

## Template for Illinois Reads Curriculum Plan Illinois Reads Books

### Introductory Information

<b>Submitted by</b>	<i>Brian Feehan</i>		
<b>Title of Book</b>	<i>Women Heroes of WWI by Katheryn J Atwood</i>		
<b>(Optional) Additional Texts</b>	<i>N/A</i>		
<b>Title of Unit</b>	<i>Reading historical nonfiction</i>		
<b>Grade level (interest)</b>	7 <sup>th</sup>	<b>Reading Grade level</b>	7 <sup>th</sup>
<b>Lexile Level</b>	<b>1080L</b>	<b>Guided Reading level</b>	
<b>A. Purpose for Instruction/ Essential Questions</b>	<p>This unit is being taught to help students understand the role of text features and the way we interact with information texts that we read. Interactive activities with these focuses throughout the unit, as well as the opportunity to see the classes work come together to create a new reference poster for the classroom, will help to build student understandings going forward.</p> <ul style="list-style-type: none"> <li>• What impactful roles did women play during the first world war?</li> <li>• How do text features deepen our understandings?</li> <li>• How do we differentiate between important information and interesting information?</li> </ul>		

### **B. Alignment to the depth of the Common Core – Standards addressed and assessed**

<b>CCSS ELA Standards</b>	<p>1. CCSS.ELA-LITERACY.RI.7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p>
---------------------------	---

	<p>2. CCSS.ELA-LITERACY.W.7.1.A Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>3. CCSS.ELA-LITERACY.RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p> <p>4. CCSS.ELA-LITERACY.RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p> <p>5. CCSS.ELA-LITERACY.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.</p> <p>6. CCSS.ELA-LITERACY.SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>7. CCSS.ELA-LITERACY.RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>
--	--

**C. Student Learning Outcomes – Targeted standards in Student Friendly Language**

1. Students will look at text features (glossary, maps, photographs, etc.) to see how the author created the book to provide context and deepen understandings for the reader.
2. Students will make a claim and organize their reasons in a way that is easy to understand.
3. Students will pull the main ideas from the text and see how they changed throughout, Students will also be able to summarize the text.
4. Students will analyze how certain groups of people impacted the world in this section of the text.
5. Students will use context clues to infer the meaning of words found in the passage.
6. Students will present their information in a way that is easily understood.
7. Students will include citations.

**D. Text Sections to be read closely with plans to support reading and discussion**

Lesson 1: Whole Text, focus on text features of each chapter and glossary

Lesson 2: Marthe Cnockaert (62-69).

Lesson 3: Medical Personnel (79-88).

Lesson 4: Epilogue 207-214

**Academic**

**Language to be supported at word, syntax and discourse levels**

Lesson 1: Table of Contents, Introduction, Epilogue, Glossary, Index, Personnel

Lesson 2: Alleviate, Espionage, strategic, distinction, divulge, condemn

Lesson 3: Orderlies, Contracted, Filthy, casualties, utilized, gaping, disembarking

Lesson 4: Jubilant, Amid, Articulate, Malnourishment, Treaty of Versailles, Munitions, Embargo

**Vocabulary**

**Tier 2 Words**

Lesson 1: Introduction, Epilogue, Personnel

Lesson 2: Alleviate, Strategic, Distinction, Divulge, Condemn

Lesson 3: Contracted, Filthy, Utilized, Gaping, Disembarking

Lesson 4: Jubilant, Articulate, Malnourishment, Amid

**Tier 3 Words**

Lesson 1: Table of Contents, Epilogue, Glossary, Index

Lesson 2: Espionage

Lesson 3: Orderlies, Casualties

Lesson 4: Treaty of Versailles, Munitions, Embargo

**Bloom's Levels Addressed: (Check all that apply)**

- ✓ Remembering
- ✓ Analyzing
- ✓ Understanding
- ✓ Evaluating
- ✓ Applying
- ✓ Creating

**E. Instructional Supports**

<b>Research Based Strategies</b>	<p><b>Lesson One:</b> Students will be identifying the features of a text and making a claim as to which text feature they think will be most important to a book like this one. (Strategy)</p> <p><b>Lesson Two:</b> Students will be determining importance by working with post it notes. They will then have to pick the one piece of information that they think is the most important and briefly defend it. (strategy: determining importance)</p> <p><b>Lesson Three:</b> Students will use a question to help guide their reading and determine the impact that Medical Personnel had on WWI. (Strategies: Inferring and Questioning)</p> <p><b>Lesson Four:</b> Students will be discovering the definitions of unfamiliar words and using them in a sentence based upon the use of context clues. (Strategies: Inferring from Context Clues)</p>
----------------------------------	---

<b>Smartboard Strategies</b>	See attachment for Smartboard Activities.
------------------------------	---

**F. Assessment (Align to Section B)**

<b>Formative</b>	<p><b>Informal Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>• “Bingo” (Lesson One).</li> <li>• Exit slip activity (Lesson One).</li> <li>• Post-it notes (Lesson Two).</li> <li>• Exit Slip (Lesson Two).</li> <li>• Note/Thinking Sheet (Lesson Three).</li> <li>• Vocab Think Sheet (Lesson Four).</li> </ul>
<b>Summative</b>	<ul style="list-style-type: none"> <li>• The students will participate in a partner interview on one of the 16 women from the book. One of the students in the group will play the role of the specific woman from the passage, the other student will be an interviewer. These two students will turn in a transcript from the interview, and a video of the interview. Appropriate costumes are recommended.</li> </ul>

**Plans for four instructional lessons, including examples of text dependent questions, graphic organizers and Smartboard Notebook original interactive materials**

<p><b>Procedure</b> <b>Lesson One</b></p> <p><b>Smartboard</b> <b>pages: 1-3</b></p>	<p><b>Standards:</b> CCSS.ELA-LITERACY.RI.7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p> <p>CCSS.ELA-LITERACY.W.7.1.A Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p> <p><b>Materials:</b></p> <ul style="list-style-type: none"><li>• Bingo Cards</li><li>• Bingo Chips</li><li>• Extra sheet of paper</li><li>• <i>Women Heroes of WWI</i></li></ul> <p><b>Procedure</b></p> <ul style="list-style-type: none"><li>• Ask students if they can name an example of a text feature</li><li>• A text feature is any part of the text that is not the main text, some examples would be photographs, maps, a table of contents, and many more</li><li>• Today we will begin by playing 2 short rounds of bingo/treasure hunt, so everybody grab your bingo board and fill it up with as many of the words from the board as you can. Here is the catch, as we play the game I will call out the name and you will have to find an example of it within your book and write down the page number on your card. In order to win, you must have correctly identified a complete row/column/diagonal and provided a correct page number. Does everybody understand how this is going to work?</li><li>• To pick the term, use smartboard slide 3, Click the random number generator</li><li>• Play through 1 round of Bingo, flip cards to backside, and repeat.</li><li>• Now that you are all more familiar with the features of this book, I want to discuss why we think the author might have provided us with the information that she did.</li><li>• Why do you think Kathryn J. Atwood would have provided us with...</li></ul>
--	---

- Photographs?
  - These help us to put the information in historical context and allow us to really see what is happening. Helps us to put a face to the name.
- A Table of Contents?
  - This makes the book easier to maneuver and helps us with knowing what page to turn to
- Maps?
  - These show us where the text is taking place when they are provided
- An Index?
  - Helps us find information if we do not know where to look
- Titles?
  - It gives us a quick glance at what will be reading
- A Glossary?
  - This helps us with words we do not understand
- Additional Resources?
  - These can help us start research and become more informed on a topic
- Sidebars?
  - These provide us with additional information
- Headings?
  - These are like baby titles, they give us a quick glance at a shorter portion of the text
- Now that we know where we can find these text features and why they might have been provided to you, I want you to take a sheet of paper and answer this question.
  - “Other than a Title, which of the text feature do you think it is most important for a nonfiction text this this one to have? Why?”
  - Have the students answer this question and turn it in before they leave.

**Procedure  
Lesson Two**

**Smartboard  
pages: 4-5**

**Standards:**

CCSS.ELA-LITERACY.RI.7.2

Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

**Materials:**

- Yellow and Pink Post-it notes
- *Women Heroes of WWI*

**Procedure:**

- Ask the students for an example of interesting information they have read.
- Ask for another piece of information, but this time, important to what the author wants to tell the reader.
- Explain that there is a difference between important information and interesting information
  - Important information is often interesting, and interesting information is often important, but that is not the same as important information and interesting information being the same thing.
  - Important information is a key detail in what the author is trying to say, it could even be a main point.
  - Interesting information is when you read something and you think it is a really cool fact!
- Form groups of students to read the section again during class.
  - As this reading should already have been done, it will simply be a refresher of the material.
  - Each student receives 3 yellow post it notes and 1 pink.
- As they re-read the passage, as the students to pick out 3 important pieces of information as well as one interesting piece and write the important info on the yellow post-its and the interesting on the pink.
- One by One, have each student read their important info and place them on the board.
  - Whenever there is a repeat, have the student stick their post-it on top of the one that is the same.
  - When this process is finished, we will have an easy way to pick out what the students categorized as important information.
- Repeat the process with interesting information
  - Even though there are only a third of the total post-its that are yellow, there will likely be about as many different pieces of information on pink post-it notes
- Point out this fact to the students and ask them if they have a guess as to why this is the case

- The answer that we should hopefully hear is the difference in the definition of the two.
  - Important information is important because of the author and how the text was written.
  - Interesting information is interesting because of the reader and his or her interests
- Go back to the yellow post-its filled with important information, and read each group of them aloud.
- Have each of the students pick one of their important pieces of information and briefly write down on a piece of paper why this is the most important piece of information. This will serve as their exit slip.

**Procedure  
Lesson Three**

**Smartboard  
pages: 6-7**

**Standards:**

CCSS.ELA-LITERACY.RI.7.3

Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

**Materials:**

- Women Heroes of WWI
- Notes/Thinking Sheet
- Highlighters

**Procedure:**

- Ask the class to think about a time they interacted with medical personnel
  - This could be a just a check-up, a time that they were sick and had to see a doctor, or a time when they were really hurt and had to go to a hospital.
  - Ask them to write a few sentences about this experience and the impact the medical personnel had on them.
- Tell them as we read this next section, I want you to remember the impact that medical personnel had on you. If they had that kind of impact on you when you needed medical personnel, imagine the kind of impact that they would have had in WWI.

- “Open up your books to the section titled “Medical Personnel”
- “As we read this section I want you to think about the question, ‘What type of impact did medical personnel have on WWI, how did they do this?’”
- “Look at your note sheets, you will see the left side of the sheet has the label “Notes” and the right side has the label “Thinking”. I want you to use this sheet as we go. On the notes side, I simply want you to write down some notes that could answer our main question as you read. On the thinking side, I want you to write a question that could go with each note you write. Let’s do an example together.”
  - “I am going to make note of the first few sentences. About 10 million military men died during WWI, but this number would have been much higher without the medical personnel.” This is written on the left side of the page.
  - Ask the class for a question that could go with that note.
    - Possible questions could be...
      - How many medical personnel were there?
      - Roughly how many military men were saved?
      - What types of medicine did they have during WWI?
    - These smaller questions can help us work through our main question in smaller chunks.
- With a partner, begin reading the section Medical Personnel with our main question in mind and fill out your sheets as you go.
- After 25 minutes, I am going to stop you and have each of the partners go with a new partner from a different group. The new group will share the information they pulled out and the questions that it lead them to ask.
  - During this discussion talk with your partner to find some notes or questions that you both shared as these are likely to be important ones! Highlight them!
- Turn in the sheets with notes, questions, and highlights on the way out.

**Procedure  
Lesson Four**

**Smartboard  
pages: 8-9**

**Standards:**

CCSS.ELA-LITERACY.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.

**Materials:**

- Power Point slide
- Women Heroes of WWI
- Vocab Think Sheet

**Procedure:**

- Begin by asking the students “What do you do when you come across a word you do not know?”
  - Likely receive answers like “look it up” or “ask a friend”
  - Hopefully receive the answer “use context clues”
    - If so, ask a student if they can explain what context clues are
    - If not, briefly explain that another great option is to use context clues and briefly explain that context clues are hints that the author gives to help define a tricky word.
  - Today we will be working on using context clues to determine the meaning of word we do not know in a passage.
- Introduce the Vocab Activity
  - The four sections of our sheet are, Word and page number, Inferred meaning, Clues, and Sample Sentence
    - On Word and page number you are simply writing the word you do not know and the page number you found it on.
    - For Inferred meaning, I want you to take your best guess at the definition of the word from the context clues you find.
    - Under the Clues section, I want you to list whatever clue helped you to this definition
    - Finally, I want you to create your own sentence that uses the word.
- “Open your books to the Epilogue”.
  - “Who wants to remind our class what an Epilogue is?”
    - It is a section at the end of a book that concludes the passage as a whole.

- Begin Reading
  - When you get to the word jubilant stop and ask if everyone knows that word
  - I want to use this word as an example
    - **Word and Page number:** Jubilant (pg. 207)
    - **Inferred Meaning:** Very happy
    - **Clues:** What was going on, the war just officially ended and people were celebrating, so the crowds would be very happy
    - **Sample Sentence:** After winning the championship, the soccer team was feeling jubilant
  - “Do we want to do another as a class or do you understand how this activity will work? Thumbs up if you understand and can do it on your own, and Thumbs down if you need another example”
    - Gauge where the class is and if they need another example use the word amid from page 207
- Have the students partner up to read through the epilogue.
- Inform them that you want at least 5 words as they read through this.
  - Give them time to read through the activity
- Use the remaining time to go over the words that they found and the definitions they pulled from the context.
- Place emphasis on similarities and differences between the definitions that the students created and try to decide on a definition as a class.

<p><b>Plans for Formative and Summative Assessment linked to standards and learning outcomes (objectives)</b></p>	<p><u><b>Formative</b></u></p> <p><b>Lesson One:</b></p> <ul style="list-style-type: none"> <li>• Students will participate in a bingo treasure hunt and write a journal entry linked to CCSS.ELA-LITERACY.RI.7.5 and CCSS.ELA-LITERACY.W.7.1.A</li> </ul> <p><b>Lesson Two:</b></p> <ul style="list-style-type: none"> <li>• Students will participate in a Post-it Activity linked to CCSS.ELA-LITERACY.RI.7.2</li> <li>• Students will write an exit slip exit slip linked to CCSS.ELA-LITERACY.RI.7.2</li> </ul> <p><b>Lesson Three:</b></p> <ul style="list-style-type: none"> <li>• Students will Note/thinking sheet linked to CCSS.ELA-LITERACY.RI.7.3</li> </ul> <p><b>Lesson Four:</b></p>
---	--

- Students will Vocab Think Sheet linked to CCSS.ELA-LITERACY.RH.6-8.4

**Summative**

- Students will participate in interviews with a partner. These interviews will ask them questions about their lives, which will be gathered from the data, and the impact that they had upon WWI. Appropriate costumes are heavily recommended for these interviews (CCSS.ELA-LITERACY.SL.7.4). A transcription of the interview will include citations from the text for relevant data even though this will not be stated out loud during the actual interview (CCSS.ELA-LITERACY.RI.7.1).

TREASURE	HUNT	BINGO

**Question:** What type of impact did medical personnel have on WWI, how did they do this?

Notes	Thinking

Word/Page #	Inferred Meaning	Clues	Sentence

