



Informational

Interpret Information

**Real World Data:
Graphing War and Conflict**

“World War II and Denmark”

Research

This project was developed at the Success for All Foundation under the direction of Robert E. Slavin and Nancy A. Madden to utilize the power of cooperative learning, frequent assessment and feedback, and schoolwide collaboration proven in decades of research to increase student learning.

The Reading Edge Middle Grades 2nd Edition Teacher Edition

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Interpret Information

Real World Data: Graphing War and Conflict

“World War II and Denmark”

The Lightning Round

- Random Reporters share team responses; team reps from other teams may agree, disagree, or add on to these responses.
- Use the following rubrics to evaluate responses and give specific feedback.
- Award points to the teams with 100-pt. responses; add the points to the Team Celebration Points poster.
- Celebrate team successes.

Strategy Use	
The Random Reporter:	
100	gives a 90-pt. response and explains how using the strategy helped in better understanding the text.
90	gives an 80-pt. response and describes a problem and a strategy that was used to solve the problem.
80	identifies a problem that a team member had understanding the text.

Word Power	
The Random Reporter:	
100	gives a 90-pt. response and expands on the meaning, for example, identifies <ul style="list-style-type: none"> • related words • a second meaning • a word connotation • an antonym
90	gives an 80-pt. response and explains the meaning in a definition and a meaningful sentence.
80	tells a word or phrase added to the word power journal and why it was added (what makes it important or interesting).

Summary	
The Random Reporter:	
100	gives a 90-pt. response and uses key vocabulary correctly.
90	gives an 80-pt. response and clearly connects relevant ideas in a logical order.
80	presents main ideas and important details in his or her own words and without personal opinion.

Team Talk (oral and written)	
The Random Reporter:	
100	gives a 90-pt. response and connects the answer to the supporting evidence and uses academic language.
90	gives an 80-pt. response and includes supporting evidence and examples (from the text or from experience).
80	uses full sentences to clearly and correctly answer the question.

Fluency	
The Random Reporter:	
100	gives a 90-pt. response and reads smoothly and with expression (shows emotion and changes with punctuation and dialogue).
90	gives an 80-pt. response and reads at just the right pace to understand the text—not too slow and not too fast.
80	reads a short passage and pronounces most of the words correctly.

Graphic Organizer/Notes	
The Random Reporter:	
100	gives a 90-pt. response and explains how the graphic organizer helped in understanding the text.
90	gives an 80-pt. response and includes main points or events and important details.
80	selects a graphic organizer that is appropriate for the text.

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Unit Objectives

Reading: Interpret both visual information and information in print to draw conclusions.

Writing: Support a conclusion with evidence and data.

Unit Overview

In this unit, students will work on interpreting information from the text. In informational texts, information is not only provided in the body of the text, but is often found in graphs, charts, photographs, timelines, and a variety of other text features. It is important for students to make connections between the information that they read on a graph or chart and the information that they read on the page so they can draw conclusions about what the information tells them.

In writing, students will have to support a conclusion that they draw about the text with evidence from the text.

Unit Topic/Content

Students will read *Real World Data: Graphing War and Conflict* by Andrew Solway in cycle 1. This text examines modern warfare from the end of World War II in 1945 to the present day. Students will learn about the changes in transportation, weapons technology, and fighting strategy that took place during that time period. The text provides many text features to present data to students visually and in text. In cycle 2, students will read “World War II and Denmark” by Lyle Prescott. This text focuses on what happened in Denmark during World War II and how the citizens of the country responded to German occupation.

Text and Media Selections

Internet/Media Options

To expand your students’ background knowledge, consider using Internet/media options with lessons. Always preview sites for availability and suitability. Please make sure you have the correct plug-ins.

At a Glance

Real World Data:
Graphing War
and Conflict

Cycle 1		
Lesson	Text	Media
Lesson 1	pages 4–7	(Optional) Background video “Graph Master: Data Display – How to Read Graphs” www.pbslearningmedia.org/content/8b7d7ec6-3227-48e8-a207-b56715fe09cb (Embedded) “Fluency”
Lesson 2	pages 8–11	
Lesson 3	pages 12–17	(Optional) Background video “Optical Fusion: The Hydrogen Bomb” www.pbslearningmedia.org/content/phy03.sci.phys.matter.fusionbomb
Lesson 4	pages 18–23	
Lesson 5	writing in response to reading	
Lesson 6	pages 24–27	
Lesson 7	self-selected reading	
Lesson 8	Getting Along Together	

“World War II
and Denmark”

Cycle 2		
Lesson	Text	Media
Lesson 1	pages 11 and 12	(Optional) “Map of Europe pre-WWI” upload.wikimedia.org/wikipedia/commons/2/26/Map_Europe_alliances_1914-en.svg “Map of Europe 1918–1920” www.pbs.org/greatwar/images/ch4_war_map.gif U.S. Holocaust Memorial Museum website: “Treaty of Versailles, 1919” www.ushmm.org/wlc/en/article.php?ModuleId=10005425
Lesson 2	“Denmark’s Unique History” (pages 15 and 16)	
Lesson 3	“A Crucial Moment: Denmark, October 1943” (pages 18 and 19)	
Lesson 4	“Danes in Concentration Camps” (page 21)	
Lesson 5	writing in response to reading	
Lesson 6	““Of Course We Helped”” (pages 9 and 10)	
Lesson 7	self-selected reading	
Lesson 8	Getting Along Together	

Cycle 1:

Interpret
Information

Lesson 1

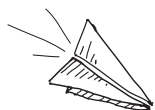
Reading Objective: Interpret both visual information and information in print to draw conclusions.

Teacher Background

Today students will read about the changing face of warfare and how the way wars are fought has changed drastically since the Middle Ages. Advancement in transportation technology means that wars can happen on the ground, at sea, and in the air. Large-scale battles with huge armies have been replaced with smaller battles and precise airstrikes from missiles.

This text contains many different graphs that students will use to interpret information. Preview the following videos to decide how much introduction or review your students need:

- Displaying data on graphs:
www.pbslearningmedia.org/content/8b7d7ec6-3227-48e8-a207-b56715fe09cb
- Reading or interpreting data from graphs:
www.pbslearningmedia.org/content/ca12f8cb-4b70-4dc0-a8de-84f40150b913

**Active Instruction** 

(22 minutes)

Big Question

Post and present this cycle's Big Question. Have students write a response to the question as they arrive for class.

The Big Question: What would you consider acceptable reasons to go to war with another country?

Set the Stage

1. Refer students to today's Big Question. Use **Think-Pair-Share** to ask:

What would you consider acceptable reasons to go to war with another country?

One acceptable reason to go to war with another country is if that country attacks your country or another close ally. You have to show that it is not acceptable to attack countries, especially when unprovoked. You also want to make sure a big country does not try to hurt or take over smaller countries that cannot defend themselves.

Students write responses to the Big Question.

Discuss the Big Question.



Do you think that an attacking country views itself as the enemy or in the wrong? Why or why not?

No. I think the country that begins the attack or begins the war sees itself as doing the right thing. It views the country it is attacking as the enemy. I think that countries that start wars believe they have something to gain from their attack or that they are rightfully punishing the other country for something done in the past.

Teams review their cycle goal.

Post and present the reading objective.

Begin the TIGRRS process; review the steps as needed.

Students use text features to help predict topic and intent of the author.

Students identify a graphic organizer that they will use to make notes.

2. Ask students to review their cycle goal. Remind students how to earn team celebration points. Remind them that team celebration points help them to become super teams. Tell them that they earn team celebration points during the Lightning Round.

3. Introduce the text, author, and reading objective.

4. Distribute copies of *Real World Data: Graphing War and Conflict*. Have students preview the text. Use **Think-Pair-Share** to ask:

Is this literature or informational text? How do you know?

This text is informational. The table of contents, chapter titles and headings, charts, and graphs are evidence that the text is informational.

5. Use **Think-Pair-Share** to have students predict the topic and identify clues. Randomly select a few students to share.

6. Prompt students to identify the next step of TIGRRS. Use **Think-Pair-Share** to have them predict the author's intent. Randomly select a few students to share.

7. Point out that the next step in the TIGRRS process is to choose a graphic organizer for making notes. Choices include, but are not limited to:

- Venn diagram
- timeline/sequence chain
- T-chart
- web
- outline

Use **Think-Pair-Share** to ask:

Which graphic organizer(s) will work best with this text? Why?

A web or a chart would work best with this text. These will help me organize information that I find in the text and the interpretations that I make about the information.

T: The changing face of war and how motorized transportation helped that change

I: To inform readers about how war has changed

G: An observation-interpretation chart

Build background about the topic.

8. Point out to students that they will look at several different kinds of graphs as they read *Real World Data: Graphing War and Conflict*.

(Optional) Show the video “Graph Master – How to Read Graphs.” Visit www.pbslearningmedia.org/content/8b7d7ec6-3227-48e8-a207-b56715fe09cb.

9. Discuss with students what they may already know about past wars, such as the American Revolution, the American Civil War, World War I, and World War II, from their history classes. For example, use **Think-Pair-Share** to ask:

What do you know about the causes of the American Revolution?

The colonists in America did not agree with England taxing them when they were not represented in English Parliament. They issued the Declaration of Independence and went to war with England.

Who were the two primary armies fighting in the war?

The American colonists and England were the armies fighting.

What was the result of the war?

The American colonists gained their independence from England and formed the United States of America.

10. Discuss current wars or conflicts happening around the world, for example, the United States’ involvement in Iraq and Afghanistan or the conflicts between Palestine and Israel or Iran and India. Use **Think-Pair-Share** to ask:

Since 2001, the United States has been fighting a war on terror in the Middle East. How is this kind of war different from one of the past wars that we discussed, such as the American Revolution?

This war is different because a terrorist group is not an army. They are people who do not necessarily fight battles with other armies. I know that terrorists like to plant bombs in public areas, and they hurt innocent bystanders. Armies usually just fight each other and try not to hurt innocent people.

Interactive Read Aloud

1. This cycle our reading objective is to interpret both visual information and information in print to draw conclusions.
2. Read page 4 (paragraph 1) aloud. A sample Think Aloud follows.

Refer students to pages 4–7 in the text.

Teacher: Read aloud and think aloud to model the target skill or strategy use within the TIGRRS process.

Students: Actively listen.

Sample Think Aloud

Let's see what I can interpret from this paragraph in the text. Humans are social creatures, but we don't always get along with each other. When disagreements go from talking to fighting, they become wars. So what can I conclude from that? I think that war is like a last resort in a disagreement. All other methods of resolving the conflict have been exhausted, and both sides feel that the only choice is to fight over it. I also think that a war is different from a fight. In my own experience, I have fought with friends or family members, but that's not a war. I think war is prolonged fighting, not just little arguments. If two countries can't resolve their problems with arguing or small fights, then a prolonged war might be the result.

Teacher: Restate important ideas in the text, and add notes to the graphic organizer.



3. Use **Think-Pair-Share** to ask:

How did I use information in the text to draw a conclusion about what I read?

You read about how wars happen when disagreements lead to fighting, but you made an interpretation about war. You interpreted that a war is a prolonged fight. A small fight is not a war. Wars are big and happen for a longer period of time than small fights.

4. Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text.

Have students read the rest of page 4, including the caption to the photograph. Use **Think-Pair-Share** to ask:

What conclusions can you draw about the photograph on page 4?

The photograph shows a modern soldier who is using technology that was created after the invention of gunpowder. I read in the text that gunpowder was invented around 800 C.E. and that the Chinese used it to create weapons. The photograph shows a modern soldier holding a gun.

Use **Random Reporter** to debrief.

5. Ask partners to review this section of text, check their understanding with each other, reread what they need to clarify, and add notes to their graphic organizers. Explain to students that you are using an Observations-Interpretation chart to organize information from the text. Explain, as needed, that on the left side of the chart, students write down the observations or information from the text, and on the right side, they write down what they interpret or the conclusions they can draw from that information.

Use **Think-Pair-Share** to ask:

What observations did I make about the section of text that I read?

You observed that humans are social but don't get along all the time. Disagreements turn from talking to fighting and become wars.

Partner pairs: Read aloud/think aloud with the next passage to practice the skill/strategy.



Partner pairs: Review, reread to clarify, and add to the graphic organizer.

What conclusions did I draw from my observations?

You concluded that war is a last resort that happens when no agreement can be found after a long time. You also pointed out that war is prolonged fighting, not just small arguments.

Use **Random Reporter** to debrief. Add student responses to the graphic organizer.

A sample graphic organizer follows.

Sample Graphic Organizer	
Information/observations	Interpretation/conclusions
<ul style="list-style-type: none"> • Humans are social, but don't always get along • When disagreements go from talking to fighting, it becomes war • Soldier in photograph is holding a gun • Gunpowder invented by Chinese around 800 C.E. • Before gunpowder, weapons were swords and spears 	<ul style="list-style-type: none"> • War is a last resort • War is prolonged fighting, not just small arguments • Invention of gunpowder has enabled technology to advance

6. Refer students to the Summarizing Strategy Card for informational text in their team folders.

Summarizing

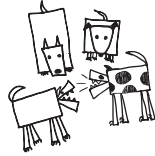
Informational Text

1. **Think:** What clues can help you identify the important events or ideas?
 - titles
 - headings
 - bold text
 - captions
 - sidebars
2. As you read, make notes about important points and supporting details from the text.
3. Use your notes to briefly restate the important ideas or events in your own words.
4. Keep it short.

Literature

1. As you read, note what you learn about:
 - main characters
 - setting
 - story problem or conflict
 - important events
 - solution and ending
2. Use your notes to briefly retell the main events of the story in your own words.
3. Keep it short.

Explain that the strategy card can help them as they read and restate the important ideas in the text. Review the steps on the card. Encourage students to refer to the Summarizing Strategy Card as they read and restate with their partners.



Teamwork tp

(20 minutes)

Cue students to use their student routines for partner reading, word power, fluency, and the TIGRRS process.

Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, fluency, and the TIGRRS process before having students read and restate: **sr**
pages 4–7 aloud with partners.
2. Circulate and check for comprehension, evidence of strategy use, and use of the TIGRRS process, for example, restating ideas on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion

1. Explain, or review if necessary, how to use role cards and the student routines for strategy use and Team Talk discussion. **sr**
2. Remind students to use the rubrics on their team folders to prepare each team member to discuss the team’s strategy use, oral and written Team Talk responses, word power, and fluency. Each team member must be able to summarize the text and discuss the team’s graphic organizer/notes during Class Discussion as indicated.
3. Preview the Team Talk questions. If necessary, ask questions to guide students’ reflection as they determine the meaning of the “(Write)” question.

Cue students to use their student routines for strategy use and Team Talk discussion.

Team Talk Questions

1. The word *fortified* as it's used in the passage, "Cannons became powerful enough to break through even the strongest walls. Fortified castles and towns became a thing of the past," most likely means— **[CV]**
- A. weakened.
 - B. crumbling.
 - C. *reinforced*.
 - D. aging.

Explain how you clarified this word.

100 = *I clarified this word by rereading the context of the passage and using the word strongest as a clue. I know castles were made of stone, and old cities used to have walls around them. The walls must have been strong to protect castles and towns before cannons were created. The word reinforced is the only word choice that means strengthened or protected. Something that has been fortified has been reinforced.*

90 = *I reread the passage and used the word strongest as a clue. The walls of castles and cities were strong to protect them before cannons were created. The word reinforced means strengthened or protected.*

80 = *I reread and used the word strongest as a clue. Walls were strong to protect them before cannons. Reinforced means that something is strong.*

2. What conclusions can you draw about developments within militaries from the fact box on page 6? Support your thinking. **[DC, SA]** (Team Talk rubric)

100 = *I can conclude that militaries adapted and changed their technology based on the technology used by their enemies. The fact box on page 6 explains how German U-boats were very dangerous and caused many problems by attacking merchant ships. The U-boats, which were submarines, could torpedo the merchant ships from underwater, therefore the ships could not defend themselves. The British Navy developed smaller merchant Q-ships to attack the U-boats. Since they were small, U-boats attacked them from the surface rather than below, which left them vulnerable to fire from the Q-ship guns. The British Navy created a new type of ship to stop the Germans from controlling the seas.*

90 = *Militaries changed their technology based on the technology used by their enemies. The fact box on page 6 explains how German U-boats caused many problems by attacking merchant ships. The U-boats could torpedo the merchant ships from underwater. The British Navy made smaller merchant Q-ships that U-boats would attack from the surface. Then the Q-ships could fire on the U-boats.*

80 = *The British Navy created a new kind of merchant ship because of the problems caused by German U-boats. The U-boats had to attack the small Q-ships from the surface, leaving them open to gunfire from the Q-ships.*

continued

Team Talk Questions *continued*

3. Describe how the motorized world has changed warfare. **[MI]** (Team Talk rubric)

*100 = The **development** of motorized transportation changed how troops and supplies could be moved around the world to fight. Trains, trucks, and tanks allowed whole **divisions** of troops to move several miles in a matter of hours. Ships no longer needed wind power and sails to move across oceans. The invention of aircraft meant that armies could drop bombs and paratroopers on enemies below. World War I was the first war to see tanks and aircraft used in battle. War became fast moving and more **immediate** with motorized machinery.*

90 = Motorized transportation changed how troops and supplies could be moved around the world to fight. Trains, trucks, and tanks allowed troops to move several miles in hours. Ships no longer needed sails to move across oceans. Aircraft meant that armies could drop bombs and paratroopers on enemies below. World War I was the first war to use tanks and aircraft.

80 = Motorized transportation allows armies to use trains, tanks, trucks, ships, and aircraft to move troops and supplies from one place to another quickly.

4. What relationship do you see between world military spending and the number of global conflicts since 1990? **(Write) [DC, RE]** (Team Talk rubric)

*100 = When the number of global conflicts increases, it seems to increase world military spending. The graph of world military spending on page 5 shows spending **beginning** to increase in 2000 at \$900 billion and reaching over \$1100 billion by 2006. **During this period**, the graph on page 7 shows a **dramatic** increase in the number of global conflicts from twenty-two in 1998 to thirty-eight from 2000 to 2002, and then a **decline** to twenty-two in 2005. When countries feel threatened by global conflict, they spend more on protection.*

90 = When the number of global conflicts increases, military spending goes up too. The graph on page 5 shows how spending goes from \$900 billion to \$1100 billion between 2000 and 2006. The graph on page 7 shows how the number of global conflicts went up to thirty-eight between 2000 and 2002.

80 = Military spending goes up with the number of global conflicts.

4. Have students thoroughly discuss Team Talk questions before they write individual answers to the skill question marked “(Write).” Allow students to revise their written answers after further discussion if necessary.
5. Prompt teams to discuss comprehension problems and strategy use (their sticky notes), important ideas that they added to their graphic organizers, and words that a team member added to the word power journal.
6. Circulate and give feedback to teams and students. Use rubrics to give specific feedback. Ask questions to encourage further discussion. Record individual scores on the teacher cycle record form.
7. If some teams finish ahead of others, have them practice their fluency.
8. Award team celebration points for good team discussions that demonstrate 100-point responses.

Cue students to discuss strategy use, graphic organizers, and word power journals.



Class Discussion tp

(18 minutes)

Randomly select team representatives who will share:

- strategy use
- oral and written Team Talk responses
- word power discussions
- fluency selection



Show the video.



Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

Lightning Round

1. Use **Random Reporter** to have teams share strategy use, oral and written Team Talk responses, word power discussions, and fluency. Ask other teams to agree, disagree, or add on to responses.
2. Use rubrics to evaluate responses and give specific feedback. Award team celebration points for 100-point responses. Record individual scores on the teacher cycle record form.
3. Show the video “Fluency.”

Celebrate

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

How many points did your team earn today?

How can your team earn more points?

Remind students that top-scoring teams will earn bonus points that will be added to their cycle scores.

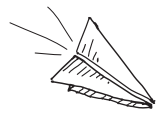
- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

Lesson 2

Reading Objective: Interpret both visual information and information in print to draw conclusions.

Teacher Background

In today's reading, students will learn about conventional warfare, or warfare involving at least two armies from warring countries. In the past, these kinds of wars had large battles where the armies met and fought on a designated battlefield, usually away from populated areas. Wars were fought this way for thousands of years, until around World War II. Students will also learn about the weapons used in conventional warfare and how they have changed.

**Active Instruction** 

(25 minutes)

Students use the vocabulary study routine to rate their knowledge of each vocabulary word:

- + I know this word and can use it.
- ✓ This word looks familiar; it has something to do with...
- ? I don't know this word; it's totally new to me.

Teams discuss their vocabulary ratings.



Introduce vocabulary.

Partner Vocabulary Study

1. Display the vocabulary words. Have students use the vocabulary study routine as they copy the words in their word power journals and rate their knowledge of each as they arrive for class.
2. Spot check the Read and Respond homework.

Vocabulary

1. Have teams discuss their ratings of the words. Ask teams to make a tent with their hands when they are ready to tell a word the entire team rated with a "+" and a word the entire team rated with a "?."
2. Use **Random Reporter** to have the teams share one word that they know and one word that they need to study further. Award team celebration points.
3. Introduce the vocabulary for this cycle. Read each word aloud, and model chunking as needed. Then read the meaning of each word.

Word	Pronunciation	Definition	Sample Sentence
casualties (noun) page 8	cas-u-al-ties (KAHZ-oo-uhl-tees)	losses in number of people through injury or sickness	Before modern medicine, many <i>casualties</i> of war were from uncontrollable infections that started in even the smallest of wounds.

continued

Word	Pronunciation	Definition	Sample Sentence
civilian (noun) page 8	ci-vil-ian (si-VIL-yuhn)	a person who is not part of the military, navy, police force, etc.	As a <i>civilian</i> , you can help the police by reporting crimes, but you should always keep your distance until they arrive on the scene.
detecting (verb) page 11	de-tect-ing (dih-TEKT-ing)	discovering the existence of something	The submarine crew was <i>detecting</i> a large object in front of their boat, but could not tell if it was a whale or a large undersea rock.
minimize (verb) page 14	min-i-mize (MIN-uh-mahyz)	reduce to the smallest possible amount or degree	To <i>minimize</i> the amount of time it would take Regina to paint her room, she invited her friends over to help with the job.
genocide (noun) page 17	gen-o-cide (JEN-uh-sahyd)	the deliberate extermination of a national, racial, political, or cultural group	The terrible <i>genocide</i> of Jews and other minority groups in Europe during World War II serves as a lesson for why it is important for humans to learn tolerance and acceptance.
tactics (noun) page 18	tac-tics (TAK-tiks)	any strategies or procedures for gaining advantage	The chess player's <i>tactics</i> against the novice may have seemed unfair, but they were perfectly within the rules of the game.
insurgents (noun) page 19	in-sur-gents (in-SUR-juhnts)	people who rise in forcible opposition to a lawful authority; rebels	What started as a few <i>insurgents</i> who were unhappy with the political decisions made by the country's leaders became a whole army of hopeful citizens willing to fight.
intelligence (noun) page 24	in-tel-li-gence (in-TEL-i-juhns)	information gathered about an enemy or opposing force, often secret	The spy quickly gathered <i>intelligence</i> about the army's plans to deliver to his government contacts at home.

Review Vocabulary Vault.

Teams review their cycle goal.

Post and present the reading objective. Refer students to pages 8–11 in the text.

Build background about important vocabulary.



Review the skill as necessary.

Teacher: Read aloud and think aloud to model target skill or strategy use within the TIGRRS process.

Students: Actively listen.

4. Use **Random Reporter** to have teams share a new sentence that uses one of their vocabulary words. Award team celebration points.
5. Remind teams that if they find a word from the vocabulary list used in another place, such as in a magazine, textbook, TV ad, etc., they can bring in or copy the sentence in which the word was used and put it in the Vocabulary Vault to earn team points.

Set the Stage

1. Ask students to review their team’s goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and reading objective.
4. Refer students to today’s reading, pages 8–11 in *Real World Data: Graphing War and Conflict*.
5. Remind students to use their graphic organizer to note important ideas that they find in the text. Review the graphic organizer that students selected in the previous lesson.
6. Point out the word *conventional* to students and explain that one of its dictionary definitions is conforming or adhering to an accepted standard. Use **Think-Pair-Share** to ask:

Your kitchen may have a conventional oven in it. What do you think that means?

The oven is probably a standard oven. It is not a microwave oven or a toaster oven. It’s large and it roasts food.

How do you think the word *conventional* applies to war?

I think it means that the armies that are at war have standard rules about how and when to attack, and when it is not appropriate to attack, or what is not an appropriate target of attack.

Interactive Read Aloud

1. Refer students to the reading objective. Remind them that they are interpreting both visual information and information in print to draw conclusions.
2. Read page 8 aloud. A sample Think Aloud follows.

Sample Think Aloud

Let me think about what I can interpret from this section of the text. I read about conventional warfare of the past and where battles took place. Armies did most of their fighting away from major towns and cities, so most of the casualties in a battle were soldiers. The Western Front in World War I was a 440-mile-long stretch of trenches across northern France and Belgium. I can interpret that armies usually looked for wide-open spaces to have battles, since they didn't have any fights in cities along the Western Front. It's possible that armies thought it was fair to only attack opposing armies and not to harm innocent civilians.

I also read that though civilians didn't generally die in the fighting, they often died due to starvation from food shortages. I think I can draw a conclusion about this. I know that it takes a lot of people, especially young men, to make up an army. I know that in the past only men could fight, but men also did a lot of the work, such as farming. With a country's young men at war, there were fewer men to produce food. The fighting armies also probably prevented food from being gathered or shipped to the places that needed it. The need for men in the army, plus the fighting itself, harmed food supplies during wars and caused civilians to starve.

Teacher: Restate important ideas in the text, and add notes to the graphic organizer.

Partner pairs: Read aloud/think aloud with the next passage to practice the skill/strategy.



3. Explain to students that thinking about the information in the text, and what that information could mean, helped you better understand what happened during battles and as a result of battle in World War I.
4. Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text.

Have students read the information on the bar graph and caption on page 8. Use **Think-Pair-Share** to ask:

What information does the bar graph show?

The bar graph shows the top ten countries by size of their armed forces.

What can you interpret about the sizes of the top ten armed forces?

China has nearly twice as many people in its armed forces as the next three highest countries. There are about 2.8 million troops in the Chinese armed forces, while Russia, the United States, and India have between 1.3 and 1.5 million troops in their armed forces. Those three countries have about twice as many armed forces as the next six highest countries. South Korea, Pakistan, Turkey, Iran, Vietnam, and Egypt have between 0.4 and 0.6 million troops in their armed forces.

What can you conclude about China from the graph?

I think China must have more manpower than the other countries on the graph. I know that China is the biggest country, and I think it must also have the biggest population. It must have a lot of people willing or able to join its armed forces.

Use **Random Reporter** to debrief.



Partner pairs: Review, reread to clarify, and add to the graphic organizer.

5. Ask partners to review this section of text, check their understanding with each other, reread what they need to clarify, and add notes to their graphic organizers. Use **Think-Pair-Share** to ask:

What information or observations did I make from the reading?

You read that past conventional wars usually took place away from major cities. World War I mainly took place along the Western Front, a 440-mile stretch of trenches across France and Belgium. You also read that most civilian casualties were caused by food shortages.

What interpretations did I make about the reading?

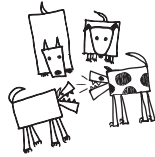
You interpreted that armies purposefully looked for large, wide-open spaces away from cities to fight their battles. You guessed that armies might have wanted to avoid harming innocent civilians in a fight. You also guessed that because so many men had to go to war, food production suffered. And what food there was could not be delivered due to battles and fighting.

Use **Random Reporter** to debrief. Add student responses to the graphic organizer.

A sample graphic organizer follows.

Sample Graphic Organizer	
Information/observations	Interpretation/conclusions
<ul style="list-style-type: none"> • Battles took place away from major cities, in wide-open spaces • World War I was mostly fought on the Western Front, a 440-mile stretch of trenches • China has about 2.8 million troops, Russia, United States, and India have between 1.3 and 1.5 million troops, and South Korea, Pakistan, Turkey, Iran, Vietnam, and Egypt have between 0.4 and 0.6 million troops 	<ul style="list-style-type: none"> • Armies purposefully looked for wide-open spaces to hold battles and avoided cities • Unfair to hurt innocent civilians • China has twice as many troops as the next three highest countries, and three times as many troops as the next six • China must have a lot of manpower to supply its armed forces

6. Refer students to the Summarizing Strategy Card for informational text. Remind them that the strategy card can help them as they read and restate the important ideas in the text. Review the clues that can help them identify important events or ideas.



Teamwork tp

(20 minutes)

Cue students to use their student routines for partner reading, word power, fluency, and the TIGRRS process.

Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, fluency, and the TIGRRS process before having students read and restate: sr
pages 8–11 aloud with partners.
2. Circulate and check for comprehension, evidence of strategy use, and use of the TIGRRS process, for example, restating ideas on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion

1. Explain, or review if necessary, how to use role cards and the student routines for strategy use and Team Talk discussion. sr
2. Remind students to use the rubrics on their team folders to prepare each team member to discuss the team’s strategy use, oral and written Team Talk responses, word power, and fluency. Each team member must be able to summarize the text and discuss the team’s graphic organizer/notes during Class Discussion as indicated.
3. Preview the Team Talk questions. If necessary, ask questions to guide students’ reflection as they determine the meaning of the “(Write)” question.

Cue students to use their student routines for strategy use and Team Talk discussion.

Team Talk Questions

1. Based on the reading, which of the following is most true? **[DC, RE]**
(Team Talk rubric)

- A. Conventional wars are more cost efficient.
- B. Wars have become more dangerous for civilians.
- C. Modern weapons have made civilians safer.
- D. Wars generally have little effect on civilians.

Support your thinking with evidence from the text.

100 = *It is most true that wars have become more dangerous for civilians because before World War II, most battles took place away from the cities where most civilians lived. During World War I, most battles took place along the Western Front, a 400-mile line of trenches and barbed wire in northern France and Belgium. Civilians were **usually affected** by food shortages, but not by fighting. But in World War II, the air forces on both sides of the war dropped bombs on cities, and battles with heavy **artillery** fire happened in cities, killing many civilians. **The modernization of transportation and weapons has made war more dangerous for regular people.***

90 = *Before World War II, most battles took place away from the cities where most people lived. During World War I, most battles took place along the Western Front, a 400-mile line of trenches and barbed wire in northern France and Belgium. People were bothered by food shortages more than fighting. In World War II, the air forces on both sides dropped bombs on cities, and battles happened in cities, killing many people.*

80 = *Before World War II, most battles took place outside of cities, and most people were bothered by food shortages. During and after World War II, air forces have dropped bombs on cities or brought the battles into cities.*

2. What was the author's purpose for including the photograph on page 9? What can you conclude about the effect of war on cities? **[AP, DC]** (Team Talk rubric)

100 = *The photograph on page 9 shows a cathedral that was destroyed by bombs dropped from airplanes during World War II in 1940. I think the author wants me to see how much **destruction** war can cause in a city. The **entire** roof of the cathedral is missing, and there is a huge pile of rubble lying in the middle of it. The cathedral **appears** to be very old, so **historical** buildings were destroyed during bombing raids. **I can conclude that war was extremely destructive to cities.***

90 = *The photograph on page 9 shows a cathedral that was hit by bombs dropped from airplanes during World War II in 1940. I think the author wants me to see how war can destroy a city. The roof of the cathedral is missing, and there is a huge pile of stone and brick lying in the middle of it.*

80 = *The photograph shows a cathedral that was bombed during air raids in World War II. I think the author wants me to see how war damages cities.*

continued

Team Talk Questions *continued*

3. How have advances in technology impacted conventional weapons? Give two examples. **[MI, SA]** (Team Talk rubric)

100 = *Advances in technology at the end of WWII resulted in the development of missiles like the V-2 missile. Missiles are now the most important conventional weapons. Advances in computer technology led to the development of missile guidance systems that accurately locate and hit targets. Computer systems are also in stealth fighter jets and assist in the flight and in detecting enemy aircraft. These advances have made weapons more accurate and reliable for the armies using them.*

90 = *Advances in weapons at the end of WWII led to the creation of missiles, like the V-2. Missiles are important weapons. Today, computers can guide missiles to their targets. Computers also help fighter jets during flight and in avoiding missiles aimed at them.*

80 = *Missiles, like the V-2, and new computers have helped create better weapons. Computers can guide missiles to their targets and help fighter jets during flight.*

4. Looking at the graph on page 11, what can you conclude about military spending? **(Write) [DC, RE]** (Team Talk rubric)

100 = *The graph on page 11 shows that countries in North America spend \$160,000 to equip each soldier, which is significantly more than other regions spend on their soldiers. For example, countries in central Africa spend only about \$2,000 per soldier. I conclude that the difference is North American countries invest in high-tech equipment for their soldiers, which costs more.*

90 = *The graph on page 11 shows that North American countries spend \$160,000 on each soldier, which is more than other regions spend on soldiers. Other regions spend as little as \$2,000 on each soldier.*

80 = *It shows that North American countries spend much more on each soldier than other regions of the world.*

5. The vocabulary word *genocide* has the Greek root *cide*, meaning kill. What do you think the word *pesticide* means? **[CV]**

I think the word pesticide means to kill pests or insects. I know that people put pesticides on grass, trees, and flowers to kill insects that might eat or damage the plants.

4. Have students thoroughly discuss Team Talk questions before they write individual answers to the skill question marked “(Write).” Allow students to revise their answers after further discussion if necessary.
5. Prompt teams to discuss comprehension problems and strategy use (their sticky notes), important ideas that they added to their graphic organizers, and words that a team member added to the word power journal.
6. Circulate and give feedback to teams and students. Use rubrics to give specific feedback. Ask questions to encourage further discussion. Record individual scores on the teacher cycle record form.

Cue students to discuss strategy use, graphic organizers, and word power journals.

Randomly select team representatives who will share:

- strategy use
- oral and written Team Talk responses
- word power discussions
- fluency selection

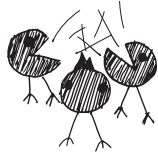


Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

7. If some teams finish ahead of others, have them practice their fluency.
8. Award team celebration points for good team discussions that demonstrate 100-point responses.



Class Discussion tp

(15 minutes)

Lightning Round

1. Use **Random Reporter** to have teams share strategy use, oral and written Team Talk responses, word power discussions, and fluency. Ask other teams to agree, disagree, or add on to responses.
2. Use rubrics to evaluate responses and give specific feedback. Award team celebration points for 100-point responses. Record individual scores on the teacher cycle record form.

Celebrate

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

How many points did your team earn today?

How can your team earn more points?

Remind students that top-scoring teams will earn bonus points that will be added to their cycle scores.

- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

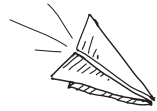
Word	Pronunciation	Definition	Sample Sentence
casualties (noun) page 8	cas-u-al-ties (KAHZ-oo-uhl-tees)	losses in number of people through injury or sickness	Before modern medicine, many <i>casualties</i> of war were from uncontrollable infections that started in even the smallest of wounds.
civilian (noun) page 8	ci-vil-ian (si-VIL-yuhn)	a person who is not part of the military, navy, police force, etc.	As a <i>civilian</i> , you can help the police by reporting crimes, but you should always keep your distance until they arrive on the scene.
detecting (verb) page 11	de-tect-ing (dih-TEKT-ing)	discovering the existence of something	The submarine crew was <i>detecting</i> a large object in front of their boat, but could not tell if it was a whale or a large undersea rock.
minimize (verb) page 14	min-i-mize (MIN-uh-mahyz)	reduce to the smallest possible amount or degree	To <i>minimize</i> the amount of time it would take Regina to paint her room, she invited her friends over to help with the job.
genocide (noun) page 17	gen-o-cide (JEN-uh-sahyd)	the deliberate extermination of a national, racial, political, or cultural group	The terrible <i>genocide</i> of Jews and other minority groups in Europe during World War II serves as a lesson for why it is important for humans to learn tolerance and acceptance.
tactics (noun) page 18	tac-tics (TAK-tiks)	any strategies or procedures for gaining advantage	The chess player's <i>tactics</i> against the novice may have seemed unfair, but they were perfectly within the rules of the game.
insurgents (noun) page 19	in-sur-gents (in-SUR-juhnts)	people who rise in forcible opposition to a lawful authority; rebels	What started as a few <i>insurgents</i> who were unhappy with the political decisions made by the country's leaders became a whole army of hopeful citizens willing to fight.
intelligence (noun) page 24	in-tel-li-gence (in-TEL-i-juhns)	information gathered about an enemy or opposing force, often secret	The spy quickly gathered <i>intelligence</i> about the army's plans to deliver to his government contacts at home.

Lesson 3

Reading Objective: Interpret both visual information and information in print to draw conclusions.

Teacher Background

Today students will read about the casualties of war, nuclear warfare, and civil war. While the greatest loss of life in a war is generally among the troops, wars injure civilians in a variety of ways. In the past, disease and hunger usually killed civilians. Now they may be hit directly by bombs and missiles. The advent of nuclear warfare led to decades of a “Cold War,” with the United States and Soviet Union threatening, but unwilling, to use nuclear weapons against each other. Since the United States had its own civil war, many other countries have experienced civil war. Civil wars are generally political, with different political ideologies fighting to gain control of the country’s government.



Active Instruction

(25 minutes)

Students use the vocabulary study routine to rate their knowledge of each vocabulary word:

- + I know this word and can use it.
- ✓ This word looks familiar; it has something to do with...
- ? I don't know this word; it's totally new to me.

Teams discuss their vocabulary ratings.



Model exploring a word in the word power journal.

Partner Vocabulary Study

1. Display the vocabulary words. Have students use the vocabulary study routine as they rerate their knowledge of each vocabulary word as they arrive for class.
2. Spot check the Read and Respond homework.

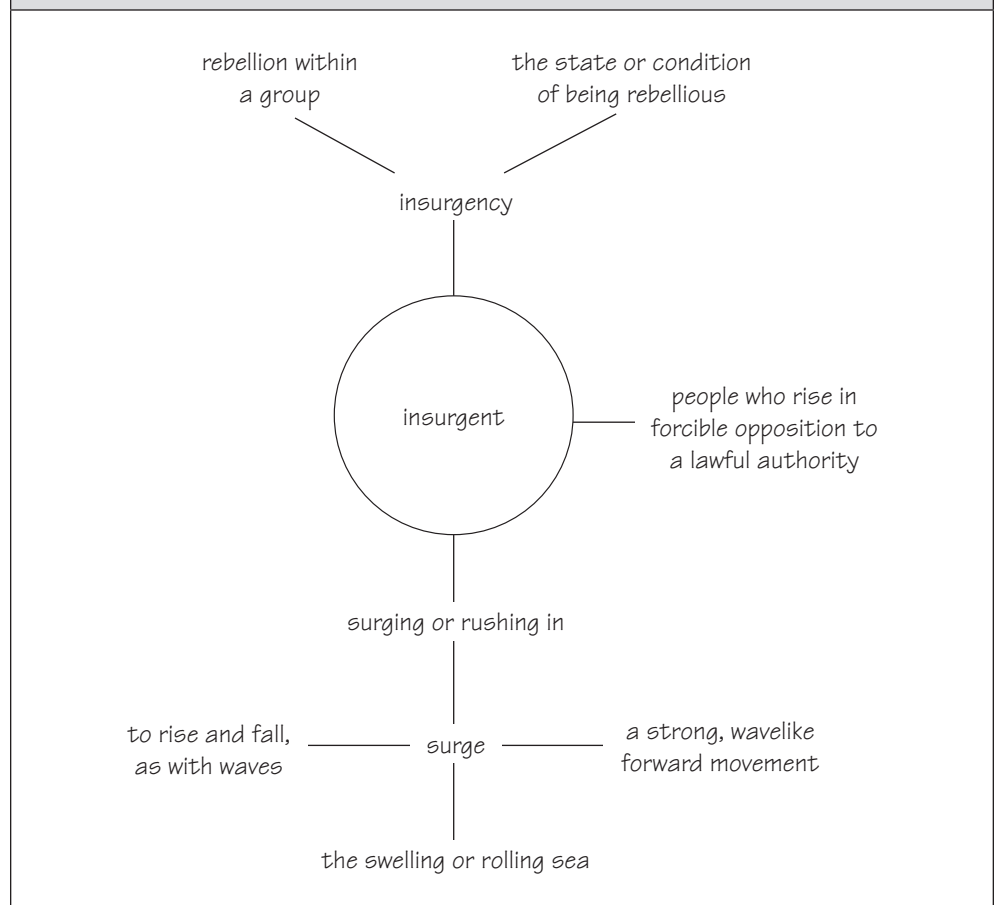
Vocabulary

1. Have teams discuss their ratings of the words. Ask teams to make a tent with their hands when they are ready to tell a word the entire team rated with a “+” and a word the entire team rated with a “?”
2. Use **Random Reporter** to have the teams share one word that they know and one word that they need to study further. Use **Random Reporter** to have teams report on a new sentence using a vocabulary word. Award team celebration points.
3. Choose an important word from the text or class discussion, and model how to explore it in a word power journal entry. A sample Think Aloud and word map follow.

Sample Think Aloud

I think I've found a word in our vocabulary list and text that I want to take a closer look at—*insurgents* on page 19. I found it in the sentence "Guerrilla fighters are often insurgents—they are fighting to get rid of the government." The definition from our vocabulary list fits the word as it's used here very well: people who rise in forcible opposition to a lawful authority. Let's take a look at the dictionary entry for the word. (Model looking up the dictionary definition for *insurgent*.) In addition to definitions that match ours, I see that *insurgent* can also mean surging or rushing in. That makes sense. I see the word *surge* within the word *insurgent*. Let's look up the word *surge*. (Model looking up the dictionary definition for *surge*.) There are a lot of definitions here. Most of them indicate swelling or rushing waves. I think an army made up of insurgents would be like a rising wave against a government.

Sample Word Map



Review Vocabulary Vault.

4. Remind teams that if they find a word from the vocabulary list used in another place, such as in a magazine, textbook, TV ad, etc., they can bring in or copy the sentence in which the word was used and put it in the Vocabulary Vault to earn team points.

Teams review their cycle goal.

Post and present the reading objective. Refer students to pages 12–17 in the text.

Students review or identify a graphic organizer that they will use to make notes.

Build background about the topic.

Teacher: Read aloud.
Students: Practice the skill or strategy.



Set the Stage

1. Ask students to review their team’s goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and reading objective.
4. Refer students to today’s reading, pages 12–17 in *Real World Data: Graphing War and Conflict*.
5. Remind students to use their graphic organizer to note important ideas that they find in the text. Review the graphic organizer that students selected in the previous lesson.
6. Explain to students that antipersonnel land mines pose one of the greatest threats to civilians in postwar regions of the world. Explain that mines that were once meant to deter enemy armies from using certain areas end up maiming civilians when they are not removed from the ground.

If you have an Internet connection, visit www.icbl.org to learn about the International Campaign to Ban Land Mines and its mission to have all countries and fighting forces agree to stop using land mines and remove existing land mines from the ground.

7. Remind students that you discussed conventional warfare with them during yesterday’s lesson. Point out that today they will read about nuclear warfare, which is sometimes defined as a form of unconventional warfare.

(Optional) If you have an Internet connection, visit www.pbslearningmedia.org/content/phy03.sci.phys.matter.fusionbomb and watch the video (ending at 54 seconds). Make a connection that the desire to develop stronger, more powerful nuclear weapons led to the Cold War between the United States and the Soviet Union.

8. Lead a discussion about the causes and results of the Civil War in the United States. Ask students why they think other countries might fight civil wars.

Interactive Read Aloud

1. Read page 12 (paragraphs 1 and 2) aloud. Use **Think-Pair-Share** to prompt use of the skill or strategy.

Earlier in the cycle, I read that past wars tended to stay away from towns and cities. What conclusions can you draw from the section of the text that I just read?

I can conclude that wars no longer stay away from towns and cities, since more civilians are hit directly by bombs and missiles. Civilians used to die from starvation or disease. Now they are more likely to die from attacks or injuries.

What can you infer from the rise in casualties caused by fighting among civilians?

Armies are no longer careful to avoid cities, and they are not careful to only attack people who are in the enemy’s army. More of their attacks hit buildings and places where civilians live. I think attacks are also happening before civilians have warning to escape the danger.

Partner pairs: Read aloud/think aloud with the next passage to practice the skill/strategy.

2. Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text. Have students read the caption for the photograph on page 12. Use **Think-Pair-Share** to ask:

What do you think the caption means when it says there can be casualties from a war after the conflict ends?

It means that even when there are not two armies fighting, there might still be weapons or other things out there to hurt civilians. I know from the caption and the photograph that the boy lost both of his legs after a land mine accident. That means that even though there weren’t armies actively fighting, hidden weapons, such as land mines, were still out there. Civilians might have thought it was safe to use certain areas or play in certain places, but it wasn’t safe because of weapons left over from the war.

Use **Random Reporter** to debrief.

3. Ask partners to review this section of text, check their understanding with each other, reread what they need to clarify, and add notes to their graphic organizers.

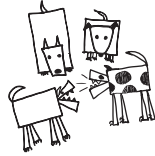
Use **Random Reporter** to debrief. Add student responses to the graphic organizer.



Partner pairs: Review, reread to clarify, and add to the graphic organizer.

Sample Graphic Organizer	
Information/observations	Interpretation/conclusions
<ul style="list-style-type: none"> • More civilians today are casualties of actual fighting than starvation or disease as a result of war • Casualties often happen after the war or conflict is over 	<ul style="list-style-type: none"> • Armies no longer avoid towns and cities while fighting, putting more civilians in the path of weapons • Armies are less careful to only attack the enemy army • Civilians are not always warned that their town will be attacked • Hidden weapons, such as land mines, can hurt civilians who think it is safe to travel or play in certain areas after the conflict is over • Armies do not always remove their weapons

4. Remind students to use the Summarizing Strategy Card to help them as they read and restate the important ideas in the text. Point out step 4 on the card: Keep it short. Remind students to leave out the details that don't directly support the main ideas when they summarize.



Teamwork tp

(20 minutes)

Cue students to use their student routines for partner reading, word power, fluency, and the TIGRRS process.

Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, fluency, and the TIGRRS process before having students read and restate: **sr**
pages 12–17 aloud with partners.
2. Circulate and check for comprehension, evidence of strategy use, and use of the TIGRRS process, for example, restating ideas on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion

1. Explain, or review if necessary, how to use role cards and the student routines for strategy use and Team Talk discussion. **sr**
2. Remind students to use the rubrics on their team folders to prepare each team member to discuss the team's strategy use, oral and written Team Talk responses, word power, and fluency. Each team member must be able to summarize the text and discuss the team's graphic organizer/notes during Class Discussion as indicated.
3. Preview the Team Talk questions. If necessary, ask questions to guide students' reflection as they determine the meaning of the "(Write)" question.

Cue students to use their student routines for strategy use and Team Talk discussion.

Team Talk Questions

1. Explain why military spending is not the only cost of war. **[MI, SA]** (Team Talk rubric)

100 = **In addition to** military spending for weapons, equipment, and to pay soldiers, another cost of war is the loss of life and the casualties of war. Many soldiers and civilians are killed or maimed. There is also the cost to **rebuild** areas destroyed by war and to remove land mines. Some weapons, such as nuclear bombs, not only destroy the area in which they fall, but leave radiation in the area that can make people very sick. These costs of war usually have to do with the cleanup or repair of an area after conflict.

90 = Another cost of war is the loss of life and casualties that happen during fighting. Soldiers and civilians are killed or wounded during the fighting. Cities and buildings have to be remade, and weapons like land mines have to be removed.

80 = Casualties, such as the death or wounding of soldiers and civilians, are another cost of war. The destruction of cities and buildings is another cost.

2. Which of the following best defines the term *ethnic cleansing* as it is used on page 13? **[CV, DC]** (Team Talk rubric)

- A. the promotion of a certain political group
- B. the repair or rebuilding of a city neighborhood
- C. the reformation of a culture's beliefs or practices
- D. the removal or elimination of a cultural group

Explain your thinking with clues from the text.

100 = **According to the text**, during the Bosnian War from 1992 to 1995, Serbs and Bosnians fought each other in a civil war. These groups both used to be part of Yugoslavia. Serb soldiers killed thousands of Bosnian civilians and soldiers in an attempt to wipe out the Bosnian people. The split bar graph tells me that more than 31,000 Bosnian soldiers and 33,000 Bosnian civilians were killed during the war. I think this all **indicates** that the Serbs were trying to remove or **eliminate** a large number of Bosnian people from the country in a case of ethnic cleansing.

90 = Serbs and Bosnians fought a civil war between 1992 and 1995. Serbs killed thousands of Bosnian people and soldiers to remove the Bosnian people. The graph tells me that more than 31,000 Bosnian soldiers and 33,000 Bosnian people were killed during the war.

80 = During the Bosnian War, the Serbs attempted to wipe out the Bosnians from an area that used to be part of Yugoslavia by killing thousands of Bosnian soldiers and civilians.

continued

Team Talk Questions *continued*

3. Earlier, we read that militaries usually tried to develop weapons to overtake developments made by enemy militaries. How did that change with the invention of nuclear warfare? **[RE]** (Team Talk rubric)

100 = *Nuclear weapons proved to be too dangerous to **continue** developing. The United States dropped the first nuclear bombs on Hiroshima and Nagasaki, Japan, in 1945. **Soon after**, the United States and Soviet Union were in a race to develop bigger and more powerful nuclear weapons. By the 1960s, nuclear weapons were **combined** with rockets, which could be **targeted** at any country. The United States and Soviet Union realized that they could destroy each other too easily with their weapons and signed treaties to **limit** nuclear weapons. Nuclear weapons became a technology that was too dangerous to improve and use in war.*

90 = *Nuclear weapons proved to be too dangerous to keep creating. The United States dropped the first nuclear bombs on Japan in 1945. Then the United States and Soviet Union raced to develop bigger nuclear weapons. In the 1960s, nuclear weapons were put on rockets, which could be pointed at any country. The United States and Soviet Union saw that they could destroy each other too easily with their weapons and agreed to not go to war and to reduce the number of nuclear weapons.*

80 = *Nuclear weapons became too dangerous to keep creating. The United States and Soviet Union raced to develop more powerful nuclear weapons until they realized they would cause too much destruction.*

4. According to the pictogram on page 15, which country has the most nuclear weapons? Which has the lowest number on the pictogram? What do you think this means? **(Write) [DC]** (Team Talk rubric)

100 = ***According to the pictogram** on page 15, Russia has the largest number of nuclear weapons at over 5,500 missiles. The country with the fewest number of nuclear weapons on the graph is also Russia, with fewer than 300 missiles. It does not make sense that Russia would have the largest and the smallest number, so I think there is an **error** in the graph.*

90 = *Russia has the largest number of nuclear weapons at over 5,500 missiles. Russia is listed as the country with the smallest number of missiles, at less than 300. There must be a mistake in the graph.*

80 = *Russia has both the largest and smallest number of missiles. It's a mistake.*

5. What word from the vocabulary list belongs in the blank? How do you know? **[CV]**

One of Gary's _____ for winning Capture the Flag was to hide his team's flag in locations that were impossible to reach unless you were as tall as he was. Tactics. The word winning is a clue. To win a game, you need to gain the advantage in it by using various strategies or tactics.

4. Have students thoroughly discuss Team Talk questions before they write individual answers to the skill question marked "(Write)." Allow students to revise their written answers after further discussion if necessary.

Cue students to discuss strategy use, graphic organizers, and word power journals.

Randomly select team representatives who will share:

- strategy use
- oral and written Team Talk responses
- word power discussions
- fluency selection



Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

5. Prompt teams to discuss comprehension problems and strategy use (their sticky notes), important ideas that they added to their graphic organizers, and words that a team member added to the word power journal.
6. Circulate and give feedback to teams and students. Use rubrics to give specific feedback. Ask questions to encourage further discussion. Record individual scores on the teacher cycle record form.
7. If some teams finish ahead of others, have them practice their fluency.
8. Award team celebration points for good team discussions that demonstrate 100-point responses.



Class Discussion tp

(15 minutes)

Lightning Round

1. Use **Random Reporter** to have teams share strategy use, oral and written Team Talk responses, word power discussions, and fluency. Ask other teams to agree, disagree, or add on to responses.
2. Use rubrics to evaluate responses and give specific feedback. Award team celebration points for 100-point responses. Record individual scores on the teacher cycle record form.

Celebrate

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

How many points did your team earn today?

How can your team earn more points?

Remind students that top-scoring teams will earn bonus points that will be added to their cycle scores.

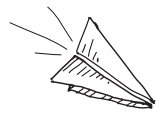
- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

Lesson 4

Reading Objective: Interpret both visual information and information in print to draw conclusions.

Teacher Background

Today students will read about two fighting strategies that have changed the idea of conventional warfare and how armies now train their soldiers. Guerrilla warfare and terrorism are more common today than the more conventional fighting that took place during the two world wars. As a result, modern armies have to be trained to deal with a variety of threats and situations. Armies are also asked to do more than just fight in the modern world.



Active Instruction

(25 minutes)

Students use the vocabulary study routine to rate their knowledge of each vocabulary word:

- + I know this word and can use it.
- ✓ This word looks familiar; it has something to do with...
- ? I don't know this word; it's totally new to me.

Teams discuss their vocabulary ratings.



Review Vocabulary Vault.

Teams review their cycle goal.

Post and present the reading objective.

Refer students to pages 18–23 in the text.

Partner Vocabulary Study

1. Display the vocabulary words. Have students use the vocabulary study routine as they rerate their knowledge of each vocabulary word as they arrive for class.
2. Spot check the Read and Respond homework.

Vocabulary

1. Have teams discuss their ratings of the words. Ask teams to make a tent with their hands when they are ready to tell a word the entire team rated with a “+” and a word the entire team rated with a “?”.
2. Use **Random Reporter** to have the teams share one word that they know and one word that they need to study further. Use **Random Reporter** to have teams report on a new sentence using a vocabulary word. Award team celebration points.
3. Remind teams that if they find a word from the vocabulary list used in another place, such as in a magazine, textbook, TV ad, etc., they can bring in or copy the sentence in which the word was used and put it in the Vocabulary Vault to earn team points.

Set the Stage

1. Ask students to review their team’s goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and reading objective.
4. Refer students to today’s reading, pages 18–23 in *Real World Data: Graphing War and Conflict*.

Teacher: Read aloud.



Students: Practice the skill or strategy.

Partner pairs: Read aloud/think aloud with the next passage to practice the skill/strategy.

Interactive Read Aloud

1. Read page 18 (paragraph 1) aloud. Use **Think-Pair-Share** to prompt use of the skill or strategy.

What can you infer about a country or a side in a conflict that has to use guerrilla warfare to fight?

Guerrilla warfare is a strategy you can use when you are far outnumbered by the enemy's forces. It requires fewer people in your army. I think countries that use guerrilla armies might have less money to spend on an army than countries that have conventional armies. I know from the graphs and charts in this text that a smaller army does not cost as much as a large conventional army.

2. Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text.

Have partners read the next paragraph on page 18. Use **Think-Pair-Share** to ask:

What can you conclude about the prevalence of guerrilla wars in more recent times?

Answers will vary. Students may conclude that having modern weapons makes it possible for small groups to wage guerrilla wars against conventional forces.

Use **Random Reporter** to debrief.

3. Ask partners to review this section of text, check their understanding with each other, reread what they need to clarify, and add notes to their graphic organizers.

Use **Random Reporter** to debrief. Add student responses to the graphic organizer.

A sample graphic organizer follows.



Partner pairs: Review, reread to clarify, and add to the graphic organizer.

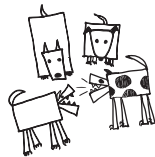
Sample Graphic Organizer	
Information/observations	Interpretation/conclusions
<ul style="list-style-type: none"> Guerrilla warfare uses small bands of soldiers to fight 	<ul style="list-style-type: none"> Used when a country's armed forces are smaller than the other side's forces May be used when a country does not have as much to spend on an army

4. Refer to the reread and review step of the TIGRRS process. Reread page 18 (paragraph 1) aloud. Model this step with the text. A sample Think Aloud follows.

Teacher: Reread to clarify, and review notes.

Sample Think Aloud

I read that guerrilla forces are made up of small groups of people, and one of my interpretations of that information was that countries that use guerrilla warfare may not have as much money to spend on large armies. If I look at the photograph on this page, I see a woman, who is a guerrilla fighter, holding a gun. The caption says she is from Somalia, which is a country in Africa. I know that a graph I saw earlier in the text says that central Africa only spends about \$2,000 on each soldier, compared with the \$160,000 we spend on each soldier in North America. Even though Somalia isn't in central Africa, I can draw the conclusion that this country is also limited in the amount of money it can spend on each fighter, and that's why it uses small bands of guerrilla fighters.



Teamwork tp

(20 minutes)

Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, fluency, and the TIGRRS process before having students read and restate: sr
pages 18–23 aloud with partners.
2. Circulate and check for comprehension, evidence of strategy use, and use of the TIGRRS process, for example, restating ideas on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion

1. Explain, or review if necessary, how to use role cards and the student routines for strategy use and Team Talk discussion. sr
2. Remind students to use the rubrics on their team folders to prepare each team member to discuss the team's strategy use, oral and written Team Talk responses, word power, and fluency. Each team member must be able to summarize the text and discuss the team's graphic organizer/notes during Class Discussion as indicated.
3. Preview the Team Talk questions. If necessary, ask questions to guide students' reflection as they determine the meaning of the "(Write)" question.

Cue students to use their student routines for partner reading, word power, fluency, and the TIGRRS process.

Cue students to use their student routines for strategy use and Team Talk discussion.

Team Talk Questions

1. What section of text did you choose to reread and why? What new connection did you make by rereading and reviewing your notes?

100 = I reread the section about nuclear warfare because it interested me.

Nuclear weapons are so dangerous and destructive that the two countries that raced to build up a stockpile of the weapons, Russia and the United States, won't even use them against each other. According to a pictogram, Russia has more than 5,000 nuclear weapons and the United States has more than 4,000 nuclear weapons. I also made a connection that after China, Russia and the United States have the biggest armed forces in the world. They have between 1.3 and 1.5 million troops each. I think that is a connection to how much these two countries have competed to build up arms and defenses against each other. That is why they have the second and third largest number of troops and the first and second largest number of nuclear weapons.

90 = I reread the section about nuclear warfare because it interested me.

Nuclear weapons are so dangerous that the two countries of Russia and the United States won't use them against each other. Russia has more than 5,000 nuclear weapons and the United States has more than 4,000 nuclear weapons. After China, Russia and the United States have the biggest armed forces in the world. They have between 1.3 and 1.5 million troops each. These two countries have raced to build up defenses against each other.

80 = I reread the section about nuclear warfare because I was interested in the fact that countries have a lot of nuclear weapons, but will not use them against each other. Russia and the United States have the most nuclear weapons, and they have the second and third largest armies.

2. Summarize the section of text that you reread. **(Write) [MI]** (summary rubric)

100 = In 1945, the United States dropped two nuclear bombs on Japan. They are the only two nuclear bombs that have been used to attack another country, but many nuclear weapons have been developed since 1945. The Soviet Union created the more powerful hydrogen bomb in 1952. After that, several countries, especially the United States and Soviet Union, raced to build up stores of nuclear weapons, and by the 1960s had enough to destroy most of Earth. In the 1970s, the United States and Soviet Union signed treaties to limit the number of nuclear weapons they would build.

90 = In 1945, the United States dropped two nuclear bombs on Japan. They are the only ones ever used in an attack. The Soviet Union created the hydrogen bomb in 1952. After that, several countries, especially the United States and Soviet Union, raced to build nuclear weapons, and by the 1960s had enough to destroy most of Earth. In the 1970s, the United States and Soviet Union agreed to build fewer nuclear weapons.

80 = The United States used the first nuclear bombs on Japan. Since then, many countries have built nuclear weapons, but signed agreements to keep them from using them to attack each other.

continued

Team Talk Questions *continued*

3. What is the aim of terrorism? Looking at the graph on page 21, what can you conclude about terrorist attacks? **(Write) [DC, RE]** (Team Talk rubric)

100 = *The **aim** of terrorism is to build fear in people by killing civilians. The graph on page 21 shows the number of terrorist attacks around the world from 1995 to 2003 and the number of people killed in these attacks. The years with the **greatest** number of terrorist attacks were 1995 and 2000. The greatest number of people were killed in the 9/11 attack in 2001. About 750 people were killed by terrorist attacks in 1998, 2002, and 2003. I can tell that **while the number** of terrorist attacks remained between 300 and 500 from 1995 to 2003, the number of people killed in the attacks **spiked in certain** years. That means terrorists hit larger targets of people in those years.*

90 = *Terrorists want to create fear by killing civilians. The graph on page 21 shows the number of terrorist attacks between 1995 and 2003 and the number of people killed in the attacks. The most attacks happened in 1995 and 2000, but the highest number of deaths happened in 2001. About 750 people were killed in attacks in 1998, 2002, and 2003.*

80 = *Terrorists want to create fear by killing civilians. The graph shows the number of terrorist attacks in a period of time and the number of people killed in the attacks. The number of people killed in attacks has risen.*

continued

Team Talk Questions *continued*

4. Guerrilla warfare and terrorism can both be described as— **[DC, RE]**
(Team Talk rubric)

- A. conventional methods of winning wars.
- B. unfair fighting techniques.
- C. *fighting techniques predating modern warfare.*
- D. recent inventions of post-WWII militaries.

Use evidence from the text to support your thinking.

100 = *Both guerrilla warfare and terrorism existed before what we consider modern warfare. According to the text box on page 19, the first guerrilla fighters appeared between 1808 and 1814 during the Peninsular War. Napoleon and the French army successfully invaded Spain. Although the Spanish lost battles against the French, they launched surprise attacks and stopped communications for the French army. The Spanish called this fighting guerrilla, which means small war. On page 20, the text box describes how Chinese general Sun-Tzu wrote about terrorism in his book The Art of War, written around 350 B.C.E. He wrote, "Kill one, frighten 10,000." This shows that both guerrilla warfare and terrorism predate modern warfare.*

90 = *Both guerrilla warfare and terrorism were created before modern times. On page 19, I read that the first guerrilla fighters formed between 1808 and 1814 during the Peninsular War. Napoleon and the French army went into Spain, causing small groups of Spanish fighters to carry out surprise attacks on the French. The Spanish called this fighting guerrilla, which means small war. On page 20, I read how Chinese general Sun-Tzu wrote about terrorism in his book The Art of War, written around 350 B.C.E. He wrote, "Kill one, frighten 10,000."*

80 = *Guerrilla warfare began during the Peninsular War when the French army went into Spain. The Spanish used surprise attacks to fight back. Chinese general Sun-Tzu described terrorism in The Art of War.*

5. Choose a word from the vocabulary list, and write a meaningful sentence using the word correctly. **[CV]**

Accept a sentence that shows that students know the meaning of the word and can use it correctly. For example: The soldiers went door to door through the neighborhood to tell each civilian that he or she had to evacuate before the overflowing river flooded the area.

4. Have students thoroughly discuss Team Talk questions before they write individual answers to the skill question marked "(Write)." Allow students to revise their written answers after further discussion if necessary.
5. Prompt teams to discuss comprehension problems and strategy use (their sticky notes), important ideas that they added to their graphic organizers, and words that a team member added to the word power journal.
6. Circulate and give feedback to teams and students. Use rubrics to give specific feedback. Ask questions to encourage further discussion. Record individual scores on the teacher cycle record form.

Cue students to discuss strategy use, graphic organizers, and word power journals.

Randomly select team representatives who will share:

- strategy use
- oral and written Team Talk responses
- word power discussions
- fluency selection

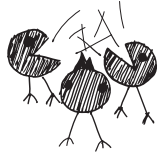


Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

7. If some teams finish ahead of others, have them practice their fluency.
8. Award team celebration points for good team discussions that demonstrate 100-point responses.



Class Discussion tp

(15 minutes)

Lightning Round

1. Use **Random Reporter** to have teams share strategy use, oral and written Team Talk responses, word power discussions, and fluency. Ask other teams to agree, disagree, or add on to responses.
2. Use rubrics to evaluate responses and give specific feedback. Award team celebration points for 100-point responses. Record individual scores on the teacher cycle record form.

Celebrate

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

How many points did your team earn today?

How can your team earn more points?

Remind students that top-scoring teams will earn bonus points that will be added to their cycle scores.

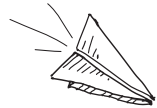
- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

Lesson 5

Writing Objective: Support a conclusion with evidence and data.

Teacher Background

Today students will support a conclusion they make with evidence from the reading. Students have been practicing this skill throughout the cycle during Team Talk.



Active Instruction

(10 minutes)

Students use the vocabulary study routine to rate their knowledge of each vocabulary word:

- + I know this word and can use it.
- ✓ This word looks familiar; it has something to do with...
- ? I don't know this word; it's totally new to me.

Teams discuss their vocabulary ratings.



Review Vocabulary Vault.

Teams review their cycle goal.

Post and present the writing objective. Introduce the writing project.

Partner Vocabulary Study

1. Display the vocabulary words. Have students use the vocabulary study routine as they rerate their knowledge of each vocabulary word as they arrive for class.
2. Spot check the Read and Respond homework.

Vocabulary

1. Have teams discuss their ratings of the words. Ask teams to make a tent with their hands when they are ready to tell a word the entire team rated with a “+” and a word the entire team rated with a “?”.
2. Use **Random Reporter** to have the teams share one word that they know and one word that they need to study further. Award team celebration points.
3. Use **Random Reporter** to have teams share a new sentence that uses one of their vocabulary words. Award team celebration points.
4. Remind teams that if they find a word from the vocabulary list used in another place, such as in a magazine, textbook, TV ad, etc., they can bring in or copy the sentence in which the word was used and put it in the Vocabulary Vault to earn team points.

Set the Stage

1. Ask students to review their team’s goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and writing objective.
4. Remind students that they have been interpreting information and drawing conclusions about that information throughout the cycle. Point out that in Team Talk, they provided evidence, such as facts and figures, to support their conclusions. Explain that they will provide the same kind of information in their answer to the writing prompt today.

Read the prompt aloud.



Students identify the purpose for writing.

Refer students to the appropriate writer's guide in their student editions.

Highlight the writing objective.

- Refer students to the following writing prompt in their student editions. Read the writing prompt aloud.

Writing Prompt
According to the bar graph on page 11, central Africa spends less than \$10,000 on each soldier. What can you infer about the technology or combat tactics that are used in central Africa? Support your thinking with evidence from the text.

Use **Think-Pair-Share** to ask:

Read the prompt. What is it asking you to do: support a claim with reasons, explain ideas or information on a topic, or write a literary response? How do you know?

This prompt is asking me to support a claim with reasons. I know because it is asking me to make an inference or draw a conclusion. Then I need to use evidence from the text to support my conclusion.

- Refer students to the following writer's guide in their student editions. Point out that this is the criteria for writing to support a claim with reasons. Point out that using the writer's guide will help them write a quality response.

Writing to Support a Claim with Reasons	
Ideas	<ul style="list-style-type: none"> Clearly state a position (claim) and include good reasons that support that position.
Organization	<ul style="list-style-type: none"> Begin by stating a position (claim). In the middle, tell supporting reasons. End with a closing statement.
Style	<ul style="list-style-type: none"> Use words and phrases that help the audience see how the reasons are related to the claim.
Mechanics	<ul style="list-style-type: none"> Use correct punctuation, capitalization, spelling, and grammar.

Briefly review the guide, noting the four aspects of writing: ideas, organization, style, and mechanics.

Use **Think-Pair-Share** to ask:

Which guidelines relate to our writing objective: support a conclusion with evidence and data?

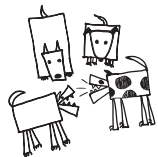
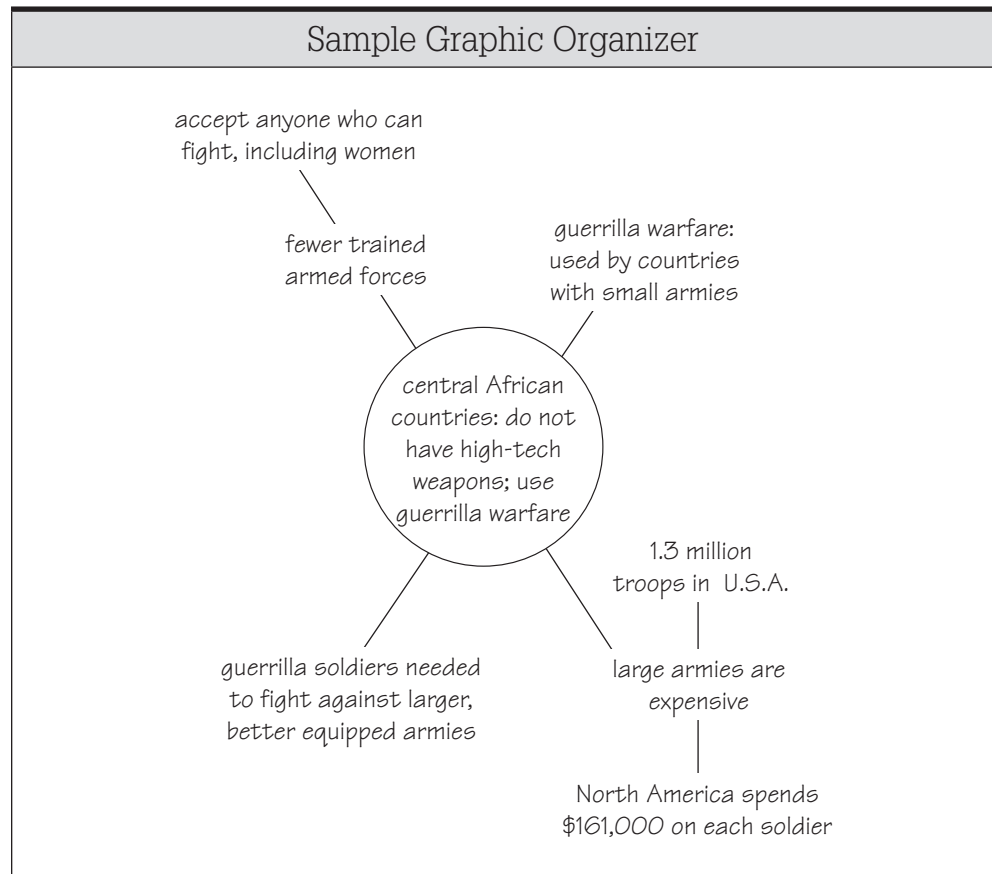
Under Ideas, the guideline "include good reasons that support a position" is related to the objective. The Style guideline also relates to the objective.

- Tell students that this 10-minute writing project is practice to prepare them to write a quality answer for the writing section (part II) of the cycle test. Remind them that this section of the test is worth one third of their test score.

Model planning using a graphic organizer.

Model a Skill

Remind students that a first step in the writing process is planning, or prewriting. Model using the writing prompt and writer’s guide to create a prewriting graphic organizer. Point out that planning helps them organize their ideas and makes drafting easier.



Teamwork tp

(20 minutes)

Independent Work

Tell students that they have 10 minutes to plan and write drafts of their responses to the writing prompt. Remind them to write on every other line to leave room for revisions. Suggest that they refer to the writing prompt to be sure that they include all the required elements and to the writer’s guide to check the quality of their response.

Team Discussion

1. Refer students to the peer feedback checklist in their student editions, and review how to get/give feedback.

Students write for 10 minutes.

Monitor discussions as partners and teams give feedback.

Interpret Information

Students revise and edit their writing projects.

Display and evaluate randomly selected writing projects using the writer's guide.

2. Have students share their drafts in teams. Allow 5 minutes for students to revise their writing projects based on feedback and to edit them using the editing checklist in their student editions.
3. Have teams put their writing projects in a pile in the middle of their tables so a writing project can be randomly selected.



Class Discussion tp

(30 minutes)

Lightning Round

Randomly select a writing project from one or two teams' piles without revealing their authors. Display a writing project, and read it aloud.

Refer students to the writer's guide for writing to support a claim with reasons and the writing objective—support a conclusion with evidence and data.

Using the writer's guide, discuss and evaluate the selected writing project(s) with the class.

For example, ask:

- **Does the writer clearly state a position or claim?**
- **Does the writer include facts and examples to support the claim?**
- **Does the writer end with a closing statement that supports the information?**
- **Does the writer use words and phrases that help connect supporting reasons with the claim?**

Award points to teams whose writing projects meet the criteria. Record these points on the team poster.

Reflection on Writing

Have students reflect on their use of the writing process. Ask:

How did creating and using a graphic organizer work for you? How did it help you write your draft?

Answers will vary.

What was the most useful feedback that you received? How did it affect your revisions?

Answers will vary.

Did you find it easy or difficult to find evidence and data to support your conclusion? Do you think the examples were effective?

Answers will vary.

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

Celebrate

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

How many points did your team earn today?

How can your team earn more points?

Remind students that top-scoring teams will earn bonus points that will be added to their cycle scores.

- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

Writing Prompt

According to the bar graph on page 11, central Africa spends less than \$10,000 on each soldier. What can you infer about the technology or combat tactics that are used in central Africa? Support your thinking with evidence from the text.

Writing to Support a Claim with Reasons	
Ideas	<ul style="list-style-type: none"> Clearly state a position (claim) and include good reasons that support that position.
Organization	<ul style="list-style-type: none"> Begin by stating a position (claim). In the middle, tell supporting reasons. End with a closing statement.
Style	<ul style="list-style-type: none"> Use words and phrases that help the audience see how the reasons are related to the claim.
Mechanics	<ul style="list-style-type: none"> Use correct punctuation, capitalization, spelling, and grammar.

Lesson 6

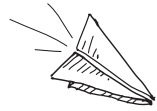
Reading Objective: Interpret both visual information and information in print to draw conclusions.

Writing Objective: Support a conclusion with evidence and data.

Teacher Background

Today's cycle test challenges students to interpret visual and textual information from the reading and draw conclusions about it, supporting their ideas with evidence from the text.

Today students will read about gathering intelligence and how that has changed as technology has improved, and they will read a summary about how war has changed since the end of World War II in 1945.



Active Instruction

(5 minutes)

Students use the vocabulary study routine to rate their knowledge of each vocabulary word:

- + I know this word and can use it.
- ✓ This word looks familiar; it has something to do with...
- ? I don't know this word; it's totally new to me.

Teams review their cycle goal.

Post and present the reading and writing objectives.

Review Vocabulary Vault.

Partner Vocabulary Study

1. Display the vocabulary words. Have students use the vocabulary study routine as they rerate their knowledge of each vocabulary word as they arrive for class.
2. Spot check the Read and Respond homework.

Set the Stage

1. Ask students to review their team's goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and reading and writing objectives.
4. Remind teams that if they find a word from the vocabulary list used in another place, such as in a magazine, textbook, TV ad, etc., they can bring in or copy the sentence in which the word was used and put it in the Vocabulary Vault to earn team points.



Prepare Students for the Test tp

(5 minutes)

tps

Partner Review

1. Remind students that they have been practicing interpreting both visual information and information in print to draw conclusions and supporting a conclusion with evidence and data. Use **Think-Pair-Share** to ask:

How have you been using the graphs and charts in the text to draw inferences about the text?

The graphs and charts provide data that back up the information in the text. Sometimes the graphs and charts provide specific information about something mentioned in the text.

Tell students that they will use these skills as they take the cycle test.

Use **Think-Pair-Share** to ask:

How did the TIGRRS process help you better understand the text?

The TIGRRS process helped me reread information and helped me look for information that I missed the first time I read. Sometimes I understood the information better the second time I read it.

2. Have partners review their notes and word power journals for this cycle. Allow 2 or 3 minutes for this activity.

Test Directions

1. Remind students that the test is independent work. Students should not ask their partners for help as they read, but they may use sticky notes if they would like.
2. Distribute the test so students can preview the questions. Point out that some of the test questions are multiple choice for which they will choose the best answer. Other questions require them to write a short answer or create a graphic organizer. Part II of the cycle test requires them to write a long answer. Remind them that their writing project was practice for writing the long answer for part II of the test.
3. Point out that questions #3 and #5 ask about interpreting visual information.
4. Ask students to identify key words or phrases in question #3.

3. What conclusion can you draw about the number (frequency) of major wars from the timeline on page 27? Support your answer. **[DC, RE]**

5. Introduce the text that students will read. Tell what it is about, but do not give additional information or details.

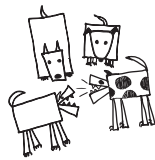
Today you will read about how the armed forces gather intelligence about enemy troops.



Test tp

(30 minutes)

Tell students that they have 30 minutes for the test and that they may begin. Give students a 5-minute warning before the end of the test.



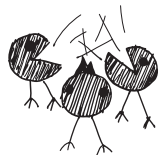
Teamwork tp

(10 minutes)

Team Discussion

1. Pass out a colored pen to each student.
2. Explain or review, if necessary, the student routine for team discussions after the test.
3. Have teams discuss their answers to the test questions. As you monitor team discussions, ask additional questions to prompt their thinking about the important ideas in the reading and about the skills and strategies that they have been using.

Teams discuss the answers to the test questions.



Class Discussion tp

(10 minutes)

Lightning Round

1. Use **Random Reporter** to have teams share team discussions of the test questions and explain their thinking.
2. Award team celebration points.
3. Collect test answers. Score original answers, and add extra points for improved answers.

Random Reporters share team discussion of a test question.



Interpret Information

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

Celebrate

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

How many points did your team earn today?

How can your team earn more points?

Remind students that top-scoring teams will earn bonus points that will be added to their cycle scores.

- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

Cycle 1 Test

Interpret Information

Directions: Read *Real World Data: Graphing War and Conflict*, pages 24–27. Use the TIGRRS process, and answer the following questions on a separate piece of paper.

Some of the questions are based on today’s reading, and other questions are about the text that you read in previous lessons. You may refer to your notes from this cycle.

Part I. Comprehension (100 points)

1. What is the topic?

5 points = The topic of the text is how war and conflict have changed over the years, especially since the end of World War II.

What is the author’s intent?

5 points = The author’s intent is to inform readers about how technology and strategies have changed the way we fight wars and deal with conflicts around the globe.

Write a short summary of the text. Include the graphic organizer or notes that you used to organize the information and your thoughts. **[MI, AP]**

10 points = Armies have to fight a variety of enemies who may not always be recognizable. They rely on gathering intelligence, both from technology such as satellites and high-speed reconnaissance aircraft and from people on the ground. This is all part of the changing face of war. Armies are smaller and more mobile, but have technology and weapons that make them more destructive. Wars are no longer conventional battles fought between two large, highly trained forces.

2. Who is involved in United Nations peacekeeping missions? Support your answer. **[DC, SA]**

20 points = The graph on page 24 shows that of those involved in peacekeeping missions worldwide, 68.3% are troops. Soldiers from many countries make up these troops. Military observers, international and local civilian personnel, UN volunteers, and local police are also involved in UN peacekeeping missions. I think soldiers might be the most experienced and best equipped people to help peacekeeping missions succeed.

15 points = The graph on page 24 shows that 68.3% of the people taking part in peacekeeping missions are troops, which are made up of soldiers from many different countries. Military observers, civilians, volunteers, and police take part in peacekeeping missions.

10 points = Most of the people taking part in peacekeeping missions are soldiers from many countries around the world. Military observers, civilians, volunteers, and police take part too.

3. What conclusion can you draw about the number (frequency) of major wars from the timeline on page 27? Support your answer. **[DC, RE]**

20 points = From the information on the timeline, I can conclude that the number of major wars increased from 1980 to 2005. The timeline shows six wars from 1945 to 1980, a period of thirty-five years, and eleven major wars from 1980 to 2005, a period of twenty-five years. There were nearly twice as many wars in the shorter period of time from 1980 to 2005. Countries have entered into wars more quickly in the past thirty years.

15 points = The timeline tells me that the number of wars almost doubled between 1980 and 2005. There were eleven major wars in those twenty-five years. There were only six major wars between 1945 and 1980.

10 points = There were almost twice as many wars from 1980 to 2005 as there were from 1945 to 1980. There were eleven major wars in that time.

4. How has the change in the types of people fighting in wars affected the way we gather intelligence about enemies? **[RE]**

20 points = The people fighting in wars are no longer men and women wearing recognizable uniforms. Fighters might be insurgents or terrorists who are dressed as regular civilians, so identifying the enemy is more difficult. We can use advanced technology to gather intelligence from satellites and high-speed reconnaissance aircraft. They can help us see training camps or weapons stores without sending troops into an area. We also use groundwork to gather intelligence by questioning people and learning more about the beliefs of the enemy. Armies need to work harder and smarter to uncover enemy plots when the enemy can strike and disappear quickly.

15 points = The people fighting in wars today often don't wear uniforms and are dressed as regular civilians. We can use technology, such as satellites and reconnaissance aircraft, to find training camps or supplies. We also use soldiers on the ground to learn more about the beliefs of the enemy.

10 points = Enemies may look like regular civilians, so armies use technology to collect information from the air and groundwork to collect information from people.

5. The graphs on pages 5 and 7 show a relationship between— **[DC, RE]**
- worldwide military spending and conflicts.
 - the size of a country's armed forces and costs.
 - money spent on nuclear weapons by region.
 - conflicts and where they are located.

What can you interpret about the numbers on the graphs?

20 points = *I can **interpret** that as the number of conflicts increases worldwide, the amount of money that countries spend on the military also increases. The amount of money that countries spent on their militaries was **roughly** \$750 billion in 2002, and rose to more than \$1100 billion in 2006. The number of global conflicts increased from about twenty-seven in 1999 to thirty-seven in 2001. I can also tell that military spending does not **necessarily** decrease when the number of conflicts decreases. Countries were spending \$1100 billion in 2006, but the number of global conflicts had decreased to twenty-three in 2005. **Once a country starts investing in its military, it does not reduce its spending.***

15 points = *As the number of conflicts goes up worldwide, the amount of money that countries spend on the military also goes up. Countries spent about \$750 billion on their militaries in 2002, and that rose to more than \$1100 billion in 2006. The number of global conflicts went from about twenty-seven in 1999 to thirty-seven in 2001. Military spending does not go down when the number of conflicts does. Countries spent \$1100 billion in 2006, but there were only twenty-three conflicts in 2005.*

10 points = *As the number of conflicts goes up worldwide, the amount of money that countries spend on the military also goes up. Once countries start spending money on their militaries, costs do not go down, even when the number of global conflicts does.*

Part II. Writing (100 points)

Write at least a paragraph to answer the following question:

How have changes in technology influenced how wars are fought? Support your answer with evidence from the text.

As technology has changed, so has the way that people fight wars and solve conflicts. The invention of gunpowder around 800 C.E. and its spread to Europe by the 14th century changed war from mostly hand-to-hand combat to soldiers firing at each other from a distance. Towns could no longer protect themselves with thick walls or castles because cannons could destroy them easily. Armies that once relied on long marches or horses can now use trains, aircraft, motorized ships, trucks, and tanks to move themselves and supplies quickly. Conventional warfare between two armies has given way to guerrilla warfare and terrorism. Wars are no longer two large armies meeting on the battlefield, but smaller groups of soldiers fighting smaller-scale battles. They can use rockets and missiles, such as the V-2, to target enemies hundreds of miles away. Radar and GPS can help them pinpoint enemies and guide missiles to strike that target precisely. Because of these advancements, armies have gotten smaller and more specialized, equipped for a variety of duties other than fighting battles.

The following guide is used to score part II of the cycle test.

Writing to Support a Claim with Reasons		
Ideas	<ul style="list-style-type: none"> Clearly states a position (claim) and includes good reasons that support that position 	0–25 pts.
Organization	<ul style="list-style-type: none"> Begins by stating a position (claim) In the middle, tells supporting reasons Ends with a closing statement 	0–25 pts.
Style	<ul style="list-style-type: none"> Uses words and phrases that help the audience see how the reasons are related to the claim 	0–25 pts.
Mechanics	<ul style="list-style-type: none"> Uses correct punctuation, capitalization, spelling, and grammar 	0–10 pts.
Writing Objective	<ul style="list-style-type: none"> Support a conclusion with evidence and data. 	0–15 pts.

Part III. Vocabulary (100 points)

1. Write a meaningful sentence using the word *tactics*. **[CV]**

Accept responses that show that students know the meaning of the word and can use it correctly. For example: The football coach thought the tactics used by the opposing team were unfair, so he called a time-out to discuss the rules with the referee.

2. The government realized too late that the _____ gathered by the spy was no good because he was also working for the enemy.

Choose the word that belongs in the blank. **[CV]**

- A. civilian
 - B. *intelligence*
 - C. casualties
 - D. detecting
3. The vocabulary word *minimize* has the Latin root *mini*, meaning small. How does the meaning of *mini* relate to the meaning of *minimize*? **[CV]**

The meaning of mini relates to the meaning of minimize because it means reduce to the smallest possible amount. You are making the amount of something smaller.

4. Write a meaningful sentence using the word *detecting*. **[CV]**

Accept responses that show that students know the meaning of the word and can use it correctly. For example: "We are detecting a murmur in your heartbeat, but we will need to do more tests to figure out what is causing it," the doctor explained.

5. Our class suffered many _____ when a flu epidemic broke out in the school.

Choose the word that belongs in the blank. **[CV]**

- A. casualties
- B. detecting
- C. intelligence
- D. civilian

6. Which of the following is NOT an example of insurgents? Explain why. **[CV]**

- A. Viet Cong fighters
- B. the Irish Republican Army
- C. *the United States Army*
- D. Spanish fighters in the Peninsular War

The United States Army is not an example of insurgents because the army was not formed to fight against the government. The U.S. Army fights for the government. The U.S. Army would be insurgents if another country took over the United States government and they chose to oppose the takeover.

7. Every soldier used to be an ordinary _____, but has gone through extensive training to handle weapons and stressful situations in battle.

Choose the word that belongs in the blank. **[CV]**

- A. intelligence
- B. detecting
- C. *civilian*
- D. casualties

8. The vocabulary word *genocide* has the Greek root *geno*, meaning race or kind. How does the meaning of *geno* relate to the meaning of *genocide*? **[CV]**

The meaning of geno relates to the meaning of genocide because it means the elimination or killing of a race or cultural group. It is genocide when one group of people are killed in a large group.

9. What is one word that you or your teammates explored in your word power journal this cycle? Give the meaning of this word, and then use it in a meaningful sentence. **[CV]**

One word that we explored in our word power journal was guerrilla. This is a Spanish word that means small war. The guerrilla forces of colonists hiding in the woods were far outnumbered by the British, but they had the advantage of cover during the fight.

10. As it is used in the sentence, “The troops are there to oppose Basque separatists, who want this region to be an independent country,” on page 22, *separatists* most nearly means— **[CV]**
- A. people who want to join forces and unionize.
 - B. people who organize groups.
 - C. people who want to explore territory to create a new homeland.
 - D. *people who want to break away from another group.*

Explain how you figured out the meaning of *separatists*.

I used the context. The Basque separatists want to make an independent country. It sounds like they want to break away, or separate, from another country and turn a small area into their own country.

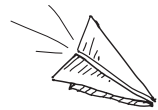
Question Codes			
[DC]	Make inferences; interpret data; draw conclusions.	[AA]	Analyze an argument.
[SA]	Support an answer; cite supporting evidence.	[AP]	Identify author’s intent or purpose.
[MI]	Identify the main idea that is stated or implied.	[RE]	Analyze relationships (ideas, story elements, text structures).
[CV]	Clarify vocabulary.	[AC]	Author’s craft; literary devices

Lesson 7

Reading Objective: Interpret both visual information and information in print to draw conclusions.

Teacher Background

During Class Discussion, students orally present evaluations of their homework reading selections. During Teamwork, students use their Read and Respond notes and answers to the homework questions to make final preparations for these presentations. Team members share their responses and give one another feedback. During the oral presentations, students use their revised responses to the questions to describe the kind of texts they read, the strategies that helped them understand the text, and whether they will recommend their reading selections to others.



Active Instruction tp

(20 minutes)

Two-Minute Edit

1. Display and have students complete the Two-Minute Edit as they arrive for class.
2. Use **Random Reporter** to check corrections. Award team celebration points.

Vocabulary

Ask teams if they have a Vocabulary Vault word that they would like to share. Award team celebration points.

Set the Stage

1. Ask students to review their team's goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Have students get out their reading selections and Read and Respond forms. Remind them that today, with the help of their teams, they will each prepare a presentation about their individual reading selections.

Challenge students to think about the strategies and skills that they used to read their self-selected texts, share their answers to the Read and Respond questions, discuss their thinking, and prepare evaluations of their selections.

4. Remind students to add to the notes on their Read and Respond forms as they discuss their selections and prepare oral presentations about their selections. Students will use their answers to the questions on the Read and Respond form as the basis for their presentations.

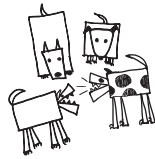
Two-Minute Edit



Vocabulary Vault

Teams review their cycle goal.

Connect the cycle objective to students' homework reading selections.



Teamwork tp

(25 minutes)

Students prepare, share, and revise presentations about their reading selections.

Give students feedback on classwork.

Team Discussion

1. Tell students that they will use the Read and Respond questions as a guide as they discuss their homework reading and prepare evaluations of their reading selections to share with their teams.
2. As students prepare their answers, check in with those students for whom you do not have individual scores for graphic organizer/notes, written Team Talk responses, word power journal, and/or a fluency score. Have them show you examples from the cycle. Point out areas of success, and give feedback to improve student performance.
3. As you visit teams, take this opportunity to check students' homework for completion (Read and Respond forms). Enter the information on your teacher cycle record form.

Teacher's Note:

Have students who are ready for a new selection take turns choosing reading material from the classroom library. Make sure that every student has a Read and Respond form for next cycle.

Read and Respond Questions

1.	Is your selection informational or literature? Summarize your reading. (summary rubric)
2.	Why did you choose this reading? What is your purpose for reading? (Team Talk rubric)
3.	Choose a word, phrase, or passage that you did not understand at first. How did you figure it out? (strategy-use rubric)
4.	Write down a question that you had or a prediction that you made as you read. Were you able to answer or confirm it? Explain. (strategy-use rubric)
5.	Would you recommend this selection to others to read? State your opinion, and support it with reasons. (Team Talk rubric)
6.	Choose a short section of the text that you think is important or especially interesting. Tell your teammates why you chose it. Read it aloud smoothly and with expression. (fluency rubric)



Class Discussion tp

(15 minutes)

Team responses
and feedback



Teams report on their
review of the texts and Read
and Respond discussions.

Celebrate team successes!

Final tally for this cycle

Record team celebration
points on the teacher cycle
record form.

Collect Read and Respond
forms for this cycle.

Lightning Round

Use **Random Reporter** to have students present their evaluations of their homework reading selections (responses to the Read and Respond questions). Use rubrics to evaluate responses, give specific feedback, and award points.

Celebrate

1. Tally up this cycle's points on the poster.
2. Tell students that their scored tests will be returned at the beginning of the next lesson. Poster points and the teams' test scores will determine which teams earn the status of super team, great team, or good team for the cycle.
3. Be sure to record each team's total celebration points from the poster into the teacher cycle record form. Remind students that team celebration points and team test averages are used to determine team scores.
4. Collect students' Read and Respond forms, and pass out new forms.
5. Tally up the number of Read and Respond signatures on students' forms, and record the number on the teacher cycle record form after class.

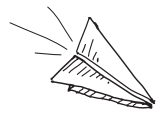
Lesson 8

Objectives: Celebrate successes, and set new goals. Hold a Class Council.

Teacher Background

In the first part of this lesson, students review their test results and their final scores for the cycle and compare them with their goals. They celebrate success and set new objectives for further improvement.

In the second part of the lesson, students participate in Class Council.



Active Instruction tp

(2 minutes)

Two-Minute Edit

1. Display and have students complete the Two-Minute Edit as they arrive for class.
2. Use **Random Reporter** to check corrections. Award team celebration points.



Celebrate/Set Goals

(20 minutes)

1. Distribute students' scored cycle tests. Allow a few moments for students to review them.
2. Distribute team score sheets to teams and celebration certificates to students. Remind students that the cycle's top-scoring teams are determined by their points on the poster and their test scores.
3. Recognize and celebrate the super, great, and good teams. Remind the teams of the impact of bonus points that are added to team members' cycle scores.
4. Have each team discuss and set a goal for the next cycle and record it on their team score sheet. Use the questions below to analyze and discuss the students' scores.

What was your team's highest score?

What score do you want to improve?

What can the team do to improve that score?

Two-Minute Edit



Distribute scored cycle tests.

Distribute team score sheets and celebration certificates.

Class celebration! Celebrate team successes with a class cheer.

Each team sets a team goal for the next cycle.



Use **Random Reporter** to ask:

What is your team's goal for the next cycle? Why did you choose that goal?

Accept supported answers.

5. Use the poster to award team celebration points for responses that include the team's reasons for choosing the goal, thus beginning the accumulation of points for the next cycle.
6. Have students record their cycle test scores and their areas of greatest strength and improvement on their progress charts.



Class Council

(30 minutes)

1. Share class compliments.
2. Review the class goal that was set at the last Class Council. Using the agreed-upon measure of progress, was the goal met? Why or why not?
3. Discuss a class concern, or use the scenario and discussion hints provided.
4. Have teams discuss and then use **Random Reporter** to share responses.
5. After debriefing how they resolved the problem, help students set a goal and a measure of progress that they can use at the next Class Council.



Brain Game

(5 minutes)

1. Choose a brain game from the card set, and then play the game.
2. Use the following questions to debrief and remind students of self-regulatory strategies:

What did this game require your brain to do?

How will use of this skill improve your success in other classes?

Cycle 2:

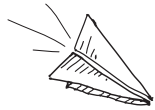
Interpret
Information

Lesson 1

Reading Objective: Interpret both visual information and information in print to draw conclusions.

Teacher Background

Today students will read about events leading up to the start of World War II, including Adolf Hitler's rise to power and policies against Jews living in Germany at the time.

**Active Instruction** tp

(22 minutes)

Big Question

Post and present this cycle's Big Question. Have students write a response to the question as they arrive for class.

The Big Question: How can a society become more tolerant or accepting of people's differences?

Set the Stage tp

1. The purpose of today's Big Question is to make students think about why people show intolerance for other groups just because they are different. Students should think about how people become more accepting of different ideas and beliefs. They may use their own knowledge of racial or religious issues in the United States when thinking about this question.

Refer students to today's Big Question. Use **Think-Pair-Share** to ask:

How can a society become more tolerant or accepting of people's differences?

I think that people can make an effort to learn more about their neighbors and their beliefs. When people understand each other, they get along better. When something is different or unfamiliar, people tend to mistrust it. The more familiar something becomes, the more they will trust it.

What do you think generally makes people suspicious of another culture, language, religion, or race?

Ignorance and a lack of understanding make people suspicious of those things. If someone speaks a foreign language and another person does not understand it, he or she won't trust the foreigner. Instead of understanding the culture, language, or religion, it is easier to judge someone based on it. It is easier to be afraid.

Students write responses to the Big Question.

Discuss the Big Question.

tps

Do you think it is easier to be a follower or a leader? Why?

I think it is easier to be a follower than a leader. You don't have to think as much if you are a follower; you just do what other people tell you to do. It is less scary to be a follower. You are less likely to be singled out for anything if you are a follower. Leaders are more noticeable.

Teams review their cycle goal.

2. Ask students to review their cycle goal. Remind students how to earn team celebration points. Remind them that team celebration points help them to become super teams. Tell them that they can earn team celebration points during the Lightning Round.

Post and present the reading objective.

3. Introduce the text, author, and reading objective.
4. Have partners survey the text together. Use **Think-Pair-Share** to ask:

Is this literature or informational text? How do you know?

This text is informational. Section headings, photographs, and maps are evidence that the text is informational.

Students use text features to help predict the topic and intent of the author.

5. Refer students to the next steps in the TIGRRS process. Use **Think-Pair-Share** to have students predict the topic and identify clues and predict the author's intent. Randomly select a few students to share.
6. Use **Think-Pair-Share** to ask:

Which graphic organizer(s) will work best with this text? Why?

A web or a chart would work best with this text. These will help me organize ideas about the information in the text and the interpretations that I make about the information.

Students identify a graphic organizer that they will use to make notes.

- T:** Denmark's involvement in World War II
- I:** To inform readers about what part the Danish played in World War II
- G:** An observation-interpretation chart

Build background about the topic.

7. Use **Think-Pair-Share** to lead a discussion with students about what they already know about World War II and the position of Jews in Europe. Ask students about any books they have read that take place during this time, such as *The Diary of Anne Frank*, a real diary written by a young Jewish girl as she hid from the Nazis, or *Number the Stars* by Lois Lowry. Point out that the story *Number the Stars* takes place in Denmark.
8. (Optional) Display the following images to help students understand the boundary line changes that took place at the end of World War I: Europe before WWI (upload.wikimedia.org/wikipedia/commons/2/26/Map_Europe_alliances_1914-en.svg) and Europe after WWI (www.pbs.org/greatwar/images/ch4_war_map.gif). Have students discuss what happened to the borders on the map, particularly to Germany and the area labeled Austria-Hungary on the first map.
9. (Optional) Visit www.ushmm.org/wlc/en/article.php?ModuleId=10005425, and summarize the most important parts of the Treaty of Versailles for students.

Teacher: Read aloud.

Students: Practice the skill or strategy.



Interactive Read Aloud

1. Refer to the reading objective, and review the skill if necessary.
2. Read page 1 (paragraph 1) aloud. Use **Think-Pair-Share** to prompt use of the skill or strategy.

What can you infer about Adolf Hitler from his rise to power and his ability to push Germany into a second war?

I can infer that Hitler must have been a powerful person. He must have said things that a lot of people in Germany agreed with, or he would not have been able to convince people to go to war. It only took six years for him to convince Germany to go to war, and it was only twenty-five years after they had lost another war. I think it would be hard to convince a country that lost a big war to enter another one so quickly.

3. Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text. Have students read page 1 (paragraph 2). Use **Think-Pair-Share** to ask:

Based on what you just read, how do you think Hitler gained the attention and support of the German people?

I think Hitler gave the people someone to blame for their problems. I think he probably blamed Germany's problems after the war on Jewish people. He knew that many people disliked Jews and he could use that to his advantage. He also knew that people were angry about the Treaty of Versailles and wanted to regain their power and importance in Europe.

Use **Random Reporter** to debrief.

4. Ask partners to review this section of text, check their understanding with each other, reread what they need to clarify, and add notes to their graphic organizers.

Use **Random Reporter** to debrief. Add student responses to the graphic organizer.

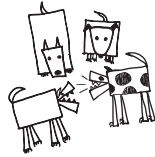
A sample graphic organizer follows.

Sample Graphic Organizer	
Information/observations	Interpretation/conclusions
<ul style="list-style-type: none"> • Adolf Hitler convinced Germany to go to war six years after being made chancellor • Hitler gained the support of German people • Hitler and the Nazi party issued anti-Semitic laws 	<ul style="list-style-type: none"> • Hitler was a persuasive and powerful speaker • The people wanted to regain power and influence lost after WWI and the Treaty of Versailles • Hitler gave the Germans someone to blame their post-WWI problems on (the Jews)

Partner pairs: Read aloud/think aloud with the next passage to practice the skill/strategy.



Partner pairs: Review, reread to clarify, and add to the graphic organizer.



Teamwork tp

(20 minutes)

Cue students to use their student routines for partner reading, word power, fluency, and the TIGRRS process.

Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, fluency, and the TIGRRS process before having students read and restate: SF
pages 11 and 12 aloud with partners.
2. Circulate and check for comprehension, evidence of strategy use, and use of the TIGRRS process, for example, restating ideas on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion

1. Explain, or review if necessary, how to use role cards and the student routines for strategy use and Team Talk discussion. SF
2. Remind students to use the rubrics on their team folders to prepare each team member to discuss the team's strategy use, oral and written Team Talk responses, word power, and fluency. Each team member must be able to summarize the text and discuss the team's graphic organizer/notes during Class Discussion as indicated.
3. Preview the Team Talk questions. If necessary, ask questions to guide students' reflection as they determine the meaning of the "(Write)" question.

Team Talk Questions

1. What caused the German people to be eager to enter into another big war after World War I? RE (Team Talk rubric)
 - 100 = *The German people had hard feelings after being defeated during World War I and wanted **revenge**. Germany was **forced** to sign the Treaty of Versailles and **surrender** territory to Poland. When the Nazi party came into power with Adolf Hitler, the German people were **eager** to enter another war because they wanted to take back the territory in Poland that they believed Germany was **entitled** to. That is why the German army began WWII by attacking Poland.*
 - 90 = *The German people were willing to enter into another big war because of hard feelings after World War I. Germany had to sign the Treaty of Versailles and give up land to Poland. When the Nazi party came into power with Adolf Hitler, they wanted to take back the territory they had lost to Poland.*
 - 80 = *The German people were willing to fight because they had hard feelings after losing World War I. They lost territory to Poland and wanted to take their land back.*

continued

Team Talk Questions *continued*

2. Why do you think the Nazis encouraged young people to burn books? **(Write)**
[DC] (Team Talk rubric)

100 = *The Nazis **encouraged** book burnings because they wanted to destroy ideas that were “un-German” that they didn’t agree with. I think the Nazis wanted to get young people **involved** in book burnings because it showed that they **supported** Nazi ideas. It was probably easier to **influence** young people’s political ideas than many older people’s ideas.*

90 = *The Nazis held book burnings because they wanted to destroy ideas that were “un-German.” I think the Nazis wanted young people to burn books because it showed that they agreed with Nazi ideas.*

80 = *The Nazis burned books to destroy ideas that were “un-German.” By burning books, young people showed that they agreed with Nazi ideas.*

3. How could past events have predicted what would happen to the Jewish people when Hitler rose to power in 1933? **[DC, RE]** (Team Talk rubric)

100 = *Anti-Semitic feelings had deep roots in Europe since the Middle Ages, when Jewish citizens were treated with **suspicion** and hatred by others. They were often **falsely** blamed when problems **arose** in a **community**. **According to the text**, Hitler supported a “systematic legal campaign against the Jews” before he became chancellor of Germany. With his Nazi party in power, he was able to pass laws that stripped the Jewish people of their rights and eventually forced them into concentration camps. He used an old **prejudice** to gain support for **eliminating** a hated minority group.*

90 = *Many European people had disliked the Jews since the Middle Ages. They were treated with distrust and were often blamed when problems came up. Hitler supported a “systematic legal campaign against the Jews” before he became leader of Germany. He was able to pass laws that took away rights from the Jewish people and forced them into concentration camps.*

80 = *Jewish people had been unpopular in Europe since the Middle Ages, when people distrusted them. Hitler supported this dislike before he was leader and used his power to pass laws against Jews.*

continued

Team Talk Questions *continued*

4. Which of the following most closely defines the word *blitzkrieg*? [CV, RE]
(Team Talk rubric)

- A. a whole war that starts and ends quickly
- B. a long, slow siege of an enemy city
- C. battles fought during strong storms
- D. sudden, powerful attacks made by a superior army

How was this German war tactic similar to information that you learned from *Real World Data: Graphing War and Conflict*?

100 = *This German war tactic was similar to what I learned about guerrilla warfare in Real World Data: Graphing War and Conflict. The Germans used a similar tactic of attacking quickly to take an army by surprise and gain the advantage in a fight. Today's reading says that on September 1, 1939, the Germans led a violent, surprise attack against Poland. The text also describes the German army as the most powerful in the world. I don't think Poland was expecting Germany to attack and invade so suddenly.*

90 = *This was like what I learned about guerrilla warfare in Real World Data: Graphing War and Conflict. The Germans used the same idea of attacking quickly to take an army by surprise. The text says that on September 1, 1939, the German army, the most powerful army in the world, led a surprise attack against Poland.*

80 = *It is like guerrilla warfare because the Germans attacked quickly and violently to take Poland by surprise.*

4. Have students thoroughly discuss Team Talk questions before they write individual answers to the skill question marked "(Write)." Allow students to revise their written answers after further discussion if necessary.
5. Prompt teams to discuss comprehension problems and strategy use (their sticky notes), important ideas that they added to their graphic organizers, and words that a team member added to the word power journal.
6. Circulate and give feedback to teams and students. Use rubrics to give specific feedback. Ask questions to encourage further discussion. Record individual scores on the teacher cycle record form.
7. If some teams finish ahead of others, have them practice their fluency.
8. Award team celebration points for good team discussions that demonstrate 100-point responses.

Cue students to discuss strategy use, graphic organizers, and word power journals.



Class Discussion tp

(18 minutes)

Randomly select team representatives who will share:

- strategy use
- oral and written Team Talk responses
- word power discussions
- fluency selection



Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

Lightning Round

1. Use **Random Reporter** to have teams share strategy use, oral and written Team Talk responses, word power discussions, and fluency. Ask other teams to agree, disagree, or add on to responses.
2. Use rubrics to evaluate responses and give specific feedback. Award team celebration points for 100-point responses. Record individual scores on the teacher cycle record form.

Celebrate

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

How many points did your team earn today?

How can your team earn more points?

Remind students that top-scoring teams will earn bonus points that will be added to their cycle scores.

- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

From Student Edition

World War II and Denmark

by Lyle Prescott

The Decade Leading up to WWII

The causes of war are never simple, and that is certainly true of World War II (WWII), which was fought from 1939–1945. Some of the causes rose out of World War I (WWI), which was fought about twenty-five years earlier (1914–1918). In that war, Germany was defeated and lost territory to Poland as a result. The Germans were bitter about losing the war and about the limiting conditions of the Treaty of Versailles that they were required to sign. They wanted revenge. In the years after the war, one German soldier—who had fought in WWI—rose to power. In 1933, fifteen years after the war ended, he became chancellor of Germany. That man was Adolf Hitler. And while historians generally don't blame one person for starting a war, most historians agree that six years after he became Germany's leader, Hitler pushed the German people into a war.

Hitler's political party was called the Nazi Party. The Nazis wanted to take back the territory in Poland to which they thought Germany was entitled. Another driving force of Hitler and his Nazi Party was their anti-Semitism, or hatred of Jews. Anti-Semitism had deep roots in Europe. Since the Middle Ages, Jews had been regarded with hatred and suspicion, falsely blamed whenever there was a problem in a community. Hitler used this old, ugly prejudice against a minority group for his own ends. Years before Hitler became the German leader, he had already stated his support for a "systematic legal campaign against the Jews." Thus, it was not surprising that when the Nazis came to power in 1933, they issued a series of anti-Jewish laws. Jews could no longer work in government offices, for newspapers or radio stations, or as teachers or actors.

Things got worse. In 1935, the Nazis went further and enacted the Nuremberg Laws, which stripped Jews of even more rights. Jewish people in Germany could no longer vote, become citizens, or marry non-Jews. Over the next several years, more than a dozen more laws were made. Jews could not work as doctors or lawyers or in any other profession, and Jewish children could not attend school.



Young people take part in a Book Burning in Berlin, May, 1933. Books burned included those by Ernest Hemingway, Helen Keller, H.G. Wells, and Albert Einstein.

From Student Edition

While Jews were losing all their rights, Hitler was leading the Nazi Party and its followers toward greater and greater hatred of Jewish people. Hitler promoted the idea that blond-haired Germans were a special race superior to all others. The fact that there really is no such thing as a separate German race did not stop the Germans from doing terrible things to the Jews.

On a cold autumn evening in November 1938, a vicious anti-Jewish riot broke out in Germany that sent shock waves through the whole world. The terrible event came to be called Kristallnacht—“The Night of Broken Glass”—because it was so violent. The riot lasted for two days, and nearly 400 synagogues, Jewish places of worship, were burned and one hundred Jews killed. Thousands of Jewish businesses were looted and burned while German fire brigades stood by and did nothing.

Hitler also began masterminding what he called the “Final Solution.” Instead of just removing the rights of all Jewish people, Jews would be taken prisoner and killed in massive numbers. The Final Solution was part of Hitler’s plan for the world. He planned to invade and take land from other nations to get what he called *lebensraum*, or living space. To proceed with his plan, Hitler mobilized all the resources of Germany and used them to build up the military and prepare for war. “Today Europe, tomorrow the world!” became a favorite Nazi slogan.

On September 1, 1939, the mighty German army, led by Adolf Hitler, who was now dictator of Germany, began World War II with a violent surprise attack against the neighboring country of Poland. This was a new kind of war. Germans called it *Blitzkrieg*, which means “lightning war.” They had the most powerful army in the world, and they used it to wage sudden violent attacks.

Timeline of Events in Europe, 1933–1940

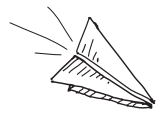
1933	January	Adolf Hitler becomes Chancellor of Germany. Anti-Jewish laws issued.
	March	First concentration camps set up in Germany
	April	The Gestapo (German Secret Police) is established.
	May	Book burnings take place throughout Germany to get rid of books with “un-German ideas.”
	July	Nazis declared only political party in Germany
1934	August	Hitler becomes Fuhrer (dictator) of Germany.
1935	September	Nuremberg Laws enacted to take away the rights of Jews
1936	March	German army occupies the Rhineland.
1938	March	Germany unites with Austria.
	October	German army occupies Sudetenland.
	November	Kristallnacht—The Night of Broken Glass—Jewish businesses and synagogues burned 25,000 Jews are sent to concentration camps.
1939	March	German army takes Czechoslovakia.
	May	The <i>St. Louis</i> , a ship carrying 930 Jewish refugees, is turned away by the U.S. and other countries and has to return to Europe.
	September	Nazis invade Poland. Denmark signs a nonaggression pact with Germany. France, Britain, Australia, New Zealand, and Canada declare war on Germany.
	October	Nazis begin exterminating the sick and disabled.
1940	February	Nazis begin deporting German Jews to Poland.
	April	Nazis invade Denmark and Norway.
	May	Nazis invade France, Belgium, Luxembourg, and the Netherlands.

Lesson 2

Reading Objective: Interpret both visual information and information in print to draw conclusions.

Teacher Background

Today students will read about Denmark's unique history in Europe and how that impacted the lives of Jews living there at the start of World War II. Unlike many other European countries, Denmark had openly welcomed Jews to settle there in the 17th century and granted Jews full citizenship and rights by the 19th century. Many Jews who had faced prejudice and persecution in other European countries traveled to Denmark for religious freedom.



Active Instruction

(25 minutes)

Students use the vocabulary study routine to rate their knowledge of each vocabulary word:

- + I know this word and can use it.
- ✓ This word looks familiar; it has something to do with...
- ? I don't know this word; it's totally new to me.

Teams discuss their vocabulary ratings.



Introduce vocabulary.

Partner Vocabulary Study

1. Display the vocabulary words. Have students use the vocabulary study routine as they copy the words in their word power journals and rate their knowledge of each as they arrive for class.
2. Spot check the Read and Respond homework.

Vocabulary

1. Have teams discuss their ratings of the words. Ask teams to make a tent with their hands when they are ready to tell a word the entire team rated with a "+" and a word the entire team rated with a "?."
2. Use **Random Reporter** to have the teams share one word that they know and one word that they need to study further. Award team celebration points.
3. Introduce the vocabulary for this cycle. Read each word aloud, and model chunking as needed. Then read the meaning of each word.

Word	Pronunciation	Definition	Sample Sentence
non-aggression (adjective) page 3	non-ag-gres-sion (non-uh-GRESH-uhn)	having to do with remaining peaceful; not hostile	During the winter of 1914 in World War I, the British and French armies made a <i>non-aggression</i> pact with the Germans so they could all celebrate the holidays in peace.
accommodation (noun) page 4	ac-com-mo-da-tion (uh-kom-uh-DEY-shuhn)	mutual agreement to reduce hostilities or fighting	Pedro and Martina made an <i>accommodation</i> to be polite to each other while their grandmother visited them for a week.
haven (noun) page 5	ha-ven (HEY-vuhn)	a place of shelter or safety	Movie theaters were always a <i>haven</i> for people without air conditioning in their homes on sweltering summer days.
passive (adjective) page 5	pas-sive (PAS-iv)	not reacting visibly to something that would cause emotion	Brady's facial expression remained <i>passive</i> as he received his booster shot so his little sister could see that it was not scary.
sabotage (noun) page 5	sab-o-tage (SAB-uh-tage)	underhanded interference with work or production	Janelle's mother considered the disappearance of her car keys an act of <i>sabotage</i> by her daughter to keep her from going to work.

continued

Word	Pronunciation	Definition	Sample Sentence
ultimatum (noun) page 6	ul-ti-ma-tum (uhl-tuh-MAY-tuhm)	a final, uncompromising demand or set of terms	Scott's mother issued an <i>ultimatum</i> : either he eat the dinner she prepared and stop begging for fast food, or he go without dinner that evening.
imminent (adjective) page 6	im-mi-nent (IM-uh-nuhnt)	likely to happen at any moment	The teacher could tell that a strong storm was <i>imminent</i> , so she told her students to pack up their lunches and get ready to run inside quickly.
lamented (verb) page 10	la-ment-ed (luh-MENT-ed)	expressed grief or sorrow	"There was nothing I could do," Cory <i>lamented</i> , "the baseball bat was beyond repair after getting run over by the car."

Review Vocabulary Vault.

4. Use **Random Reporter** to have teams share a new sentence that uses one of their vocabulary words. Award team celebration points.
5. Remind teams that if they find a word from the vocabulary list used in another place, such as in a magazine, textbook, TV ad, etc., they can bring in or copy the sentence in which the word was used and put it in the Vocabulary Vault to earn team points.

Teams review their cycle goal.

Set the Stage

Post and present the reading objective. Build background about the topic.

1. Ask students to review their team's goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and reading objective.
4. Explain to students that Denmark was a country with an established trade business and desire for wealth. Point out that the country's long acceptance of Jewish residents had to do with the government inviting Jewish merchants, traders, and businessmen into the country. Explain that the government provided many protections and rights to early Jewish citizens, which led to a general acceptance of the minority group by the rest of the country.

Teacher: Read aloud.

Students: Practice the skill or strategy.



Interactive Read Aloud

1. Read page 3 (paragraph 1) aloud. Use **Think-Pair-Share** to prompt use of the skill or strategy.

Denmark stayed out of World War I. Why do you think a country would want to stay neutral?

I know that fighting a war is expensive in many ways. It costs a lot of money to train soldiers and provide them with weapons. Many soldiers die, leaving your country with fewer young men than before. I think a country would want to avoid having to spend money on war.

Think about what happened to Germany after World War I. What were the other advantages to Denmark staying neutral then and during World War II?

I think Denmark had fewer problems with its neighbors because of its neutrality. Germany had to sign the Treaty of Versailles and follow rules about how it acted after the end of the war. By not entering into World War I or taking sides, Denmark avoided legal problems and treaties. I think Denmark was hoping for the same result by staying out of World War II.

2. Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text. Have students read page 3 (paragraph 2) and 4 (ending at paragraph 1). Use **Think-Pair-Share** to ask:

What can you infer from the text and the map about Denmark's ability to fight off Germany?

I don't think Denmark would have been able to fight off Germany. Denmark is a small country, so I think it would have been easy for the German army to overwhelm the Danish army. Since Denmark preferred to be neutral in World War I and World War II, it probably did not have a large army ready to fight off Germany or the technology that the German army had.

Use **Random Reporter** to debrief.

3. Ask partners to review this section of text, check their understanding with each other, reread what they need to clarify, and add notes to their graphic organizers.

Use **Random Reporter** to debrief. Add student responses to the graphic organizer.

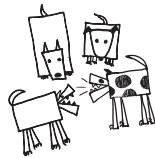
Partner pairs: Read aloud/think aloud with the next passage to practice the skill/strategy.



Partner pairs: Review, reread to clarify, and add to the graphic organizer.

A sample graphic organizer follows.

Sample Graphic Organizer	
Information/observations	Interpretation/conclusions
<ul style="list-style-type: none"> Denmark was neutral during WWI and wanted to be neutral during WWII 	<ul style="list-style-type: none"> Fighting wars is expensive, both in terms of money and loss of life, while being neutral saves that cost Being neutral comes with fewer treaties and rules after the war is over Denmark was too small to fight off a German invasion, and probably did not have a large army or the weapons that Germany had



Teamwork tp

(20 minutes)

Cue students to use their student routines for partner reading, word power, fluency, and the TIGRRS process.

Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, fluency, and the TIGRRS process before having students read and restate: sr
“Denmark’s Unique History” (pages 15 and 16) aloud with partners.
2. Circulate and check for comprehension, evidence of strategy use, and use of the TIGRRS process, for example, restating ideas on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion

1. Explain, or review if necessary, how to use role cards and the student routines for strategy use and Team Talk discussion. sr
2. Remind students to use the rubrics on their team folders to prepare each team member to discuss the team’s strategy use, oral and written Team Talk responses, word power, and fluency. Each team member must be able to summarize the text and discuss the team’s graphic organizer/notes during Class Discussion as indicated.
3. Preview the Team Talk questions. If necessary, ask questions to guide students’ reflection as they determine the meaning of the “(Write)” question.

Cue students to use their student routines for strategy use and Team Talk discussion.

Team Talk Questions

1. Why do you think King Christian X chose to ride alone through the streets of Copenhagen each day? Support your answer. **(Write) [DC, SA]** (Team Talk rubric)

100 = *I think King Christian X rode alone through the streets each day to show the people that although the Nazis had taken over, he was still the king.*

According to the text, it was a **defiant** act that showed dignity and **inspired** his people. The photograph shows the people of Denmark surrounding him and smiling, so I think it made them feel safer that the king was not hiding and was even ignoring the German soldiers.

90 = *I think King Christian X rode alone through the streets each day to remind his people that he was still their king. He impressed his people with his honor and bravery. The photograph shows people standing around him and smiling. He probably made them feel safer.*

80 = *He reminded the people of Denmark that he was still their king and he was not going to hide from the Nazis. His honor reminded his people to not be afraid.*

2. Denmark could best be described as— **[AA, SA]** (Team Talk rubric)

- A. tolerant and accepting of many cultures.
- B. prejudiced against “un-Danish” ideas.
- C. cowardly toward more powerful governments.
- D. uncaring for the beliefs of others.

What information in the text supports this idea?

100 = *The text describes how Denmark was different from many countries in Europe because it had **accepted** Jewish people into its **society** for **centuries**. I know that many European countries had mistrusted Jews since the Middle Ages. When Jews were treated unfairly in other countries during the 1800s, the Danish government was passing laws **granting** Jewish people full citizenship and political rights. The Danish people felt that Jews made **important contributions** to Danish society and culture.*

90 = *Denmark was different from many countries in Europe because it had welcomed Jewish people for a long time. Many European countries had not trusted Jews since the Middle Ages. When Jews were treated unfairly in other countries during the 1800s, the Danish government passed laws giving Jewish people full citizenship and rights.*

80 = *Denmark was different from other European countries because it had always welcomed Jews and passed laws to give Jews equal rights.*

continued

Team Talk Questions *continued*

3. Was the German occupation of Denmark an example of blitzkrieg? Why or why not? Support your thinking with evidence from the text. **[RE, SA]** (Team Talk rubric)

100 = *Yes. I would describe the German **occupation** of Denmark as an example of blitzkrieg. The German invasion was **unexpected** because the two countries had signed a non-aggression pact and Denmark expected Germany to **uphold** their end of the agreement. **Even though** there was no fighting, like in Poland, the Germans swiftly entered Denmark in the early hours of the morning. By breakfast time, Danish citizens could see German soldiers standing on street corners. **The Germans used their lightning strike tactics to invade another country.***

90 = *The German takeover of Denmark is an example of blitzkrieg. The German invasion was not expected because the two countries agreed not to fight each other. There was no fighting, but the Germans entered Denmark in the early hours of the morning and had soldiers guarding street corners by breakfast time.*

80 = *This is an example of the German blitzkrieg because the German army entered Denmark quickly and had soldiers guarding street corners in a matter of hours.*

4. Foreshadowing is a literary device used by authors to indicate events that may happen in the future. How does the author use this literary device in today's reading? **[AC]** (Team Talk rubric)

100 = *The author foreshadows that something will happen to Denmark's Jews at the end of today's reading. The author says, "The Germans, for their own reasons, decided not to attack Denmark's Jews...at least for the time being..." This **indicates** that this is only a **temporary state** and that the Germans will **eventually** attack Denmark's Jewish population. I know from the reading that Jews were being forced into Nazi concentration camps in other countries **occupied** by Germany. The Jewish people of Denmark knew what kinds of **horrors** other Jews were facing. **I think they felt that it was only a matter of time before they had the same problems.***

90 = *The author foreshadows that something will happen to Denmark's Jews at the end of today's reading. The author says, "The Germans, for their own reasons, decided not to attack Denmark's Jews...at least for the time being..." I think this is short-lived and they will attack them in the future. Jews were being forced into Nazi concentration camps in other countries.*

80 = *The author foreshadows that the Germans will soon attack the Danish Jews, just like they are attacking Jews in their other occupied countries.*

5. What is a synonym for the word *passive*? What is an antonym for the word *passive*? **[CV]**

The word passive means not giving a reaction, so a synonym is the word lifeless. An antonym is the word lively.

4. Have students thoroughly discuss Team Talk questions before they write individual answers to the skill question marked "(Write)." Allow students to revise their written answers after further discussion if necessary.

Cue students to discuss strategy use, graphic organizers, and word power journals.

Randomly select team representatives who will share:

- strategy use
- oral and written Team Talk responses
- word power discussions
- fluency selection



Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

5. Prompt teams to discuss comprehension problems and strategy use (their sticky notes), important ideas that they added to their graphic organizers, and words that a team member added to the word power journal.
6. Circulate and give feedback to teams and students. Use rubrics to give specific feedback. Ask questions to encourage further discussion. Record individual scores on the teacher cycle record form.
7. If some teams finish ahead of others, have them practice their fluency.
8. Award team celebration points for good team discussions that demonstrate 100-point responses.



Class Discussion tp

(15 minutes)

Lightning Round

1. Use **Random Reporter** to have teams share strategy use, oral and written Team Talk responses, word power discussions, and fluency. Ask other teams to agree, disagree, or add on to responses.
2. Use rubrics to evaluate responses and give specific feedback. Award team celebration points for 100-point responses. Record individual scores on the teacher cycle record form.

Celebrate

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

How many points did your team earn today?

How can your team earn more points?

Remind students that top-scoring teams will earn bonus points that will be added to their cycle scores.

- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
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From Student Edition

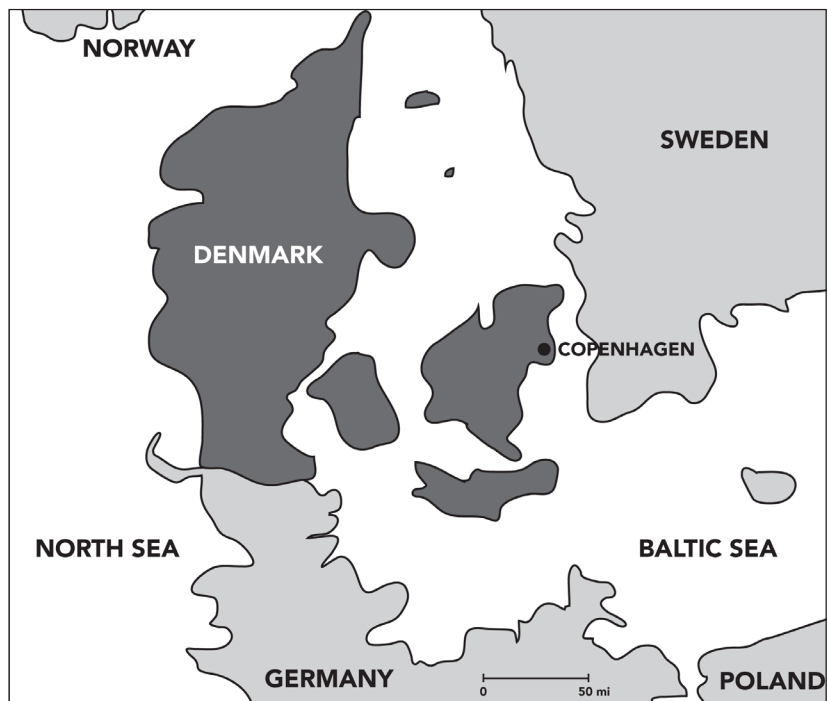
Denmark's Unique History

Denmark—a small country made up of about 500 islands and a peninsula of mainland—has a long history of peace and social responsibility. For centuries, Jewish people have been accepted in Danish society. In the early 1800s, as different sectors of European populations were growing and shifting, Jews were often treated unfairly in many countries—but not in Denmark. In 1814, the Danish government signed a decree granting Jews full citizenship. And thirty-five years later, in the nation's official Constitution of 1849, Jews received full political rights. During the last 500 years, Jewish people have made important contributions to Danish society and culture, and the Jewish community has always been an equal sector of the Danish population.

During World War I, Denmark stayed neutral. When World War II began in 1939, the country again wanted to remain neutral. In the early days of the war, it signed a non-aggression pact with Germany. The pact said that “the Kingdom of Denmark and the German Reich will in no case resort to war or any other use of force against each other.”

So it was a great surprise when German troops invaded Denmark in the early hours of the morning on April 9, 1940. It took the Danish government a matter of minutes to decide not to fight back against the invading troops. The Danes were no cowards; they were simply practical. How could the small Danish army possibly win against the many divisions of the heavily armed German army? Battle would mean destruction and death, and would be a loss in the end. No, instead of fighting, the government wisely decided to practice a “policy of accommodation.” By breakfast time on April 9, the invasion was complete and Denmark was an occupied country, with pairs of German soldiers posted at many street corners.

Within days of the occupation, Denmark's king, King Christian X, resumed his daily morning horseback ride through the streets of Copenhagen. He ignored the German soldiers when they



From Student Edition

spoke to him, but he greeted all the Danes he passed. It was a quietly defiant act, and it was inspiring for all the people to see how the king could show such dignity in such hard times. He always rode alone, which surprised the German soldiers who were used to leaders being surrounded by security guards. "Who guards the king?" a German soldier asked a young Danish boy on the street one morning. "We all do," the boy replied.

Under German occupation, many people in the Danish Jewish community worried that their lives were endangered. They knew what was happening in other European countries under German control. Although official newspapers never mentioned the unimaginable horrors occurring in the Nazi concentration camps, word spread through whispers and the network of hidden communications that were developing to help Jews reach safety wherever possible.

For years, Denmark had provided a safe haven for Jews. Could it still do so under German occupation? The Jewish community, which numbered about 7,500 at the time, tried to be as invisible as possible. All lectures about Jewish issues were cancelled, along with the publication of Jewish magazines. Jews did not want to draw attention to themselves and give the Nazis an excuse to arrest them.

The Germans, for their own reasons, decided not to attack Denmark's Jews...at least for the time being.



German tanks roll into Denmark, April 9, 1940.



King Christian X rides through the streets of Copenhagen, 1940.

Lesson 3

Reading Objective: Interpret both visual information and information in print to draw conclusions.

Teacher Background

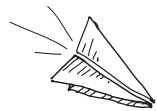
Today students will read about how Denmark decided to fight back against the German army. Unable to fight using conventional armed forces, the Danish people formed their own resistance to sabotage the Germans.

Provide students with a brief overview of what World War II looked like in 1943:

- Allied forces: France, Great Britain, the United States, the Soviet Union, Australia, Canada, China, India, New Zealand. Allied forces were also made up of people who fled Germany and other occupied countries.
- Axis forces: Germany, Italy, Japan.
- Early on, Axis forces saw many victories due to Germany's blitzkrieg, or lightning war. They were able to take Allied countries by surprise since they were unprepared for violent attack and invasion. Between 1939 and 1941, Germany invaded and occupied Poland, Denmark, Norway, Luxembourg, the Netherlands, Belgium, France, Yugoslavia, and Greece.

Teacher's Note:

Use the Interactive Read Aloud if your students need additional support. Otherwise, build background, and then go directly to teamwork. Adjust partner reading page numbers accordingly.



Active Instruction tp

(15–25 minutes)

Students use the vocabulary study routine to rate their knowledge of each vocabulary word:

- + I know this word and can use it.
- ✓ This word looks familiar; it has something to do with...
- ? I don't know this word; it's totally new to me.

Teams discuss their vocabulary ratings.



Partner Vocabulary Study

1. Display the vocabulary words. Have students use the vocabulary study routine as they re-rate their knowledge of each vocabulary word as they arrive for class.
2. Spot check the Read and Respond homework.

Vocabulary

1. Have teams discuss their ratings of the words. Ask teams to make a tent with their hands when they are ready to tell a word the entire team rated with a "+" and a word the entire team rated with a "?."
2. Use **Random Reporter** to have the teams share one word that they know and one word that they need to study further. Use **Random Reporter** to have teams report on a new sentence using a vocabulary word. Award team celebration points.

Interpret Information

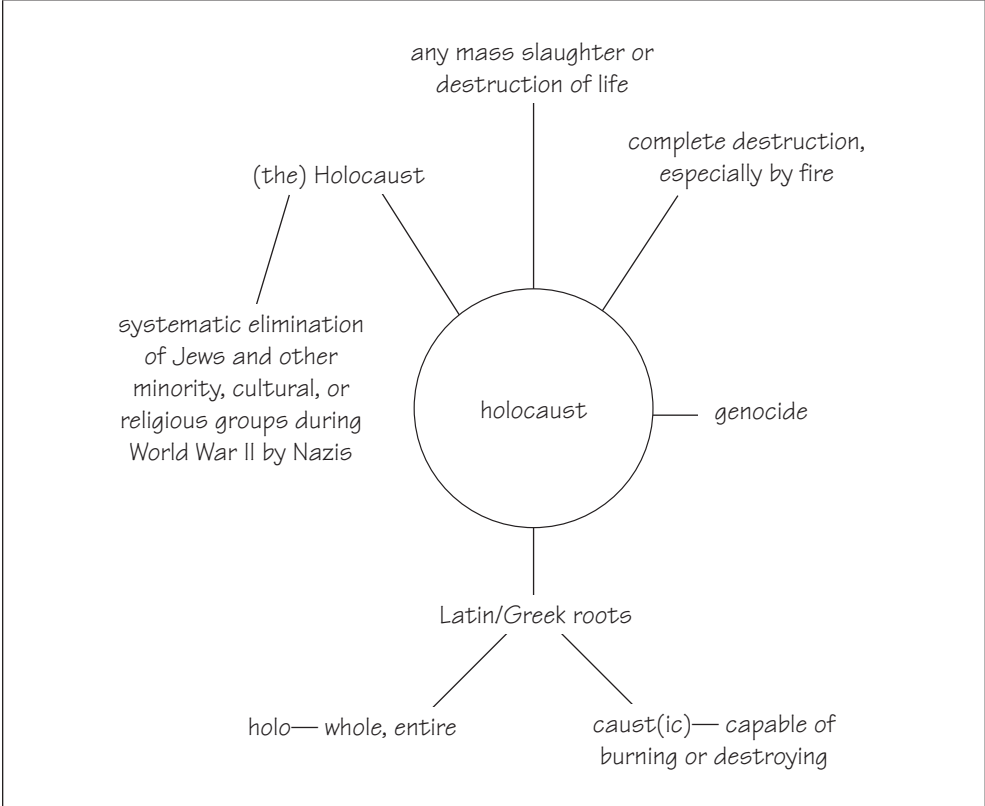
Model exploring a word in the word power journal.

3. Choose an important word from the text or class discussion, and model how to explore it in a word power journal entry. A sample Think Aloud and word map follow.

Sample Think Aloud

Let me think about a word that I think is important to the subject of this text and *Real World Data: Graphing War and Conflict* from the last cycle. We refer to the genocide carried out by Nazis during World War II as the Holocaust, but what does the word *holocaust* mean? Remember, last cycle we discussed that genocide is the elimination of a racial, religious, cultural, or political group. Let me look up the dictionary definition of *holocaust*. (Model looking up the word *holocaust* in the dictionary.) I see that there are several definitions. One defines it as complete destruction, especially by fire, while another defines it as any mass slaughter or destruction of life. When the word *Holocaust* is capitalized, it refers specifically to what happened to the Jews in Europe during World War II. So, the word *holocaust* could be a synonym for genocide.

Sample Word Map



Review Vocabulary Vault.

4. Remind teams that if they find a word from the vocabulary list used in another place, such as in a magazine, textbook, TV ad, etc., they can bring in or copy the sentence in which the word was used and put it in the Vocabulary Vault to earn team points.

Teams review their cycle goal.

Post and present the reading objective.

Teacher: Read aloud.

Students: Practice the skill or strategy.



Partner pairs: Read aloud/think aloud with the next passage to practice the skill/strategy.

Set the Stage

1. Ask students to review their team's goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and reading objective.

Interactive Read Aloud

1. Read page 5 (paragraph 2) aloud. Use **Think-Pair-Share** to prompt use of the skill or strategy.

Think about what you learned about different kinds of fighting forces in *Real World Data: Graphing War and Conflict*. What kind of warfare were the resistance movements in Denmark using?

They were using guerrilla warfare. These were small groups of people fighting a much larger force. They were using small, quick attacks to pick away at the German army. This was the only way they could fight the Germans.

2. Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text. Have students read page 5 (paragraph 3) and the Ten Commandments for Danes. Use **Think-Pair-Share** to ask:

Using the sidebar of the Ten Commandments for Danes, which commandments were resistors following when they blew up railroad tracks and set fire to a weapons factory?

Resistors were following commandments 4 and 5. Commandment 4 says that Danes should destroy important machines and tools. By setting fire to a weapons factory, they destroyed machines that the Germans needed to create weapons for their troops. Germans had to rebuild the factory and machines to make up for the loss. Commandment 5 says that Danes should destroy anything that may be a benefit to the Germans. Germans used trains to transport supplies and troops. By blowing up the railroad, the Danes forced the Germans to transport those things another way, which probably took longer.

Use **Random Reporter** to debrief.

3. Ask partners to review this section of text, check their understanding with each other, reread what they need to clarify, and add notes to their graphic organizers.

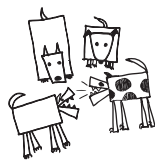
Use **Random Reporter** to debrief. Add student responses to the graphic organizer.

A sample graphic organizer follows.



Partner pairs: Review, reread to clarify, and add to the graphic organizer.

Sample Graphic Organizer	
Information/observations	Interpretation/conclusions
<ul style="list-style-type: none"> • Small groups of resistance fighters struck at the German army • The Ten Commandments for the Danes outlined what Danish citizens should do to combat the German army 	<ul style="list-style-type: none"> • Resistance fighters used guerrilla tactics to strike at the larger and more powerful German army • Blowing up railroad tracks and setting fire to weapons factories helped slow the advance of the German armies because of interruptions in supplies and troops



Teamwork tp

(20–30 minutes)

Cue students to use their student routines for partner reading, word power, fluency, and the TIGRRS process.

Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, fluency, and the TIGRRS process before having students read and restate: sr

“A Crucial Moment: Denmark, October 1943” (pages 18 and 19) aloud with partners.

(if skipping Interactive Read Aloud, pages 18 and 19)

2. Circulate and check for comprehension, evidence of strategy use, and use of the TIGRRS process, for example, restating ideas on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion

1. Explain, or review if necessary, how to use role cards and the student routines for strategy use and Team Talk discussion. sr
2. Remind students to use the rubrics on their team folders to prepare each team member to discuss the team’s strategy use, oral and written Team Talk responses, word power, and fluency. Each team member must be able to summarize the text and discuss the team’s graphic organizer/notes during Class Discussion as indicated.
3. Preview the Team Talk questions. If necessary, ask questions to guide students’ reflection as they determine the meaning of the “(Write)” question.

Cue students to use their student routines for strategy use and Team Talk discussion.

Team Talk Questions

1. One of the Ten Commandments for Danes is “You shall treat traitors for what they are worth.” What does this commandment mean? Support your thinking. **[CV, SA]** (Team Talk rubric)
- 100 = *This commandment means that you should treat a traitor with shame and mistrust. A traitor is someone who betrays another person, often for his or her own **gain**. According to the sidebar, Arne Sejr created the commandments because he wanted everyone in Denmark to do what they could to **resist** the Nazis and protect their Jewish neighbors. I think he would probably **consider** a traitor someone who gave information to Nazis about Danish Jews, or who did nothing to **prevent** the Nazis from carrying out their war. Sejr probably believed that someone who was willing to betray his country was worth nothing, and therefore should be treated as worthless.*
- 90 = *This commandment means that you should treat a traitor with shame and mistrust. A traitor is someone who gives away the secrets of another person. Arne Sejr created the commandments because he wanted everyone in Denmark to do what they could to stop the Nazis and protect their Jewish neighbors. He thought a traitor would be someone who gave information to Nazis about Danish Jews or didn't try to stop the Nazis. Someone who did this would be worthless.*
- 80 = *Arne Sejr believed a traitor should be treated with shame and mistrust, since traitors give away secrets about others.*
2. Choose one of the Ten Commandments for Danes and explain how it could be an effective resistance strategy. **(Write) [DC, SA]** (Team Talk rubric)
- 100 = *Commandment 4 says to destroy important tools and machines. This could be an **effective resistance strategy** because when important machines were destroyed in factories that made weapons for Germany, it would stop or slow down **production** of supplies that the Germans needed to keep **waging** war. For example, Danish resistors set fire to a weapons factory. This would destroy the machines that made weapons, leaving the German army **short** of those weapons until they could rebuild the factory. Germany was fighting a war with many different fronts, and this commandment would make that much more difficult for them.*
- 90 = *Commandment 4 says to destroy important tools and machines. When important machines were destroyed in factories that made weapons for Germany, it stopped or slowed down creation of supplies that the Germans needed to fight. Danish resistors set fire to a weapons factory, destroying the machines that made weapons and leaving the German army with fewer supplies.*
- 80 = *If resistors followed Commandment 4, to destroy important tools and machines, then they would stop or slow down creation of supplies and weapons for Germany.*

continued

Team Talk Questions *continued*

3. What was the result of the Danish resistance movements? Do you think the outcome would have been different if the Danes had not resisted? Support your thinking. **[RE, DC, SA]** (Team Talk rubric)

100 = *As a result of the Danish work to resist the Nazis, Germany decided to **completely** take over the country. Before, Germany was just **occupying** the country while Danish politicians still controlled the government. When the government **failed** to **respond** to Hitler's ultimatum about punishing resisters and other issues, German soldiers **seized** government buildings in Copenhagen and made plans to round up the Danish Jews, like they had done in other countries. I think the **outcome** would still have been the same if the Danes had not resisted. Germany might have taken longer to seize control of the government, but it would have happened eventually, just like in other countries across Europe.*

90 = *Germany decided to take over the country. Germany was staying in the country while Danish politicians still controlled the government, but German soldiers took government buildings in Copenhagen. They also made plans to round up the Danish Jews. I think the result would still have been the same if the Danes had not resisted. The takeover would have eventually happened.*

80 = *Germany decided to take over the country. Without the resistance, the takeover might have happened at a later date, but it would still have happened.*

4. Based on information in the text, which of the following best describes German people? **[DC, RE]** (Team Talk rubric)

- A. Every German citizen approved of concentration camps.
- B. All Germans wanted to conquer Europe.
- C. Most Germans fought against Nazi policies in their homeland.
- D. Not all Germans agreed with the work of the Nazis.

Use evidence from the text to support your thinking.

100 = *The text explains that the Nazis **intended** to break into the homes of Danish Jews and arrest them during the night of October 1, 1943. A German shipping clerk named George Duckwitz saw a telegram about the plan and decided to warn the Danish people of the plan. He gave the plan to several politicians, who then warned as many rabbis and Jewish leaders as they could. Even though Duckwitz was from Germany, he had lived in Denmark for more than twelve years and did not **identify** with the Nazi party. He decided that he would rather risk his life than allow the Nazis to arrest innocent people.*

90 = *Nazis planned to break into the homes of Danish Jews and arrest them during the night of October 1, 1943. A German shipping clerk named George Duckwitz saw a telegram about the plan and gave it to several politicians, who then warned as many rabbis and Jewish leaders as they could. Duckwitz had lived in Denmark for more than twelve years and did not support the Nazis' actions.*

80 = *George Duckwitz was a German who did not agree with the actions of the Nazi party. He risked his life to pass on a warning that the Nazis were planning to arrest Jews during the night.*

continued

Team Talk Questions *continued*

5. "They stayed quiet. They did nothing. 'What could we have done?' they later lamented." In this passage on page 10, the word *lamented* most nearly means— **[CV]**
- complimented.
 - grieved*.
 - worried.
 - challenged.

Cue students to discuss strategy use, graphic organizers, and word power journals.

- Have students thoroughly discuss Team Talk questions before they write individual answers to the skill question marked "(Write)." Allow students to revise their written answers after further discussion if necessary.
- Prompt teams to discuss comprehension problems and strategy use (their sticky notes), important ideas that they added to their graphic organizers, and words that a team member added to the word power journal.
- Circulate and give feedback to teams and students. Use rubrics to give specific feedback. Ask questions to encourage further discussion. Record individual scores on the teacher cycle record form.
- If some teams finish ahead of others, have them practice their fluency.
- Award team celebration points for good team discussions that demonstrate 100-point responses.



Class Discussion **tp**

(20 minutes)

Randomly select team representatives who will share:

- strategy use
- oral and written Team Talk responses
- word power discussions
- fluency selection



Lightning Round

- Use **Random Reporter** to have teams share strategy use, oral and written Team Talk responses, word power discussions, and fluency. Ask other teams to agree, disagree, or add on to responses.
- Use rubrics to evaluate responses and give specific feedback. Award team celebration points for 100-point responses. Record individual scores on the teacher cycle record form.

Interpret Information

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

Celebrate

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

How many points did your team earn today?

How can your team earn more points?

Remind students that top-scoring teams will earn bonus points that will be added to their cycle scores.

- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

From Student Edition

A Crucial Moment: Denmark, October 1943

In the first year or two after the German invasion, an uneasy calm prevailed in Denmark. Jews in other German-occupied countries in Europe were severely threatened, but daily life for Denmark's Jews seemed almost normal. No one knew how long this would last.

Meanwhile, resistance movements were springing up throughout Europe, including in Denmark. These groups of civilians resisted, or fought, the German soldiers occupying their countries. Many people began with acts of passive resistance, such as ignoring or making fun of the German soldiers. As time passed, though, more people joined secret groups to fight with active resistance, often using guns and explosives to damage or destroy Nazi supplies and troops.

Members of resistance movements, although mostly untrained as soldiers, found many ways to fight the Germans. In Denmark, a group of resisters set off dynamite on a railroad track to destroy the Nazis' supply lines; another group of Danish resisters set fire to a weapons factory. They targeted German military installations and Danish businesses that produced materials for the Germans.

A seventeen-year-old Dane named Arne Sejr was disgusted to see Danes being friendly to the occupying German soldiers. Although it was putting himself at great risk as a resister, Sejr wrote the following Ten Commandments for Danes, made 25 copies, and put them in the mailboxes of influential people in his town. The Ten Commandments were passed from person to person, recopied many times, and distributed throughout Denmark.

Ten Commandments for Danes

1. You must not go to work in Germany and Norway.
2. You shall do a bad job for the Germans.
3. You shall work slowly for the Germans.
4. You shall destroy important machines and tools.
5. You shall destroy everything that may be of benefit to the Germans.
6. You shall delay all transport.
7. You shall boycott German and Italian films and papers.
8. You must not shop at Nazis' stores.
9. You shall treat traitors for what they are worth.
10. You shall protect anyone chased by the Germans.

Join the Struggle for the freedom of Denmark!

By mid-1943, German forces were fighting and losing a complicated war on many fronts, in northern Africa, Russia, and Europe. At this time, the resisters in Denmark grew bolder and angrier. Things in this small country started heating up fast. By August, six or seven incidents of sabotage were happening every day. A group of Danish resisters even blew up a large warship that the Germans were building in the port city of Odense.

In late August 1943, Hitler finally sent an ultimatum to the Danish government. Among other things, he ordered the government to use the death penalty against resisters. Denmark did not believe in the death penalty and was not about to change under German orders. The Nazis decided that if Denmark would not obey, then they would take control of the entire country. One night in late August, German soldiers swept through the capital of

From Student Edition

Copenhagen, seizing government buildings and services.

Before the Nazis could reach the Danish naval fleet, however, the admiral in charge of the fleet signaled to his officers on the ships: “Escape to Sweden—or sink the ships before the Germans get them.” Five ships made it safely to neutral Sweden, and Danish naval officers destroyed the rest of the fleet—about seventeen ships. Denmark would rather sink its own ships than have them used by the Nazis.

Within days, the Nazi forces were ruling the country under a state of emergency. Among other actions, the Nazis broke into the offices of Jewish community groups in search of membership lists. As they had done in other countries, the Nazis were now forming a plan to identify and round up all Jewish citizens. But they knew that such an attack on Danish Jews would be extremely unpopular, so it would have to be done quickly. The Nazis’ secret plan was set for the evening of October 1. In the dark of the night, they would break into the homes of all Danish Jews, arrest them, and send them on trains to a concentration camp in Czechoslovakia the next morning.

Three days before the attack was set to happen, a German shipping clerk saw a telegram about the plan. The clerk, George Duckwitz, who had lived in Denmark for more than twelve years, was German but not a Nazi. Although he knew it meant risking his own life, he decided to do the right thing and warn the Danes of the imminent attack.

Duckwitz told several Danish politicians, who told Danish Jewish leaders and rabbis. That night was a Jewish holiday, and almost all of Denmark’s Jewish community was attending synagogue. There, the rabbis warned everyone that they needed to hide and escape.

As a result of this rapid chain of communication, more than 7,200 Jews were warned before the attack and were able to find safety with the help of Denmark’s non-Jewish population. From one moment to the next, almost the entire Danish population joined in the resistance movement and helped to hide their fellow Jewish citizens. In the course of the next two or three weeks, 95 percent of Denmark’s Jewish population was hidden and secretly transported across the water to neutral Sweden. On October 9, more than 1,400 Danish Jews arrived on Sweden’s shores, hidden in Danish fishing boats.

October 1943 marked Denmark’s turning point in World War II.

Lesson 4

Reading Objective: Interpret both visual information and information in print to draw conclusions.

Teacher Background

Today students will read about the experiences of Danish Jews in concentration camps. Danish Jews were relatively lucky because they were not sent to the more infamous camps where thousands of Jews were killed in gas chambers. Although Jews were the main targets of elimination, the Nazis also routinely killed other minority groups, such as Roma gypsies, the handicapped or infirm, and political enemies. Determine if your students are capable of handling images or descriptions of the Holocaust before building background on the topic.

Provide students with a brief overview of what World War II looked like in 1944 and 1945:

- Allied forces landed in Normandy, France, on June 6, 1944, or D-Day. Approximately 3 million Allied troops had gathered in southern England to prepare for the landing and Operation Overlord. Approximately 150,000 troops landed on the shores of France that day. This invasion proved to be a turning point for the Allies as they were able to push back German forces.
- Allied air attacks destroyed German industrial complexes, disrupting the creation of weapons and aircraft for the Axis forces. Allied forces from the West (the United States, Britain, France) and the East (the Soviet Union) began closing in on Germany.
- Germany surrendered on May 7, 1945, less than a year after Allied forces began their major assault on Europe.

Teacher's Note:

Use the Interactive Read Aloud if your students need additional support. Otherwise, build background, and then go directly to teamwork. Adjust partner reading page numbers accordingly.

Students use the vocabulary study routine to rate their knowledge of each vocabulary word:

- + I know this word and can use it.
- ✓ This word looks familiar; it has something to do with...
- ? I don't know this word; it's totally new to me.

Teams discuss their vocabulary ratings.



Review Vocabulary Vault.

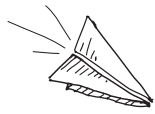
Teams review their cycle goal.

Post and present the reading objective.

Teacher: Read aloud.
Students: Practice the skill or strategy.



Partner pairs: Review, reread to clarify, and add to the graphic organizer.



Active Instruction tp

(15–25 minutes)

Partner Vocabulary Study

1. Display the vocabulary words. Have students use the vocabulary study routine as they reread their knowledge of each vocabulary word as they arrive for class.
2. Spot check the Read and Respond homework.

Vocabulary

1. Have teams discuss their ratings of the words. Ask teams to make a tent with their hands when they are ready to tell a word the entire team rated with a “+” and a word the entire team rated with a “?”.
2. Use **Random Reporter** to have the teams share one word that they know and one word that they need to study further. Use **Random Reporter** to have teams report on a new sentence using a vocabulary word. Award team celebration points.
3. Remind teams that if they find a word from the vocabulary list used in another place, such as in a magazine, textbook, TV ad, etc., they can bring in or copy the sentence in which the word was used and put it in the Vocabulary Vault to earn team points.

Set the Stage

1. Ask students to review their team’s goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and reading objective.

Interactive Read Aloud

1. Read page 8 (paragraph 1) aloud. Use **Think-Pair-Share** to prompt use of the skill or strategy.

Almost all of Denmark’s Jews made it out of the country safely. What can you infer about the 481 Jews who were arrested and imprisoned?

These were Jews who either were not lucky enough to learn about the Nazis’ plan, so they did not know to hide, or they were caught while trying to escape. These Jews might not have asked their neighbors for help, or they were not able to find a safe way to stay hidden until they could escape. The other 7,200 Jews mostly made it to Sweden in safety with the help of other Danish citizens.

2. Ask partners to review this section of text, check their understanding with each other, reread what they need to clarify, and add notes to their graphic organizers.



Use **Random Reporter** to debrief. Add student responses to the graphic organizer.

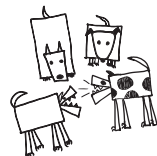
A sample graphic organizer follows.

Sample Graphic Organizer	
Information/observations	Interpretation/conclusions
<ul style="list-style-type: none"> 481 Danish Jews were imprisoned in Theresienstadt 	<ul style="list-style-type: none"> They were not warned in time or could not make arrangements to escape before Nazis carried out their plan

- Refer to the reread and review step of the TIGRRS process. Reread page 8 (paragraph 1) aloud. Model this step with the text. A sample Think Aloud follows.

Sample Think Aloud
<p>I'm going to reread the section I just read. I notice that it says that the Danish Jews seemed to receive preferential treatment compared to other prisoners. They were kept at the concentration camp named Theresienstadt instead of at other camps where hundreds of Jews were killed each day. What can I infer about this? For one reason or another, the Nazis were unwilling to treat Danish Jews in the same manner that they treated Jews from other countries. They had no problem killing hundreds of Jews that they arrested in Germany, Poland, and other occupied countries. I can also infer that the Nazis had many different kinds of concentration camps that had different purposes. Theresienstadt seems like it was just a prison, while other camps were used to kill prisoners. I will add these observations and conclusions to my chart.</p>

Teacher: Reread to clarify, and review notes.



Teamwork tp

(20–30 minutes)

Partner Prep

- Explain, or review if necessary, the student routines for partner reading, word power, fluency, and the TIGRRS process before having students read and restate: sr
page 21 aloud with partners.
(if skipping Interactive Read Aloud, pages 21)
- Circulate and check for comprehension, evidence of strategy use, and use of the TIGRRS process, for example, restating ideas on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
- If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

Cue students to use their student routines for partner reading, word power, fluency, and the TIGRRS process.

Cue students to use their student routines for strategy use and Team Talk discussion.

Team Discussion

1. Explain, or review if necessary, how to use role cards and the student routines for strategy use and Team Talk discussion. **Sf**
2. Remind students to use the rubrics on their team folders to prepare each team member to discuss the team's strategy use, oral and written Team Talk responses, word power, and fluency. Each team member must be able to summarize the text and discuss the team's graphic organizer/notes during Class Discussion as indicated.
3. Preview the Team Talk questions. If necessary, ask questions to guide students' reflection as they determine the meaning of the "(Write)" question.

Team Talk Questions

1. What section of text did you choose to reread and why? What new connection did you make by rereading and reviewing your notes?

100 = I reread the section about Germany's occupation of Denmark and how Denmark's king, Christian X, continued his daily rides through town. I thought this was an interesting fact about an important political leader. I also made a connection between how Christian X behaved and how I think Denmark treated its citizens in general. The Germans were surprised that the king would ride without security guards to protect him. This shows that the king was not afraid of people hurting him in his country. I think Danish political leaders respected their citizens and their rights, and the citizens respected their leaders in return.

90 = I reread the section about Germany's occupation of Denmark and how Denmark's king, Christian X, continued his daily rides through town. I thought this was an interesting fact about the king. I think this shows how Danish political leaders trusted the citizens of Denmark. The Germans were surprised that the king would ride without guards to protect him.

80 = I reread about how King Christian X continued riding his horse in the city after the Germans took over the country. This shows that he trusted his people and that they trusted him.
2. Summarize the section of text that you reread. **(Write) [MI]** (summary rubric)

100 = Germany invaded Denmark by surprise on April 9, 1940. The government chose not to fight back against the army and decided to accommodate them. Soon after the occupation, King Christian X continued his daily rides through Copenhagen. The people of Denmark worried that what happened in other German-occupied countries would happen to them, but the Germans did not attack the Jewish citizens of the country right away.

90 = Germany invaded Denmark by surprise on April 9, 1940. The government chose not to fight back against the army. King Christian X continued his daily rides through Copenhagen. Danes worried about what would happen with the Germans, but they did not attack Jewish citizens right away.

80 = When Germany invaded Denmark, political leaders chose to accommodate the army instead of fight. Danes worried about what the Germans would do to their Jewish neighbors.

continued

Team Talk Questions *continued*

3. What is the author's purpose for providing information about how Danish citizens cared for their Jewish neighbors' homes while they were imprisoned? Support your thinking. **[AP, SA]** (Team Talk rubric)

100 = The author wants to **illustrate** how much the Danish people cared for each other and how they did not believe that their Jewish neighbors should be treated any differently. Earlier in the text, we read about how Jewish people had been **accepted** and welcomed in Denmark for centuries, even when the rest of Europe treated them with suspicion. Today I read that when their neighbors had to escape or were arrested, the Danes tended their homes, gardens, and any pets that were left behind. The Danes probably risked punishment from Nazi soldiers for giving such **compassionate** treatment to Jews, but they did it because they were good neighbors and friends.

90 = The author wants to show how much the Danish people cared for each other and how they did not believe that their Jewish neighbors were different from other Danes. We learned how Jewish people had been welcomed in Denmark for centuries, even when the rest of Europe did not trust them. When their neighbors had to escape or were arrested, the Danes cared for their homes, gardens, and any pets that were left behind. The Danes probably risked being punished from Nazi soldiers for their kind actions.

80 = The author wants to show how the Danish people cared for their neighbors even though they could have been punished for their actions.

4. In *Real World Data: Graphing War and Conflict*, the author asserts that the biggest cost of war is human life. What does the data in today's reading tell you about that cost for WWII? **(Write) [DC]** (Team Talk rubric)

100 = The cost of WWII in human life is a total death **toll** of 62–78 million people. The cost for **civilians** was the largest—62% of the total deaths. The cost for the military was 38%, or 22–25 million people. In *Real World Data: Graphing War and Conflict*, it says that heavy bombings of civilian **targets** killed many civilians during the war. The reading today says that 6 million Jewish civilians alone were killed by Nazis in concentration camps. The information in this text **confirms the assertion** that the biggest cost is the loss of life.

90 = WWII had a total death count of 62–78 million people. Civilians made up the largest number of people killed—62%. The cost for the military was 38%, or 22–25 million people. In *Real World Data: Graphing War and Conflict*, it says that heavy bombings of cities killed many people during the war. I read that 6 million Jewish people alone were killed in concentration camps.

80 = The total number of deaths in WWII was 62–78 million people, with 62% of those being civilians and 38% being soldiers. Heavy bombing of cities and concentration camps led to the high numbers.

continued

Team Talk Questions *continued*

5. "No, instead of fighting, the government wisely decided to practice a 'policy of accommodation.'" In which of the following choices is the word *accommodation* used the same way as it appears in this sentence on page 4? **[CV]**
- A. Our accommodation at the hotel was clean and spacious, so we were pleased.
 - B. Since we have a large family, we received every accommodation the airline could offer to get us on the plane quickly.
 - C. Cornelia had to make an accommodation when she moved from a larger room into a much smaller one in her new apartment.
 - D. *The rival football teams made an accommodation to shake hands before and after the game.*
4. Have students thoroughly discuss Team Talk questions before they write individual answers to the skill question marked "(Write)." Allow students to revise their written answers after further discussion if necessary.
5. Prompt teams to discuss comprehension problems and strategy use (their sticky notes), important ideas that they added to their graphic organizers, and words that a team member added to the word power journal.
6. Circulate and give feedback to teams and students. Use rubrics to give specific feedback. Ask questions to encourage further discussion. Record individual scores on the teacher cycle record form.
7. If some teams finish ahead of others, have them practice their fluency.
8. Award team celebration points for good team discussions that demonstrate 100-point responses.

Cue students to discuss strategy use, graphic organizers, and word power journals.



Class Discussion tp

(20 minutes)

Randomly select team representatives who will share:

- strategy use
- oral and written Team Talk responses
- word power discussions
- fluency selection



Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

Lightning Round

1. Use **Random Reporter** to have teams share strategy use, oral and written Team Talk responses, word power discussions, and fluency. Ask other teams to agree, disagree, or add on to responses.
2. Use rubrics to evaluate responses and give specific feedback. Award team celebration points for 100-point responses. Record individual scores on the teacher cycle record form.

Celebrate

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

How many points did your team earn today?

How can your team earn more points?

Remind students that top-scoring teams will earn bonus points that will be added to their cycle scores.

- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

From Student Edition

Danes in Concentration Camps

Of the more than 7,200 Danish Jews trying to flee in October 1943, 481 were captured and taken prisoner by the German army. They were all shipped to a concentration camp called Theresienstadt. There, the Germans seemed to have a better attitude toward the Danish prisoners than toward other prisoners, as if the Danes held a special position. For one thing, they remained at Theresienstadt and were not—like many other prisoners—sent on to Auschwitz and other camps where hundreds were killed daily.

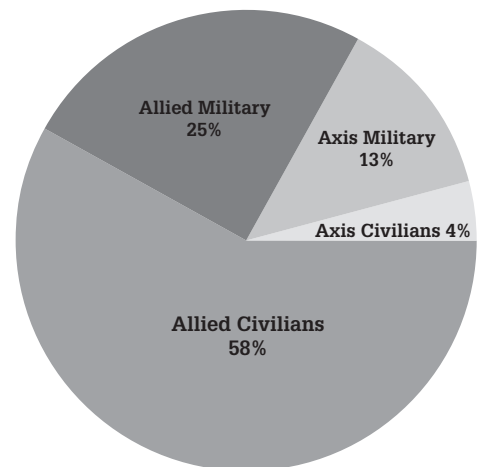
One reason the Danes received special treatment could be that the Danish government never gave up its persistent negotiations with the Germans. As the winter of 1943–44 approached and settled in, Danish prisoners were granted permission to receive Red Cross packages from home. These care packages provided the prisoners with invaluable food and medicine that helped them survive the miserable conditions of the camp. A Red Cross delegation from Denmark was even allowed to visit the prisoners.

The Nazis' first concentration camp was actually set up shortly after they came into power in 1933, six years before WWII began. It was called Dachau and was located ten miles outside of the German city of Munich. Over the next six years, the Nazis built more and more camps throughout the German countryside. After the war started in 1939 and the German army moved into Austria and Poland, more camps were set up in those countries as well. By 1944, the Nazis had close to twenty-five major camps, many with smaller camps attached to them. Dachau, for example, had more than 150 subcamps. German guards ran these camps with cruelty. Prisoners were forced to do slave labor and were shot or gassed to death.

When the war ended in 1945 and the Danish prisoners were allowed to go home, fifty-seven had died—and five babies had been born to imprisoned Danish mothers! The fact that the Danish government had actively pushed for better treatment of its citizens helped to improve the survival rate of the Danish Jews held captive by the Nazis. When the Danish Jews returned home, they found that while they were gone, their fellow Danes had cared for their homes, tended their gardens, and taken care of their pets.

In the end, World War II was the most widespread and costly war ever. It was fought by more people—about seventy million in total—with more weapons and over a greater area than any other war in history. It lasted for six years of violence, destruction, bombing, starvation, misery, and death. At least ten million soldiers were killed in battle, along with millions of civilians in bombings and in concentration camps. In the camps, at least six million Jewish people were slaughtered.

World War II Deaths

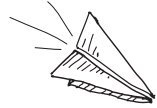


Lesson 5

Writing Objective: Support a conclusion with evidence and data.

Teacher Background

Today students will support a conclusion that they make with evidence from the reading. Students have been practicing this skill throughout the last cycle and this cycle during Team Talk.



Active Instruction

(10 minutes)

Students use the vocabulary study routine to rate their knowledge of each vocabulary word:

- + I know this word and can use it.
- ✓ This word looks familiar; it has something to do with...
- ? I don't know this word; it's totally new to me.

Teams discuss their vocabulary ratings.



Review Vocabulary Vault.

Teams review their cycle goal.

Post and present the writing objective.

Introduce the writing project.

Partner Vocabulary Study

1. Display the vocabulary words. Have students use the vocabulary study routine as they rerate their knowledge of each vocabulary word as they arrive for class.
2. Spot check the Read and Respond homework.

Vocabulary

1. Have teams discuss their ratings of the words. Ask teams to make a tent with their hands when they are ready to tell a word the entire team rated with a “+” and a word the entire team rated with a “?”.
2. Use **Random Reporter** to have the teams share one word that they know and one word that they need to study further. Use **Random Reporter** to have teams report on a new sentence using a vocabulary word. Award team celebration points.
3. Remind teams that if they find a word from the vocabulary list used in another place, such as in a magazine, textbook, TV ad, etc., they can bring in or copy the sentence in which the word was used and put it in the Vocabulary Vault to earn team points.

Set the Stage

1. Ask students to review their team’s goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and writing objective.
4. Explain to students that they have been interpreting information and drawing conclusions about that information throughout the cycle. Point out that in Team Talk, they provided evidence, such as facts and figures, to support their conclusions. Explain that they will provide the same kind of information in their answer to the writing prompt today.

5. Refer students to the following writing prompt in their student editions. Read the writing prompt aloud.

Read the prompt aloud.

Writing Prompt

In Denmark, Jews were not just a minority group as they were in many other European countries. They were full citizens of Denmark. How do you think this affected the Danish people's and government's efforts against the Nazis during World War II? Support your thinking.



Use **Think-Pair-Share** to ask:

Read the prompt. What is it asking you to do: support a claim with reasons, explain ideas or information on a topic, or write a literary response? How do you know?

I am being asked to support a claim with reasons. I can tell because I am asked to draw a conclusion and then support my thinking. I am making a claim to answer the question and then supporting my claim.

Students identify the purpose for writing.

6. Refer students to the following writer's guide in their student editions. Point out that this is the criteria for writing to support a claim with reasons. Point out that using the writer's guide will help them write a quality response.

Refer students to the appropriate writer's guide in their student editions.

Writing to Support a Claim with Reasons	
Ideas	<ul style="list-style-type: none"> • Clearly state a position (claim) and include good reasons that support that position.
Organization	<ul style="list-style-type: none"> • Begin by stating a position (claim). • In the middle, tell supporting reasons. • End with a closing statement.
Style	<ul style="list-style-type: none"> • Use words and phrases that help the audience see how the reasons are related to the claim.
Mechanics	<ul style="list-style-type: none"> • Use correct punctuation, capitalization, spelling, and grammar.

Highlight the writing objective.

Briefly review the guide, noting the four aspects of writing: ideas, organization, style, and mechanics.

Use **Think-Pair-Share** to ask:

Which guidelines relate to our writing objective: support a conclusion with evidence and data?

Ideas and style.

7. Tell students that this 10-minute writing project is practice to prepare them to write a quality answer for the writing section (part II) of the cycle test. Remind them that this section of the test is worth one third of their test score.

Model stating a claim to support.



Model a Skill

1. Remind students that their writing should begin with a claim that is clearly expressed and easy for readers to identify. Point out that their claim should be recognizable and easy to understand so readers know what the topic of their paragraph is from the beginning. Display the following sample introductory sentence:

Across Europe, Jews were often considered outsiders and a part of an unpopular minority who were often denied full citizenship in their country.

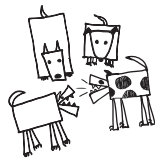
2. Use **Think-Pair-Share** to ask:

Imagine that this is the introductory sentence to a paragraph that will answer the writing prompt. Does this sentence clearly state a claim that the author will support with reasons? Why or why not?

No. The author makes no claim in this sentence. The author just describes the state of Jews across Europe.

How do you think the author could start his or her paragraph better?

The author could remove this information and provide an answer to the question first. The author should state how he or she believes the status of Jews as citizens of Denmark affected the way the Danish people and government acted. That is the claim that is being supported, so it should be the first thing the reader sees in the paragraph.



Teamwork tp

(20 minutes)

Independent Work

Tell students that they have 10 minutes to plan and write drafts of their responses to the writing prompt. Remind them to write on every other line to leave room for revisions. Suggest that they refer to the writing prompt to be sure that they include all the required elements and to the writer's guide to check the quality of their response.

Team Discussion

1. Refer students to the peer feedback checklist in their student editions, and review how to get/give feedback.
2. Have students share their drafts in teams. Allow 5 minutes for students to revise their writing projects based on feedback and to edit them using the editing checklist in their student editions.
3. Have teams put their writing projects in a pile in the middle of their tables so a writing project can be randomly selected.

Students write for 10 minutes.

Monitor discussions as partners and teams give feedback.

Students revise and edit their writing projects.



Class Discussion tp

(30 minutes)

Display and evaluate randomly selected writing projects using the writer's guide.

Lightning Round

Randomly select a writing project from one or two teams' piles without revealing their authors. Display a writing project, and read it aloud.

Refer students to the writer's guide for writing to support a claim with reasons and the writing objective—support a conclusion with evidence and data.

Using the writer's guide, discuss and evaluate the selected writing project(s) with the class.

For example, ask:

- **Does the writer clearly state a position or claim?**
- **Does the writer include facts and examples to support the claim?**
- **Does the writer end with a closing statement that supports the information?**
- **Does the writer use words and phrases that help connect supporting reasons with the claim?**

Award points to teams whose writing projects meet the criteria. Record these points on the team poster.

Reflection on Writing

Have students reflect on their use of the writing process. Ask:

How did creating and using a graphic organizer work for you? How did it help you write your draft?

Answers will vary.

What was the most useful feedback that you received? How did it affect your revisions?

Answers will vary.

How much of your reasoning and support for your claim came from the text? How much came from your own background knowledge on the subject?

Answers will vary.

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

Celebrate

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

How many points did your team earn today?

How can your team earn more points?

Remind students that top-scoring teams will earn bonus points that will be added to their cycle scores.

- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

Writing Prompt

In Denmark, Jews were not just a minority group as they were in many other European countries. They were full citizens of Denmark. How do you think this affected the Danish people's and government's efforts against the Nazis during World War II? Support your thinking.

Writing to Support a Claim with Reasons	
Ideas	<ul style="list-style-type: none"> Clearly state a position (claim) and include good reasons that support that position.
Organization	<ul style="list-style-type: none"> Begin by stating a position (claim). In the middle, tell supporting reasons. End with a closing statement.
Style	<ul style="list-style-type: none"> Use words and phrases that help the audience see how the reasons are related to the claim.
Mechanics	<ul style="list-style-type: none"> Use correct punctuation, capitalization, spelling, and grammar.

Lesson 6

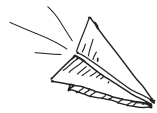
Reading Objective: Interpret both visual information and information in print to draw conclusions.

Writing Objective: Support a conclusion with evidence and data.

Teacher Background

Today's cycle test challenges students to interpret visual and textual information from the reading and draw conclusions about it, supporting their ideas with evidence from the text.

Today students will read about the end of the war and the author's thoughts on why the people of Denmark chose to help their Jewish neighbors while the majority of Europeans affected by German occupation ignored them or failed to help.



Active Instruction

(5 minutes)

Students use the vocabulary study routine to rate their knowledge of each vocabulary word:

- + I know this word and can use it.
- ✓ This word looks familiar; it has something to do with...
- ? I don't know this word; it's totally new to me.

Teams review their cycle goal.

Post and present the reading and writing objectives.

Review Vocabulary Vault.

Partner Vocabulary Study

1. Display the vocabulary words. Have students use the vocabulary study routine as they rerate their knowledge of each vocabulary word as they arrive for class.
2. Spot check the Read and Respond homework.

Set the Stage

1. Ask students to review their team's goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and reading and writing objectives.
4. Remind teams that if they find a word from the vocabulary list used in another place, such as in a magazine, textbook, TV ad, etc., they can bring in or copy the sentence in which the word was used and put it in the Vocabulary Vault to earn team points.



Prepare Students for the Test

(5 minutes)

Partner Review

1. Remind students that they have been practicing interpreting both visual information and information in print to draw conclusions and supporting a conclusion with evidence and data. Use **Think-Pair-Share** to ask:



Do text features such as maps, graphs, and photographs help you better understand the reading? Did graphs from last cycle’s reading help you?

Various text features helped me understand what was happening in Denmark during World War II. I used some information from graphs and charts in Real World Data: Graphing War and Conflict to help me understand what happened during World War II.

Tell students that they will use these skills as they take the cycle test.

2. Have partners review their notes and word power journals for this cycle. Allow 2 or 3 minutes for this activity.

Test Directions

1. Remind students that the test is independent work. Students should not ask their partners for help as they read, but they may use sticky notes if they would like.
2. Distribute the test so students can preview the questions. Point out that some of the test questions are multiple choice for which they will choose the best answer. Other questions require them to write a short answer or create a graphic organizer. Part II of the cycle test requires them to write a long answer. Remind them that their writing project was practice for writing the long answer for part II of the test.
3. Point out that questions #2 and #5 ask about interpreting visual information and text.
4. Ask students to identify key words or phrases in question #2.

2. What can you conclude about the escape routes of Danish Jews in 1943? **[DC]**

5. Introduce the text that students will read. Tell what it is about, but do not give additional information or details.

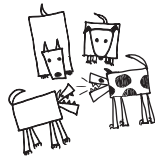
Today you will read more about the reactions of Danish citizens to the problems that Jews faced during World War II.



Test tp

(30 minutes)

Tell students that they have 30 minutes for the test and that they may begin. Give students a 5-minute warning before the end of the test.



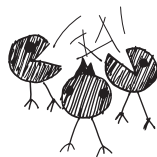
Teamwork tp

(10 minutes)

Teams discuss the answers to the test questions.

Team Discussion

1. Pass out a colored pen to each student.
2. Explain or review, if necessary, the student routine for team discussions after the test.
3. Have teams discuss their answers to the test questions. As you monitor team discussions, ask additional questions to prompt their thinking about the important ideas in the reading and about the skills and strategies that they have been using.



Class Discussion tp

(10 minutes)

Random Reporters share team discussion of a test question.



Lightning Round

1. Use **Random Reporter** to have teams share team discussions of the test questions and explain their thinking.
2. Award team celebration points.
3. Collect test answers. Score original answers, and add extra points for improved answers.

Celebrate

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

How many points did your team earn today?

How can your team earn more points?

Remind students that top-scoring teams will earn bonus points that will be added to their cycle scores.

- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.

2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

Cycle 2 Test

Interpret Information

Directions: Read “World War II and Denmark,” pages 8 (starting with “Of Course We Helped”) and 9. Use the TIGRRS process, and answer the following questions on a separate piece of paper.

Some of the questions are based on today’s reading, and other questions are about the text that you read in previous lessons. You may refer to your notes from this cycle.

Part I. Comprehension (100 points)

1. What is the topic?

5 points = The topic of the text is what happened in Denmark during World War II.

What is the author’s intent?

5 points = The author’s intent is to explain what Nazi Germany was doing and how Denmark resisted during World War II.

Write a short summary of the text. Include the graphic organizer or notes that you used to organize the information and your thoughts. **[MI, AP]**

10 points = Denmark’s reaction to the treatment of Jews by the Nazis was unique during World War II. Nearly all of Denmark’s Jewish citizens were successfully hidden and smuggled to Sweden with the help of the Danes. To the Danish people, it seemed like a natural reaction and the right thing to do. Centuries of democracy and tolerance helped to create a society in Denmark that was different from other European countries. Their actions during World War II remain a positive note during a dark time in human history.

2. What can you conclude about the escape routes of Danish Jews in 1943? **[DC]**

*20 points = There were several escape routes used by Danish Jews. The photo caption on page 9 says that Danish doctors **admitted** Jews as patients at the hospital and had them taken to the coast in ambulances. Other Danes in **coastal** villages hid Danish Jews in their homes and then they were **smuggled** under the floorboards of boats to **neutral** Sweden, which was only five to ten miles away. The map shows that there were four or five **general** places along the Danish coast from which the boats left. **This shows that the Danes had several ways to help the Jews escape.***

15 points = There were several escape routes used by Danish Jews. The photo caption on page 9 says that Danish doctors brought Jews into the hospital and had them taken to the coast in ambulances. Other Danes in small villages hid Danish Jews in their homes and then they were hidden under the floorboards of boats to take them to Sweden. The map shows that there were four or five places along the coast from which the boats left.

10 points = *The Danish people helped Jewish citizens escape from the Nazis by a number of different routes. Some Jews were taken from the hospital to the coast in ambulances. Others hid in villages along the coast until they could be hidden in boats and taken to Sweden.*

3. Some historians argue that the delay in the arrest of Danish Jews was a factor in how Danish citizens acted. How do you think this delay benefitted Danish Jews compared to Jews in other occupied countries? **[DC, RE]**

20 points = *I think this delay **benefitted** Danish Jews because they had time to make plans with their neighbors and each other. When the Germans invaded other countries, **such as** the surprise invasion of Poland that started the war, the citizens of the country might not have had time to react. The Germans may have acted too **swiftly** in passing laws against the Jews and making arrests. In Denmark, the Danes had three years to learn exactly what was going on in other countries. They had time to form a resistance movement and develop a good escape plan for the Jews.*

15 points = *This delay helped Danish Jews because they had time to make plans with their neighbors and each other. When the Germans attacked other countries, such as Poland, the people might not have had time to react. The Danes had three years to learn what was going on in other countries. They had time to form a plan to help the Jews.*

10 points = *The delay helped the Danes and their Jewish neighbors because it gave them time to create a plan to resist the Nazis. Other countries were attacked so quickly that their people may not have had time to react.*

4. Which of the following best describes how the author feels about the actions of most of the people in Europe during World War II? **[AA, SA]**
- They were cowardly.
 - They were helpless.
 - They were compassionate.
 - They were forgivable.

Do you agree with the author's opinion? Why or why not?

20 points = *I think the author has a **valid** opinion about how most people behaved during World War II. I know **from the text** that most people knew what was happening when Jews were arrested and taken to concentration camps. On pages 4 and 5, the text describes how people heard **rumors** and read the news about concentration camps from secret forms of **communication**. The Danes did what they could to help the Jews, even if it was just to make life difficult for Nazis. I think the author feels that if the people who said, "What could we have done?" had disagreed with the actions of the Nazis, they should have done more.*

15 points = *I agree with the author about how most people behaved during World War II. Most people knew what was happening when Jews were arrested. On pages 4 and 5, I read about how people heard news about concentration camps secretly. The Danes did what they could to help.*

10 points = *I agree with the author's opinion that most people in Europe were cowards for not doing more to help their Jewish neighbors and stop the Nazis. He thinks that the Danes were able to make a difference.*

5. According to the timeline on page 12, what happened in May of 1939? What can you conclude from this event about how people felt about Jews in places outside of Europe? **[DC]**

20 points = *In May of 1939, the St. Louis, a ship carrying 930 Jewish refugees, was turned away from the United States so the Jewish people on board were not allowed into the country. I know that refugees are people who are **fleeing** their homes because of trouble. Jews were fleeing Germany because of rising anti-Semitism and **prejudiced** laws. Six months earlier, the Kristalnacht, or night of broken glass, **occurred**, and hundreds of synagogues and Jewish businesses were destroyed. Twenty-five thousand Jews were also sent to live in concentration camps. I can conclude that the United States and other countries might have been prejudiced against Jews, just like many countries in Europe. **They were unwilling to help a group of Jewish refugees escape the violence and prejudice in their homeland, forcing them to return to danger in Europe.***

15 points = *In May of 1939, the St. Louis was turned away from the United States with 930 Jewish refugees on board. I know that refugees are people who are running away from their homes because of trouble. Jews were leaving Germany because six months earlier, the Kristalnacht had happened and hundreds of synagogues and Jewish businesses were destroyed. Twenty-five thousand Jews were also sent to live in concentration camps. The United States and other countries might have disliked Jews, just like many countries in Europe.*

10 points = *The St. Louis was turned away from the United States, forcing the Jewish refugees on board to return to Europe and danger. The United States and other countries that turned the ship away may have disliked Jews and did not want them entering the country.*

Part II. Writing (100 points)

Write at least a paragraph to answer the following question:

Why do you think the author considers it important that Danish society was mature and civil enough to respect people's differences? What do you think can happen if society is not mature or civil? Support your thinking with evidence from the text and your own knowledge.

The author considers it important that Danish society was mature and civil because it allowed the country to rise above the actions of a super power threatening to conquer it. Because of a long history of tolerance and acceptance, Denmark did not back down when Germany threatened its Jewish population. Many Danes joined together in resistance to cause problems for the German army, from blowing up railroad tracks and weapons factories to smuggling Jews out of the country. Even when Adolf Hitler issued an ultimatum for the government to punish resisters with death, Denmark's leaders refused to change their values for the Nazi party. Many other European countries did not resist. When too many people in a society are not mature or civil enough to resist prejudice or racism, events like World War II occur. People get caught up in the words and actions of powerful leaders and forget their own convictions, even when they know that what is happening is wrong.

The following guide is used to score part II of the cycle test.

Writing to Support a Claim with Reasons		
Ideas	<ul style="list-style-type: none"> Clearly states a position (claim) and includes good reasons that support that position 	0–25 pts.
Organization	<ul style="list-style-type: none"> Begins by stating a position (claim) In the middle, tells supporting reasons Ends with a closing statement 	0–25 pts.
Style	<ul style="list-style-type: none"> Uses words and phrases that help the audience see how the reasons are related to the claim 	0–25 pts.
Mechanics	<ul style="list-style-type: none"> Uses correct punctuation, capitalization, spelling, and grammar 	0–10 pts.
Writing Objective	<ul style="list-style-type: none"> Support a conclusion with evidence and data. 	0–15 pts.

Part III. Vocabulary (100 points)

- “In an act of sabotage, Danish resisters dynamited railroad tracks and set fire to a weapons factory to slow the progress of the Nazi army.” In this sentence, the word *sabotage* most nearly means— **[CV]**
 - assistance.
 - civility.
 - disruption*.
 - revision.

2. Write a meaningful sentence using the word *accommodation*. **[CV]**

Accept responses that show that students know the meaning of the word and can use it correctly. For example: The accommodation between the two student groups meant that they had to share the meeting space with each other and work together to plan social events.

3. Valaria's _____ reaction to going to her favorite restaurant for dinner made Valaria's mother worry that she was ill.

Choose the word that belongs in the blank. **[CV]**

- A. non-aggression
- B. lamented
- C. accommodation
- D. *passive*

4. What is a synonym for the word *lamented*? What is an antonym for the word *lamented*? **[CV]**

A synonym for the word lamented is mourned. An antonym for the word lamented is rejoiced.

5. "Although he knew it meant risking his own life, he decided to do the right thing and warn the Danes of the imminent attack."

In which of the following choices is the word *imminent* NOT used in the same way as in this sentence on page 6? **[CV]**

- A. *The imminent tree branch peppered the porch roof with falling acorns each fall.*
- B. The imminent reading of the verdict had the crowd in the courtroom anxious and unsettled.
- C. Roland saw that the end of the test time was imminent and hurried to check his answers.
- D. Tara knew that the barking of her friend's dog was imminent as soon as she rang the doorbell.

6. The surrendering troops made a show of _____ when they walked forward with their hands clearly in the air, waving white flags.

Choose the word that belongs in the blank. **[CV]**

- A. *passive*
- B. accommodation
- C. *non-aggression*
- D. lamented

7. "For years, Denmark had provided a safe haven for Jews." In this sentence on page 5, the word *haven* most nearly means— **[CV]**

- A. workplace.
- B. *sanctuary.*
- C. harbor.
- D. retreat.

8. The vocabulary word *ultimatum* comes from the Latin root *ultimus*, meaning last or most distant. How does the meaning of *ultimus* relate to the meaning of *ultimatum*? **[CV]**

The meaning of ultimus as last or most distant relates to the meaning of ultimatum because an ultimatum is a final offer or command. It is the last offer that a person will give before taking action.

9. What is one word that you or your teammates explored in your word power journal this cycle? Give the meaning of this word, and then use it in a meaningful sentence. **[CV]**

A word that we explored was the word boycott. We learned that it means to come together to protest by not using a product or service. In the 1950s, many people chose to boycott the bus system in Montgomery, Alabama, because of its unfair treatment toward black customers.

10. As used in the sentence, “In a huge and spontaneous gesture, the whole country reacted to the warning of an imminent attack and successfully saved at least 7,000 lives,” on page 10, *spontaneous* most nearly means— **[CV]**
- A. *impulsive and unplanned.*
 - B. *celebratory and cheerful.*
 - C. *courageous and plucky.*
 - D. *mechanically thought out.*

Explain how you figured out the meaning of *spontaneous*.

I figured out the meaning by looking at the context of the sentence. It is within a passage that talks about how the Danish people hid their Jewish neighbors from the Nazis overnight. That makes it sound like everything happened very quickly, and the people of Denmark did not have a lot of time to think about what to do. They made an impulsive decision to hide the Jews.

Question Codes			
[DC]	Make inferences; interpret data; draw conclusions.	[AA]	Analyze an argument.
[SA]	Support an answer; cite supporting evidence.	[AP]	Identify author’s intent or purpose.
[MI]	Identify the main idea that is stated or implied.	[RE]	Analyze relationships (ideas, story elements, text structures).
[CV]	Clarify vocabulary.	[AC]	Author’s craft; literary devices

From Test Edition

“Of Course We Helped”

What happened in Denmark in the fall of 1943 was unique in World War II. Overnight, in a dangerous and defiant act, the population of Denmark threw open its arms and hid 7,200 of its own citizens. Then, they secretly ferried the Danish Jews to safety across a narrow but treacherous sea to Sweden. They smuggled them in small groups of ten to thirty individuals hidden under the floorboards of fishing boats. In a huge and spontaneous gesture, the whole country reacted to the warning of an imminent attack and successfully saved at least 7,000 lives.

Why did such an enormous act of defiance and resistance occur in Denmark and nowhere else?

Historians cite all sorts of reasons. Some say a main factor was geography—Denmark is less than five miles by boat from neutral Sweden, which offered safe haven for the escaping people. Another reason could be timing—the Germans waited three years before going after the Jews in Denmark. And another factor could be political—some high-placed Germans in Denmark opposed the actions against the Jews. But all these reasons together still cannot fully explain the remarkable events that took place in Denmark in autumn of 1943.

Some historians believe that Denmark’s action is a world-class example of good triumphing over evil. An English philosopher once said that evil can triumph only when good men do nothing. If that is true, then it did not triumph in Denmark because the Danish people, faced with evil, refused to do nothing. During the six long, deadly years of World War II, other good people sprinkled throughout Europe also helped to hide, protect, and save Jews. But too many people looked the other way when they saw their Jewish neighbors being dragged off, arrested, and even murdered.



Doctors and nurses at this hospital in Copenhagen registered Danish Jews as patients and arranged ambulances to take them out of the city to the coast.

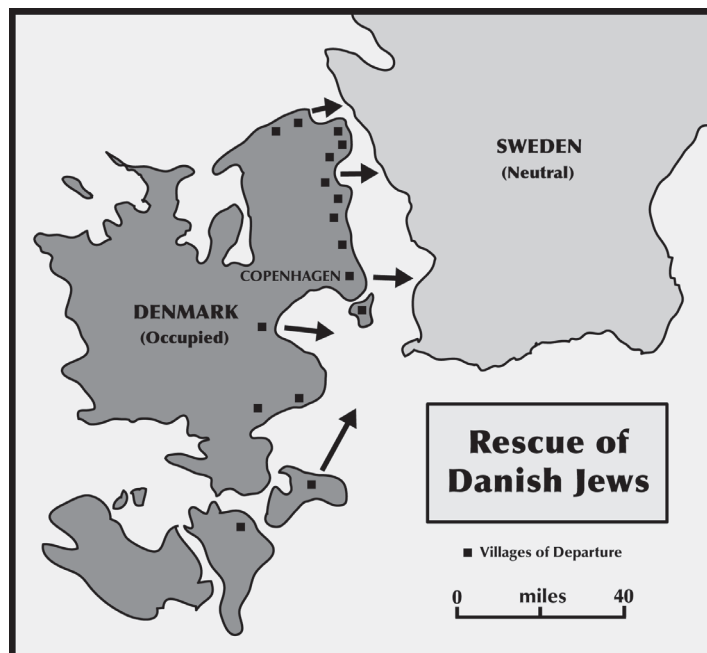
From Test Edition

They stayed quiet. They did nothing. “What could we have done?” they later lamented. Danes, however, phrased the question differently: “How could we have done anything less?”

Denmark has a centuries-old tradition of democracy and equality. In Danish society, different groups of people are not singled out and labeled as outsiders.

Danish people, while they are not angels or saints (some Danes were even Nazis), have benefited from a mature, civil society that encourages people to accept and respect each other’s differences. In general, Danes seem to recognize that ordinary decency means helping one’s neighbors, regardless of skin color or religious differences, even if it means risking one’s own safety. In Denmark, democracy does not mean just individual liberties—it also means a great sense of social responsibility.

World War II remains one of the lowest, saddest events in recent human history. The example of courage and decency set by the Danish peoples’ actions during the war will always be a bright spot in an otherwise immensely tragic historical event.



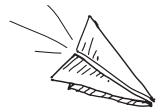
Danish Jews were smuggled along the coast road to small villages, hidden in fishing boats, and ferried to safety in Sweden.

Lesson 7

Reading Objective: Interpret both visual information and information in print to draw conclusions.

Teacher Background

During Class Discussion, students orally present evaluations of their homework reading selections. During Teamwork, students use their Read and Respond notes and answers to the homework questions to make final preparations for these presentations. Team members share their responses and give one another feedback. During the oral presentations, students use their revised responses to the questions to describe the kind of texts they read, the strategies that helped them understand the text, and whether they will recommend their reading selections to others.



Active Instruction

(20 minutes)

Two-Minute Edit



Two-Minute Edit

1. Display and have students complete the Two-Minute Edit as they arrive for class.
2. Use **Random Reporter** to check corrections. Award team celebration points.

Vocabulary Vault

Vocabulary

Ask teams if they have a Vocabulary Vault word that they would like to share. Award team celebration points.

Teams review their cycle goal.

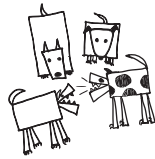
Set the Stage

1. Ask students to review their team's goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Have students get out their reading selections and Read and Respond forms. Remind them that today, with the help of their teams, they will each prepare a presentation about their individual reading selections.

Challenge students to think about the strategies and skills that they used to read their self-selected texts, share their answers to the Read and Respond questions, discuss their thinking, and prepare evaluations of their selections.

Connect the cycle objective to students' homework reading selections.

4. Remind students to add to the notes on their Read and Respond forms as they discuss their selections and prepare oral presentations about their selections. Students will use their answers to the questions on the Read and Respond form as the basis for their presentations.



Teamwork tp

(25 minutes)

Team Discussion

1. Tell students that they will use the Read and Respond questions as a guide as they discuss their homework reading and prepare evaluations of their reading selections to share with their teams.
2. As students prepare their answers, check in with those students for whom you do not have individual scores for graphic organizer/notes, written Team Talk responses, word power journal, and/or a fluency score. Have them show you examples from the cycle. Point out areas of success, and give feedback to improve student performance.
3. As you visit teams, take this opportunity to check students' homework for completion (Read and Respond forms). Enter the information on your teacher cycle record form.

Students prepare, share, and revise presentations about their reading selections.

Give students feedback on classwork.

Teacher's Note:

Have students who are ready for a new selection take turns choosing reading material from the classroom library. Make sure that every student has a Read and Respond form for next cycle.

Read and Respond Questions

1.	Is your selection informational or literature? Summarize your reading. (summary rubric)
2.	Why did you choose this reading? What is your purpose for reading? (Team Talk rubric)
3.	Choose a word, phrase, or passage that you did not understand at first. How did you figure it out? (strategy-use rubric)
4.	Write down a question that you had or a prediction that you made as you read. Were you able to answer or confirm it? Explain. (strategy-use rubric)
5.	Would you recommend this selection to others to read? State your opinion, and support it with reasons. (Team Talk rubric)
6.	Choose a short section of the text that you think is important or especially interesting. Tell your teammates why you chose it. Read it aloud smoothly and with expression. (fluency rubric)



Class Discussion

(15 minutes)

Team responses and feedback



Teams report on their review of the texts and Read and Respond discussions.

Celebrate team successes!

Final tally for this cycle

Record team celebration points on the teacher cycle record form.

Collect Read and Respond forms for this cycle.

Lightning Round

Use **Random Reporter** to have students present their evaluations of their homework reading selections (responses to the Read and Respond questions). Use rubrics to evaluate responses, give specific feedback, and award points.

Celebrate

1. Tally up this cycle's points on the poster.
2. Tell students that their scored tests will be returned at the beginning of the next lesson. Poster points and the teams' test scores will determine which teams earn the status of super team, great team, or good team for the cycle.
3. Be sure to record each team's total celebration points from the poster into the teacher cycle record form. Remind students that team celebration points and team test averages are used to determine team scores.
4. Collect students' Read and Respond forms, and pass out new forms.
5. Tally up the number of Read and Respond signatures on students' forms, and record the number on the teacher cycle record form after class.

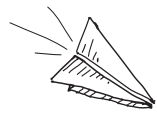
Lesson 8

Objectives: Celebrate successes, and set new goals. Hold a Class Council.

Teacher Background

In the first part of this lesson, students review their test results and their final scores for the cycle and compare them with their goals. They celebrate success and set new objectives for further improvement.

In the second part of the lesson, students participate in Class Council.



Active Instruction tp

(2 minutes)

Two-Minute Edit

1. Display and have students complete the Two-Minute Edit as they arrive for class.
2. Use **Random Reporter** to check corrections. Award team celebration points.



Celebrate/Set Goals

(20 minutes)

1. Distribute students' scored cycle tests. Allow a few moments for students to review them.
2. Distribute team score sheets to teams and celebration certificates to students. Remind students that the cycle's top-scoring teams are determined by their points on the poster and their test scores.
3. Recognize and celebrate the super, great, and good teams. Remind the teams of the impact of bonus points that are added to team members' cycle scores.
4. Have each team discuss and set a goal for the next cycle and record it on their team score sheet. Use the questions below to analyze and discuss the students' scores.

What was your team's highest score?

What score do you want to improve?

What can the team do to improve that score?

Two-Minute Edit



Distribute scored cycle tests.

Distribute team score sheets and celebration certificates.

Class celebration! Celebrate team successes with a class cheer.

Each team sets a team goal for the next cycle.



Use **Random Reporter** to ask:

What is your team's goal for the next cycle? Why did you choose that goal?

Accept supported answers.

5. Use the poster to award team celebration points for responses that include the team's reasons for choosing the goal, thus beginning the accumulation of points for the next cycle.
6. Have students record their cycle test scores and their areas of greatest strength and improvement on their progress charts.



Class Council

(30 minutes)



1. Share class compliments.
2. Review the class goal that was set at the last Class Council. Using the agreed-upon measure of progress, was the goal met? Why or why not?
3. Discuss a class concern, or use the scenario and discussion hints provided.
4. Have teams discuss and then use **Random Reporter** to share responses.
5. After debriefing how they resolved the problem, help students set a goal and a measure of progress that they can use at the next Class Council.



Brain Game

(5 minutes)

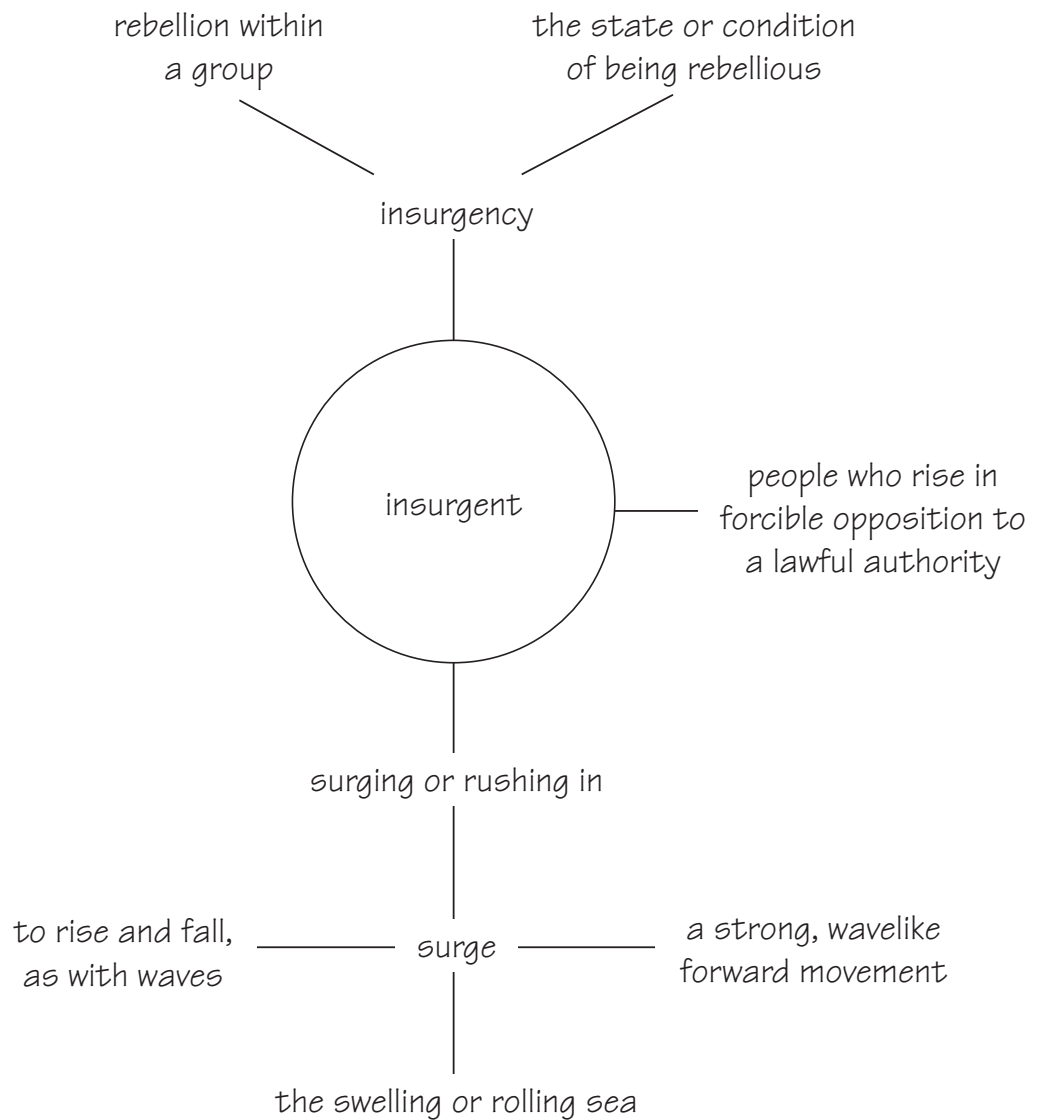
1. Choose a brain game from the card set, and then play the game.
2. Use the following questions to debrief and remind students of self-regulatory strategies:

What did this game require your brain to do?

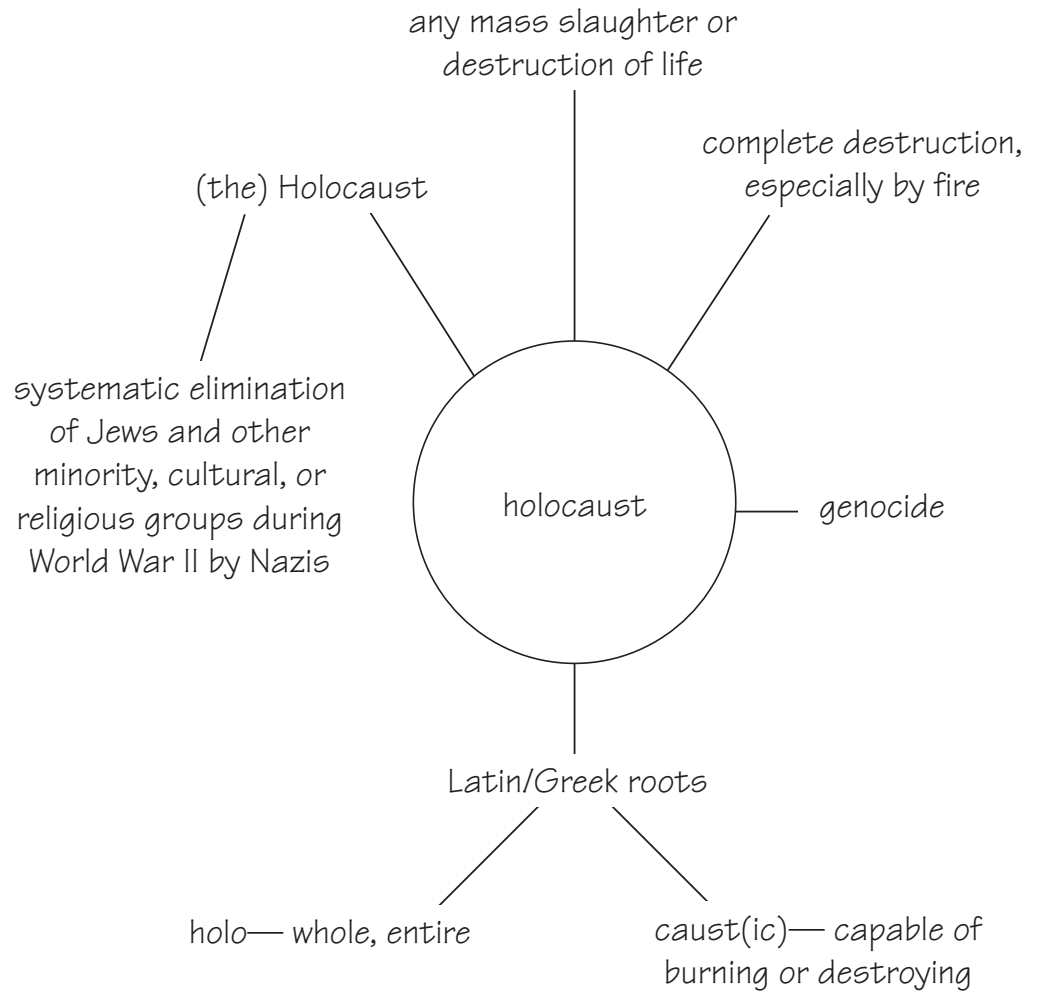
How will use of this skill improve your success in other classes?

Word Power Journal Sample Entries

Sample Word Map
Cycle 1



Sample Word Map
Cycle 2



Step Up to Research

1. Team score sheets for this unit should be distributed during lesson 1. Students will use this modified version of the team score sheet to review their goals, track their progress through the six-step research process, and tally team celebration points throughout each lesson.
2. All teams will have the same team goal for this unit—to earn as many team celebration points as possible.
3. The teacher cycle record form has also been modified for the research unit.
 - Track student completion of the research steps, using check marks to indicate done or not done.
 - Note the writing purpose each student selects to evaluate the individual research presentations.
 - Record the writing/presentation score for each student based on the scoring guide for writing that each student chose. This is the only score from the research unit that will roll up into the averages on the classroom assessment summary for the grading period.
 - Record tallies for completion of Read and Respond homework.
4. This is a short, focused research opportunity. While a two- to three-page written product and a three- to five-minute presentation are recommended at this level, please consider your available time and research materials and your students' Internet access and needs when choosing a product that is appropriate for your class.

Unit Overview

This research unit follows the level 8 unit Interpret Information: *Real World Data: Graphing War and Conflict* and “World War II and Denmark.”

The focus for this unit is: “People are trapped in history and history is trapped in them” (James Baldwin).

In this unit, you will teach a mini-lesson on presentation skills.

Lesson 1

Teacher Background

A speech or presentation has two parts: the content and the delivery. Being comfortable speaking in front of others takes practice. In this lesson, students will learn the same rules that expert presenters use to create memorable events.

Preview the information in the Guide to Great Presentations provided in this lesson and in the student edition.

Optional media: These two videos are great examples of expert presenters putting these student guidelines to good use. In the first example, a narrator points out the elements that Steve Jobs used to engage an audience.

The second video has no narrator. Students will recognize that the speaker in this TED Talk knows and loves her topic. They will see that she chose her words and analogies carefully to make her ideas stick with an audience that may not be expert in her field.

www.youtube.com/watch?v=RHX-xnP_G5s

www.huffingtonpost.com/2012/02/28/best-ted-talks_n_1307131.html

If you are unable to show the videos, a sample presentation is provided for you to model and for students to evaluate.

Sample Presentation

The first moment that I knew I wanted to be a doctor was when I first understood how the heart works. It is a remarkable machine, but like all machines, some parts can stop working properly. I wanted to know more about what can go wrong with the little valves in the heart and how to fix them when they are not working.

The heart is made up of parts called chambers, that are like rooms in a house. For blood to enter and leave each chamber, there are valves that act just like doors that swing open in only one direction. Have you ever tried to enter through the exit at a supermarket with automatic doors? Then you know what it is like to be a blood cell that doesn't follow the flow through the heart. The valves open in only one direction to make sure that all of our blood flows to the lungs to get oxygen, back to the heart to get pumped all over the body to deliver oxygen and pick up wastes, and eventually back to the heart again for another push to the lungs.

This process happens over and over again every minute in our bodies. Most of the time, all of our blood keeps moving in the right direction, either dropping off or picking up oxygen and wastes. The valves in our heart and some of our veins are the one-way doors that are the traffic cops of our circulatory system.

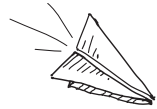
continued

Sample Presentation *continued*

But what happens when a heart valve doesn't work correctly? Some blood may move in the wrong direction. This means that blood with oxygen can mix with blood without oxygen. This makes for a very inefficient delivery system. Imagine if the mailman went out to deliver the mail, but only took some of it with him. Some people will not get their mail! When our blood doesn't carry enough oxygen, some cells do not get the oxygen that they need. Cells that do not get the oxygen they need will die. When cells begin to die, organs such as our brain, our heart, or our kidneys cannot do their jobs. This can make a person feel so tired that it becomes hard to do even simple things.

When a valve in a vein doesn't work correctly, medication or surgery can fix it. A heart valve can be replaced during open heart surgery with a man-made mechanical valve, one from a pig, or one from a cadaver. This kind of surgery is serious and requires an experienced medical team and weeks of time to recover.

It is easy to take the beating of our hearts for granted, but we shouldn't. The heart is an amazing machine that we should take good care of. Exercise and eating a low-fat diet full of fruits, vegetables, and whole grains can help keep our heart healthy. And one more thing—the next time you walk through the automatic doors at a supermarket, let that remind you to think about your heart as you pick out what you will eat.



Active Instruction

Generate Questions (15 minutes)

1. Post the research purpose and focus. Have students write their focus-related questions as they enter the classroom.

Research Purpose: In this unit, you will ask questions, find and organize information, and present your findings to others.

Research Focus: "People are trapped in history and history is trapped in them" (James Baldwin).

2. Have teams use the Questioning Formulation Technique (QFT: Rothstein, 2012) to write as many questions about the research focus as they can in ten minutes.
 - Ask as many questions as you can.
 - Do not stop to answer, discuss, or judge the questions.
 - Write down every question just as you hear it.
 - If a teammate makes a statement, turn it into a question.
3. Use **Random Reporter** to select a student from each team to share a question or two.



Prioritize and Improve Your Questions (10 minutes)

1. Present the research product: You will write at least two to three pages that answer your research question and include at least one text feature that helps to inform the audience. You will prepare and deliver a three- to five-minute presentation of your written information.
2. Present the materials that students will use to research their questions.
3. Have each student use the team list to choose up to three questions that he or she finds important or interesting.
4. Have students share their questions with their teams and discuss how realistic it is to research each question, given the time and materials available. Teammates help one another narrow down questions to make them more researchable. Each student chooses one question to research.
5. Have students choose the scoring guide that they will use based on the research project (Writing to Support a Claim with Reasons or Writing to Inform or Explain).
6. Use **Random Reporter**, and award team celebration points to teams whose representatives can share the research question and scoring guide that they chose and explain why.
7. Have students review their research purpose, team goal, and team cooperation goal for this cycle. Tell teams to discuss how they are going to earn more team celebration points during this unit, and have them write that goal in the allotted space.
8. Explain to students that they will earn super, great, or good team status based only on the team celebration points that they earn in this unit.
9. Tell students that the only score they will earn this cycle is a writing score that will be based on the scoring guide that they select for evaluation of their research presentation.
10. Tell students to initial each step of the writing process as it is completed during the unit.

**Interactive Skill Instruction** (25 minutes)

1. Present the mini-lesson on presentation skills. Use **Think-Pair-Share** to ask:
How do you feel when you hear that you have to speak in front of a group of people?

Record student responses on the board. Answers will vary—summarize by polling how many students feel positively about speaking in front of a group and how many feel negatively about it.



2. Explain that the best way to make group presentations fun and rewarding is to be prepared. Direct students to the Guide to Great Presentations in their student pages, and review each point.

Blackline master provided.

Step Up to Research

Guide to Great Presentations

When you give a presentation:

- 1. Become an authority.**
 - Get excited about your topic and your research. Know your topic well. When you show enthusiasm, your audience will become enthused as well. The best way to show that you care about your topic is to know your topic and engage the audience. Be prepared.
- 2. Rehearse.**
 - Practice the entire presentation. Repeat the hard parts until they are smooth.
 - Practice how you will engage the audience with your body language.
 - Make eye contact with members of the audience as if you were talking with them one to one.
 - Use your hands to gesture.
 - Before the presentation, practice pronouncing words that you don't usually use in conversation. Use an audio button on an online dictionary if you are unsure of the correct pronunciation.
 - If you need to read your presentation, know it well enough that you can look up at the audience every few seconds.
- 3. Never apologize.**
 - Focus on your topic, not yourself. If you make a mistake, fix it as you move forward. If it is a little mistake, just keep going. The audience doesn't know your presentation like you do, and they want you to do well.
- 4. Visualize success.**
 - Picture yourself speaking slowly in a loud, clear voice. Once you start, take a deep breath when you break between sections to avoid filler words such as *um* and *like*. It is OK to leave a second or two of silence; it allows the audience time to catch up with what you are saying. Many people speak too quickly or too slowly when they are addressing an audience. Aim to keep a natural, conversational pace.

To turn your research into an audience-pleasing presentation:

- 1. Write an attention-grabbing introduction.**
 - Use a famous quote.
 - Ask a question.
 - Have the audience make a mind movie.
 - State an interesting fact.
 - Tell an interesting story.
- 2. Connect your ideas.**
 - In the middle, give evidence to support each point.
- 3. Leave enough time for a memorable ending.**
 - Summarize the important ideas and why they are important to the audience.
 - State a final surprising or interesting story or fact.
 - End with a bonus; tell one more important point.
 - Thank the audience.

3. Refer students to the evaluation form in their team folders, and review with students if necessary.
4. Use the sample presentation or show a video of a speech or presentation to the class (see optional media list in Teacher Background). Use **Think-Pair-Share** to have students evaluate the video using the evaluation form and the information in the guide.
5. Use **Random Reporter** to share evaluations, and then award team celebration points.
6. Tell students that the best way to feel comfortable when speaking to a group is to practice. Explain that they will have time to practice with their teammates and that they may also practice in front of a mirror and in front of family or friends. Explain that being confident comes from knowing your topic well.
7. Present the target(s) for scoring from the scoring guides: ideas, organization, style, and mechanics.

Start Digging (10 minutes)

1. Have students use the research materials to search for information, and have them use a graphic organizer or notecards to make notes and record source information. Model using a graphic organizer or notecards to make notes as needed.

(Optional) Show the video.



Encourage partners to share relevant information.

Remind students of the Read and Respond homework assignment.

2. Ask students to write the research question in the center of the web or on the first notecard.
3. Circulate, check students' progress, and record each completed step on the teacher cycle record form. Spot check the Read and Respond homework.
4. Commend students for their progress through the research process during the lesson as recorded in the Research Process section of their team score sheets.
5. Add up the team celebration points earned by each team during the lesson, and record them on the Team Celebration Points poster.

Step Up to Research

Guide to Great Presentations

When you give a presentation:

1. Become an authority.

- Get excited about your topic and your research. Know your topic well. When you show enthusiasm, your audience will become enthused as well. The best way to show that you care about your topic is to know your topic and engage the audience. Be prepared.

2. Rehearse.

- Practice the entire presentation. Repeat the hard parts until they are smooth.
- Practice how you will engage the audience with your body language.
- Make eye contact with members of the audience as if you were talking with them one to one.
- Use your hands to gesture.
- Before the presentation, practice pronouncing words that you don't usually use in conversation. Use an audio button on an online dictionary if you are unsure of the correct pronunciation.
- If you need to read your presentation, know it well enough that you can look up at the audience every few seconds.

3. Never apologize.

- Focus on your topic, not yourself. If you make a mistake, fix it as you move forward. If it is a little mistake, just keep going. The audience doesn't know your presentation like you do, and they want you to do well.

4. Visualize success.

- Picture yourself speaking slowly in a loud, clear voice. Once you start, take a deep breath when you break between sections to avoid filler words such as *um* and *like*. It is OK to leave a second or two of silence; it allows the audience time to catch up with what you are saying. Many people speak too quickly or too slowly when they are addressing an audience. Aim to keep a natural, conversational pace.

To turn your research into an audience-pleasing presentation:

1. Write an attention-grabbing introduction.

- Use a famous quote.
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- Have the audience make a mind movie.
- State an interesting fact.
- Tell an interesting story.

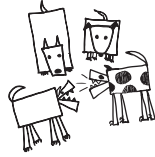
2. Connect your ideas.

- In the middle, give evidence to support each point.

3. Leave enough time for a memorable ending.

- Summarize the important ideas and why they are important to the audience.
- State a final surprising or interesting story or fact.
- End with a bonus; tell one more important point.
- Thank the audience.

Lesson 2



Teamwork

Keep Digging: Search and Process (50 minutes)

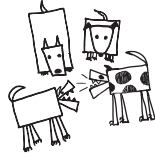
1. Have students review their research purpose, team goal, and team cooperation goal as recorded on their team score sheets. Remind teams that they will earn super, great, or good team status based on how many team celebration points they earn.
2. Have students continue to use the research materials to search for information, and have them use their graphic organizer or notecards to record relevant information.
3. Circulate, check students' progress, and record each completed step on the teacher cycle record form.
4. Spot check the Read and Respond homework.
5. Ask partners to share what they have found with each other and prepare to share an important piece of information and its source with the class prior to class discussion.



Class Discussion (10 minutes)

1. Use **Random Reporter** to have students share an important piece of information, the source, and why they think the information is important with the class. Award team celebration points.
2. Award extra team celebration points to volunteers who answer the following question: "Did your research change your question or your thinking about what you thought you would find?"
3. Commend students for their progress through the research process during the lesson as recorded in the Research Process section of their team score sheets.
4. Add up the team celebration points earned by each team during the lesson, and record them on the Team Celebration Points poster.

Lesson 3



Teamwork

During this class period, students review their research and write an answer to their questions.

Put It All Together: Draw Conclusions, Write, and Practice (30 minutes)

1. Have students review their research purpose, team goal, and team cooperation goal as recorded on their team score sheets. Remind teams that they will earn super, great, or good team status based on how many team celebration points they earn.
2. Have students make a plan for their written product and review it with a teammate.
3. Ask each student to draft his or her pages (or other product). Have students record the type of writing (writing to support a claim with reasons or writing to inform or explain) at the top of the page.

Team Feedback (20 minutes)

1. Have each team member share his or her presentation with another member of the team.
2. Ask team members to use the evaluation form to give feedback.
3. Tell students to make improvements and prepare for their presentations.
4. Circulate, check students' progress, and record each completed step on the teacher cycle record form.
5. Spot check the Read and Respond homework.

Class Discussion (10 minutes)

1. Award team celebration points to Random Reporters who can report a strength that teammates shared with them about their presentations.
2. Award extra team celebration points to volunteers who share what they have learned about the research, writing, and presentation process.
3. Commend students for their progress through the research process during the lesson as recorded in the Research Process section of their team score sheets.
4. Add up the team celebration points earned by each team during the lesson, and record them on the Team Celebration Points poster.

Remind students of the Read and Respond homework assignment.

Lesson 4



Present and Evaluate

In this lesson, students will present their research to groups other than their own teams, and students will use the evaluation form to provide a written evaluation of each presentation that they hear. There will be four rounds of presentations, during which each student will have three minutes to present.

Choose group assignments in advance, or use the following process:

- Count the number of teams.
- Have students count off from 1 to the number of teams. There will be four or five students with each number.
- Have the students who counted off as 1s go to table 1, 2s go to table 2, and so on.

Allow a volunteer to give the first presentation, or designate an individual within each group. Presentations then proceed to the right until everyone has presented. As each presentation concludes, the evaluators complete the evaluation sheets and give them to the presenter.

Present (30 minutes)

1. Have students review their research purpose, team goal, and team cooperation goal as recorded on their team score sheets. Remind teams that they will earn super, great, or good team status based on how many team celebration points they earn.
2. Review the criteria for evaluating a presentation, and demonstrate how to complete the evaluation. Remind students that you will collect the evaluation forms.
3. Designate group assignments, and pass out evaluation forms.
4. Have students move to their designated groups. Begin the presentations.
5. Make sure that each student presents and receives evaluations after the presentation.

Research Evaluation	
Name: _____ Evaluator: _____ Date: _____	
Writing Purpose (Circle one) _____ To inform or explain _____ To support a claim with reasons _____	
Writing Quality: Note one area of strength, and give evidence to support your choice.	
Topic	
Organization	
Style	
Mechanics	
Make a suggestion for improvement and a reason for your suggestion.	
Research Skills: (Note one or two strengths)	
Asks a focused question	
Uses multiple sources	
Quotes and paraphrases sources	
Cites trustworthy sources	
Presentation Skills: (Note one or two strengths)	
Good eye contact	
Good volume	
Clear pronunciation	
Enthusiastic presentation	
© 2013 Success for All Foundation	

Team Discussion (20 minutes)

1. When all presentations are finished, have students return to their teams to review the feedback that they received.
2. Ask team members to share their strengths and suggestions in each category.

Class Discussion (10 minutes)

1. Review each target and ask for a show of hands indicating areas of strength and areas that need improvement.
2. Use **Random Reporter** to hold a discussion during which students reflect on the research process and the products that they produced and draw conclusions about successes and areas in need of improvement. Award team celebration points.
3. Collect the written materials, including the plans, drafts, and evaluations. Plan to score and return the research products by the end of the next unit. Award up to 100 points for evidence that the chosen targets were met.
4. Review the total number of team celebration points earned by each team. Use the poster overlay to determine team status (super, great, or good) for this unit.
5. Enter the writing, Read and Respond, and team celebration points scores into the Member Center.
6. Generate the teacher cycle record results report to review team and class averages for the unit.



Remind students of the Read and Respond homework assignment.

Research Evaluation

Presenter _____ Evaluator _____ Date _____

Writing Purpose (circle one): To inform or explain To support a claim with reasons

Writing Quality: Note one area of strength, and give evidence to support your choice.

Ideas	
Organization	
Style	
Mechanics	

Make a suggestion for improvement and a reason for your suggestion.

Research Skills (Note one or two strengths.)

Answers a focused question	
Uses multiple sources	
Quotes and paraphrases sources	
Cites trustworthy sources	

Presentation Skills (Note one or two strengths.)

Good eye contact	
Good volume	
Clear pronunciation	
Enthusiastic presentation	

Research Evaluation

Presenter _____ Evaluator _____ Date _____

Writing Purpose (circle one): To inform or explain To support a claim with reasons

Writing Quality: Note one area of strength, and give evidence to support your choice.

Ideas	
Organization	
Style	
Mechanics	

Make a suggestion for improvement and a reason for your suggestion.

Research Skills (Note one or two strengths.)

Answers a focused question	
Uses multiple sources	
Quotes and paraphrases sources	
Cites trustworthy sources	

Presentation Skills (Note one or two strengths.)

Good eye contact	
Good volume	
Clear pronunciation	
Enthusiastic presentation	

Common Core State Standards

The following Common Core State Standards are addressed in this unit.

Full program alignments can be found on the Reading Edge online resources.

Contact your SFA coach for more information.

Level 8 Interpret Information

English Language Arts Standards: Science and Technical Subjects

Integration of Knowledge and Ideas

RST.6-8.7. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).

RST.6-8.9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

English Language Arts Standards: Writing in History/Social Studies/Science

Text Types and Purposes

WHST.6-8.1b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

Research to Build and Present Knowledge

WHST.6-8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

WHST.6-8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

WHST.6-8.9. Draw evidence from informational texts to support analysis reflection, and research.

English Language Arts Standards: Speaking and Listening

Presentation of Knowledge and Ideas

SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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