Heroes Vs. Villains: Explorers of the New World

by Nicole L. Rieker and Kim Steinman

Throughout history, explorers have made discoveries that changed the way people viewed the world. In their quest for knowledge and fame, these pioneers have achieved great things for themselves and their countries. But, there is a fine line between good and evil. Could the world's greatest heroes also be considered aggressive, self-centered rebels? The Museum of Explorers is creating a display of heroes and villains and has published a list of possible candidates. In this intermediate level module, students will write an argumentative letter to the museum board supporting whether their selected explorer should be considered a hero or a villain.

GRADERS
5

DISCIPLINE
Social Studies

COURSE
5th Grade Social Studies
Section 1: What Task?

Teaching Task

Task Template 4-5.2 - Argumentation

Should your explorer be remembered as a hero or a villain? After reading several informational texts, write a letter to the Museum of Explorers Board in which you answer the question and explain your reasons as they relate to your explorer's expedition(s). Support your opinion with evidence from the text/s.

Standards

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

L.5.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.5.1.a
Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

L.5.1.b
Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.

L.5.1.c
Use verb tense to convey various times, sequences, states, and conditions.

L.5.1.d
Recognize and correct inappropriate shifts in verb tense.

L.5.1.e
Use correlative conjunctions (e.g., either/or, neither/nor).

L.5.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.5.2.a
Use punctuation to separate items in a series.

L.5.2.b
Use a comma to separate an introductory element from the rest of the sentence.

L.5.2.c
Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).

L.5.2.d
Use underlining, quotation marks, or italics to indicate titles of works.

L.5.2.e
Spell grade-appropriate words correctly, consulting references as needed.

L.5.3
Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.5.3.a
Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

L.5.3.b
Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

L.5.4
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

L.5.4.a
Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

L.5.4.b
Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).

L.5.4.c
Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

RI.5.1
Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.5.2
Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

RI.5.4
Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
RI.5.10
By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4—5 text complexity band independently and proficiently.

W.5.1
Write opinion pieces on topics or texts, supporting a point of view with reasons and information

W.5.1.a
Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.

W.5.1.b
Provide logically ordered reasons that are supported by facts and details.

W.5.1.c
Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).

W.5.1.d
Provide a concluding statement or section related to the opinion presented.

W.5.4
Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W.5.5
With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.5.9
Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.5.9.a
Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").

W.5.9.b
Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").

W.5.10
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Custom Standards
8.3.5.D
Examine patterns of conflict and cooperation among groups and organizations that impacted the history and development of the United States. (Ethnicity and race, Working conditions, Immigration, Military conflict, Economic stability)

8.4.5.A
Compare and contrast common characteristics of the social, political, cultural, and economic groups in world history.

7.4.5.B
Identify the effect of people on the physical systems within a community.

CC.1.2.5.A
Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

CC.1.2.5.B
Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.

CC.1.2.5.C
Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a text based on specific information in the text.

CC.1.2.5.D
Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

CC.1.2.5.I
Integrate information from several texts on the same topic to demonstrate understanding of that topic.

CC.1.2.5.J
Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.

CC.1.2.5.L
Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

CC.1.4.5.G
Write opinion pieces on topics or texts.

CC.1.4.5.H
Introduce the topic and state an opinion on the topic.

CC.1.4.5.I
Provide reasons that are supported by facts and details; draw from credible sources.

**CC.1.4.5.J**
Create an organizational structure that includes related ideas grouped to support the writer's purpose; link opinion and reasons using words, phrases, and clauses; provide a concluding statement or section related to the opinion.

**CC.1.4.5.L**
Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.

**CC.1.4.5.S**
Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and informational texts.

**CC.1.4.5.T**
With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**CC.1.4.5.V**
Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

**CC.1.4.5.W**
Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

**CC.1.4.5.X**
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

**Texts**

- [List of Articles and Websites for Explorer Research](https://s.ldc.org/u/2u6iu6nsxzajyy27srrgypty0)
- [List of Books for Explorer Research](https://s.ldc.org/u/2u6iu6nsxzajyy27srrgypty0)
# LDC Student Work Rubric - Opinion/Argumentation

<table>
<thead>
<tr>
<th></th>
<th>Not Yet</th>
<th>Approaches Expectations</th>
<th>Meets Expectations</th>
<th>Advanced</th>
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</thead>
<tbody>
<tr>
<td><strong>Focus</strong></td>
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<tr>
<td>Attempts to address prompt but lacks focus or is off-task. D: Attempts to address additional demands lack focus, or does not address demands.</td>
<td>1</td>
<td>Addresses prompt appropriately, but with weak or uneven focus. D: Attempts to address additional demands are uneven.</td>
<td>Addresses prompt appropriately and maintains a clear, steady focus; stays on task. Provides a generally convincing position. D: Addresses additional demands sufficiently.</td>
<td>Addresses all aspects of prompt appropriately and maintains a strongly developed focus and convincing position; stays on task. D: Addresses additional demands with thoroughness and makes a connection to opinion or claim.</td>
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<tr>
<td><strong>Controlling Idea</strong></td>
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<tr>
<td>Attempts to establish an opinion or claim but lacks a clear purpose.</td>
<td>1</td>
<td>Establishes an opinion or claim.</td>
<td>Establishes a credible opinion or claim.</td>
<td>Establishes and maintains a substantive and credible opinion or claim.</td>
</tr>
<tr>
<td><strong>Reading/Research (when applicable)</strong></td>
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</tr>
<tr>
<td>Attempts to provide information from reading materials but lacks connections or relevance to purpose of prompt.</td>
<td>1</td>
<td>Provides some details from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness.</td>
<td>Accurately provides details from reading materials relevant to the purpose of the prompt that support opinion or claim.</td>
<td>Accurately and effectively provides concrete details from reading materials to support opinion or claim.</td>
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<tr>
<td><strong>Development</strong></td>
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<tr>
<td>Attempts to provide details in response to the prompt, but lacks sufficient development or relevance to the purpose of the prompt.</td>
<td>1</td>
<td>Provides appropriate details to support and develop the focus, opinion, or claim with minor lapses in the reasoning, examples, or explanations.</td>
<td>Provides appropriate and sufficient details to support and develop the focus, opinion, or claim.</td>
<td>Provides sound reasoning and detailed information to effectively support and develop the focus, opinion, or claim.</td>
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<tr>
<td><strong>Organization</strong></td>
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<tr>
<td>Attempts to organize ideas but lacks control of structure.</td>
<td>1</td>
<td>Uses an organizational structure to develop reasoning and logic, with minor lapses in structure or coherence.</td>
<td>Organizational structure adequately supports and reveals the reasoning and logic of the opinion or claim.</td>
<td>Maintains an organizational structure intentionally and effectively. Structure enhances development of the reasoning and logic of the opinion or claim.</td>
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<tr>
<td><strong>Conventions</strong></td>
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<tr>
<td>Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, and mechanics appropriate to grade level. Sources not listed.</td>
<td>1</td>
<td>Demonstrates an uneven command of standard English conventions and cohesion, with few miscues, as appropriate to grade level. Includes language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently lists sources.</td>
<td>Demonstrates a command of standard English conventions and cohesion, with few miscues, as appropriate to grade level. Includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt. Provides a list of sources with only minor errors.</td>
<td>Demonstrates and maintains a well-developed command of standard English conventions and cohesion, with few miscues, as appropriate to grade level. Includes language and tone consistently appropriate to the audience, purpose, and specific requirements of the prompt. Provides a list of sources using appropriate format.</td>
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<tr>
<td><strong>Content/Subject Understanding</strong></td>
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<tr>
<td>Attempts to include disciplinary content in opinion or claim but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.</td>
<td>1</td>
<td>Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of disciplinary content; minor errors in explanation.</td>
<td>Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.</td>
<td>Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.</td>
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Background for Students

Mythology, science fiction, and comic books are chock full of stories about the eternal struggle between good and evil. We are meant to view these two main characters, the Hero and the Villain, as opposites on the spectrum of ethics and morality. But are they really so different? Contrary to popular belief, right and wrong are not always on opposite ends of the spectrum. There is a fine line between good and evil. The explorers of the New World are some of the people who demonstrate both heroic and villainous characteristics. As heroes, they may have found new land or trade routes, created new maps, gained land and wealth for their home countries, and inspired other explorers. As villains, they may have taken over native groups, stolen resources, mistreated their crew members, and forced others into slavery. Your job will be to determine whether your particular explorer should be remembered as a hero or a villain. Then, write a letter to the Museum of Explorers Board supporting your position.

Extension

Possible Extensions:

- **Argumentative Writing:** Was it worth it? After reading several informational texts about the Age of Exploration, write an essay in which you conclude whether the achievements of the Age of Exploration were worth the sacrifices. Support your opinion with evidence from the texts.

- **Informative Writing:** How can we learn from the past? After reading several informational texts about exploration in the past and present, write an essay in which you summarize how modern-day explorers can use the experiences of the past to shape future discoveries. Support your response with evidence from the texts.

- **Narrative Writing:** Re-write history! Imagine how your explorer could have done things differently. Re-create one of their expeditions by changing their villainous deeds to heroic ones. Or, if your explorer was a hero, change their actions to make them villains. Write a children's book that depicts what their expedition would have been like if they had made the opposite choices than they actually did.
Section 2: What Skills?

Preparing for the Task

PRE-ASSESSMENT: Ability to engage with a task similar to the teaching task for assessment purposes.

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

TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.

Reading Process

ESSENTIAL VOCABULARY: Ability to apply strategies for developing an understanding of text(s) by locating words and phrases that identify key concepts and facts, or information; to determine word meanings using context clues.

ACTIVE READING: Ability to engage in multiple reads of a text to obtain an initial understanding of a text's central point and identify the pertinent information needed to support a response to the task.

ACADEMIC INTEGRITY: Ability to use and credit sources appropriately.

NOTE-TAKING: Ability to read purposefully and select relevant information; to summarize and/or paraphrase using an appropriate organizer.

Transition to Writing

BRIDGING: Ability to begin linking reading results to writing task.

Writing Process

PLANNING: Ability to establish a controlling idea or claim and establish text structure appropriate to an argumentative/opinion task.

DEVELOPMENT OF BODY PARAGRAPHS: Ability to construct initial body paragraphs with an emerging line of thought and structure and to review and revise that rough draft based on teacher feedback and reminders.

DEVELOPMENT OF INTRODUCTION AND CONCLUSION: Ability to develop an introduction with essential background information that introduces the controlling idea and a conclusion to consolidate information.

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

EDITING: Ability to proofread and format a piece to make it more effective.

COMPLETION: Ability to submit final piece that meets expectations.
## Section 3: What Instruction?

### Preparing for the Task

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<th>SCORING GUIDE</th>
<th>INSTRUCTIONAL STRATEGIES</th>
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<td><strong>Preparing for the Task</strong></td>
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<td><strong>40 mins</strong></td>
<td><strong>PRE-ASSESSMENT:</strong></td>
<td><strong>QUICK WRITE</strong></td>
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|                 | Ability to engage with| Prompt: After watching the video on the Age of Exploration, what were some of the positive and negative actions of the explorers? | Student meets expectations if he/she does the following: Students should be able to identify at least 3-5 positive and negative impacts of exploration. | 1. Video: Open class by showing a 30-minute video about the Age of Exploration. Go to the website: http://streaming.discoveryeducation.com/ and watch the video titled "The Great Age of Exploration (1400-1550)."
2. Explorers Quick Write: Handout the "Explorers Quick Write" and read aloud the prompt. Students should respond to the question listed using complete sentences. Give students about 10 minutes to write.
3. Turn and Talk: Have students turn to a neighbor and talk about their responses.

**Accommodations and Interventions:**
If necessary for some students, use the adapted version of the Quick Write. The adapted version asks students to fill in a chart instead of writing a paragraph. The modified version already has impacts of exploration listed - students must identify which are positive and which are negative.

**Additional Attachments:**
- Video Titled: "The Great Age of Exploration (1400-1550)
- Video Reflection: Quick Write
- Video Reflection: Adapted Quick Write
- Video Reflection: Modified Quick Write

| **25 mins**     | **TASK ENGAGEMENT:** | **ANTICIPATION/REACTION GUIDE** |               |                          |
|                 | Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns. | Prompt: What makes a someone a good person or a bad person? | Student meets expectations if he/she does the following: This activity will not be scored for a grade, but a teacher could collect the students' anticipation guides to compare their reactions at the end of the unit. | 1. Anticipation/Reaction Guide: As students enter the classroom, pass out the "Anticipation and Reaction Guide". Students should complete it independently by writing whether they agree or disagree with each statement in the space provided. Discuss students' reactions as a whole class by having students "stand up" if they agreed with a statement and "sit down" if they disagreed with a statement. Additional discussion can occur if time allows.
2. Scenarios: Using the "Scenarios" resource, read aloud the various scenarios about people who have made both positive and negative choices. Discuss whether that makes each person a "good person" or a "bad person."

**Accommodations and Interventions:**
See Reader's Notebook - Accommodated and Modified Versions
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<td>20 mins</td>
<td>TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.</td>
<td>REFLECTION AND SIGN-UP Prompt: How can we break down this module in order to successfully complete the task?</td>
<td>Student meets expectations if he/she does the following: Reflection is fully filled out and student responses reflect understanding of the task.</td>
<td>1. Overview: Pass out and read aloud the &quot;Hero/Villain Overview.&quot; 2. Set a Goal: Explain to the class that the goal of this module is to explore the actions of the explorers and decide whether they should be remembered as heroes or villains. Review and analyze the task. 3. Prompt Reflection: Pass out the &quot;Prompt Reflection Sheet.&quot; Guide a class discussion about what each part of the prompt means. Using Think/Pair/Share, have students respond to the questions independently and then share with a partner. Guide a whole class discussion reviewing these questions. 4. Memo and Sign Up: Read aloud the memo sent from the Board of Directors at the Museum of Explorers. Have students independently read the &quot;claim to fame,&quot; or brief description, of each explorer. They should note any explorers they would be interested in studying. Have students sign up for an explorer using the sign up sheet. <strong>Accommodations and Interventions:</strong> If necessary, pair struggling students with students who have been successful for the Think/Pair/Share activity.</td>
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Additional Attachments:  
- Anticipation Guide  
- Adapted Anticipation Guide  
- Modified Anticipation Guide  
- Scenarios  
- Modified Memo  
- Sign Up  
- Hero Vs. Villain Overview  
- Prompt Reflection  
- Adapted Prompt Reflection  
- Modified Prompt Reflection  
- Memo

**Reading Process**
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| 50 mins| **ESSENTIAL VOCABULARY:** Ability to apply strategies for developing an understanding of text(s) by locating words and phrases that identify key concepts and facts, or information; to determine word meanings using context clues. | **VOCABULARY NOTES** Product: 8 Vocabulary Circles for Age of Exploration terms Prompt: In preparation for the readings about the explorers, you are going to study eight new vocabulary words. You will use context clues to define each word and then complete a vocabulary circle for each word. | Student meets expectations if he/she does the following: Accurately completed Vocabulary Circles for all 8 terms | 1. Introduce Terms: Pass out the "Vocabulary Sentence Cards" with quotes that use each word in a sentence. Give one card to each student. Terms: circumnavigate, civilization, claim, conquistador, expedition, mutiny, natives, and trade route.  
2. Predict Definitions: Have students read their sentences independently and use context clues to predict the definition of their vocabulary word. Then, they should find the group of people who share their same word - though the sentence using the word will be different. In their groups, they will try to come up with a definition for the word based on context clues. They write down this definition; then, they look the word up in the dictionary to see how accurate they are.  
3. Deepen Understanding: As a group, the students should complete a Vocabulary Circle on large, chart paper for their word. The Vocabulary Circle requires a definition, a sentence, a picture, and related words.  
4. Share Out: When all groups are finished, they will share out their vocabulary circles with the class. Students will copy down the vocabulary circles onto their individual note pages. **Accommodations and Interventions:** On the adapted version, students will record the definition, a picture, and a sentence for each of the vocabulary words. On the modified version, students have fewer words, fill in the blanks for the definition, and draw a picture. |

Additional Attachments:
- Adapted Vocabulary Notes
- Vocabulary Notes
- Large Vocabulary Circle
- Vocabulary Sentence Cards
- Modified Vocabulary Notes
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| 40 mins| **ACTIVE READING:** Ability to engage in multiple reads of a text to obtain an initial understanding of a text’s central point and identify the pertinent information needed to support a response to the task. | **MODEL NOTE-TAKING GUIDE** Prompt: Follow along with me as I read about Amerigo Vespucci, code the text, and fill in the note-taker. | Student meets expectations if he/she does the following:  
- Participation in discussion  
- Completion of Note-Taking Guide for Vespucci | 1. Pass out copies of the digital article on Amerigo Vespucci to each student. Project the article on the board also. Also, provide students with Coding the Text Bookmark.  
2. First Read: Teacher Model Reading for the Gist - Read aloud the entire article to students while they follow along, with the purpose of reading for the gist. Tell students not to write or highlight on the text during the first read.  
3. Second Read: Teacher Model Active Thinking and Coding the Text - Read aloud the article a second time while students follow along. This time tell students to use their pencil or highlighter to mark important information (coding the text). Read one paragraph at a time, pausing to go back and highlight any details that sound important or add thinking notes in the blank space. Students should do the same with the articles at their desks.  
4. Teacher Model Note-Taking: Project the Note-Taking Guide on the board. Go back into the article a third time - this time for the purpose of taking notes. Model how to move highlighted information to the corresponding spaces on the Note Taking Guide. Discuss how students will be filling in notes as they find it - not in the order listed on the page. Focus on how to find heroic and villainous actions - and how some actions can fit under both sides, depending on the point of view.  

**Accommodations and Interventions:**  
For struggling students, model note-taking in a small group. |

Additional Attachments:  
- Sample Article on Amerigo Vespucci  
- Coding the Text Bookmark  
- Note Taking for Sample Article  
- Resources for Sample Article
PACING | SKILL AND DEFINITION | PRODUCT AND PROMPT | SCORING GUIDE | INSTRUCTIONAL STRATEGIES
--- | --- | --- | --- | ---
20 mins | ACADEMIC INTEGRITY: Ability to use and credit sources appropriately. | MODEL NOTE-TAKING GUIDE Prompt: While taking notes from a text, you must use methods like summarizing and paraphrasing to avoid plagiarism. | Student meets expectations if he/she does the following:
- Participation in discussion
- Accurately completed note-taking guide | 1. This skill will be addressed while completing the Active Reading mini-task.
2. When transitioning from active reading to note-taking, demonstrate how to paraphrase statements in the article when writing them on the note-page. Strategies can include: substituting words, re-arranging sentence structure, writing the main idea of a large piece of text, etc.
3. Also model how to cite a direct quote using quotation marks.

Note on Pacing: This mini-task will occur during the modeling (Active Reading Mini-Task) phase. It will take approximately 20 minutes throughout the previous task.

Accommodations and Interventions: For struggling students, provide a short piece of text and a variety of plagiarized and acceptable versions of note-taking - have students decide which notes are acceptable and which are plagiarized.
### Product and Prompt

**Note-Taking Guide and Resource List**

Prompt: You will read a variety of resources to gather information on your explorer. These resources will represent a wide variety of types of non-fiction reading sources and text levels.

### Scoring Guide

Student meets expectations if he/she does the following:

- Fully and accurately completed note-taking guide

1. Students will be required to read a minimum of 3 texts - one article, one book, and one of their choice. All texts should be assigned or pre-approved by the teacher.

2. Students will read each text two complete times - once for basic understanding (Reading for the Gist) and then for a second time to highlight important information (Coding the Text). Finally, they will go back into the text a third time to transfer the highlighted/coded information into their notes.

3. Using the process outlined in step 3, students will read their first text, an article, with the other students researching their explorer. They will also engage in note-taking together.

4. Using the process outlined in step 3, students will read the second text, a book or sections of a book, independently. They will also take notes on their explorer using this text. Then, they will share out their notes with the other students researching their explorer. Students will offer each other feedback.

5. Using the process outlined in step 3, students will read and take notes on their third text and any additional texts independently.

**Note on Pacing:** Students will be reading one text each day. It will take approximately 45 minutes a class period for 4 to 5 class periods, depending on how skilled students are at reading and taking notes from non-fiction texts. This mini-task will take a total of about 180 minutes.

**Accommodations and Interventions:**

Provide students with texts at a variety of reading levels - help students choose or assign students to "just right" texts. For students who are struggling, provide small group time where students can take notes with assistance on their 2nd and 3rd texts.

### Additional Attachments:

- Recording Resources Guide
- Note-Taking Guide
- List of Articles and Websites for Explorer Information
- List of Books for Explorer Research
- Modified Note-Taking Guide
- Coding the Text Bookmark

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*Transition to Writing*
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<tr>
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| 40 mins| BRIDGING: Ability to begin linking reading results to writing task. | CHART PAPER COLLABORATION Prompt: Assemble into small groups with students who are studying the same explorer and discuss that explorer’s heroic or villainous deeds in preparation for writing. | Student meets expectations if he/she does the following: ♦ Completed poster or chart paper | 1. Share Out: Students will share out their explorer’s heroic and villainous deeds with students who have the same explorer.  
2. Record Notes: Students will record the deeds on a T-chart displayed on a poster or chart paper. Students will then use this compilation of actions to determine whether their explorer was a hero or a villain and to support their position with evidence. |
| 50 mins| PLANNING: Ability to establish a controlling idea or claim and establish text structure appropriate to an argumentative/opinion task. | PRE-WRITING GRAPHIC ORGANIZER Prompt: Using your notes from the Note Taking Guide and the collaborative poster/chart paper, fill in the Planning Sheet with the points you will make in each of your body paragraphs. | Student meets expectations if he/she does the following: ♦ Fully completed planning sheet | 1. There are 3 choices of planning sheets provided for students in the Writers’ Notebook. Students should choose the one that will be most meaningful to them. The web will be meaningful for students who are visual learners and like art class. The table will be meaningful for students who are logical learners and like math class. The outline will be meaningful for students who are linguistic learners and like reading and writing.  
2. The teacher should explain each Planning Sheet and show a model of a completed version for each one using the Vespucci sample, so students know what it will look like when it is finished. Remind students to write in complete sentences.  
3. Students will start by writing their thesis statement in the appropriate place on their Planning Sheet. All reasons and supporting details should relate back to this controlling idea.  
4. Students will fill in the first reason and supporting details with teacher direction. The teacher will model how to fill in the Planning Sheet while students complete their own at their seats. This can be done in small groups based on which kind of Planning Sheet students selected.  
5. Students will fill in the second reason and supporting details in their explorer groups.  
6. Students will fill in the third reason and supporting details independently.  
Accommodations and Interventions: Students who are struggling may need to be in their explorer group or have teacher assistance to complete their third reason and supporting details. |
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<td>Additional Attachments:</td>
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<td>Planning Guide: Web</td>
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| 2 hrs  | DEVELOPMENT OF BODY PARAGRAPHS: Ability to construct initial body paragraphs with an emerging line of thought and structure and to review and revise that rough draft based on teacher feedback and reminders. | INITIAL DRAFT OF BODY PARAGRAPHS Write three body paragraphs that each include a topic sentence, details with sufficient evidence to support their opinion, transitions as needed, and a closing sentence. | Student meets expectations if he/she does the following: * Completed rough draft of 3 body paragraphs | 1. The teacher should start by sharing out the sample body paragraphs for Amerigo Vespucci at varying performance levels. Discuss as a class how the performance level increases as the paragraphs develop into more effective and detailed pieces of writing. Students should start thinking about what performance level they want to strive for.  
2. The teacher should explain to students the Writing Guide and should point out the Transition Words and Phrases. Students will refer to both of these documents while writing their body paragraphs.  
3. Each body paragraph should include: a topic sentence, details with transition words, explanations for some or all details, and a closing sentence. They should skip lines while writing their rough draft to have room for future revisions and edits.  
4. Write the first body paragraph together as a whole class. As the teacher writes a topic sentence for Amerigo Vespucci, the students should write a topic sentence for their own explorer. Repeat until the entire first body paragraph is completed.  
5. Students will spend approximately 45 minutes on each body paragraph - about 1 paragraph a day.  
6. For all three paragraphs, students may want to look back into their notes or at their resources to find explanations to develop their details. Students should look for key words in the text by skimming and scanning for related information. Spend time demonstrating how to do this when modeling the first body paragraph.  
7. Students should write the second body paragraph in their explorer groups. They should use the Writing Guide and the Transition Words to make sure they have the correct format.  
8. Students should write the third body paragraph independently using the Writing Guide and the Transition Words.  
Note on Pacing: This mini-task will take approximately 40 minutes a day for three class periods for a total of 120 minutes.  
Accommodations and Interventions: For students who are struggling, they may need to write all three body paragraphs in their small groups or with teacher assistance. Students can strive for varying levels of performance based on their writing skills and struggles. |
1 hr

**DEVELOPMENT OF BODY PARAGRAPHS:**
Ability to construct initial body paragraphs with an emerging line of thought and structure and to review and revise that rough draft based on teacher feedback and reminders.

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<th>REVIEW OF THREE BODY PARAGRAPHS</th>
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<td>As you complete a first draft of each body paragraph, submit each one for written feedback.</td>
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<td>- Evidence of changes made based on suggestions</td>
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<td>Student meets expectations if he/she does the following:</td>
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<td>1. When students finish their first body paragraph, they should submit it to the teacher for review. The teacher should offer suggestions by writing on post-its and attaching them to the paragraph.</td>
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<td>2. Return the first body paragraph to students before they write their second body paragraph. Provide time for students to make the changes suggested using a colored pencil or pen prior to beginning the next paragraph.</td>
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<td>3. If any changes were suggested, the teacher should request to see their next completed body paragraph when finished. If no changes were suggested, students do not need to submit their next body paragraph.</td>
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Note on Pacing: This mini-task should take approximately 20 minutes after the teacher returns each body paragraph (20 minutes on three different days) for a total of 60 minutes.

**Accommodations and Interventions:**
Struggling students may need to work with the teacher to make the suggested changes.
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<td>1 hr and 30 mins</td>
<td>DEVELOPMENT OF INTRODUCTION AND CONCLUSION: Ability to develop an introduction with essential background information that introduces the controlling idea and a conclusion to consolidate information.</td>
<td>INTRODUCTION AND CONCLUSION Prompt: Draft an introduction and a conclusion for your letter.</td>
<td>Student meets expectations if he/she does the following:</td>
<td>1. Students will write an introduction and a conclusion using the Writing Guide to help format their paragraphs. They should skip lines while writing their rough draft to have room for future revisions and edits.</td>
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<td>2. The teacher should read aloud the two sample introductions for Amerigo Vespucci as students listen.</td>
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<td>3. As a whole class, the teacher should guide students through writing the introduction by following each step of the Writing Guide. The teacher should read the step in the Writing Guide, read aloud the samples for Vespucci, and then provide time for students to write their own.</td>
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<td>4. The teacher should read aloud the two sample conclusions for Amerigo Vespucci as students listen.</td>
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<td>5. Discuss how the conclusion is a mirror image of the introduction. Demonstrate how to restate the thesis statement using different words and sentence structure.</td>
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<td>6. As a whole class, the teacher should guide students through writing the conclusion by following each step of the Writing Guide. The teacher should read the step in the Writing Guide, read aloud the samples for Vespucci, and then provide time for students to write their own.</td>
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<td>Accommodations and Interventions: If students are very successful with the introduction, they could write the conclusion independently using the Writing Guide.</td>
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<td>□ Writing Notebook: Introduction</td>
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<td>□ Writing Guide</td>
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<td>1 hr</td>
<td>REVISION: Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.</td>
<td>REVISED ROUGH DRAFT Prompt: Examine the feedback you have received on your first draft and revise your letter to create a second draft.</td>
<td>Student meets expectations if he/she does the following:</td>
<td>1. Review the revising checklist with students. Explain how students should check for one item at a time and to make changes before moving on to the next item on the list. All changes should be made in colored pencil or pen.</td>
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<td>2. Students should review in pairs. They should work on one essay at a time and revise it completely before working on the next essay.</td>
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<td>□ Modified Revising Checklist</td>
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| 40 mins | EDITING: Ability to proofread and format a piece to make it more effective. | EDITED ROUGH DRAFT Prompt: How can I edit my letter to make it a more effective writing piece? | Student meets expectations if he/she does the following:  
- Evidence of editing changes made | 1. Review the editing checklist with students. Explain how students should check for one item at a time and to make improvements before moving on to the next item on the list. All changes should be made in colored pencil or pen.  
2. Students should edit in pairs. Partner a stronger writer with a struggling writer. They should work on one essay at a time and edit it completely before working on the next essay. |

Additional Attachments:  
- Revising and Editing Checklist  
- Modified Editing Checklist

| 1 hr | COMPLETION: Ability to submit final piece that meets expectations. | FINAL COPY OF ARGUMENTATIVE LETTER Turn in your complete set of drafts, plus the final version of your piece | Student meets expectations if he/she does the following:  
- Fits the "Meets Expectations" category in the rubric for the teaching task. | 1. Have students look at the Sample Letter for Vespucci. When writing their final copy, they should follow this format.  
2. As a letter, the essay should have the date, a salutation, all 5 paragraphs, a closing, space for a signature, and a typed name.  
Suggestion: Have students create a cover page for their essay that includes a clever title, the explorer’s name, and a picture of the explorer. The picture should be hand-drawn and should be manipulated to look either villainous or heroic depending on their essay. For example, a villainous explorer might have eyebrows that point down to look angry, wear all black, and/or be frowning; a heroic explorer might have flowers in his hand, wear a cape, and/or be smiling. |

Additional Attachments:  
- Sample Final Copy

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**Instructional Resources**

**Student Handout**

- Reader’s Notebook
- Adapted Reader’s Notebook
- Modified Reader’s and Writer’s Notebook
- Writer’s Notebook
- Rough Draft Notebook

**Teacher Resource**

- Teacher’s Resources
Brief Overview of Mini-Tasks
Detailed Schedule of Hero Vs. Villain Module
Section 4: What Results?

Student Work Samples

Advanced

- Student Work Sample: Advanced 1
- Student Work Sample: Advanced 2

Meets Expectations

- Student Work Sample: Meets Expectations 1
- Student Work Sample: Meets Expectations 2

Approaches Expectations

- Student Work Sample: Approaches Expectations 1
- Student Work Sample: Approaches Expectations 2

Not Yet

- Student Work Sample: Not Yet 1
- Student Work Sample: Not Yet 2

Teacher Reflection

Not provided
All Attachments

- List of Articles and Websites for Explorer Research: https://s.ldc.org/u/aa8h7fd8bq16ym98aqyrskc9
- List of Books for Explorer Research: https://s.ldc.org/u/8784auy2w0x1xcx57ekner
- Student Work Sample: Advanced 1: https://s.ldc.org/u/937l6sfxwvfnw1we5ajqs71
- Student Work Sample: Advanced 2: https://s.ldc.org/u/7jyqtv9ild0sz4d1o20r7t
- Student Work Sample: Meets Expectations 1: https://s.ldc.org/u/el7ctnqg1jq2j9tctpwt07k5
- Student Work Sample: Meets Expectations 2: https://s.ldc.org/u/8o4rux4qyxbf7765y919dr
- Student Work Sample: Approaches Expectations 1: https://s.ldc.org/u/53jo0tgxayu6qoqyjrbm71
- Student Work Sample: Approaches Expectations 2: https://s.ldc.org/u/beoadkngugtctoubinqu71
- Student Work Sample: Not Yet 1: https://s.ldc.org/u/2q0mfwj2odmmg5d2j6a53f3k
- Student Work Sample: Not Yet 2: https://s.ldc.org/u/4x8sz5k849r32tdcmnb5gtx2
- Reader’s Notebook: https://s.ldc.org/u/eo5pafq125tnpnr6wpp3ow78a
- Adapted Reader’s Notebook: https://s.ldc.org/u/9ianjizeqkxftav4gk2r96ca
- Modified Reader’s and Writer’s Notebook: https://s.ldc.org/u/5y4gr1689pet7azqxytda40
- Writer’s Notebook: https://s.ldc.org/u/evj2ffw0gl6d0x2y9j5pgom
- Rough Draft Notebook: https://s.ldc.org/u/6ad5v5g0wxfijh2ikajozq
- Teacher’s Resources: https://s.ldc.org/u/eqvhpoqbl4td77nuu7twkcgw
- Brief Overview of Mini-Tasks: https://s.ldc.org/u/df89obs7fppww3suq8lyiyju
- Detailed Schedule of Hero Vs. Villain Module: https://s.ldc.org/u/2mr3bi5ye5wme6og5gv7yulx