finally, display and read aloud *What You Will Learn*. Tell students by the end of the project they will understand and apply these concepts. Have students attach this sheet to page 2 of their **P** Project Portfolios.

WHOLE CLASS



SL.3-8.1, SL.3-8.2

4. Explore Assessment Guide

Display and distribute copies of the **Collaboration Assessment Guide** (p. 40). Review how project participation will be evaluated and what is expected on a daily basis from students (*Individual Responsibility* and *Team Responsibility*).

Tell students they will refer to this assessment guide throughout the project to ensure they are meeting expectations. Have students place this assessment guide in the back pocket of their **P** Project Portfolios.



Provide an audio copy of Assessment Guides to student email accounts.



PROJECT TEAM



SL.3-8.1, SL.3-8.2

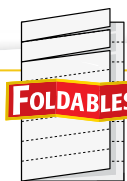
5. Discuss Project Action Plan

Organize students into their project teams. Display and distribute copies of the **Project Action Plan** (p. 39). Have each team list the names of their team members on the *Project Team* section of their Project Action Plan.

Tell students that the *Project Task Checklist* lists everything students will need to complete by the end of the project. Review the checklist with students. Students will attach this sheet to page 3 of their **P** Project Portfolios.

PREPARE FOR DAY 2

- Have materials available for the creation of the **Multi-Tab Foldable**[®] to house the project's academic vocabulary terms (p. 48).
- Make copies of the **Historical Figure Photo Album** for each student.
- Review and prepare the Day 2 *Reading Connection: Text Features: Idea Web*.





Prepare



WHOLE CLASS

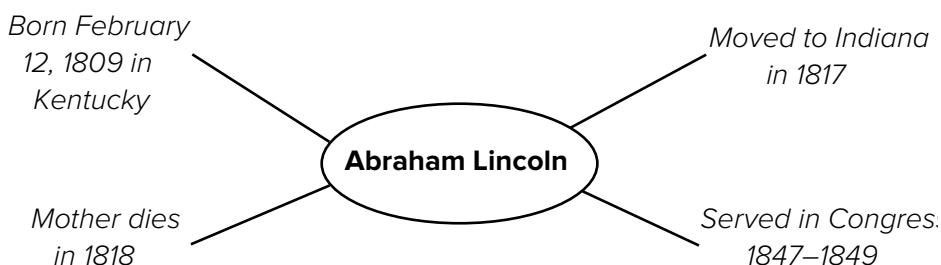


CCSS RI.3–8.4, RI.3–8.7,
SL.3–8.1

Reading Connection

Text Features: Idea Web

Display *Text Features: Idea Web*. Tell students that this is an idea web, a graphic organizer that can be used to organize ideas for writing. Identify the subject of the idea web. (*Abraham Lincoln*)



Then model interpreting the information that the concept web organizes. Say: *I see many dates in these details. This web shows events that are important in Lincoln's life.* Ask students to suggest other important events that might have been included in the web. *Ideas: his election as president, beginning of the Civil War, his assassination* Explain that students can use an idea web to list and organize important events in the life of any historical figure.

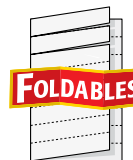
INDIVIDUAL



CCSS RI.3–8.4, RI.3–8.7,
SL.3–8.1, L.3–8.6

1. Explore Academic Vocabulary Terms

Display the *Multi-Tab Foldable®* instructions (p. 48). Distribute one piece of paper to each student. Have each student create a Multi-Tab Foldable®.




Display the *Interactive Glossary* from the toolbar. Tell students that this project's academic vocabulary terms are *affect*, *contribution*, *impact*, *influence*, *journal*, *period*, *role*, and *significant*. Ask students to define the words they know, read the definitions, and read the example sentences.

As you review each word, have students write the academic vocabulary terms on the front tabs and the definitions inside to the right of the fold. Have students copy the example sentences from the Interactive Glossary onto the back of each tab, or compose your own as a class.

- **affect (verb):** to cause something to change
*Learning about his actions in battle will **affect** my opinion about him.*



Help students identify and use English-Spanish cognates. Write the words **influence** and **influenciar** (verb). Encourage students to identify how they are the same and how they are different. Ask them to use both in a sentence and to identify the part of speech.

TIP:  Replay the *Walking in Their Shoes* video from Day 1 and have students listen for these academic vocabulary terms used in context. Say: *When you hear these vocabulary words raise your thumb.*

- **contribution (noun):** something you give or make
*Her **contribution** to the field of chemistry is very great.*
- **impact (noun):** the way one thing causes another thing to change
*The **impact** of the car on American life in the early 1900s was huge.*
- **influence (verb):** to cause something to change
*The candidates' debate will **influence** the results of the election.*
- **journal (noun):** a written record of a person's private thoughts
*I write about my day in my **journal** every night before I go to bed.*
- **period (noun):** a segment of time, usually a number of years
*The **period** that interests me most is the early 1900s.*
- **role (noun):** the part someone plays in life
*The young politician wants to play an important **role** in politics.*
- **significant (adjective):** important
*The historian discovered **significant** facts about the scientist's life.*


Have students attach their lists to page 4 of their **P** Project Portfolios for reference during the project.

WHOLE CLASS



2. Introduce Photo Album

CCSS RI.3–8.4, RI.3–8.7,
SL.3–8.1, W.3–8.3,
W.3–8.4, W.3–8.10


 Display the **Historical Figure Photo Album** (p. 44). Discuss photo albums students have seen. Have volunteers describe what kinds of photos might be included in an album and what might be learned about the person who put the album together. (*A photo album contains images of important and meaningful events, people, and other things from a person's life.*) Say: *We can use the idea of a photo album to record the important events in a historical figure's life.* Explain that students will be using the Historical Figure Photo Album on page 44 to organize their ideas about the historical figure their team chooses to research. Have students suggest several people they are interested in. Then model completing the album with ideas for George Washington.


INDIVIDUAL



3. Write to Reflect

CCSS W.3–8.3, W.3–8.4,
W.3–8.10

 Remind students that a graphic organizer such as this photo album can be used to summarize important events in a person's life.

 Display the *Write to Reflect* prompt: *What events do you think are most important in a person's life? Why?* Have students respond to the prompt at the bottom of their **Historical Figure Photo Album**. Encourage them to use the information they just added to guide their writing. Have students attach their Historical Figure Photo Albums to page 7 of their **P** Project Portfolios.

PREPARE FOR DAY 3

- Prepare a sample of responses about a specific historical figure using the *Topic Writing Frame* (p. 47) as a model for students.
- Review and prepare the Day 3 *Reading Connection: Interpreting Information: Character Details*.





Prepare

WHOLE CLASS



RI.3–8.2, RI.3–8.7,
SL.3–8.1, SL.3–8.2

Reading Connection



Interpreting Information: Character Details

Display *Interpreting Information: Character Details*. Tell students details are what make characters come alive in narrative writing. Explain that details are facts that tell about a character's appearance, personality, actions, and mannerisms. Model identifying character details by reading this sentence:

The tall, athletic stranger stepped slowly into the room like a show horse entering the arena.

Say: **The details in this sentence tell me this tall and athletic person moves gracefully and with purpose.** Point out that when students write stories, they will create details for a character they create. Read this description and guide students to identify character details.

The old woman glanced up from her sewing. She shaded the sun from her ancient, but still lively eyes. In a voice little louder than a croak, she answered, "You may be the ruler of a great kingdom, but I am not frightened of you. I was entrusted with a secret, and I will never betray that trust. Never." *(The woman is old, has ancient but lively eyes, and a voice like a croak. From her words, we learn she is brave and trustworthy.)*

Explain that, for this project, students will be using details they find during their research about a real person. They will then use those details to bring the historical figure to life through a narrative journal entry.

WHOLE CLASS



SL.3–8.1, SL.3–8.2

1. Explore Historical Figures

Review the definitions of *period*, *role*, and *significant*.

- **period (noun):** a segment of time, usually a number of years
- **role (noun):** the part someone plays in life
- **significant (adjective):** important

Explain that in every historical period, certain individuals have played significant roles in different ways. Discuss with students the historical figures they will choose from and identify the time periods in which they lived. Discuss what students know about these people. Tell students they will choose a historical figure to research on Day 5.

Review the definitions of *contribution*, *impact*, and *influence*.

- **contribution (noun):** something you give or make
- **impact (noun):** the way one thing causes another thing to change
- **influence (verb):** to cause something to change

Ask students to describe the contributions of the aforementioned historical figures. Ask what impacts these people had on their own time periods and how they have influenced the world we live in today.

WHOLE CLASS




W.3–8.10, SL.3–8.1,
SL.3–8.2



For additional practice, have students practice using the frame by inserting new phrases and words and reading it aloud. Have students compare and contrast variations of the completed frame.

2. Introduce Writing Frame

Have students open to page 7 in their **P** Project Portfolios. Tell students to review their **Historical Figure Photo Albums** from Day 2 about the important events in the life of George Washington.

 Display the *Topic Writing Frame* (p. 47). Read the sentences aloud, but do not suggest words or ideas to complete them. When you are finished, tell students that they will use this to suggest a historical figure for their team to research. Lead students in rereading the frame, now discussing what they might insert in the blanks. Model completing the frame for a historical figure students will recognize.

INDIVIDUAL



W.3–8.10



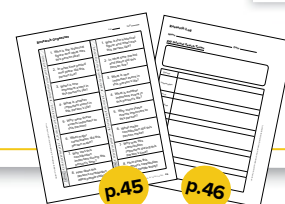
Tell students that they should always take notes as they listen to others so that they can summarize and respond to what they say. If necessary, discuss note-taking conventions such as sentence fragments, abbreviations, and bulleted lists.

3. Write to Reflect

Tell students to use their **Historical Figure Photo Album** and what they learned from class discussions to complete the *Topic Writing Frame* on a separate piece of paper. Tell student that they will use this frame to present and support their choice of a topic to their team. Support as needed. Have students attach their writing to page 10 of their **P** Project Portfolios.

PREPARE FOR DAY 4

- Review and prepare the Day 4 *Reading Connection: Interpreting Information: Websites*. Identify and bookmark a few history websites to show students good examples of informational websites that can be used to gather research information.
- Make a copy of the **Research Organizer** for each student.
- Determine how students will record their research sources. Make copies of the **Research Log** in advance or create a Research Log file for students to use electronically.





Research



WHOLE CLASS



CCSS RI.3–8.7, SL.3–8.1, W.3–8.7, W.3–8.8

TIP: A Tech

Tutor video about searching the Internet is available in the *FLEXWorks* Resource Library. This video provides an introduction to how search engines work and strategies for finding key information quickly.

Reading Connection

Interpreting Information: Websites

Display a website of a history museum, a university, a national park, or another respected and established historical society or organization. Tell students that before they use information found on the Internet, they should evaluate a website to determine if it is a good starting point for research.

Model asking the following evaluation questions to determine whether a website is likely to be reliable:

- Who operates the website? Is this information clearly stated?
- Does the operator of the website seem to be objective and honest in presenting historical information?
- Does the information seem accurate, complete, and detailed?
- Does the website provide sources for its information?

Discuss the answer to each question with students, and then lead them to conclude whether the website is reliable. Point out that websites of nationally recognized museums, universities, national monuments, or other established historical societies or organizations are more likely to be balanced and accurate than those of unknown or private organizations.

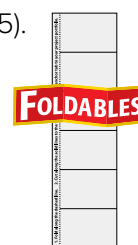
INDIVIDUAL



CCSS RI.3–8.7, SL.3–8.1

1. Create Research Organizer

Display and distribute copies of the **Research Organizer** (p. 45). Explain that students will share their *Topic Writing Frames* with their teams and together choose the historical figure they will research. Explain that to write as if they are that person, they will need to do research. Review with students the *Research* section of their **Project Information Sheet** and the questions on the Research Organizer.



1. Who is the historical figure and what was this person like?
2. In what time period and place did this person live?
3. What is one important event in this person's life?
4. What is another important event in this person's life?
5. Why were these events important to this person?
6. What major contribution did this person make?
7. Why was this contribution important during this person's time?
8. How does this person's contribution affect people today?

Explain to students that they will use their organizers to record the answers to the provided questions as they research. The answers collected will provide information and offer ideas to help them write their journal entries and create a social network fan page. Have students attach the **Research Organizer** to page 9 in their **P** Project **Portfolios**.

WHOLE CLASS



CCSS SL.3–8.1

2. Introduce Research Log

Distribute copies of the **Research Log** (p. 46), or show students where to access the Research Log file you saved on their computers. Explain to students the importance of keeping track of where they find information so they can credit their sources at the end of the project.

Display a history website. Model how to copy a web address to identify a source, and model how to record information. Model for students how to read and summarize information from the site. Point out that they can discuss information with their team to improve understanding, and discourage them from copying information they do not understand.

PROJECT TEAM



CCSS RI.3–8.7, W.3–8.7, W.3–8.8

3. Conduct Internet Search

Brainstorm key Internet search terms with students related to history and significant historical figures. Use suggested search terms on page 7 as a starting point or generate your own. Tell students that, when they find a website they would like to return to, they can bookmark it.

Ask students to record the key search terms on their **Research Logs**. Then have the project teams conduct Internet searches using the generated search terms and to bookmark potentially helpful sites for research. Students will store their Research Logs on page 5 of their **P** Project Portfolios.

PROGRESS CHECK While students are conducting their Internet search, check in with each team. Have teams report on their progress identifying potentially helpful sites for research. Ask if students have had any difficulties; if so, have them discuss problems and brainstorm possible solutions.



Have students evaluate websites to determine which ones are good starting points for research.



Guide class discussion of the difference between plagiarizing and referencing the ideas of others. Demonstrate both proper and improper use of research, and give students at least three frames for integrating findings into writing. Lastly, have class brainstorm additional examples or identify them in a sample article.

PREPARE FOR DAY 5

Preview the Day 5 *Reading Connection: Noting Key Details* to familiarize yourself with the selection.



Research



WHOLE CLASS



CCSS RI.3-8.2, RI.3-8.3,
W.3-8.7, W.3-8.8

TIP: A Tech

Tutor video about bookmarking a website is available in the *FLEXWorks* Resource Library. This video describes how to bookmark a website for easy return to the site at a later date.

Reading Connection

Noting Key Details

Display *Noting Key Details*. Explain that it is important to identify key details to understand what an informational text is about. Read the biographical passage aloud.

Ludwig van Beethoven

Beethoven began telling friends as early as 1801 that he was worried about losing his hearing. In the following year, he wrote a famous statement called the *Heiligenstadt Testament*. In this statement, Beethoven complained bitterly about the unfairness of life. Why would a musician be afflicted with deafness? His despair was overwhelming, but the composer decided he would not be defeated by the loss of his hearing. He knew he still had much music inside him. He determined that it would be heard by the world, even if he was deaf.

Model making one statement about a sentence with a key detail about the life of Beethoven. Say: **The first sentence tells that Beethoven began going deaf early in his musical career. This is an important detail.** Then have students identify additional key details in the excerpt.



PROJECT TEAM



CCSS SL.3-8.1

1. Select Research Topic

Tell students to open to their **Topic Writing Frame** (Project Portfolio, p. 10) and share their choice of a historical figure with their team. Have team members work together to choose the historical figure they will research.



PROJECT TEAM

RI.3–8.2, RI.3–8.3,
W.3–8.7, W.3–8.8

Have students identify and record key details as they research the historical figure and his or her time period and place.

2. Research Historical Figure

Tell students to open their **Research Organizers** (P Project Portfolio, p. 9). Have project teams research information about their historical figures, particularly facts related to the first two research questions.

Ask students to record the key details they find about their figure, focusing on the answers to the first two questions in their Research Organizer. As they research, have students pay attention to how the authors of the websites discuss important events in the figure's life. Support as needed. Prepare students to transition from researching a person's time period and place to researching the events of this person's life.



PROJECT TEAM

RI.3–8.2, RI.3–8.3,
W.3–8.7, W.3–8.8

Tell students to number the paragraphs in a resource they have identified. Next, have them write a two-sentence summary of each paragraph and then compare and contrast these with a team member. Support as needed.

3. Research Important Events

Have project teams continue researching information about their historical figures, now shifting their focus to important events in the person's life. Point out that students will be researching answers to the next three research questions. Ask students to record the key details they find about these events in their **Research Organizers**. As they research, have students pay attention to how the authors of the websites describe these events and possibly explain why the events are important. Support as needed.



PROGRESS CHECK While students are conducting their research, check in with each team. Have team members report on their progress identifying potentially helpful sites for research. Ask if students have had any difficulties; if so, have them discuss problems and brainstorm possible solutions.

4. Week 1 Grading



Score each student's **Collaboration Assessment Guide**. Enter the scores into *FLEXWorks*.

PREPARE FOR DAY 6

- Review and prepare the Day 6 *Reading Connection: Interpreting Information: Social Newtwork Fan Page*. Identify and bookmark a reputable and non-offensive social network fan page to show students the features of a fan page.
- Preview the *Journal Entry Writing Frame* (p. 47), and prepare answers about George Washington or another historical figure you know and whom students will recognize.





Research/Write



WHOLE CLASS



Reading Connection

CCSS RI.3-8.7

Interpret Information: Social Network Fan Page

Display a social network fan page. Navigate through the site, displaying the different features. Ask students to evaluate the different features, explaining how valuable they are to understanding the focus of the fan page. Also ask them to suggest other features that might enhance the experience and understanding of visitors to the page.

Display *Interpret Information: Social Network Fan Page*. Have students use these questions as they examine social network fan pages:

- Who is the subject of this page? What do we learn about him or her?
- What images are included? What do they tell us about this person?
- What are some of the subject's accomplishments?
- What else would you like to know, based on what you've seen so far?



1. Research Impact

CCSS RI.3-8.7, W.3-8.7, W.3-8.8, W.3-8.10

Tell students to open their **Research Organizer** (Project Portfolio, p. 9). Have project teams continue their research about their historical figure and focus on the person's major contribution, the impact it had during the figure's time, and how it affects us today. Point out that students will be researching answers to the last three research questions. As they research, have students pay attention to how the websites present facts, details, media, and opinions about the historical figures. Ask them to think about how they can incorporate this information into their journal entries. Support as needed.

PROGRESS CHECK While students are conducting their research, check in with each team. Have them report on their progress identifying potentially helpful sites for research. Ask if students have had any difficulties; if so, have them discuss problems and brainstorm possible solutions.

Have students identify and note key details they might like to include in their historical figure fan pages as they research their historical figures.

WHOLE CLASS



2. Review Academic Vocabulary

CCSS L.3-8.1, L.3-8.3, L.3-8.4, L.3-8.6

Display *Academic Vocabulary Review*. Tell students that you are going to read a statement that uses one of the vocabulary words. They should tell whether the statement is true or false, explaining why they answered the way they did. Point out that understanding the meaning of these vocabulary words will be important throughout the project.

- Whether it will rain would *affect* your plans to go on a picnic.
(*True, because rain would spoil the picnic.*)



Individually or in pairs, have students draw an image related to the word or words in this lesson, and then have them Pair and Share with others to explain their drawings. Have students add to their partners' images.

- If you believe in a cause, you don't want to make a *contribution* to it.
(False, because if you believe in a cause, you would want to help.)
- A bad score on the final exam grade doesn't have an *impact* on the course grade. (False, because an exam can be a big part of your grade in a class.)
- The weather will *influence* your choice of a heavy coat or light jacket.
(True, because influence means "to cause something to change.")
- If you read his *journal*, you would not learn anything about him.
(False, because a journal is likely to record personal thoughts.)
- Abraham Lincoln lived in the same *period* that we live in.
(False, because Lincoln lived about 150 years ago.)
- To play a *role* in your town, don't get involved with local issues.
(False, because to play a role means you would get involved.)
- If something *significant* happens to you, you wouldn't even notice it.
(False, because significant means "important.")



PROJECT TEAM




RI.3–8.7, W.3–8.7,
W.3–8.8, W.3–8.10



Have students identify linking language such as transitions, conjunctions, affirmations, and negations.

3. Introduce Journal Entry Writing Frame

Have students describe social network fan pages they have visited. What information did the pages contain? How was it presented? What special features or sections did it include?


 Display the *Journal Entry Writing Frame* (p. 47). Read the frame aloud, but do not suggest words or ideas to complete it. When you are finished, lead students in rereading the frame, now discussing what students might insert in the blanks. Model completing the journal entry. Tell students that their journal entries will be incorporated into their team's fan page and that they should consider what readers may find interesting about their historical figure.

INDIVIDUAL



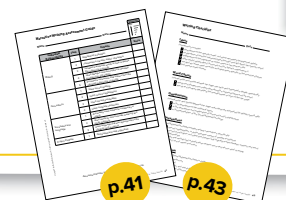
W.3–8.7, W.3–8.8,
W.3–8.10

4. Write to Reflect

 Have students respond to the prompt: *How can Internet technologies such as social network fan pages increase people's understanding of history?* Have students attach this writing to page 14 of their **P** Project Portfolios.

PREPARE FOR DAY 7

- Students may need additional research time to gather more information.
- Make a copy of the **Narrative Writing Assessment Guide** and **Writing Checklist** for each student.
- Review and prepare the Day 7 *Language Connection: Narrative Techniques: First-Person Point of View*.





Write



WHOLE CLASS

L.3–8.1, L.3–8.3, L.3–8.4,
L.3–8.6, SL.3–8.1, RI.3–8.2,
RI.3–8.6, W.3–8.3, W.3–8.5

Language Connection

Narrative Techniques: First-Person Point of View **IDEAS**

Display *Narrative Techniques: First-Person Point of View*. Explain that the journal entries must be in the first-person point of view, using words like *I, me, my, mine, we, us, ours, and our*. Read these sentences from journal entries and have students restate them using first-person pronouns.

He saddled his horse and set off on his long journey.

(I saddled my horse and set off on my long journey.)

Alas! Will they ever see their loved ones again? *(Alas! Will we ever see our loved ones again?)*

She made her decision, and it affected the rest of her long and event-filled life. *(I made my decision, and it affected the rest of my long and event-filled life.)*

That is your name, and you will make the world remember it forever! *(That is my name, and I will make the world remember it forever!)*

No one will be able to say that they did not give their all at the battle of Gettysburg. *(No one will be able to say that we did not give our all at the battle of Gettysburg.)*

As she read the results of her experiment, the other scientists stood and applauded. *(As I read the results of my experiment, the other scientists stood and applauded.)*

WHOLE CLASS

L.3–8.1, L.3–8.3, L.3–8.4,
L.3–8.6, SL.3–8.1

1. Explore Writing Checklist & Assessment Guide

Distribute copies of the **Writing Checklist** (p. 43) and the **Narrative Writing Assessment Guide** (p. 41). Review the Writing Checklist categories and the conventions and traits students should include in their written work.

Display the Narrative Writing Assessment Guide. Review the expectations and criteria. Tell students they will refer to this assessment guide throughout the writing process as a guide to meeting expectations. Have students store their Writing Checklist and Narrative Writing Assessment Guide in the back pocket of their Project Portfolios.



PROJECT TEAM



L.3–8.1, L.3–8.3, L.3–8.4,
L.3–8.6, SL.3–8.1, RI.3–8.2,
RI.3–8.6, W.3–8.3, W.3–8.5,
W.3–8.8



Have students think about the first-person point of view while they write. Remind them that they are writing their journal entries as though they are the historical figure.




Tell students that discussing topics before writing will help them focus on the main idea and begin to form precise thoughts. Inform students of the proper way to start and maintain a conversation. Demonstrate and refresh concepts as needed.

2. Prewrite

Have team members compare the information and ideas generated in their **Research Organizer** (P Project Portfolio, p. 9). Have students ask each other questions about their research, and invite them to add additional facts to their organizers to ensure that everyone on the team has complete and detailed information about their historical figure.

Explain that team members will write journal entries about a specific event in the historical figure's life from the point of view of that person. Then the teams will compile these journal entries as a component of their social network fan page. Point out that each member will write about a different event, and the team should discuss and plan this. Have students open their P Project Portfolios to page 3 and record each team member's responsibility in the *Project Team* section of their **Project Action Plan**.

Suggest that students also refer to their **Historical Figure Photo Album** (P Project Portfolio, p. 6) to generate ideas.

 **PROGRESS CHECK** While students are prewriting, check in with each team. Have them report on their progress with prewriting. Ask if students have had any difficulties; if so, have them discuss problems and brainstorm possible solutions. Review the **Narrative Writing Assessment Guide** (p. 41) with each team to ensure they are working toward expectations.

PREPARE FOR DAY 8

- Determine how you will have students write and present their journal entries and social network fan pages: on paper, on a computer with word processing or fan-page design software, or in a program displayed using an interactive whiteboard. Plan accordingly for student access to available computers.
- Review and prepare the Day 8 *Language Connection: Narrative Techniques: Period Details*.





Write

WHOLE CLASS



SL.3–8.1, L.3–8.2, L.3–8.3,
L.3–8.6, RI.3–8.1, RI.3–8.2,
RI.6–8.5

Language Connection

Narrative Techniques: Period Details **IDEAS**

Display *Narrative Techniques: Period Details*. Explain that the journal entries should be written from the point of view of a person who lived in the past. Therefore, journal entries must not contain knowledge or understanding of things that happened after that date of the entry. For example, a student writing about Joan of Arc should not, as Joan, write about airplanes. Read aloud the journal entry. Have students raise their hands when they hear something that should not be in a journal entry from the period.

**From the Journal of Napoleon Bonaparte,
General and Emperor of France**

June 17, 1815

My soldiers are ready for the great battle. It looks like we will be meeting the English and the Prussians at a little *podunk* Belgian town called Waterloo. The place is tiny and unremarkable. *It doesn't even have a traffic light.* But it will be remembered throughout history as the place where I, the great Napoleon, will either claim a historic victory or suffer a dreadful defeat. Whichever outcome fate chooses, the name of Waterloo will live forever, along with my name!

After identifying the two inappropriate references, say: **How might a person in 1815 have described the little town of Waterloo? Ideas:** *Napoleon might have called Waterloo a tiny, insignificant, or unimportant place without a shop, tavern, blacksmith, or another contemporary business.* Point out that the writer should not have included these two details in the journal entry. You may wish to discuss anachronisms with the class more fully if you feel such discussion is needed. In addition, entries should not contain slang or other language that is not of the period.



PROJECT TEAM



SL.3-8.1, L.3-8.2, L.3-8.3,
L.3-8.6, RI.3-8.1, RI.3-8.2,
W.3-8.4, W.3-8.5, W.3-8.6

1. Draft

Display the *Journal Entry Writing Frame* (p. 47). Have students use this frame to brainstorm ideas for their journal entries, thinking about what they know about the historical figures and the events they would like to write about. Point out that they will use the Journal Entry Writing Frame to produce their journal entry from the proper point of view.

Have students ask one another questions to develop their ideas as they collaborate with team members. Tell students they will refer to their **Narrative Writing Assessment Guides** throughout the writing process as a guide to meeting expectations. Remind students to save their work. Support as needed.

Encourage teams to use some of this time for additional research if needed. Tell teams you will provide them time to continue drafting on Day 9 if they need it.

PROGRESS CHECK While students are drafting their journal entries, check in with each team. Have team members report on their progress while drafting. If students have had any difficulties, have them discuss problems and brainstorm possible solutions. Review the **Narrative Writing Assessment Guide** (p. 41) with each team to ensure students are working toward expectations.



PROJECT TEAM



SL.3-8.1, L.3-8.2, L.3-8.3,
L.3-8.6



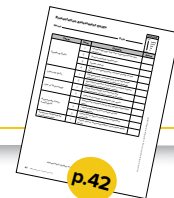
Have students contribute to discussions by generating questions, exchanging information, and sharing perspectives.

2. Discuss an Essential Question

Display the *Essential Question Pair and Share*. Have students **Pair and Share** to discuss for three minutes why people study history. Ask how their understanding has improved based on what they learned from their research. Have pairs share highlights of their discussions with the class, and record their comments. Discuss with students how this question relates to their journal entries. Then remind them to consider this question as they work on their drafts.

PREPARE FOR DAY 9

- Make a copy of the **Presentation Assessment Guide** for each student.
- Review and prepare the Day 9 *Writing Connection: Including Important Information*.





Write



WHOLE CLASS



RI.3–8.6, RI.3–8.8,
SL.3–8.1, SL.3–8.2,
L.3–8.3, L.3–8.6,
W.3–8.3, W.3–8.4,
W.3–8.5, W.3–8.8

Writing Connection

Include Important Information

Display *Include Important Information*. Say: *When we write a journal entry, it may show just a small moment in our lives. If we use a journal entry to show what a historical figure was like or accomplished, we may need to include more details than what is found in an average journal entry.* Read the passage:

From the Journal of John Wilkes Booth**April 3, 1865**

My heart is very downcast. My beloved country is about to suffer a final and total defeat. We have tried to fight for our freedom, but the evil oppressors were too strong. Led by that monster they call their leader, they have beaten us and will grind us into the dust. I am the only one who can save a tiny piece of our dignity. My plan is formed, and my helpers are ready. If we succeed, it is the monster himself who will be ground into the dust!

Say: *What else do I need to know about the historical figure? What else can I say about the time and place? What details tell more about the specific event?* Help students realize that the writer may need to tell readers that Booth is writing about the Civil War, that he supported the South, that the “monster” is President Abraham Lincoln, and that Booth’s plan is to assassinate the president. Encourage students to keep in mind that their readers might not know all they need to know about the person in order to understand the meaning of their journal entries.



PROJECT TEAM



SL.3–8.1, SL.3–8.2,
L.3–8.3, L.3–8.6

1. Discuss an Essential Question

Display the *Essential Question Pair and Share*. Have students *Pair and Share* for three minutes to discuss their understanding of how the lives and experiences of historical figures are important to us today. Ask how their understanding has improved based on what they learned from their research. Have pairs share highlights of their discussion with the class. Then remind them to consider this question as they revise their drafts.

WHOLE CLASS



2. Explore Assessment Guide

Display and distribute copies of the **Presentation Assessment Guide** (p. 42). Review how the presentations will be evaluated and what is expected from students. Tell students they will refer to this assessment guide to help them meet expectations as they revise their journal entries, assemble their social network fan pages, and prepare for their presentations. Have students store their assessment guide in the back pocket of their **P** Project Portfolios.

PROJECT TEAM



3. Revise



RI.3–8.6, RI.3–8.8,
SL.3–8.1, SL.3–8.2,
L.3–8.3, L.3–8.6, W.3–8.3,
W.3–8.4, W.3–8.5,
W.3–8.8, W.3–8.10



Have students read aloud their journal entries and determine if the vocabulary and language is appropriate for the time periods in which the people lived.



Ask students to describe their progress, team roles, and next steps. If students struggle to articulate their progress, help them determine an action plan. Refer to handouts as necessary.

Possible Questions:

- What part of the project are you working on right now? What parts have you finished?
- What will you do next to stay on track with your progress?

Display the *Revision Questions*. Before students begin revising in their project teams, encourage them to consider the following questions to assist their revisions:

- What else does my journal entry need to tell the reader about the historical figure?
- What else does the reader need to know about the time and place?
- What else does the reader need to know about the specific event?
- Does the journal entry make clear why this event was an important part of the person's life?
- Does the journal entry accurately communicate how the figure may have felt about the event?
- Can the order in which I retell events in the journal entry be improved?
- Do the facts in my journal entry need to be checked for accuracy?

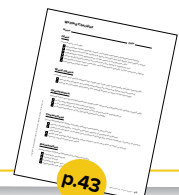
Tell students they will refer to their **Narrative Writing Assessment Guides** (p. 41) throughout the writing process as a guide to meeting expectations.

In their project teams, have students read aloud and revise their journal entries. Remind students to save their work. Support as needed.

PROGRESS CHECK While students are revising their journal entries, review with each team *What You Will Learn* from the **Project Information Sheet** (p. 38) and review the **Assessment Guides** (pp. 40–42) to ensure students are working toward expectations. If teams are not finished with revising, tell them you will provide them time to continue revising on Day 10.

PREPARE FOR DAY 10

- Review and prepare the Day 10 *Writing Connection: Elements of a Fan Page*. Preview and bookmark some social network fan pages to use as examples.
- Determine whether teams need additional time to revise and edit their journal entries.
- Review the **Writing Checklist** to determine which aspects of student writing need the most improvement, and prepare to model specific conventions. Support for instruction and student practices of these conventions and literacy skills can be found in *FLEXWorks Resources* in the *CCSS Literacy eHandbook*.



P.43



Write

WHOLE CLASS



RI.3–8.7, SL.3–8.1,
SL.3–8.4, SL.3–8.5,
SL.3–8.6, W.3–8.6

Writing Connection



Elements of a Fan Page

Display a social networking fan page you chose for today's lesson. Tell students that a fan page gives information about a celebrity that may be of interest to his or her fans. Name various features commonly found on fan pages, such as the text, art, photos, links, headings, and other design elements.

Display some of these features. Then say: **Special features, such as comments, video, upcoming events, and links to other websites provide additional information that may be of interest.**

Then ask: **How does a section for visitors to leave comments help create interest in the fan page?** (*Ideas: Visitors can learn what other visitors think; they can feel like they are part of a community.*) Have students make a list of features to consider as they plan their own fan pages.

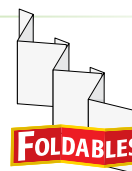
INDIVIDUAL



RI.3–8.7, SL.3–8.4,
SL.3–8.5, SL.3–8.6

1. Write to Reflect

Display the Accordion *Foldable*® instructions (p. 48). Distribute two pieces of paper to each student. Have each student create an Accordion Foldable® that will be used to review what they have learned about their historical figure.



Ask students to label the first section with the name of their historical figure. Then have them list the figure's year of birth and death on the next section. For each remaining section, have students create a time line about important dates and events in the person's life, including details that are important to remember about each one.

Have students refer to their **Accordion Foldable**® as they consider the order of placement for their journal entries as they construct their Social Network Fan Page. Have students attach their Accordion Foldable® to page 8 of their Project Portfolios.

Have students use the facts they find interesting on their Social Network Fan Page.



PROJECT TEAM



RI.3–8.7, SL.3–8.1,
SL.3–8.4, SL.3–8.5,
SL.3–8.6, W.3–8.6



Have students refer to their lists of fan page features to generate ideas for what they might want to include as they design their fan pages. Remind them that the features need to be of interest to those who will visit the fan page.



As you check in with project teams, ask individual students to orally summarize the information in their Research Logs, not giving a word-for-word reading of what they have recorded, but rather rephrasing it as they speak. Support and correct as needed.

2. Plan & Create Social Network Fan Page

Have each team begin to plan its Social Network Fan Page. Have the teams make sure that each team member is included in the presentation in some way.

Explain to students that the purpose of their fan pages is to share why they are fans of their historical figures. Point out that they will have about 5 minutes to present the key features of their fan pages, and that other students will have about 5 minutes to view the information.

Have team members work together to plan the organization of the fan pages so they are easy to read and navigate. Ask them to make a list of features they would like to include. Remind them to explore various ways to add titles and visuals to show the key events. Point out that they will have additional time to create their fan pages on Day 11.

3. Week 2 Grading



Score each student's **Collaboration Assessment Guide**. Enter the scores into *FLEXWorks*.

PREPARE FOR DAY 11

- Review key functions of a word processing spell-check tool in order to highlight these functions with students.
- Determine whether teams need additional time to revise their journal entries.
- Review and prepare the Day 11 *Language Connection: Using a Word-Processing Spell Checker*.





Write

WHOLE CLASS



CCSS SL.3-8.1, L.3-8.1, L.3-8.2, L.6-8.3, L.3-8.4, L.6-8.6, W.3-8.5, W.3-8.6, W.3-8.10

Language Connection



Using a Word-Processing Spell Checker **CONVENTIONS**

Display *Using a Word-Processing Spell Checker*. Explain how a spell-check tool in a word-processing program works, by locating misspelled words and giving the user a choice of options to correct the misspelling. Show this example, and explain that this sentence was deemed correct by a spell checker:

The baker needed the doe and formed it into loaves.

Have the class pinpoint how this sentence shows the major weakness of the program. (*While it identifies misspelled words, it does not identify misused words.*) Rewrite the sentence by replacing *needed* with *kneaded* and *doe* with *dough*. Have students suggest misused words that a spell checker will not identify because they are not misspelled. Offer these examples to start the list: *there/they're/their*; *its/it's*; *her/he*; *past/passed*. Encourage students to proofread their journal entries after spell-checking them to identify problem words such as these.



CCSS SL.3-8.1, SL.3-8.2, SL.3-8.3, SL.3-8.6, W.3-8.3, W.3-8.4, W.3-8.5, W.3-8.6, W.3-8.8, W.4-8.9, W.3-8.10

1. Edit **CONVENTIONS**

Display the *Journal Entry Writing Frame* (p. 47) as a reference for editing. Have teams review and edit team members' journal entries line by line, making sure all words are spelled correctly, punctuation is used properly, and each sentence makes sense. Have students consult reference materials, including dictionaries, to check spellings.

Have students use their **Writing Checklists** as a guide while they edit their journal entries, checkmarking the items to confirm they have included these in their final work. Remind students to save their work and to attach their Writing Checklists to page 12 of their **P** Project Portfolios. Support as needed.

PROGRESS CHECK While teams are editing their journal entries, review the **Narrative Writing Assessment Guide** (p. 41) with each team to ensure they are working toward expectations.

Have students use the spell-check feature to check the spelling of their journal entries. Encourage them to read the sentences carefully to be sure they are using the correct words.



PROJECT TEAM



SL.3-8.1, SL.3-8.2, SL.3-8.3,
SL.3-8.6, W.3-8.3, W.3-8.4,
W.3-8.5, W.3-8.6, W.3-8.8,
W.4-8.9, W.3-8.10



Have students refer to the **Presentation Assessment Guide** as a guide to meeting expectations.



Use a decision tree to help students finalize their presentations. Demonstrate the concept by introducing a hypothetical decision-making scenario and plotting the choices on the board. Prompt students to identify secondary, tertiary, and quaternary choices, plotting these on the board as you go along.

2. Plan & Rehearse

Have each team plan how they will work together to present their Social Network Fan Page to their peers. Ask them to rehearse the presentation and refine the text, graphics, and special features. Have the teams make sure that each team member participates in the preparation and presentation in some way.

PREPARE FOR DAY 12

- Review and prepare the Day 12 *Speaking and Listening Connection: Effective Presenting Guidelines*. Bookmark a popular fan page, and prepare to present a short description as a model for students to follow in their own presentations.
- Review the teams' Social Network Fan Page plans and check for issues that may make the pages difficult for others to read or understand. Provide feedback so that students can address these issues.
- Have all equipment and materials available for any last-minute revisions to the fan pages.





Publish/Present



WHOLE CLASS



CCSS W.3-8.3, W.3-8.4, W.3-8.5, SL.3-8.1, SL.3-8.3, SL.3-8.4, SL.3-8.5, L.3-8.1, L.3-8.2, L.3-8.3

Speaking & Listening Connection

Effective Presenting Guidelines

Display the *Effective Presenting Guidelines*. Tell students that the purpose of a presentation is to communicate with an audience. If the audience cannot understand you, they will not follow your presentation. Read the guidelines aloud.

- Speak clearly and slowly enough for people to understand you.
- Maintain eye contact with the audience.
- Do not block images with your body.
- Use gestures to call out certain features.

Display the fan page you selected for today's instruction. Explain that you are going to present it to the class as a model for teams. Present the first half of the fan page speaking very fast and too softly. Drop eye contact periodically and mumble. Stand in front of the screen. When students think you are violating one of the guidelines, have them raise their hands. Finish the presentation using good presentation skills. Conclude by asking students how following the guidelines improved the presentation.



CCSS W.3-8.3, W.3-8.4, W.3-8.5, W.3-8.8, W.3-8.10, SL.3-8.1, SL.3-8.3, SL.3-8.4, SL.3-8.5, L.3-8.1, L.3-8.2, L.3-8.3

1. Publish Journal Entries

Have project teams finalize their journal entries. Then have teams print and display their individual journal entries. Have students attach their final journal entry to page 13 of their **P** Project Portfolios.



CCSS W.3-8.3, W.3-8.4, W.3-8.5, W.3-8.8, W.3-8.10, SL.3-8.1, SL.3-8.3, SL.3-8.4, SL.3-8.5, L.3-8.1, L.3-8.2, L.3-8.3

2. Finalize Fan Pages & Rehearse Presentations

Have project teams finalize text, graphics, and special features for their Social Network Fan Pages. Have each team rehearse its presentation. Tell teams that every team member should have a role in the presentation and have them make final adjustments to their presentation. Support as needed.

✓ PROGRESS CHECK While teams are finalizing their fan pages and their presentations, review the **Narrative Writing Assessment Guide** (p. 41) and **Presentation Assessment Guide** (p. 42) to ensure they are working toward expectations.



Have students practice the tips you discussed. Ask team members to note if the speaker is using proper eye contact, volume, gestures, and enthusiasm for the subject, and provide constructive feedback.

PREPARE FOR DAY 13

Ensure that each team's digital content is functioning properly and that they will be prepared and able to publish their Social Network Fan Pages.





ePresentation



Project Portfolio

Present



PROJECT TEAM



W.3-8.4, W.3-8.5, W.3-8.6,
W.3-8.10, SL.3-8.1, SL.3-8.5,
SL.3-8.6, L.3-8.1, L.3-8.2,
L.3-8.3, L.3-8.6

1. Publish Social Network Fan Pages

Have project teams publish their Social Network Fan Pages. Have students attach a printout of the opening screens of the fan pages to page 13 of their Project Portfolios.



PROGRESS CHECK While teams are publishing their Social Network Fan Pages, individually review the **Presentation Assessment Guide** (p. 42) and the **Narrative Writing Assessment Guide** (p. 41) to ensure they are working toward expectations.



PROJECT TEAM



W.3-8.4, W.3-8.5, W.3-8.10,
SL.3-8.5, SL.3-8.6, L.3-8.1,
L.3-8.2, L.3-8.3, L.3-8.6

2. Finalize Presentations

Have project teams finalize how they will present their fan pages, describe the various sections, and show special features, such as comments, information, photos, video, events, and links. Remind teams that every team member should have a role in the presentation and encourage them to make final adjustments and corrections to their presentations. Support as needed.



Ask students to describe what they have accomplished thus far, their team roles, and their next steps. If students struggle to articulate their progress, help them to clarify what they should be doing. Refer to handouts as necessary to discuss expectations and approaches.

PREPARE FOR DAY 14

Ensure that each team's digital content is functioning properly and that they will be prepared and able to present their Social Network Fan Pages.





Present

WHOLE CLASS



CCSS SL.3-8.1, SL.3-8.5, SL.3-8.6



After all teams have presented, spend three to five minutes asking the class true-or-false questions about presentations. Questions should focus on content, not style.

1. Present Social Network Fan Pages

Tell students the order in which their teams will present their social network fan pages.

Explain that after the final presentations are complete, there will be a question-and-answer period. Point out that as students watch other teams' presentations, they should write any questions or comments they have.

Have each project team present its Social Network Fan Page to the audience as they rehearsed it on Day 13. Have the team display and demonstrate the various features of their fan page.

After the presentations and the question-and-answer period, discuss with students how the social network fan pages can help them think about the *Essential Questions*.

INDIVIDUAL



CCSS W.3-8.10



Have students evaluate their own presentations. Ensure that team members practice polite but critical feedback. Use questions and frames like the following to scaffold thought:

What would you change?

Response frame:
Before making the presentation, instead of _____, I would _____
because _____.

2. Write to Reflect

Display the *Write to Reflect* prompts: *How has another team's presentation helped you answer:*

1. *Why study history?*
2. *How are the lives and experiences of people in history important to us today?*

On a piece of paper, have students write one example of how another team's presentation helped answer the *Essential Questions*. Have students store their writing on page 14 of their **P** Project Portfolios.

PREPARE FOR DAY 15

Determine if students need additional time to present their Social Network Fan Pages or discuss issues that arose during today's presentations.





ePresentation



Project Portfolio

Reflect & Evaluate

WHOLE CLASS

SL.3-8.1, SL.3-8.2,
SL.3-8.3, W.3-8.3,
W.4-8.9, W.3-8.10

1. Review the Essential Questions

Display and discuss the *Essential Questions* (p. 38).

1. Why study history?
2. How are the lives and experiences of people in history important to us today?

Have students write about how thinking about these questions helped them, and have them store their writing on page 14 of their Project Portfolios.

WHOLE CLASS

SL.3-8.1, SL.3-8.2,
SL.3-8.3

2. Review Project Information Sheet

Display *What You Will Learn* (p. 38), and review each concept.

1. The life of a historical figure is marked by achievements and key events.
2. The achievements of a historical figure can still affect us today.
3. We can use historical facts to write a narrative journal entry.
4. We can use technology to create a social network fan page.

Lead students in discussing the most difficult parts and the easiest parts of the project, as well as what they might do differently next time.

INDIVIDUAL

W.3-8.3, W.4-8.9,
W.3-8.10

3. Write to Reflect



Display the *Write to Reflect* prompt: What interests you about this topic that you may want to research further? Have students record their responses and store their writing on page 14 of their Project Portfolios.

INDIVIDUAL



4. Finalize Project Portfolios

If students have any outstanding materials they have not collected or placed into their Project Portfolios, have them complete those tasks now. Collect students' Project Portfolios.

WHOLE CLASS



SL.3-8.1, SL.3-8.2, SL.3-8.3

5. Wrap Up Project



Display *Let's Learn More*. Have the class discuss features on the fan pages of the historical figures and ask which page they would most likely want to visit again. Tally student responses.

6. Week 3 Grading



Collect students' Project Portfolios. Score each student's **Collaboration Assessment Guide**, **Writing Assessment Guide**, and **Presentation Assessment Guide**. Enter the scores into *FLEXWorks*. After grading, return materials to students, and remind them to keep them in their year-long organizers.

Project Information Sheet

Name _____ Date _____

Think About It... _____

ESSENTIAL QUESTIONS

1. Why study history?
2. How are the lives and experiences of people in history important to us today?

Research: A Historical Figure

Each team will choose a historical figure to research.

You will

- research the significant events in a historical figure's life
- explore an important contribution or achievement of this person
- analyze the impact this person has on our lives today
- develop a narrative journal entry that is based on an event in this person's life

Possible Topics

- Sitting Bull
- Sojourner Truth
- Marco Polo
- Hatshepsut
- Mark Twain
- Joan of Arc
- Attila the Hun
- Queen Elizabeth I

Write: Journal Entry

Your research will help you understand what this person's life was like and the importance of his or her achievements. You will use your research to help you write a journal entry about a day in the life of the person from his or her point of view.

Present: Social Network Fan Page

Your team will create a Social Network Fan Page about one historical figure to share with others the achievements and interesting facts about this person. Your team's fan page will include your team's journal entries, images, and other features that help tell the person's story. Your team will present its fan page to the class.

What You Will Learn

1. The life of a historical figure is marked by achievements and key events.
2. The achievements of a historical figure can still affect us today.
3. We can use historical facts to write a narrative journal entry.
4. We can use technology to create a social network fan page.

Project Action Plan

Name _____ Date _____

Project Team

Day 1 My project team members are:

Day 7 Writers will focus on the following:

Event 1 _____

Event 2 _____

Event 3 _____

Event 4 _____

Event 5 _____

Presentation will be performed on _____

We will present to _____

Project Task Checklist

Individual

Create a **Project Portfolio** to hold the following items:

- ☐ academic vocabulary terms with definitions and example sentences
- ☐ key Internet search terms
- ☐ Research Organizer
- ☐ Research Log with research findings and notes
- ☐ Historical Figure Photo Album
- ☐ Narrative journal entry for a historical figure
- ☐ Accordion Foldable® time line
- ☐ Assessment Guides and other handouts related to the project

Project Team

Develop a **Social Network Fan Page**:

- ☐ research social network fan pages
- ☐ choose key facts and events from the historical figure's life to include
- ☐ use text, photos, illustrations, graphics, and other elements to create a social network fan page
- ☐ revise and edit the fan page
- ☐ present the fan page
- ☐ discuss the fan page with the class

Collaboration Assessment Guide

Name _____ Date _____

Scoring	
High	★★★★★
↑	★★★★
	★★★
	★★
	★
Low	

Individual Responsibility	Item	Criteria	Week 1	Week 2	Week 3
Collaboration	1	Contributed to the development of the project			
	2	Collaborated with the team on the project work			
	3	Showed respect for another's ideas			
Team Responsibility	Item	Criteria	Week 1	Week 2	Week 3
Collaboration	1	Worked hard to complete the work			
	2	Shared the work fairly			
Comprehension	1	Stayed focused on the topic			
	2	Asked questions to help understand the topic			
	3	Worked together to improve each other's ideas			
	4	Helped each other understand one another's ideas and the ideas they researched			
Respect for People and Ideas	1	Showed respect for one another's ideas			
	2	Made sure that all team members' opinions were heard			
Conflict Resolution	1	Followed discussion rules to resolve conflicts			
	2	Resolved conflicts with respect for all involved			

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Assessment Guides are available for printing on *FLEXWorks*.

Narrative Writing Assessment Guide

Name _____ Date _____

Scoring	
High	★★★★★
↑	★★★★
	★★★
	★★
	★
Low	

Individual Responsibility	Item	Criteria	Score
Writing	1	Established a situation	
	2	Introduced a narrator and/or characters	
	3	Included transitional words to help organize the sequence of events	
	4	Used dialogue and description to develop experiences and events	
	5	Provided a conclusion that follows from the narrated experience or events	
Conventions	1	Used correct spelling	
	2	Used correct capitalization	
	3	Used correct punctuation	
	4	Used complete sentences	
Vocabulary and Language	1	Accurately used academic vocabulary in writing	
	2	Used words to communicate meaning and ideas precisely	
	3	Used language that was appropriate to the situation and audience	
Project Portfolio	1	Completed and well organized	

Presentation Assessment Guide

Name _____ Date _____

Scoring	
High	★★★★★
↑	★★★★
	★★★
	★★
	★
Low	

Team	Item	Criteria	Score
Speaking Skills	1	Used language that was appropriate for the audience	
	2	Used complete sentences	
	3	Spoke clearly	
	4	Spoke at a good pace, not too slowly or too fast	
Listening Skills	1	Paraphrased, summarized, and explained information presented in diverse formats	
	2	Identified reasons and evidence other teams provided to support their points	
Use of Technology	1	Used technology to enhance the development of main ideas or themes	
	2	Used technology to publish the work	
Appropriate Facts and Details	1	Presented relevant facts and details about the topic	
	2	Clearly explained the content of the presentation	
	3	Used the project's academic vocabulary correctly	
Evidence of Rehearsal and Preparation	1	Had a role in the presentation and knew what to do	

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Writing Checklist

Name _____ Date _____

Ideas

Journal entry includes:

- ☐ description of the specific event, including necessary background details
- ☐ explanation of how the historical figure thought and felt about the specific event
- ☐ explanation of the significance of the event in the person's life
- ☐ other useful details about the event and the figure's response to it
- ☐ vocabulary terms used correctly, including terms specific to the event and figure
- ☐ first-person point of view

Word Choice

Journal entry and social network fan page use facts and appropriate details, specifically:

- ☐ words and phrases accurately describing the historical figure and the event
- ☐ words and phrases describing the overall theme or topic of the fan page

Organization

Journal entry and Social Network Fan Page main ideas are supported by details, specifically:

- ☐ in the description of the historical figure
- ☐ in the description and explanation of the event and its significance
- ☐ in the presentation of the Social Network Fan Page

Conventions

Social Network Fan Page includes writing conventions, specifically:

- ☐ correct capitalization, including proper names of people and places
- ☐ correct punctuation, including punctuation that logically orders phrases, clauses, and word relationships
- ☐ verbs and verbals that indicate when actions occur and who or what is acting
- ☐ correct use of mood and voice

Presentation

Presentation of Social Network Fan Page includes:

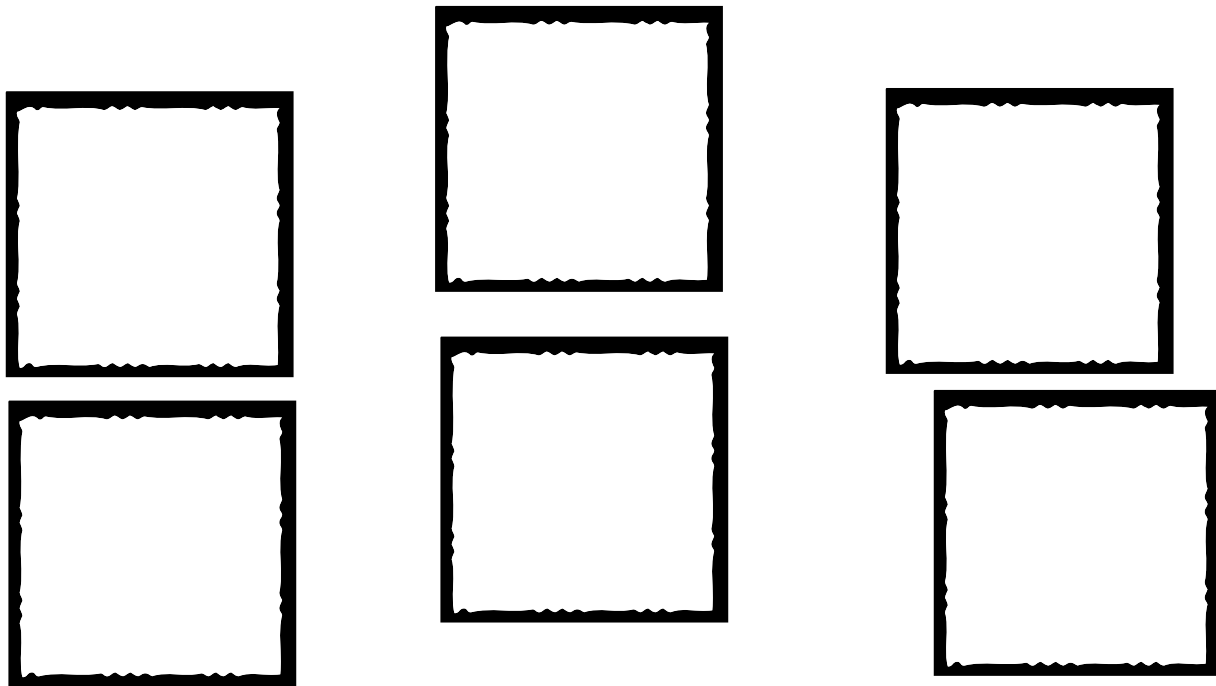
- ☐ complete sentences
- ☐ correct format
- ☐ suitable graphic and visual elements
- ☐ appropriate use of fan page technology tools and features

Historical Figure Photo Album

Name _____ Date _____

Historical Figure Photo Album

A photo album contains photographs of events and people important to the owner of the album. Use this photo album to record information about the important events in the life of a historical figure. Instead of placing photos, write a short description of the important event in the photo frames. This album will help you organize and think about the events in the person's life.



Write to Reflect

What events do you think are most important in a person's life? Why?

Research Organizer

cut _____ fold

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FOLDABLES 1. Fold along the dashed line. 2. Cut along the solid lines to the fold. 3. Attach this anchor tab to your Project Portfolio.	1. Who is the historical figure and what was this person like?	FOLDABLES 1. Fold along the dashed line. 2. Cut along the solid lines to the fold. 3. Attach this anchor tab to your Project Portfolio.	1. Who is the historical figure and what was this person like?
	2. In what time period and place did this person live?		2. In what time period and place did this person live?
	3. What is one important event in this person's life?		3. What is one important event in this person's life?
	4. What is another important event in this person's life?		4. What is another important event in this person's life?
	5. Why were these events important to this person?		5. Why were these events important to this person?
	6. What major contribution did this person make?		6. What major contribution did this person make?
	7. Why was this contribution important during this person's time?		7. Why was this contribution important during this person's time?
	8. How does this person's contribution affect people today?		8. How does this person's contribution affect people today?

Research Log

Name _____ Date _____

Key Internet Search Terms

Source	
Information	
Source	
Information	
Source	
Information	
Source	
Information	
Source	
Information	

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Writing Frames

Topic

I want to know more about _____, a person who _____.

I think this person is important because _____.

Journal Entry

From the Journal of _____

Dated _____

Today was important to me because _____. First, I _____.
Then _____. Finally, _____.

This event meant a lot to me because _____. When this event happened,
I _____. Now I _____ because _____. I think other
people will _____ because _____.

This is important to me because _____. It is
important to _____ because _____. In the future, people will
think _____.

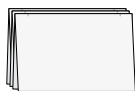
DAY 1 Bound Book (Project Portfolio)

Materials: four sheets of 11×17 paper and one manila envelope per student, scissors, glue sticks

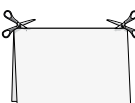
1. Fold four sheets of paper separately like hamburgers. Stack the papers on top of each other.



2. Mark all pages along the folded edge 1" from the outer edges.



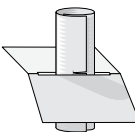
3. On three of the sheets, cut in along the fold 1" from the edge to the marked spots.



4. On the fourth sheet, start at one of the marked spots, and cut the fold (or "shave it off") between the two marks.



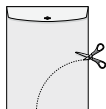
5. Take the cut sheets from Step 3, unfold them, and roll them like a burrito. The cuts should be in the center of the burrito. Place the burrito through the cut in the fourth sheet, and open the burrito, aligning the cuts at the fold.



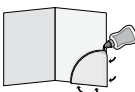
6. Fold the bound pages in half to form a book.



7. Fold a manila envelope like a hamburger. Cut below the fold to create a triangular or rounded pocket.



8. Attach to the inside back cover with the opening facing the fold with the right edge hanging off ¼".

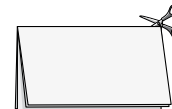


DAY 10 Accordion

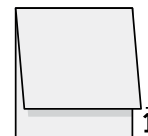
Materials: 2 pieces of 8.5×11 paper per student, scissors, glue sticks

1. Select an appropriate size of paper to be used for the Accordion Foldable.

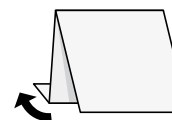
2. Fold two sheets of paper into hamburgers. Cut each sheet in half along the fold lines.



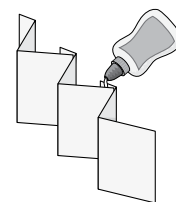
3. Fold each piece of paper into hamburgers with one side 1" shorter than the other side. This will form a tab that is 1" tall.



4. Fold this tab forward over the shorter side, then fold it along the same line in the other direction. This piece will form a tab to fasten each piece to the next.



5. Form the accordion by fastening the tab to the non-tabbed side of another piece using glue, tape or staples. Continue this process with as many pieces of paper as you need. **Note:** Before fastening the pages, stand the sections on end to form an accordion. This will help students visualize how to attach the sections.



6. Place the tab of the last piece of paper at the end in case you need to add more panels later.