**Cold War, Hot Media Unit Plan**

**Title of Unit:** Cold War, Hot Media

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**Grade Level:** Seventh Grade

**Source:** 2012–2013 Instructional Resources Project

**Unit Overview:** Within this unit, students will study the themes of the Cold War through a variety of media outputs, from McCarthy’s infamous speech “Enemies from Within” and the pro-Communist poem “Winds from Another Sphere” to the midcentury television episode of the Twilight Zone entitled “The Monsters Are Due on Maple Street.” The pacing of this unit should take about ten instructional days with classes that are ninety minutes long. Classes may vary depending on the students. I found that additional days were needed for research in my inclusion class, but that other classes stayed on course. The main idea students will pull from these lessons is that the media found ways to express themselves and let their message be heard even among the “red scare.”  This was done to both sway Americans to be anti-Communist and to illustrate how the American public felt about the “witch hunt” tactics being used by the government. Students will reveal their understanding of this by creating a multigenre research paper to show how the media affects and reflects popular culture.

**Unit Introduction/Entry Event:** On the first day of the unit, tell the students that it has been discovered that during free time after lunch, a few students have been sneaking off campus. Because of this, and to prevent this, all free time will be taken out of the schedule. We will have to work bell to bell, no breaks or free time…unless we can discover the culprits!

Ask the students to respond to this! Then tell them the worst part, the people that did this are in our classroom! How will we discover who it is? To ensure we discover the culprit, the entire class will be required to take a loyalty oath to their school that they have never left campus during the school day without permission (based on California’s Loyalty Oath). Again, have students respond. If needed, prompt students with questions about their rights – is it unfair to require them to take this oath? What if I told them they couldn’t graduate if they didn’t take it? Would that change their reactions? Discuss. Share the connection with this oath and the loyalty oaths that have been used in our history, following both the “red scare” and 9-11.

**WV CCRS:**

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| **Standards Directly Taught or Learned Through Inquiry/Discovery** | **Evidence of Student Mastery of Content** |
| ELA.7.1 Cite several pieces of textual evidence to support analysis of what the literary text says explicitly as well as inferences drawn from the text. | Students will analyze and annotate the poem “Winds of Another Sphere” by Edwin Rolfe in lesson 4. Students will also hold a discussion examining how the different forms of media, including Edwin Rolfe’s poem, successfully concealed political opinions with metaphors and hidden message |
| ELA.7.4 Cite several pieces of textual evidence to support analysis of what the informational text says explicitly as well as inferences drawn from the text. | In the second lesson, students will annotate the original text of Joseph McCarthy’s speech “Enemies from Within” as a class and with guidance from the teacher. Students will record the information on [The History That Led Us Here](http://wveis.k12.wv.us/teach21/cso/upload/UP508WS19.doc) worksheet. Students will identify individual ideas within the speech and analyze how the ideas work together to drive McCarthy’s message through class discussion and by completing the [Wheeling Gazette RAFT Assignment](http://wveis.k12.wv.us/teach21/cso/upload/UP508WS21.pdf)in lesson 2. |
| ELA.7.6 Analyze the interactions between individuals, events, and ideas in an informational text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). | In lesson 6 students will analyze two midcentury propaganda cartoons to identify how the media used cartoons to demonstrate the mindsets of both Soviet and American points of view. Students will use the [Propaganda Comparison Sheet](http://wveis.k12.wv.us/teach21/cso/upload/UP508WS12.doc) to guide this analysis.  Students will examine a sample multigenre research paper and through small group discussion students will analyze the interactions between the ideas in the text. This discussion must be monitored, guided and assessed by the teacher in lesson 7. |
| ELA.7.8 Analyze how a drama’s or poem’s form or structure (e.g., soliloquy or sonnet) contributes to its meaning. | Students will analyze the poem “Winds of Another Sphere” by Edwin Rolfe in lesson 4. Students will annotate the poem to look for the main idea the poet is presenting, how the structure of the poem contributes to its meaning, as well as make connections with the current events reflected in the poem. In response to this analysis, students will create their own poem from a pro-Communist or pro-American point of view. Students may use Rolfe’s poem and his use of symbolism as a guide. |
| ELA.7.10 Determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. | Students will identify vocabulary within Joseph McCarthy’s speech “Enemies From Within” by annotating the text, particularly examining his use of the word moral, and analyze the impact of McCarthy’s word choices on the American public through class discussion in lesson 2. |
| ELA.7.11 Analyze the structure an author uses to organize an informational text, including how the major sections contribute to the whole and to the development of the ideas. | Students will consider how a sample multigenre research paper is organized in lesson 7 and discuss in a small group how the genres come together cohesively. To show comprehension of the multigenre concept, students will complete the [Genre Brainstorming Sheet](http://wveis.k12.wv.us/teach21/cso/upload/UP508WS7.doc) as they begin creating their own ideas for genres. |
| ELA.7.12 Determine an author’s point of view or purpose in an informational text and analyze how the author distinguishes his or her position from that of others. | Students will consider Joseph McCarthy’s speech “Enemies from Within” and create a newspaper article detailing McCarthy’s message and point of view to the public. This will be completed with the [Wheeling Gazette RAFT Assignment](http://wveis.k12.wv.us/teach21/cso/upload/UP508WS21.pdf) in lesson 2. In lesson 3, students will inspect a variety of documents and determine if they are primary or secondary documents and author’s purpose using the [Primary and Secondary Sources Analysis Worksheets](http://wveis.k12.wv.us/teach21/cso/upload/UP508WS11.doc)**.**Students will also examine how each type of source reaches and affects a specific audience on these worksheets.  Students will identify the author’s purpose in two midcentury propaganda cartoons and analyze how the cartoon represented a popular political mindset in each country. Students will use the  [Propaganda Comparison Sheet](http://wveis.k12.wv.us/teach21/cso/upload/UP508WS12.doc) to guide this analysis in lesson 6. |
| ELA.7.14 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history. | Students will compare the fictional television episode “The Monsters Are Due on Maple Street” with the midcentury history that has been presented in the first three lessons of the unit by completing the [Monsters Are Due on Maple Street Viewing Notes](http://wveis.k12.wv.us/teach21/cso/upload/UP508WS10.doc) to understand how Serling used current events within his fictional storyline in lesson 4. |
| ELA.7.18 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 6–8 text complexity range proficiently, with scaffolding as needed at the high end of the range. | Students will view the television episode “The Monsters Are Due on Maple Street” by completing the [Monsters Are Due on Maple Street Viewing Notes](http://wveis.k12.wv.us/teach21/cso/upload/UP508WS10.doc) and participating in class discussion and analyzing the underlying messages about the episode in lesson 4. |
| ELA 7.19 By the end of the year, read and comprehend literary nonfiction and other informational texts in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. | Students will collaborate to inspect and comprehend a variety of primary and secondary informational texts by using [Primary and Secondary Sources Analysis Worksheets](http://wveis.k12.wv.us/teach21/cso/upload/UP508WS11.doc) as a small group in lesson 3.  Students will examine two midcentury propaganda cartoons and use the [Propaganda Comparison Sheet](http://wveis.k12.wv.us/teach21/cso/upload/UP508WS12.doc) to analyze the messages being portrayed in each cartoon and the intended effect of the identified messages.  Students will consider a sample multigenre research paper in lesson 7 and discuss in a small group how the genres come together cohesively. To show comprehension of the multigenre concept, students will complete the [Genre Brainstorming Sheet](http://wveis.k12.wv.us/teach21/cso/upload/UP508WS7.doc) as they begin creating their own ideas for genres. |
| ELA.7.21 Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection organization and analysis of relevant content.   * introduce a topic clearly, previewing what is to follow; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables) and multimedia when useful to aiding comprehension. * develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples. * use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. * use precise language and domain-specific vocabulary to inform about or explain the topic. * establish and maintain a formal style. * provide a concluding statement or section that follows from and supports the information or explanation presented. | Students will utilize their [Genre Brainstorming Sheet](http://wveis.k12.wv.us/teach21/cso/upload/UP508WS7.doc) and [The History That Led Us Here](http://wveis.k12.wv.us/teach21/cso/upload/UP508WS19.doc)  worksheets they created throughout the unit to begin creating genres from their research in lesson 8. Students will be aware of the development and organization of these genres and how all the genres will work together cohesively. Final drafts of the genres will be created in lessons 8 and 9 and assessed with a rubric in lesson 10.  Students will create a multigenre research paper following the [Cold War, Hot Media Assignment Sheet](http://wveis.k12.wv.us/teach21/cso/upload/UP508WS3.doc) in lessons 8 and 9. This multigenre research paper will contain the information and research the students have gathered over the course of the unit on their [The History That Led Us Here](http://wveis.k12.wv.us/teach21/cso/upload/UP508WS19.doc)  worksheet. Students will develop their topic through the creation of their genres and provide a strong introduction in their Dear Reader letter and reflective conclusion in their End Notes, as detailed on the [Cold War, Hot Media Assignment Sheet](http://wveis.k12.wv.us/teach21/cso/upload/UP508WS3.doc). |
| ELA.7.23 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | Students will produce and format a newspaper article detailing Joseph McCarthy’s message and point of view in his speech “Enemies from Within.” Students should be actively applying writing traits, particularly paying attention to task, purpose and audience. This occurs in the [Wheeling Gazette RAFT Assignment](http://wveis.k12.wv.us/teach21/cso/upload/UP508WS21.pdf) in lesson 2.  Students will synthesize much of the information from throughout the unit and write a well-organized paragraph reflecting on how American culture reflected the Cold War era. This paragraph should be assessed with a writing rubric in lesson 7.  Students will utilize their [Genre Brainstorming Sheet](http://wveis.k12.wv.us/teach21/cso/upload/UP508WS7.doc) they created in lesson 7 to begin creating genres. Students will be aware of the development and organization of these genres and how all the genres will work together cohesively. Final drafts of the genres will be created in lessons 8 and 9 and assessed with a writing rubric in lesson 10. |
| ELA 7.26 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. | Students will create a multigenre research paper following the [Cold War, Hot Media Assignment Sheet](http://wveis.k12.wv.us/teach21/cso/upload/UP508WS3.doc) in lessons 8 and 9. This multigenre research paper will contain the information and research the students have gathered over the course of the unit on their [The History That Led Us Here](http://wveis.k12.wv.us/teach21/cso/upload/UP508WS19.doc) worksheet. |
| ELA.7.27 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. | Students will compile research from the print and digital sources examined throughout the first seven lessons of the unit onto their [The History That Led Us Here](http://wveis.k12.wv.us/teach21/cso/upload/UP508WS19.doc) worksheet. Students will identify gaps in their research or additional questions they may have and gather additional information from print and digital resources in lesson 8 and 9. |
| ELA 7.28 Draw evidence from literary or informational texts to support analysis, reflection, and research.   * apply grade 7 Reading objectives to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”). * apply grade 7 Reading objectives to literary nonfiction and other informational text (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”). | Students will inspect, analyze and draw evidence from a variety of primary and secondary informational texts using [Primary and Secondary Sources Analysis Worksheets](http://wveis.k12.wv.us/teach21/cso/upload/UP508WS11.doc) as a small group in lesson 3. |
| ELA.7.30 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.   * come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. * follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. * pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. * acknowledge new information expressed by others and, when warranted, modify their own views. | Students will engage in small group discussions as they analyze primary and secondary documents using the [Primary and Secondary Sources Analysis Worksheets](http://wveis.k12.wv.us/teach21/cso/upload/UP508WS11.doc). Students will ask questions, identify author’s purpose, audience, and identify further questions that may need to be answered in lesson 3.  Students will participate in a class discussion examining and questioning television’s effect on the 1950’s American household in lesson 4. Students will also investigate and question how TV producers and writers, such as Rod Serling, used the new media of television to share current events. Students will self-assess by completing the [Discussion Checklist](http://wveis.k12.wv.us/teach21/cso/upload/UP508WS6.doc) after the discussion in lesson 4.  Students will participate in a class discussion about Edwin Rolfe’s poem “[Winds of Another Sphere](http://wveis.k12.wv.us/teach21/cso/upload/UP508WS22.pdf).” Students will pose questions that delve deeper into the meaning of the poem and make relevant observations about the poem in lesson 5.  Students will listen and respond to multigenre research paper presentations from other students in their peer group in lesson 10. Students will complete a PQP (Praise, Question, Polish) paper to respond to each peer presenter. Students will then utilize their PQP sheet to guide discussion about each student’s research paper. |
| ELA 7.31 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. | Students will analyze California’s loyalty oath from 1950 and explain how the loyalty oaths embodied the “red scare” that occurred during the Cold War through class discussion in lesson 1.  Students will complete the [As I See It](http://wveis.k12.wv.us/teach21/cso/upload/UP508WS2.doc) formative assessment to analyze the main ideas that have been presented in the first three lessons of the unit.  Students will explore how Rod Serling used current events to influence his television show The Twilight Zone in the episode “The Monsters Are Due on Maple Street” by completing the [Monsters Are Due on Maple Street Viewing Notes](http://wveis.k12.wv.us/teach21/cso/upload/UP508WS10.doc) in lesson 3.  Students will analyze Edwin Rolfe’s poem “[Winds of Another Sphere](http://wveis.k12.wv.us/teach21/cso/upload/UP508WS22.pdf)” by annotating the poem and analyzing how Rolfe’s ideas are in opposition to many of the voices of Americans studied up to this point in lesson 4. |
| ELA.7.33 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details and examples; use appropriate eye contact, adequate volume and clear pronunciation. | Students will present their multigenre research paper to a small group of their peers in lesson 10. Students will use appropriate eye contact, volume and pronunciation as they present their final paper. |
| ELA.7.35 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language objectives for specific expectations.) \* | Students will present their multigenre research paper to a small group of their peers in lesson 10. Student will demonstrate command of formal English as they present their final paper. |
| ELA 7.38 Use knowledge of language and its conventions when writing, speaking, reading, or listening.   * choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. | In response to the analysis of Edwin Rolfe’s “[Winds of Another Sphere](http://wveis.k12.wv.us/teach21/cso/upload/UP508WS22.pdf),” students will create their own poem from a pro-Communist or pro-American point of view. Students will use Rolfe’s poem and use of symbolism as a guide and select words and ideas that contain symbolic elements in their own poem in lesson 4. Students will write a multigenre research paper following the [Cold War, Hot Media Assignment Sheet](http://wveis.k12.wv.us/teach21/cso/upload/UP508WS3.doc) in lessons 8 and 9. This multigenre research paper will express the student’s mastery of language conventions as detailed on the writing rubric. |

**Performance Objectives:**

**Know:**   
Students will recognize a loyalty oath and the arguments surrounding the use of these oaths and American rights.

Students will comprehend how fear of the unknown be used to create hysteria.

Students will determine the meaning of words and phrases as they are used in an informational text using a variety of vocabulary strategies.

Students will analyze the main ideas and supporting details presented in diverse media and explain how the ideas clarify the themes of the Cold War.

Students will understand how to compare and contrast a fictional portrayal of the Cold War era and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

Students will understand how to use knowledge of the English language and its conventions when writing, speaking, reading, or listening.

Students will analyze the impact of a specific word choice on meaning and tone within a text.

Students will analyze the interactions between individuals, events and ideas in an informational text.

Students will understand how to gather relevant information from multiple print and digital sources.

Student will know how to use search terms effectively and how to assess the credibility and accuracy of each source.

**Do:**

Students will define the major themes of the Cold War.

Students will annotate a text, in this case Joseph McCarthy’s speech “Enemies from Within.”

Students will cite several pieces of text to support analysis of what the informational text says explicitly as well as inferences drawn from the text.

Students will produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Students will draw evidence from literary and informational texts to support analysis, reflection, and research about the Cold War and record that evidence.

Students will engage effectively in a range of collaborative discussions, particularly in groups and teacher-led, on Cold War themes and issues, building on others’ ideas and expressing their own clearly.

Students will write an informative/explanatory text in the form of a multigenre research paper in order to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content within their paper.

Students will conduct a short research project to answer the question “How did American media reflect the Cold War era?”, drawing on several sources and generating additional related, focused questions for further research and investigation.

Students will quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Students will present claims and findings to a small group, emphasizing salient points within their research paper in a focused, coherent manner.

Students will use appropriate eye contact, adequate volume and clear pronunciation while demonstrating command of formal English as appropriate in a small group presentation.

**Focus/Driving Question:** How did American media in the Cold War era reflect the reality of the conflict occurring across the globe during this time period?

**Vocabulary:** Throughout this unit, students will focus on a set of words they will encounter in the texts and discussions of the unit. The words are:

idiosyncrasy

dissent

moral

scapegoat

propaganda

metamorphosis

pan

primary source

secondary source

loyalty oath

A variety of vocabulary strategies are employed including:

* [Cold War, Hot Media Vocabulary Pretest](http://wveis.k12.wv.us/teach21/cso/upload/UP508WS5.doc) - to assess student’s prior knowledge of the vocabulary words
* Review of basic dictionary skills to look up the word ‘dissent’
* Incorporation of the word ‘moral’ into a writing assignment, drawing on student’s connotative definition of the word followed by discussion of the impact of the term within a text
* Discussion of how ‘idiosyncrasies’ and the fear of the unknown can be used to create hysteria
* Creation of working definitions of ‘primary sources’ and ‘secondary sources’ as these sources are examined and reviewed
* Contextual redefinition of the film term ‘pan’ and other significant film terms
* [Student VOC Strategy](http://wveis.k12.wv.us/teach21/cso/upload/UP508WS18.doc) – to analyze the definition of the word ‘metamorphosis’
* Think Aloud exercise about the word ‘propaganda’ to help students learn how to define new words and then incorporate them into their own vocabulary.
* In depth discussion about the word ‘genre’ and what it means for a research paper to be multigenre
* [Cold War, Hot Media Vocabulary Posttest](http://wveis.k12.wv.us/teach21/cso/upload/UP508WS4.doc) – to assess student’s acquisition of vocabulary

**Assessment Plan:** A variety of assessments will be found within this unit. From the beginning, daily journal prompts are used to help students focus on the topic to be discussed at the beginning of each class. Also, exit slips are employed to ensure student’s basic understanding of the topics under study. Classroom discussions are also used actively throughout the unit to confirm student comprehension.

The [Cold War, Hot Media Vocabulary Pretest](http://wveis.k12.wv.us/teach21/cso/upload/UP508WS5.doc) at the beginning of the unit is to be used to assess student’s prior knowledge of the vocabulary words that will be encountered within the unit. This pretest should not be taken for a grade, but the teacher should evaluate this pretest to see if student’s have any background knowledge of the words.

In the second lesson, the students receive a worksheet entitled [The History That Led Us Here](http://wveis.k12.wv.us/teach21/cso/upload/UP508WS19.doc). This worksheet will be used throughout the unit for students to gather information on. Teachers should check this worksheet throughout the unit to ensure completion. Also in the second lesson, the [Wheeling Gazette RAFT Assignment](http://wveis.k12.wv.us/teach21/cso/upload/UP508WS21.pdf) will be used as a formative assessment to confirm student understanding of the implications of McCarthy’s speech in 1950. This assessment can later be revised and used as part of the final research paper.

In the third lesson, the students will be examining a variety of primary and secondary documents and collecting research information from these documents. At the end of class, students complete the [As I See It](http://wveis.k12.wv.us/teach21/cso/upload/UP508WS2.doc) formative assessment. This assessment is an accurate reflection for students on what information they have understood about the Cold War, but it is equally advantageous for the teacher. By reading each student’s assessment, teachers will gather information about what students understand and what they may be confused about.

In the fourth lesson, students will gather information about a Twilight Zone episode on the [Monsters Are Due on Maple Street Viewing Notes](http://wveis.k12.wv.us/teach21/cso/upload/UP508WS10.doc) worksheet and discuss the collected information as a class. The viewing notes should be checked for completion. Following the discussion, students will complete the [Discussion Checklist](http://wveis.k12.wv.us/teach21/cso/upload/UP508WS6.doc) evaluating their own performance as a member of the class and their own contributions to the discussion.

In lesson five, students will annotate a poem by Edwin Rolfe, particularly examining the word metamorphosis. Students will then complete the [Student VOC Strategy](http://wveis.k12.wv.us/teach21/cso/upload/UP508WS18.doc) further investigating the denoted meaning of metamorphosis. Students will also write their own poem for homework after class today, imitating Rolfe’s use of symbolism. This poem can later be revised and used as part of the final research paper.

In lesson six, students will use the [Propaganda Comparison Sheet](http://wveis.k12.wv.us/teach21/cso/upload/UP508WS12.doc) to analyze both American and Russian propaganda. These worksheets are used to identify author’s point of view as well as analysis of the texts; the worksheets should be used for class discussion and then collected for a grade. After this class, students will synthesis the information they have received thus far and write a well-organized paragraph reflecting on how American culture reflected the political climate in the 1950’s. This paragraph should be collected and evaluated using a writing rubric.

In lesson seven, students receive their [Cold War, Hot Media Assignment Sheet](http://wveis.k12.wv.us/teach21/cso/upload/UP508WS3.doc) and a writing rubric. Teachers will review these assignment sheets, passing out modified versions as necessary, to ensure student understanding of the assessment expectations.

For the rest of lesson seven and in lessons eight and nine, students will conduct research and begin creating their multigenre research paper. Teachers will serve as the “guide at the side” throughout these lessons, checking to ensure that students are completing their [Genre Brainstorming Sheet](http://wveis.k12.wv.us/teach21/cso/upload/UP508WS7.doc) in lesson 7, and filling out their [The History That Led Us Here](http://wveis.k12.wv.us/teach21/cso/upload/UP508WS19.doc) worksheets as they discover more resources in lessons eight and nine. Teachers will need to find time throughout these lessons to meet with each student and conduct informal assessment of the student’s progress with the final paper. In lesson ten, students will complete the [Cold War, Hot Media Vocabulary Posttest](http://wveis.k12.wv.us/teach21/cso/upload/UP508WS4.doc) to ensure student comprehension of the vocabulary words focused on throughout the unit. Also, a writing rubric must be used to assess students’final drafts of their multigenre research paper.

**Major Products:** The individual student will be creating a multigenre research paper during the course of this unit. There is no small group project, although various groupings are employed throughout the unit as students gather research. Students will use the multigenre to show how the media found ways to still express themselves and let their message be heard even among the “red scare”. They will show this idea by examining their research findings (from a speech, primary texts from the 1950’s, a poem, a television episode from the time period and other digitally accessed research findings) and picking one of two projects.  Within the first option for the project, students will use their research and recreate documents and texts that could have been created in the 1950’s by creating a multigenre research paper. Students will create five of the following genres that will fit together to show how the media affected and reflected the popular culture of midcentury America. Possible genres include movie posters, propaganda advertisement, short story, poem, or a speech. This project can be adapted for a variety of students, and a modified assignment sheet can be found within the unit. In the second option for the project, one for students that may need more of a challenge in the classroom, students will translate what they have learned throughout the unit into today’s time. Students will use the political messages that are important in our time now and create a multigenre research paper. Students will create five of the following genres that will fit together to show how the media affects and reflects the popular culture of 21st century America. Possible genres they could create include a movie poster, political campaign advertisement, storyboard, essay, short story, poem, movie trailer, and a short script, television commercial or political speech. The most vital part of both of these projects is that each student creates a cohesive research paper that shares a single viewpoint or tells a story through their variety of genres.  Students will present their completed multigenre paper to a small group of their peers and assess their paper themselves before submitting the paper to the teacher.

**Assessment and Reflection:**

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| **Rubric(s) I will use:** (Check all that apply.) | Collaboration |  | Written Communication  🞏 Argumentative/Opinion  Informational  🞏 Narrative  A Grade 7 Writing Rubric | X |
| Critical Thinking & Problem Solving |  | Content Knowledge |  |
| Oral Communication Speaking and Listening |  | Other |  |
| **Other classroom assessments for learning:** (Check all that apply) | Quizzes/ tests  [Cold War, Hot Media Vocabulary Pretest](http://wveis.k12.wv.us/teach21/cso/upload/UP508WS5.doc)  [Cold War, Hot Media Vocabulary Posttest](http://wveis.k12.wv.us/teach21/cso/upload/UP508WS4.doc) | X | Practice presentations |  |
| Self-evaluation  [As I See It](http://wveis.k12.wv.us/teach21/cso/upload/UP508WS2.doc) formative assessment | X | Notes  [The History That Led Us Here](http://wveis.k12.wv.us/teach21/cso/upload/UP508WS19.doc)  [Primary and Secondary Sources Analysis Worksheets](http://wveis.k12.wv.us/teach21/cso/upload/UP508WS11.doc)  [Monsters Are Due on Maple Street Viewing Notes](http://wveis.k12.wv.us/teach21/cso/upload/UP508WS10.doc)  [Propaganda Comparison Sheet](http://wveis.k12.wv.us/teach21/cso/upload/UP508WS12.doc)  [Genre Brainstorming Sheet](http://wveis.k12.wv.us/teach21/cso/upload/UP508WS7.doc) | X |
| Peer evaluation | X | Checklists/observations |  |
| Online tests and exams |  | Concept maps |  |
| **Reflections:** (Check all that apply) | Survey |  | Focus Group |  |
| Discussion  [Discussion Checklist](http://wveis.k12.wv.us/teach21/cso/upload/UP508WS6.doc) | X | Task Management Chart |  |
| Journal Writing/ Learning Log  Daily journal reflections at the beginning of class each day | X | Other  [Wheeling Gazette RAFT Assignment](http://wveis.k12.wv.us/teach21/cso/upload/UP508WS21.pdf) | X |

**Reflection:**

**Student:** During the very first lesson students will need to reflect on any previous knowledge they have about the Cold War era. In lesson two, students will be reflecting on the information they analyzed today in McCarthy’s speech in order to create their RAFT assignment. During the third lesson students will reflect on the information they have received about the Cold War era using the [As I See It](http://wveis.k12.wv.us/teach21/cso/upload/UP508WS2.doc) formative assessment. During the fourth lesson students should be reflecting on how the television, this output of American culture, is a reflection of the Cold War era itself. The very topic of this episode is inspired because of the “Red Scare” hysteria during the time. Students will also self-assess when they reflect on their participation in today’s lesson with the [Discussion Checklist](http://wveis.k12.wv.us/teach21/cso/upload/UP508WS6.doc)**.** In lesson five students should be reflecting on how Edwin Rolfe’s poem is an image of the culture of the Cold War and the change that Rolfe hoped for. In the sixth lesson students will reflect on many of the examples they have viewed throughout the unit and how each example represents a piece of American culture. In lesson seven, students will use the [Genre Brainstorming Sheet](http://wveis.k12.wv.us/teach21/cso/upload/UP508WS7.doc) to reflect on individual genre strengths and weaknesses as they evaluate genres for their own use. In lessons eight and nine, students must constantly be analyzing their genre selections to see which genres might need to be added or removed so as to tell a focused story or to thoroughly explore a single topic. In the last lesson, students will be reflecting on their own multigenre research paper throughout class today first by sharing their paper with peers and reading PQP comments made by them. Finally, students will reflect on their own work by using a grade seven writing rubric to self-assess.

**Teacher:** In the first lesson, teachers should read through the [Cold War, Hot Media Vocabulary Pretest](http://wveis.k12.wv.us/teach21/cso/upload/UP508WS5.doc) to gather an understanding of their students’ current understanding of the vocabulary before the unit has been taught. Also, teachers should reflect on the amount of information students already know about the Cold War era. If students are still very unfamiliar with the time period, the teacher may need to present more supplemental information about this particular time period. Depending on what point in the year this unit is taught, students may have already studied the Cold War era in their social studies course. In lesson two, teachers need to reflect on student understanding of the implication of McCarthy’s speech. In the third lesson, teachers will need to reflect on the sources and information students have viewed so far by reading the [As I See It](http://wveis.k12.wv.us/teach21/cso/upload/UP508WS2.doc) formative assessments. This assessment is an accurate reflection for students on what information they have received about the Cold War era, but it is equally advantageous for the teacher. By reading each student’s assessment, teachers will gather information about what students understand and what they may be confused about. In the fourth lesson, teachers will reflect on student’s ability to identify not only the film terms themselves, but what the film terms represent within the context of the television episode. In the fifth lesson the teacher should reflect throughout the lesson to examine if the students understand the symbolism that is being discussed within Edwin Rolfe’s poem. Guidance should be provided, but it is important that the students begin locating the symbolism on their own. In the sixth lesson, teachers should reflect on students’ ability to process the focus question of how American culture reflected the political turmoil in the 1950’s. Students may need guidance in developing examples of how our culture truly was a reflection of the Cold War era. In lesson seven teachers need to reflect on the student’s understanding of the multigenre concept. Students may struggle and balk at first, but once they understand the expectations for the assignment, they will embrace the project. In lessons eight and nine, teachers will need to reflect today on student understanding of how the multiple genres come together to share a central idea or tell a story. Particularly in lesson eight, the teacher will need to ensure that students understand that the genres must work together cohesively and guide the students in selecting the appropriate genres. It is also imperative that teachers take into account their students’ progress today. Depending on how easily the students have grasped the concept of a multigenre paper, it may be necessary to allow a second day for research in the lab before students begin creating their final drafts.  In the last lesson, teachers should reflect on the unit as a whole today, especially student understanding of the multigenre concept. Did students struggle with the overall idea of using multiple genres to share information, or did they struggle more with how to put the genres together to tell a single story or share a single idea?

**Materials/Websites:**

Individual whiteboards or notebook paper

Dry erase markers or pencils

Sticky notes

Copies of McCarthy’s speech “Enemies from Within” from <http://historymatters.gmu.edu/d/6456/>

Primary Sources from the 1950’s. These can be from a Jackdaw (The Cold War, found at <http://www.jackdaw.com/p-344-the-cold-war.aspx> and The Cold War and the Super Powers, found at <http://www.jackdaw.com/p-500-cold-war-and-the-super-powers.aspx>) or printed from the internet, obtained from antique stores, attics, libraries. The possibilities are endless!

Your school’s history textbook – if available

Copies of “Winds of Another Sphere” from *Edwin Rolfe Collected Poems,*edited by Cary Nelson & Jefferson Hendricks. *A* link to the Googlebook version can be found at <http://tinyurl.com/rolfepoem>

An example of a multigenre research paper for each small group of students in lesson seven. A great example appears on pages 46-55 in Tom Romano’s book Blending Genre, Altering Style. A second example, used with permission from the author Elizabeth Juster, can be found at <http://www.mrsjustersvirtualclassroom.com/Multi-Genre_Research_Paper.html>

Access to a computer lab for lessons eight and nine

Websites:

History of Loyalty Oaths - <http://www.history.com/this-day-in-history/truman-orders-loyalty-checks-of-federal-employees>

Lucille Ball explains 1936 Communist Link - <http://framework.latimes.com/2011/09/15/lucille-ball-explains-1936-communist-link/>

“Enemies from Within”: Senator Joseph R. McCarthy’s Accusations of Disloyalty - <http://historymatters.gmu.edu/d/6456/>  
Telegram from Senator Joseph McCarthy to President Harry S. Truman -<http://www.archives.gov/education/lessons/mccarthy-telegram/>

National Archives: <http://www.digitalvaults.org/#/browse/?record=2384>

Communism Pamphlet:<http://www.usd116.org/profdev/ahtc/lessons/RuudFel08/attachments/Lesson2/Ruud%20CommunismPamphlet.pdf>.  
LearnZillion.com lesson on Symbolism- <http://learnzillion.com/lessons/1108-identify-symbols-in-a-poem-by-noticing-repeated-images>

“Make Mine Freedom” - <http://youtu.be/mVh75ylAUXY>

“Valueable Kopeck” - <http://youtu.be/bsf3CeBE0rc>

Mrs. Juster’s Virtual Classroom: <http://www.mrsjustersvirtualclassroom.com/Multi-Genre_Research_Paper.html>

Learnzillion - How to cite sources used in an informational text - <http://learnzillion.com/lessons/1465-cite-research-sources-used-in-an-informational-text>   
Purdue Online Writing Lab: Formatting Guide - <http://owl.english.purdue.edu/owl/resource/747/01/>

One Word Summary: <http://www.cobbk12.org/Cheathamhill/LFS%20Update/summarizing_strategies.htm>

**Career Connection:** The skills that students gain as they evaluate the research from this unit and compose the multigenre research paper reaches every career cluster. Students interested in many different clusters will be able to apply applicable genres to their own research paper because of the flexibility the multigenre paper provides. If students are interested in the Agricultural, Science and Natural Resources cluster, then they will benefit and be interested in creating genres such as scientific reports or mathematical word problems that relate to their time period of choice. If students are interested in the Arts and Humanities cluster, then they will benefit from creating genres such as poetry or a propaganda video reflecting the various viewpoints of the time period. If students are interested in the Business and Marketing cluster, then they will benefit from creating genres such as a real estate listing or business advertisements. If students are interested in the Engineering and Technical cluster, then they will benefit from creating genres such as a list of parts needed or the chemical makeup of an atomic bomb, which was a veritable threat during the Cold War. If students are interested in the Health Science Education cluster, then they will benefit from creating genres such as a radiology report from the first discovery of nuclear bombs being developed in the USSR or a map of the reported radiation. Finally, if students are interested in the Human Services cluster, then they will benefit and be interested in creating genres such as a report from the HUAC or telegrams between public officials.**Lesson One:** Where Do Your Loyalties Lie?

**Teacher Facilitation of Student Acquisition of Background Knowledge:** After the students have responded to the discord story detailed in the Manage the Lesson section and discussed their opinion of taking loyalty oaths, review the history of loyalty oaths. The following website could be used to review: http://www.history.com/this-day-in-history/truman-orders-loyalty-checks-of-federal-employees. Facilitate class discussion. What would be the purpose of loyalty oaths required in the 1950’s? Brainstorm student responses on the board and have students’ record possible answers in their notes from the day.

**Anchor Text for Close Reading:**

California’s Loyalty Oath

**Vocabulary Development:** At the beginning of today’s lesson, students will take the Cold War, Hot Media Vocabulary Pretest. The vocabulary for the unit will be introduced today with this pretest. The terms to be encountered throughout the unit are:

idiosyncrasy

dissent

moral

scapegoat

propaganda

metamorphosis

pan

primary source

secondary source

loyalty oath

At the end of today’s lesson, have students look up the word dissent in the dictionary after reviewing basic dictionary skills. While students look up the word, pass out individual white boards and markers to students.

Review the parts of the dictionary with students and have them identify the primary definition of the word dissent. Ask how this verb could be used to describe the population at the time. Have students create sentences about the loyalty oaths on their whiteboard using the word dissent; circulate to help. Allow students to share with the whole class. Now have them record their own reaction if they had to take California’s loyalty oath, again using the word dissent correctly. Circulate to examine student answers. If time, allow students to share.

**Manage the Lesson:**

Step 1: Begin the day with the Cold War, Hot Media Vocabulary Pretest. These are words we will encounter throughout the unit, so it will be important to assess how familiar students are with the vocabulary at first. When all students are finished, collect the pretests.

Step 2: Concoct a story where the students are told that it has been discovered that during free time after lunch, a few students have been sneaking off campus. Because of this, and to prevent this, all free time will be taken out of the schedule. We will have to work bell to bell…unless we can discover the culprits! (You may create any story that you wish, but it is vital that the story be about something that causes a true feeling of fear/discord among the students)

Ask the students to respond to this! Then tell them the worst part, the people that did this are in our classroom! How will we discover who it is? To ensure we discover the culprit, the entire class will be required to take a loyalty oath to our middle school that they have never left campus during the school day without permission (based on California’s Loyalty Oath. This oath is also very similar to the oath the President of the United States takes upon taking office.) A Sample Oath of a possible oath to the middle school can be found in the Materials section. Share this oath with students on the digital projector. Again, have students respond. If needed, prompt students with questions about their rights – is it unfair to require them to take this oath? What if I told them they couldn’t graduate if they didn’t take it? Would that change their reactions? Discuss. Explain that in the wake of 9-11, these oaths are occasionally still required. People actually lost their jobs because they refused to take the oaths.

Step 3: Distribute a copy of the graphic organizer The History That Led Us Here. This graphic organizer will be used throughout the unit to organize information. Review the history of loyalty oaths. Facilitate class discussion. What would be the purpose of loyalty oaths required in the 1950’s? Brainstorm student responses on the board and have students’ record possible answers in their notes from the day. Share California’s actual loyalty oath on the digital projector.

Allow students to respond after reading the oath as a class. How do they feel about the oath? Does it challenge any of our American rights?

Step 4: Have students look up the word dissent in the dictionary. While students look up the word, pass out individual an individual white board and marker to each student or paper if whiteboards are unavailable. Review the parts of the dictionary with students and have them identify the primary definition of the word dissent. Ask how this verb could be used to describe the population at the time. Have students create sentences about the loyalty oaths on their whiteboard/paper using the word dissent; circulate to help. Allow students to share with the whole class. Now have them record their own reaction if they had to take California’s loyalty oath, again using the word dissent correctly. Circulate to examine student answers. If time, allow students to share.

Step 5: As the students exit class, they are to write their reaction on their exit slip if they had to take California’s loyalty oath. They must include the vocabulary word dissent and use it correctly. Collect these responses as students leave the room.

**Possible enrichment/extension activity:** Students will examine the connection between the loyalty oaths of the 1960’s and those oaths which were required following the events of 9-11. The story of Lucille Ball, the leading actress in the popular television show “I Love Lucy,” could also be researched to show how the government targeted people in Hollywood, too.

**Active Literacy:** Students will be asked to exhibit their prior knowledge of the unit vocabulary at the beginning of class. Active participation in class discussion will then reveal how personally invested the students are in discovering the “culprit” in our invented story, which will then be transferred to student empathy to the loyalty oath’s that were often required in the 1960’s. Students will create responses as the purpose of the loyalty oaths and will examine California’s loyalty oath; they will then actively discuss if the requirement to take the oath affects our rights as American’s. Students will practice basic dictionary skills by examining the denotation of the word dissent and apply it to the time period by examining how this verb could be used to describe the population at the time. Next, students will create sentences first describing the loyalty oaths on their whiteboard using the word dissent and second, recording their reaction if they had to take the oath. Finally, students will record their reaction to taking the oath on an exit slip.

**Post Literacy:** At the end of the class period, students will respond to a prompt by way of an exit slip. They will be asked to record their reaction if they had to take California’s loyalty oath using the word dissent correctly. Exit slips will be collected as students leave the room.

**Product/Performance:** The products evaluated will be responses and discussions between teacher and students, written reactions to California’s loyalty oath and the exit slip.

**Reflection:** Teachers should read through the Cold War, Hot Media Vocabulary Pretest to gather an understanding of their students’ current understanding of the vocabulary before the unit has been taught. Also, teachers should reflect on the amount of information students already know about the Cold War era. If students are still very unfamiliar with the time period, the teacher may need to present more supplemental information about this particular time period. Depending on what point in the year this unit is taught, students may have already studied the Cold War era in their social studies course.

Sample Oath

I do solemnly swear (or affirm) that I will support and defend the Code of Conduct of \_\_\_\_\_\_\_\_\_\_ Middle School and the Mission of \_\_\_\_\_\_\_\_ County Schools against all enemies, foreign and domestic; that I will bear true faith and allegiance to \_\_\_\_\_\_\_\_\_\_\_ Middle School and the Mission of \_\_\_\_\_\_\_\_\_\_ County Schools; that I take this obligation freely, without any mental reservation or purpose of evasion; and that I will well and faithfully discharge the duties which I am required to uphold as a student of \_\_\_\_\_\_\_\_\_\_ Middle School.

MC900090011[1]MC900250596[1]Cold War, Hot Media Vocabulary Pretest

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class\_\_\_\_\_ Date\_\_\_\_\_\_\_

Word Bank

**idiosyncrasy**

**dissent**

**moral**

**scapegoat**

**propaganda**

**metamorphosis**

**pan**

**primary source**

**secondary source**

**loyalty oath**

1. The \_\_\_\_\_\_\_\_\_\_\_ advertisements seen on television contain many political messages in order to influence the opinion of the public.

   2. Almost everybody has one or more \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(s) that people who don't have them would consider peculiar.

   3. The camera should \_\_\_\_\_\_ across the scene of the fire showing everything from one end of the building to the other.

   4. The \_\_\_\_\_\_\_ (s) of an individual can help them determine what is right and wrong.

   5. "You're standing here all set to crucify--all set to find a \_\_\_\_\_\_\_\_--all desperate to point some kind of a finger at a neighbor."

   6. We were required to take a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to prove our honesty; to prove our dedication to our country.

   7. Our history textbook recounts the Cold War, but because it is a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ we have to realize there are other sides to the story.

8. In this brief fraction of a moment they take the first step toward performing a \_\_\_\_\_\_\_\_\_\_\_\_\_\_ that changes people from a group into a mob.

  9. Reading the Diary of Anne Frank, which is an accurate \_\_\_\_\_\_\_\_\_\_\_\_\_\_, allows us to see the events that truly occurred in Nazi Germany.

 10. Congress passed the bill unanimously, without \_\_\_\_\_\_\_\_\_\_\_.

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class \_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_

The History That Led Us Here

Examining Sources Graphic Organizer

|  |  |  |
| --- | --- | --- |
| Source | | Questions and Comments |
| Title:  “Enemies from Within” | Where did you find this source?  Web. <http://coursesa.matrix.msu.edu/~hst306/documents/mccarthy.html>  Other Info: Location of speech: Ohio County Woman’s Republican Club, Wheeling, WV | Is this a primary or secondary source? Primary  Is this source print or digital? Digital  What are the basics I need to remember?  McCarthy’s claims had an immediate effect on the American people  He connected Communism with atheism and said Communists were immoral  What did I find interesting?  The speech was given on Lincoln’s birthday  McCarthy used fear to get people to believe him  What questions do you have after reading this source?  Why did McCarthy have so much influence? |
| Type:  Speech |
| Publication Date:  February 9th, 1950 |
| Publisher:  Michigan State University |
| Author:  Joseph McCarthy |
| Source | | Questions and Comments |
| Title: | Where did you find this source?  Other Info: | Is this a primary or secondary source?  Is this source print or digital?  What are the basics I need to remember?  What did I find interesting?  What questions do you have after reading this source? |
| Type: |
| Publication Date: |
| Publisher: |
| Author: |

|  |  |  |
| --- | --- | --- |
| Source | | Questions and Comments |
| Title: | Where did you find this source?  Other Info: | Is this a primary or secondary source?  Is this source print or digital?  What are the basics I need to remember?  What did I find interesting?  What questions do you have after reading this source? |
| Type: |
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| Author: |
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| Title: | Where did you find this source?  Other Info: | Is this a primary or secondary source?  Is this source print or digital?  What are the basics I need to remember?  What did I find interesting?  What questions do you have after reading this source? |
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**Lesson Two:** Enemies from Within?

**Teacher Facilitation of Student Acquisition of Background Knowledge:** Extensive research will not be required to present and review today’s background information to the students, but the included websites from the Materials section will be helpful in reviewing the historical context of McCarthy’s speech. The teacher will lead the students in the creation of a KWL (Know, Want to Know, Learned) chart at the start of the lesson to assess the students’ current knowledge on the time period as well as questions they have about the time period. As the lesson continues, students should be encouraged to add additional questions to their chart, as well as things they have learned. As students begin reading through McCarthy’s speech, the teacher may need to model how to annotate the text if students are unfamiliar with the process. Comments, realizations, connections and unfamiliar vocabulary could all be written down.

Finally, the Wheeling Gazette RAFT Assignment will need to be thoroughly explained. The teacher will need to go through each individual portion of the assignment. First, teachers need to highlight the role of the newspaper reporter and how that will affect the voice and language the student’s will use as writers. The audience was not at the speech, so student’s need to be directed to introduce the topic, explain the details and make a judgment/conclusion at the end of the article. The format is that of a newspaper article, which again will dictate the voice students’ write with and also the length. Finally, teachers need to emphasize the topic again, which is a report of what McCarthy said in his speech. Thorough review of the assignment will best guide the students into a true reflection of what McCarthy said in his speech.

**Anchor Text for Close Reading:**

“Enemies from Within”: Senator Joseph R. McCarthy’s Accusations of Disloyalty

**Vocabulary Development:**

At the beginning of class, students will explore their own “morals” in writing, delving into how the word individually affects their lives. Later, when examining McCarthy’s speech, the teacher will facilitate class discussion to examine how “morals” can affect how a person reacts to different situations. Students will explore how McCarthy tried to use “morals” to inspire the American public into action. Also, while scrutinizing how the government and media began using American’s fear of communism to fuel the hysteria, students will explore what “idiosyncrasy” is during class discussion. The class will also discuss how “idiosyncrasies” can fuel fear.

**Manage the Lesson:**

Step 1: Students will begin by creating a journal response to the following prompt: What are your morals? How do you determine the difference between right and wrong? Journals will be monitored by the teacher for completion and to ensure students are exploring the topic at hand.

Step 2: Split students into small groups (2 or 3 to a group). Set up a KWL chart on the board and have students create a copy of their own. Have students independently fill out the Know section about the Red Scare and then facilitate discussion as a whole class. Ask students to pose questions and record in the Want to Know section of the chart.

Step 3: Orally present a brief overview of the historical era that led to the “red scare.” Particularly ask students if they have ever heard of a man named Mr. Joseph McCarthy. How did he become infamous?

Step 4: Have students retrieve The History That Led Us Here graphic organizer to record the information that is being presented and discussed today. Display the speech McCarthy gave on February 9, 1950 in Wheeling, WV on a digital projector. Also distribute a copy of the website to each student for them to annotate. As we read this text closely, we are aiming to accomplish two things: 1) Probe each idea in the informational text and observe how these build to a whole and, 2) Consider what the text leaves uncertain or unstated. When students analyze a particular portion of the speech, challenge them to identify what the text is saying as well as draw inferences from the text. It can be helpful to display an annotated image of the text as well, or project and annotate a copy for the students to see as you read the speech.

Step 5: Refer to the journal entry that the students wrote at the beginning of class. Facilitate class discussion to examine how morals can affect how a person reacts to different situations. How did McCarthy try to use morals to inspire the American public into action? How did he try to influence events? Allow students to discuss their reaction to the speech, recording notes and revelations on their copy of the speech so as to directly reference the text, and then discuss more of the history that led up to this moment. Remind students that yesterday we were all blaming one another, trying to figure out a culprit, and then upset about having to give up our rights and freedoms; this really happened in the 1950’s!

Step 6: Emphasize that the government, often by way of the media, was helping to create hysteria about the spread of Communism. What allowed this hysteria to spread? (FEAR).

Ask the following discussion questions about fear:

* "The only thing we have to fear is fear itself." What does this mean? Who said this?
* How does fear affect the decisions you make?
* What fears might be called "universal"; shared by most almost all humans?
* What is an idiosyncrasy? Could it cause fear?
* What was the House Un-American Activities Committee afraid of?

Step 7: Have students complete Think, Pair, Share about the information they gathered today on their The History That Led Us Here graphic organizer.

Step 8: Students are to use the information they gathered today to create a Wheeling Gazette RAFT Assignment for homework. Role: Newspaper reporter, Audience: The readers of your newspaper, the Wheeling Gazette from Wheeling, WV, Format: Newspaper Article, Topic: McCarthy’s claims during his speech. Students must cite the phrases in the speech they use to form each opinion as evidence.

**Active Literacy:** Students will cite each one of their sources by collecting the appropriate information and filling in their The History That Led Us Here graphic organizer. This organizer will eventually help students create their bibliography. Students will examine a couple of their vocabulary words today as they appear in McCarthy’s speech and in class discussion. We will also examine McCarthy’s purpose in his speech. Finally students will use today’s information that they have recorded to create a RAFT assignment, exhibiting knowledge of role, audience, format and task through their writing.

**Post Literacy:** Students will use the information they gathered today as they annotated the McCarthy speech and continued to fill in their The History That Led Us Here graphic organizer to create a Wheeling Gazette RAFT Assignment for homework. This assignment challenges the students to apply and synthesize the information presented today. Students must cite the phrases in the speech they use to form each opinion as evidence.

**Product/Performance:** Throughout the lesson today, students will create a KWL chart to organize their prior knowledge of the subject, pose questions about the subject and record information they have learned. Students will continue to record information on their The History That Led Us Here graphic organizer. They will participate in active discussion concerning the intended effects of McCarthy’s speech and create a fictional newspaper article reflecting the information they gathered from his speech.

**Reflection:** Teachers need to reflect on student understanding of the implication of McCarthy’s speech. Students will be reflecting on the information they analyzed today in McCarthy’s speech in order to create their RAFT assignment.

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class \_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_

Wheeling Gazette R.A.F.T. Assignment

For homework this evening, you will be creating a RAFT assignment. You will start your assignment below, but you may use an additional piece of paper if necessary.

Each letter of RAFT stands for a particular part of your writing assignment:

Role – your role is that of a newspaper reporter

Audience – your audience will be the readers of your newspaper, people of Wheeling, WV

Format – your format will be a newspaper article. Don’t forget the headline and byline!

Topic – your topic will be to report to your community about McCarthy’s claims during his speech

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**Teacher Facilitation of Student Acquisition of Background Knowledge:** Before the lesson, compile and make copies of a variety of primary and secondary sources for students to evaluate during today’s lesson. At the beginning of class, guide the student’s into the creation of working definitions of both primary and secondary sources.

**Anchor Text for Close Reading:**

Students will read a variety of primary and secondary documents, as collected by the teacher. Many samples have been listed in the Materials section and many are available online.

**Vocabulary Development:** Throughout the course of today’s lesson, students will be exploring and developing working definitions of both “primary sources” and “secondary sources.” Students will examine a variety of documents and use the working definitions to identify the sources.

**Manage the Lesson:**

Step 1 – Students will begin by creating a journal response to the following prompt: “What is a primary source? What is a secondary source? Why would it be important to be able to differentiate between the two?” Journals will be monitored by the teacher for completion and to ensure students are exploring the topic at hand. After journals are complete, collect yesterday’s RAFT assignment.

Step 2 - Today, students will be looking at a variety of sources and determining and evaluating the difference between primary and secondary documents from the 1950’s. Before class, on a bulletin board, post the words PRIMARY and SECONDARY. We will add examples of both of these throughout the lesson, selected by the students. Review the difference between primary and secondary research sources. Have students develop working definitions of each as a whole group. Discuss and write the definitions on the board.

Step 3 - Students will be split into groups of around 4 students. Each group will receive a variety of documents, both primary and secondary, as well as two worksheets. One worksheet will be about Primary Sources and the second worksheet will be about Secondary Sources. The documents the students examine can be from a variety of places. See the Materials section for sample primary and secondary documents.

Review the worksheets on the ELMO and explain what is expected. Students are to examine each document and then allow groups to collaborate and debate which documents are primary and which are secondary, splitting their documents into two groups. Students will use post it notes on each document and record why they determined the primary or secondary status of each source. Each student group will pick one primary document and secondary document from their set and complete the Primary Source Worksheet and the Secondary Source Worksheet for each document, respectively.

Step 4: We will post copies of the sources near the appropriate word on the bulletin board as we discuss each source. As a class, discuss how the formats of the different sources affected what audiences were reached. Why would you pick one format over another? What advantages and disadvantages would each format have? Record this information on the whiteboard as the class discusses.

Step 5: Pass out a copy of As I See It to each student. Students will complete this template to react to the information they have processed today.

**Active Literacy:** Students will be asked to create a working definition of a primary and secondary source. They will apply this definition to differentiate between a variety of sources, identifying those that are primary and secondary in small groups. Each group will pick one primary and one secondary source and analyze the source using the Primary Source Worksheet and Secondary Source Worksheet. Students will then participate in a whole class discussion to identify their sources as being primary or secondary, as well as their sources effect on their intended audience.

**Post Literacy:** At the conclusion of class, students will complete As I See It to react to the information they have processed today. Depending on time restraints, this can be assigned as homework.

**Product/Performance:** Students will successfully identify primary and secondary sources from the time period using working definitions that they create. Finally, students will use the collected information from both primary and secondary sources to react with As I See It, a formative assessment.

**Reflection:** Teachers will need to reflect on the sources and information students have viewed so far by reading the As I See It formative assessments. This assessment is an accurate reflection for students on what information they have received about the Cold War era, but it is equally advantageous for the teacher. By reading each student’s assessment, teachers will gather information about what students understand and what they may be confused about.

# Secondary Document Analysis Worksheet

**Name: Date:**

*A secondary source of information is one that was created* **later** *by someone who* **did not** *experience first-hand or participate in the events.*

**Instructions:** As you read your document, remember that secondary sources do not just present facts – they provide an *interpretation* of events. Look for the ways that the author presents his or her interpretation.

|  |
| --- |
| What is the title of the document? |
| Who is the author? |
| Who is the author’s intended audience? |
| What topic is the author addressing in this work? |
| What is the author’s argument (or thesis) about this topic? Provide evidence from the text. |
| What evidence is provided to support this argument? List specific examples. |

|  |
| --- |
| Are there any contradictions in the argument? If so, provide examples. |
| Do you trust this source? What are some of the ways you can tell if a source is reliable? |
| What do you think motivated the author to create this source? |
| What is your overall impression of the interpretation? Is it convincing? |
| List some **facts** presented by the author: |
| List some **opinions** presented by the author: |
| What questions does this interpretation raise? |
| Where could you find answers to these questions? |

**Secondary Document Analysis Worksheet**

# Primary Document Analysis Worksheet

**Name: Date:**

*A primary source provides a firsthand account of events recorded during or shortly after the events described occurred. Primary sources can include newspaper articles, government documents, diaries, photographs, and maps.*

**Instructions:** Examine your primary document. Remember to consider all aspects of the document, including the motivations of the author and the historical context in which it was created.

|  |
| --- |
| What kind of document is it? (diary, newspaper, letter, etc.) |
| Who created it? What do we know about the author? |
| When was it created? |
| Where was it created? |
| Why do you think it was created? |
| Does the document’s author show bias at any point? Where? Cite specific passages. |

# Primary Document Analysis Worksheet

|  |
| --- |
| Who was the intended audience for this document? |
| What do we know about that audience? |
| How does this document make you feel? |
| List three things you learned from the document: |
| List three questions the document raises: |
| Where might you find the answers to these questions? |

As I See It

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Complete each sentence to react to the information you have read today.

When I read these documents, I imagine that…

I was most impacted by…

I was surprised that…

Based on the information, I predict…

I feel that media impacts its audience by…

After today, I am still confused about…

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

As I See It

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Complete each sentence to react to the information you have read today.

When I read these documents, I imagine that…

I was most impacted by…

I was surprised that…

Based on the information, I predict…

I feel that media impacts its audience by…

After today, I am still confused about…

**Lesson Four:** Monsters on the T.V.

**Teacher Facilitation of Student Acquisition of Background Knowledge:** At the start of this lesson, the teacher will lead discussion to introduce the idea of messages within the media through questioning, and supplementing information as necessary. The teacher will also introduce a few basic film terms that students are probably not familiar with. It can be helpful to show students examples of these camera shots as well, yet it can also be successful to point of the camera shots during the viewing of the television episode and then reiterate the definitions of the terms after the viewing.

**Anchor Text for Close Reading:**

“The Monsters Are Due on Maple Street” television episode that originally aired on March 4, 1960 will be the main text for today. A script for this episode is also available in some textbooks and the story is available as a graphic novel.

**Vocabulary Development:** During today’s lesson, students will review basic film terminology, so they can better analyze a director’s filming choices and the significance of these choices. By using the process of contextual redefinition, the students will encounter the terms and discuss them with guidance from the teacher. Students will then view the terminology in the context of the television episode. Following the viewing, students will encounter the words again as the class examines what shots were used and the significance of the shots, altering their previous definitions of the terms as necessary.

**Manage the Lesson:**

Step 1: Students will complete a journal entry writing about the following prompt: If you wanted to take over a town--without killing anyone—how might you weaken the people enough to overcome their resistance?

Step 2: Remind students about the historical time period we have been gathering information about. Facilitate discussion using these questions to get it started:

* During what time period did television become common in the American household?
* How do you think television impacted American society?
* How could mass media, like television, be sued to sway public opinions?
* What would happen if a TV producer tried to protest the “Witch Hunts” that were going on?
* Is there anyway the producer could still share his opinion about the political turmoil without getting “caught” by the House Un-American Activities Committee?
* How could he/she go about doing this?
* What if instead of protesting with his words, he used his script?
* What literary elements or techniques could he use to “hide” his message?

Step 3: Tell the students that we will be watching a television episode today. In order to fully understand the messages within the episode, it is helpful to know a few basic film terms. Reference the following terms, written on the board prior to class, and review with the class:

Pan: stationary camera shoots a scene moving left or right.

Low angle: camera shoots subject from below; has the effect of making the subject look larger than normal – strong, powerful, and threatening.

High angle: camera is above the subject; usually has the effect of making the subject look smaller than normal – weak, powerless, trapped.

Dutch angle: shot that is tilted sideways on the horizontal line. Used to add tension, it creates a sinister of distorted view of a character.

Close up: the image being shot takes up at least 80% of the frame.

As you identify these terms, ask students why a director would use each shot or what purpose the shot might have and record this information as a supplemental definition. This will begin the process of contextual redefinition and will help the students identify the terms in the television episode and why that particular shot was used.

Step 4: Pass out copies of Monsters Are Due on Maple Street Viewing Notes worksheet. As we watch, have students be on the lookout for ways that Rod Serling, the author of the script, slipped political references and opinions into the script by identifying literary and cinematic elements. Ask students to fill out the worksheet and write down all evidence and examples they see. This will help them identify Serling’s opinion of the current political turmoil in America at the time and how he uses the media to share this opinion.

Step 5: Watch the episode.

Step 6: Following the watching of the episode, have students share their Monsters Are Due on Maple Street Viewing Notes and facilitate discussion with the following questions:

* Can we tell how Serling felt about the political turmoil going on?
* How did Serling successfully share his view on the “witch hunts”?
* What is a scapegoat? Denotation of the word? Connotation? Why did he include this?

Compare and contrast Serling’s Maple Street and the accusations with the world that McCarthy spoke of in his speech. What connections did you make?

Step 7: Review the five film terms listed in step 3. Ask students if they saw examples of any of the terms within the episode. As students relate examples, ask the class the significance of using each particular shot.

* What was the director trying to share with his audience?
* How was the director trying to influence the audience’s opinion with the shot?
* How can we add to the definitions on the board after viewing the terms in context?

This connection with how the terms are used will confirm the contextual redefinition of the terms.

Step 8: Distribute copies of the Discussion Checklist to each student. Instruct students to fill out the top section for today’s date and complete the checklist assessing themselves and their participation in today’s lesson. Teachers should collect these checklists for review.

Step 9: On the exit slip, ask students to write down an example of a film term they saw in today’s episode and why that particular shot was significant.

**Active Literacy:** By way of teacher-led discussion, students will begin the lesson by exploring how influential the media can be. While viewing the television episode, students will be identifying not only film terms that were presented by the teacher, but also how Serling, the producer, was using the media to share his personal opinion. Students will be completing the Monsters Are Due on Maple Street Viewing Notes worksheet to assist them in gathering and organizing this information. Students will then participate in a second teacher-led discussion about the information they gathered while watching the episode.

**Post Literacy:** At the end of class students will complete the Discussion Checklist to assess their active participation in today’s discussion. Students will exhibit their mastery of one of the film terms by identifying the term they saw in use in the episode and then evaluating why the director chose to use that particular camera shot. This information will be recorded on an exit slip to be turned in as the student leaves class.

**Product/Performance:** The students will be applying the film terms and discussion information they receive throughout class to the evaluation of the television episode. Each student will complete the Monsters Are Due on Maple Street Viewing Notes worksheet to show that application. Also, students will exhibit their ability to identify vocabulary film terms that were discussed and evaluate why a director would utilize a particular camera shot on their exit slip.

**Reflection:** Teachers will reflect on student’s ability to identify not only the film terms themselves, but what the film terms represent within the context of the television episode. Students should be reflecting on how this media, this output of American culture, is a reflection of the Cold War era itself. The very topic of this episode is inspired because of the “Red Scare” hysteria during the time. Students will also self-assess when they reflect on their participation in today’s lesson with the Discussion Checklist.

“Monsters Are Due on Maple Street” Viewing Notes

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_

Summary:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

As you watch today’s episode, jot down significant observations for each of the following elements of film:

Literary Elements: Cinematic Elements:

(conflicts, characterization, setting, dialogue, etc.) (shot type, angles, sound, lighting, etc.)

|  |  |
| --- | --- |
| Literary or Film Example from “Monsters” | Connection to Real World Events |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

After viewing: Write down an example of a film term in today’s episode and why that particular shot was significant. In other words, why did the director choose to use that shot?

Adapted from Golden, J. (2001). Reading in the Dark (pp. 155-166). Urbana, IL: NCTE.

**DISCUSSION CHECKLIST**

Developed by Mary Ann Triplett

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Block \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Discussion Topic \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Reflecting upon my participation in this discussion, I participated positively in the discussion by

\_\_\_\_\_ using active listening skills.

\_\_\_\_\_ asking clarifying questions.

\_\_\_\_\_ stating my opinion on the topic.

\_\_\_\_\_ using evidence to support my position.

\_\_\_\_\_ making relevant comments.

\_\_\_\_\_ developing analogies.

\_\_\_\_\_ evaluating the merit of others’ opinions.

\_\_\_\_\_ recognizing when another person makes an irrelevant comment.

\_\_\_\_\_ pointing out contradictions in another’s statement.

\_\_\_\_\_ summarizing my thinking as well as my perception of the opinions of others.

\_\_\_\_\_

Reflecting upon my participation in this discussion, I detracted from the discussion by

\_\_\_\_\_ not paying attention to others.

\_\_\_\_\_ distracting others.

\_\_\_\_\_ interrupting the speaker.

\_\_\_\_\_ making an irrelevant comment.

\_\_\_\_\_ monopolizing the discussion.

\_\_\_\_\_ personally attacking another.

\_\_\_\_\_

As I reflect on my participation in this discussion, I contributed to a productive discussion by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Overall I would rate my participation in this discussion as \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Lesson Five:** Political Poetry

**Teacher Facilitation of Student Acquisition of Background Knowledge:** At the beginning of class, the teacher will need to review the rights guaranteed to us as American citizens in the first amendment. Also, before students read today’s poem, the teacher will need to facilitate discussion about the idea of symbolism within a poem. The Learnzillion website provides a great overview, as well.

**Anchor Text for Close Reading:**

“Winds from Another Sphere” by Edwin Rolfe

**Vocabulary Development:** During the presentation of the Edwin Rolfe poem “Winds of Another Sphere,” the word metamorphosis will appear in line 14. A copy of the Student VOC Strategy will be passed out to each student. Students will complete this worksheet for the word metamorphosis. When finished, the class will discuss the definitions and strategies the students have developed.

**Manage the Lesson:**

Step 1: Students will complete a journal entry about the following prompt: How do you think American culture reflected the political turmoil in the 1950’s?

Step 2: Pass out white boards or notebook paper to all students. Explain to students that the first amendment to the U.S. constitution guarantees the right to freedom of speech. Review if necessary.

Step 3: Have students complete Think-Pair-Share on the following questions that should be written on the board prior to class:

* Discuss how you think the government was able to control what was said and done on the television.
* Do you think the House Un-American Activities Committee was right to exhibit their control?
* How do you feel about their ability to take that control?
* Did Americans have the ability to protest this control without dire consequences? Explain.

After individual students have been given a chance to write on their whiteboard or paper, have them pair up and discuss their responses, then share as a whole class.

Step 4: Now students will look at another way the people of America found ways of sharing their opinions. Explain that we will be reading a poem that contains many symbols. To review how to identify symbols within a poem, show students the video on identifying symbols from LearnZillion.com. Be sure to write the steps from the last slide on the board to assist students with the task of identifying the symbolism in a new poem. 1) Circle repeated images, 2) Think: Are the images positive or negative?, 3) Ask: What idea does the image symbolize?

Step 5: Project a copy of Edwin Rolfe’s poem entitled “Winds of Another Sphere.” Allow students to read the poem once through with no guidance. Ask students for first reactions. Now, provide a little background information. Rolfe was in support of communism in America and believed we should allow the communists to take over. His parents were originally from Russia, although Rolfe himself was born in America. Rolfe was very open about his support and was eventually blacklisted because of this Communist support.

Ask students to look for concealed political opinions within the poem. Are they any other hidden messages? Things that could be mentioned: He starts the poem by telling the reader that part of America is failing, dying, and that communism will “kindle” the success of this country. He speaks of comrades (a communist connotation of how you would address others who also supported communism), the uncertainly of the country with so much hysteria and confusion and how we are ready to experience metamorphosis. Facilitate a discussion examining how the media, by way of poetry in this sense, successfully concealed their political opinions with metaphors and hidden messages.

Step 6: Students will refer back to the word metamorphosis, as seen in line 14 in Rolfe’s poem. Pass out a copy of the Student VOC Strategy to each student. Have students complete this worksheet for the word metamorphosis. When finished, discuss the definitions the students have developed.

Step 7: Students will create a poem of their own as if they are a character from the 1950’s. They must pick which side they would like to represent: anti-Communist or pro-Communist. The poem can be in a variety of forms. Suggest to students the following forms to inspire them: free verse, diamante, concrete or even a dramatic monologue! Challenge students to include the use of symbolism similar to what we studied in Rolfe’s poem. This is homework if not finished in class.

**Active Literacy:** After students think about the rights that the first amendment guarantees Americans, students will complete Think, Pair, Share about a variety of questions that explore the control the government was using, via the HUAC. This allows the students to individually process their ideas before bringing those ideas into the whole group discussion. Students will then watch a LearnZillion video to help them identify how to recognize symbolism in a poem. They will then apply this information by analyzing Edwin’s Rolfe’s poem “Winds of Another Sphere.” After reading, identifying the main ideas within the poem, and discussing the poem and the symbolism within it, students will identify the vocabulary word metamorphosis, which occurred in the poem. Students will complete the Student VOC Strategy about the word metamorphosis. Finally students will apply the information they have processed throughout the unit and during today’s lesson to write their own poem with either anti-Communist or pro-communist symbolism.

**Post Literacy:** At the end of class, students will create a poem as if they are anti-communist or pro-communist. They will decide on their role as well as the form of the poem. Students will also be challenged to include symbolism within their poem that represents their role.

**Product/Performance:** At the end of today’s lesson, students will be synthesizing much of the information they have received throughout the unit by composing a poem of their own. They will take on the role of a character from the 1950’s and then will choose to represent either an anti-Communist point-of-view or a pro-Communist point-of view. They will then incorporate symbolism into their poem that represents their point-of-view.

**Reflection:** The teacher should reflect throughout the lesson to examine if the students understand the symbolism that is being discussed within the poem. Guidance should be provided, but it is important that the students begin locating the symbolism on their own. Students should be reflecting on how this poem is also an image of the culture of the Cold War.

**Student VOC Strategy**

**Vocabulary Word:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

1. **Write the sentence where the word is found in the text.**
2. **Based on the sentence, what do you think the word means?**

**3. Consult an “expert” for the actual definition (friend, text, dictionary).  
 Expert:**

**Expert’s Definition:**

**4. Write the word in a sentence of your own.**

**5. Choose one of the following ways to help you remember the word’s meaning: draw a picture; create a movement; connect the word to a story, song, or news report you’ve heard. Write down how you are going to remember this word.**

**6. Explain why you chose this method to remember the word.**

**Lesson Six:** Propaganda’s Effects

**Teacher Facilitation of Student Acquisition of Background Knowledge:**

To prepare students during today’s the lesson, the teacher will need to have already reviewed the history of radio and television on history.com, which can be found in the Materials section. Also the teacher will want to have previewed both of the propaganda videos that will be shown today in order.

**Anchor Text & Questions for Close Reading:**

1948 American propaganda cartoon “Make Mine Freedom”

1949 Soviet propaganda cartoon “Valueable Kopeck”

**Vocabulary Development:** Students will listen and interact with the teacher today during a Think Aloud activity. This Think Aloud will focus on the word propaganda, which is used throughout today’s lesson. All of the strategies exhibited through the Think Aloud exercise are necessary for student to learn how to do to learn new words and then incorporate them into their own vocabulary.

**Manage the Lesson:**

Step 1: Students will complete a journal entry about the following prompt: How do you think the development and widespread popularity of the home television affected American culture in the 1950’s?

Step 2: Introduce students to a brief history of television, from history.com:

“World War II postponed its introduction to the public until 1946. The television boom occurred between 1949, when 940,000 households had a set, and 1953, when the number soared to 20 million. The rapid integration of television into American life coincided with the explosive rise of a consumer culture after the war. Pent-up demand fueled by the hardships of the depression and the war, coupled with prosperity, was exploited by advertisers; they turned to television to sell their products. In the early 1950s, many corporations produced and sponsored entire shows, and ads were at least one minute in length. But as programming became more expensive, and advertisers discovered that thirty-second spots were as effective as longer ones, shows were sponsored by several products, increasing dramatically the sheer number of commercials. Advertisers desires to appeal to the broadest possible audience, coupled with an atmosphere of conformity fueled by McCarthyism, blacklisting, and cold war paranoia, made programmers extremely cautious, and they pandered to the lowest common denominator. Television excluded diversity and elevated consumerism into a national obsession.”

For some classes this information may need to be paraphrased. Ask students to respond to this information. How do they think the introduction of the television into the American household affected how American’s viewed McCarthyism? How did it affect the way American’s viewed the Cold War?

Step 3: Write the word propaganda on the board. Complete a Think Aloud for the students about the word propaganda by analyzing it. The word is not in context, so you cannot rely on context clues. Explain that perhaps we can look at the word to see any root or affixes of the word. Next, ask students if they have ever seen the word somewhere before. In what context? What do they think it meant? Finally, have students look up the word in the dictionary. Applying the dictionary review in lesson one, have students read the definition of propaganda.

Step 4: Explain to students that in class today we will be viewing two propaganda advertisements from the 1950’s that actually aired on television. One will be anti-communist and one will be pro-communist. Pass out the Propaganda Comparison Sheet to every student and review the sheet, so students are oriented with the analysis they will be completing.

Step 5: Show the first propaganda video. It is entitled “Make Mine Freedom” and is an animated cartoon that is anti-communism from 1948. Encourage students to be working on their Propaganda Comparison Sheet as they watch the video.

Step 6: Now show the second propaganda video. It is entitled the “Valueable Kopeck” and is an animated cartoon that is pro-communism from 1949. Again, as students watch, have them work on their Propaganda Comparison Sheet.

Step 7: After having watched both cartoons, have students share what they recorded on their Propaganda Comparison Sheet. Students will also need to record important information on their The History That Led Us Here worksheet.

Step 8: At the end of class, students will create a paragraph long analysis of how American culture reflected the political turmoil in the 1950’s. Encourage students to refer to specific examples from the episode, propaganda and other documents we have viewed, using their chart and notes to assist them. This is homework if not finished in class.

**Active Literacy:** During today’s class students will identify symbolism within two midcentury propaganda cartoons and then analyze the significance of the symbolism. Students also will evaluate the effect of the propaganda on its target audience. Finally students will reflect on how American culture reflected the political turmoil in the 1950’s.

**Post Literacy:** At the end of class, students will create a paragraph long statement about how American culture reflected the current political climate in the 1950’s. Students will be expected to support their opinion with evidence from any of the texts we have studied as well as use correct sentence structures, mechanics and organization.

**Product/Performance:** At the end of today’s lesson, students will be synthesizing much of the information they have received throughout the unit by writing a well-organized paragraph reflecting on how American culture reflected the political climate in the 1950’s. A writing rubric should be used to assess the student’s final paragraph.

**Reflection:** Teachers should reflect on students’ ability to process the focus question. Students may need guidance in developing examples of how our culture truly was a reflection of the Cold War era. Students will reflect on many of the examples they have viewed throughout the unit and how each example represents a piece of American culture.

Propaganda Comparison Sheet

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Basic \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

In class today, you will be viewing two short cartoons. One cartoon was created in America and supports the anti-Communistic viewpoint. The second cartoon was created in the Soviet Union and supports the pro-Communistic viewpoint. The Soviet cartoon has subtitles for ease of viewing. As you view these forms of propaganda, use the following charts to collect information and the following questions to analyze the cartoons.

|  |  |  |
| --- | --- | --- |
|  | American Propaganda | Soviet Propaganda |
| What symbols do you see within the cartoon?  What does each symbol represent? | Dr. Utopia – represents spokesman/government politician for “ism” | Dancing money – represents “peaceful” third world countries |
| How are the opposing country and/or government portrayed?  Give specific examples. |  |  |
| Record examples of humor, often used to “lighten the mood” |  |  |

Why do you feel propaganda is successful? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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What is the purpose of using the form of a short cartoon on television to deliver these political messages? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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How do you feel the American people reacted to “Make Freedom Mine”?

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How do you feel the Soviet people reacted to “Valueable Kopeck”?

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**Lesson Seven:** What is Multigenre?

**Teacher Facilitation of Student Acquisition of Background Knowledge:** Multigenre writing is going to be a new concept for most students, so it will be important for teachers to guide students through a thorough introduction to this concept. The idea of multigenre research writing gives students the ability to break out of the traditional “narrative, expository, persuasive” writing styles that are so often focused on. As stated on a very useful website, Mrs. Juster’s Virtual Classroom, found in the Materials section, “The thesis of a multi-genre research paper is communicated through the creation of a variety of creative writing pieces that are then sequenced in such a way that the thesis and supports are clearly and effectively articulated and communicated. Like a traditional research paper, a multi-genre paper does involve outside sources. Like a traditional research paper, it is a vehicle for the communication of a unique and independently developed thesis. Unlike a traditional research paper, it is more often a powerfully moving paper filled to overflowing with the writer’s own voice.” If the teacher is unfamiliar with the multigenre research paper, both Mrs. Juster’s Virtual Classroom and Tom Romano’s book Blending Genre, Altering Style are very useful sources to read. I have also included three sample multigenre research papers that were written by seventh grade students at the end of this document. Teachers should read through these samples, or even share them with their students to inspire them.

During instruction of today’s lesson, allow students to read through an example paper and then begin asking students for examples of genres they read. Next, question students on the genres they read and why the author picked those particular genres as the medium to share their research. The teacher will need to read a few genres aloud and discuss what the author is able to do with the genre, exploring the possibilities and restrictions presented by the particular genre.

When the teacher distributes the assignment sheet and rubric, the teacher should read aloud the two possible projects and review the genres present, again discussing what writing possibilities and restrictions might be presented by the suggested genres. As students begin generating ideas for their own genres, the teacher will need meet with individual students to guide them in selecting their genres, as time allows.

If needed, a Modified Cold War, Hot Media Assignment Sheet has been included in the Materials section of this lesson. This assignment sheet will be useful in the inclusion classroom as it still embraces the idea of a multigenre research paper, but has reduced the amount of genres to be created for the inclusion student.

**Anchor Text for Close Reading:**

Sample multigenre research paper. Suggested samples found in the Materials section of this lesson.

**Vocabulary Development**: Throughout the course of today’s lesson, students will be exploring and developing a working definition of the word “genre.” Through a variety of exploration and studying of samples, students will develop a working definition of the word genre and also explore the idea of what it then means for a paper to be “multigenre.”

**Manage the Lesson:**

Step 1: Students will complete a journal entry about the following prompt: What are genres? Make a list of as many genres as you can think of. Teachers will circulate while students write to guide and give suggestions, as well as check for completion of the journal.

Step 2: Split students into groups of four and give each group a packet containing an example of a complete multigenre research paper, a whiteboard or notebook paper, and a marker or pen. Many example papers are listed in the Materials section of this lesson, including research papers created by seventh graders. In order to introduce students to the concept of the multigenre research paper, they will inspect a short student example from beginning to end in their small group. As students read, they will identify all of the genres they encounter by writing the genres on their whiteboard or notebook paper.

Step 3: Have students share the genres they discovered in a whole class discussion. Ask students if there is a genre the author uses more than once. Why might the author do this? Read a few of the genres aloud to the class and discuss what the author is able to do with each genre, exploring the possibilities and restrictions presented by the particular genre of writing.

Step 4: Students will then generate group lists of other possible writing genres that exist. Ask students to share the other genres they have thought of. The teacher will record all responses on a sheet of paper for future reference. This paper can be displayed during the class discussion on a digital projector. After class, teachers can make copies of the genre list to give to students as a reference sheet. Pick a few genres and ask the class to again explore the possibilities and restrictions presented by each particular genre of writing.

Step 5: Pass out copies of the Cold War, Hot Media Assignment Sheet and a writing rubric to each student. The teacher should read through the introduction and the first project option. When reaching the list of genres, refer to actual Cold War era examples of many of these genres students have read during the unit. Have students put stars beside these genres they have “experienced.” This list includes many genres and forms of media that are specific to the Cold War era as well those that have transcended time. As the teacher reads through the requirements for the research paper, have students underline each part. Now the teacher should introduce the second project option. In this option, students will be applying the genres to current times. Read the project aloud and again have students put stars beside genres they have read during the unit. This list includes many 21st century genres. Again, as the teacher review the requirements for the research paper, have students underline each part.

Step 6: Now, ask students the following questions: What is the writer’s purpose is writing this paper? Who will be reading the paper? Who will judge, evaluate and grade the paper? What does the judge/evaluator/grader value? Reference the writing rubric.

Step 7: At the end of class, students will select the projects they will complete. The students must select a project today because if they bounce back and forth between the two projects, they will be unable to focus and create a cohesive research paper over the coming days. Once students have selected their project, pass out the Genre Brainstorming Sheet. Go through the example of the brainstorming sheet and how, like earlier in today’s lesson, for each genre we need to consider the possibilities and the restriction that the individual genre presents. Prompt students to begin brainstorming the genres they would interested in experimenting with in order to create their multigenre paper. When they come to class tomorrow, they must have filled out the Genre Brainstorming Sheet. This will help them select at least seven possible genres they will be able to use in their own multigenre research paper. This is homework.

**Active Literacy:** Students will begin class by exploring their own definition of the word genre and generating a list of possible genres. Students will then analyze a sample multigenre research paper in a small group setting in order to identify genres, scrutinize the possibilities and restrictions of each genre, and determine how the genres come together to communicate research. Students will then listen as the teacher introduces the Cold War, Hot Media Assignment Sheet. As they discuss the assignment, students will designate genres they have experienced during this unit. Students will be expected to respond to questions about writer’s purpose as the whole class examines the writing rubric. Students will then begin brainstorming their genres.

**Post Literacy:** Students will use the Genre Brainstorming Sheet to explore genres they would be interested in using to complete their Cold War, Hot Media Assignment Sheet summative assignment. Students should brainstorm at least five possible genres. Additional genres will give them options when they begin writing. The Genre Brainstorming Sheet is homework if not completed in class.

**Product/Performance:** Students will apply the information from today’s lesson about genres to generate their own list of genres on their Genre Brainstorming Sheet. Not only will they be brainstorming possible genres for their multigenre research paper, but they will also be examining the possibilities/strengths and restrictions/weaknesses of each individual genre.

**Reflection:** Teachers need to reflect on the student’s understanding of the multigenre concept throughout today’s lesson. The questions in Step 6 of Manage the Lesson are imperative for students to understand the author’s purpose in creating the multigenre paper. Teachers shouldn’t become frustrated if students have trouble understanding the concept of multigenre on this first day. My own students acted very confused during this lesson, but after much discussion, examining sample papers and answering questions, they embraced the project! Students may struggle and balk at first, but once they understand the expectations for the assignment, they will embrace the project. Students will use the Genre Brainstorming Sheet to reflect on individual genre strengths and weaknesses as they evaluate genres for their own use.

Cold War, Hot Media Multigenre Research Paper

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Basic\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_

Even among the “Red Scare,” media found ways to express themselves and let their message be heard through various methods of propaganda and other forms of media. You will use your research findings from throughout the unit (from the loyalty oath, McCarthy’s speech, Rolfe’s poem, the Twilight Zone episode and all other print and digitally accessed documents) to create a multi-genre research paper with five different genres.

You must pick one of the following projects:

1. You will recreate documents and texts that could have been produced in the 1950’s. These documents will come together to form your multigenre research paper. To do this you will create FIVE genres that will fit together to share either a political message from the 1950’s, or tell a story about what you have learned about the 1950’s. The genres you can pick from are:

set of two or more telegrams

political campaign advertisement

propaganda poster

storyboard (5 or more panels)

expository five paragraph essay

short story

poem

newspaper article

radio broadcast

movie poster

television commercial

political speech

political cartoon

Your research paper must include:

**Title page**: name, title of your project, basic and date.

**Dear Reader letter**: this is where you will introduce your reader to your thesis/main idea and explain why you feel your project represents the 1950’s. This is your one chance to speak directly to your reader.

**Your five genres**: Your five genres must be original, authentic, and neat. They should be placed in a specific order so as to share a message or tell a story.

**End notes**: This will be a reflection on what you have learned throughout the unit. You will also explain the source and/or inspiration for each specific piece here.

**Bibliography**: List all the sources you used as inspiration and research throughout the unit. They must be in alphabetical order by author’s last name and each citation must be in MLA format.

OR

1. You will recreate documents and texts that could be produced in 21st century America. These documents will come together to form your multigenre research paper. To do this you will create FIVE genres that will fit together to share either a political message from 21st century America, or tell a story about what is currently happening in 21st century America. The genres you can pick from are:

movie poster

political campaign advertisment

propaganda poster

storyboard (5 or more panels)

expository five paragraph essay

collection of 3 or more blog posts

short story

poem

movie trailer

a short script

television commercial

political speech

YouTube video

Complete Fakebook profile

Twitter feed with 10 or more tweets

Your research paper must include:

**Title page**: name, title of your project, basic and date.

**Dear Reader letter**: this is where you will introduce your reader to your thesis/main idea and explain why you feel your project represents the 1950’s. This is your one chance to speak directly to your reader.

**Your five genres**: Your five genres must be original, authentic, and neat. They should be placed in a specific order so as to share a message or tell a story.

**End notes**: This will be a reflection on what you have learned throughout the unit. You will also explain the source and/or inspiration for each specific piece here.

**Bibliography**: List all the sources you used as inspiration and research throughout the unit. They must be in alphabetical order by author’s last name and each citation must be in MLA format.

YOUR FINAL PROJECT IS DUE ON

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Assignment adapted from:

[**http://www.mrsjustersvirtualclassroom.com/Multi-Genre\_Research\_Paper.html**](http://www.mrsjustersvirtualclassroom.com/Multi-Genre_Research_Paper.html)

Modified Cold War, Hot Media Multigenre Research Paper

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Basic\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_

Over the next few days you will create a project with three different genres. All of these genres must be about what you have learned from the 1950’s.

You must pick from the following genres:

propaganda poster

short story

poem *(we wrote one in class!)*

newspaper article *(RAFT assignment)*

radio broadcast

movie poster

political cartoon

Your multigenre paper must include:

**Title page**: name, title of your project, basic and date.

**Dear Reader letter**: this is where you will introduce your reader to your project and explain what you have created.

**Your five genres**

**End notes**: This is your paragraph you wrote about how the culture of the 1950’s (T.V., speeches, poetry, commercials, propaganda) reflected what was going on in the world during the Cold War Era.

**Bibliography**: List all the sources you used as inspiration and research throughout the unit in alphabetical order by author’s last name.

YOUR FINAL PROJECT IS DUE ON

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Genre Brainstorming Sheet

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Basic \_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_

|  |  |  |  |
| --- | --- | --- | --- |
| Genre | Possibilities with the genre | Restrictions with the genre | Topics to explore with this genre |
| Newspaper Article | - can include opinion  -able to report on a specific incident  - could include an interview/eyewitness  -could include quotes | - length is typically shorter  - formatted in columns  - Only tells what one person knows  - purpose must be to share information with a public audience | - McCarthy’s speech could be described to the people of Wheeling, WV  - Review of recent Soviet space activity  - Editorial reacting to McCarthy’s “witch hunts” |
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**Lesson Eight:** Generating Genres

**Teacher Facilitation of Student Acquisition of Background Knowledge:** During today’s lesson, the teacher will review today’s goals, which should be posted on the board prior to class. These goals include identifying genres that will best represent the research the students have gathered throughout the unit and creating four of the five required genres. If possible, the teacher should secure a computer lab for student use for the next two days. For the majority of this lesson, the teacher will be serving as a guide as students begin generating genres.

After reviewing the goals, the teacher will ask students to retrieve their History that Led Us Here worksheet. The teacher should make extra copies in case students need more than one sheet. As students begin working, researching and creating, the teacher should spend two or three minutes with each student to “check in” on their progress so far. Some students will need more or less individual time, but it should be the teacher’s goal to speak with every student about his or her choice of project and possible genres.

**Anchor Text for Close Reading:**

Previous texts and resources from throughout the unit will be reviewed and referenced as students’ complete research today. Additional texts may be discovered online as well.

**Vocabulary Development:**

Throughout the course of today’s lesson, students will continue to explore and develop a working definition of the word “genre.” Through a variety of explorations and studying of research sources, students will develop a working definition of the word genre and begin embracing the idea of what it then means for a paper to be “multigenre.”

**Manage the Lesson:**

Step 1: Students will complete a journal entry about the following prompt: What genres are you most looking forward to creating? Why? Teacher will circulate while students write to check for completion of the journal.

Step 2: Students will need to retrieve their copy of The History That Led Us Here worksheet. This contains all of the sources the students have viewed in the unit so far. Have extra copies available if students need space for additional sources. Explain that students will continue filling out their worksheet with any sources they find today as they continue doing research.

Step 3: Allow students to access the computers or work at desks to begin creating their own genres. Students may also use the computers to complete additional research about their selected time period. Students should be given some freedom in developing their own individual genres, but it will be important to “check in” with each student for two to three minutes today to ensure they are on the right track and view their progress so far. All students should have picked their project, decided on their five (or more!) genres, and begin brainstorming how all the genres will fit together as a whole. Be sure to remind students that if they have selected the first project, they already have rough draft genres of a poem, newspaper article, and reflective paragraph of the culture of the 1950’s. These genres could be included in the multigenre research paper as long as the genres have been revised and fit into the overall multigenre paper.

Step 4: At the end of class, circulate to ensure that every student has created at least four of the five required genres. The completion of at least four genres will be homework if not completed in class.

**Active Literacy**: Throughout class today, students will be actively searching for additional resources to use to support their multigenre research. As they search for additional sources, they will be expected to using search terms effectively, assess the credibility and accuracy of each source; and quote or paraphrase the additional research they collect. Students will record all the information they can locate about each source on their The History That Led Us Here worksheet in order to create citations for their sources tomorrow. Students will then actively use technology to produce and publish their genres. If this is the only day in the computer lab, remind students that they will be expected to work efficiently.

**Post Literacy:** Following class today, students will have synthesized the information they have collected during research today and throughout the unit to begin creating five unique genres. These genres will come together to share a message or tell a story when each student finishes in the next few days.

**Product/Performance:** During class, students should be filling out their The History That Led Us Here worksheet with all sources they access for additional information. Students may also begin working on their individual genres, selecting from their Genre Brainstorming Sheet and applying their research to create documents that reflect what they have learned about the time period.

**Reflection:** Teachers will need to reflect today on student understanding of how the multiple genres come together to share a central idea or tell a story. By ensuring that students understand that the genres must work together cohesively, the teacher will better be able to guide the students in selecting the appropriate genres. It is also imperative that teachers take into account their students’ progress today. Depending on how easily the students have grasped the concept of a multigenre paper, it may be necessary to allow a second day for research in the lab before students begin creating their final drafts. Students must constantly be analyzing their genre selections to see which genres might need to be added or removed so as to tell a focused story or to thoroughly explore a single topic.

**Lesson Nine:** Generating Genres, part two

**Teacher Facilitation of Student Acquisition of Background Knowledge:** During today’s lesson, the teacher will review today’s goals, which should be posted on the board prior to class. These goals must include: create final drafts, create a bibliography, write a Dear Reader Letter, write End Notes, and create a title page. If possible, it will be beneficial for today’s lesson to occur in a computer lab. The teacher will present the Learnzillion video “How to Cite Sources Used in an Informational Text” and model the citation process for students. It is important that the teacher ensures students understand the need for citations, and the teacher may want to review what plagiarism is and the penalties for participating in it. As students continue working, researching and creating, the teacher should spend a few minutes with each student to “check in” on their progress. Some students will need more or less individual time, but it should be the teacher’s goal to speak with every student about his or her progress.

**Anchor Text for Close Reading:**

Previous texts and resources from throughout the unit will be reviewed and referenced as students’ complete research today. Additional texts may be discovered online as well.

**Vocabulary Development:** Throughout the course of today’s lesson, students will continue to explore and develop a working definition of the word “genre.” Through a variety of explorations and studying of research sources, students will develop a working definition of the word genre and begin embracing the idea of what it then means for a paper to be “multigenre.”

**Manage the Lesson:**

Step 1: Students will complete a journal entry on the following prompt: What about the Cold War have you found shocking? Interesting? Boring? New? Explain. Teacher will circulate while students write to check for completion of the journal.

Step 2: Students will need to retrieve their copy of The History That Led Us Here worksheet. Students worked on these in class yesterday and they will need these notes to begin creating their citations. Explain to students that they have completed a lot of research throughout the course of this unit. Some research was presented to them, like the McCarthy speech and the primary/secondary sources, and the students themselves sought out some of the information in the computer lab yesterday. Because this is information the students did not previously know, they must cite their sources so as not to plagiarize. Tell students that they are going to watch a short video that will explain how to cite their sources for this project. These citations will come together to create each student’s bibliography.

Step 3: Students will need to have paper and pencil in order to take notes on the video. On a digital projector, show the Learnzillion video “How to Cite Sources Used in an Informational Text.” The link is located in the Materials section and the video does contain audio. Students must take notes.

Step 4: After the video, review the steps aloud and write the steps on the board where all the students can see: 1) Review your notes for the sources you read, in this case our worksheet The History That Led Us Here, 2) List all of your sources in alphabetical order using author’s last name, followed by author’s first name, title and publication date. Using McCarthy’s speech as an example from the The History That Led Us Here, show students how to cite the author, last name first, the title of the source and the year of publication. Think aloud as you complete this process. The example should read: McCarthy, Joseph, “Enemies from Within,” 1950. Students will then need to complete that process for each source that they have used within their multigenre report and put their sources in alphabetical order, per the video example. This creates their bibliography. If time is available, they may type this bibliography in the computer lab today and print it.

Step 5: Finally remind students about the Dear Reader letter and the End Notes that are detailed in their assignment sheet. These elements are essentials for the student to explain his or her writing process to his or her reader. Review all of the assignment sheet requirements.

Step 6: Students should have the remainder of class to create their final drafts and compile their multigenre project as a whole. Be sure to remind students that their finished multigenre research papers are due tomorrow.

**Active Literacy:** During today’s lesson, students will need to apply the information viewed in the Learnzillion video to create their own bibliography following a citation format. Students will also create and compile the remainder of their multigenre research paper, not only following the directions on their assignment sheet, but also ensuring that their paper as a whole conveys a single idea or message and that the pieces come together seamlessly.

**Post Literacy:** Students must complete their multigenre research paper for homework. Remind students that the assignment sheet and rubric is their guide as they construct their final draft.

**Product/Performance:** During class, students should be referencing their The History That Led Us Here worksheet as they create their bibliography. Also, students will be expected to create their Dear Reader letter, final drafts, and End Notes.

**Reflection:** Teachers will need to reflect today on student understanding of how the multiple genres come together to share a central idea or tell a story. Students must constantly be analyzing their genre selections to see which genres might need to be added or removed so as to tell a focused story or to thoroughly explore a single topic.

**Lesson Ten:** Hot Media from the Cold War

**Teacher Facilitation of Student Acquisition of Background Knowledge:** Throughout class today, the teacher will be guiding the students through various forms of assessment. Most importantly, the teacher will need to review the chosen writing rubric with students before they can begin assessing their own research papers. The teacher should review each category on the rubric as well as give examples of what exemplary work and inferior work might look like. This review of the rubric is essential for students to be able to properly assess their multigenre research paper.

**Anchor Text for Close Reading:**

Student-created Cold War, Hot Media Multigenre Research Papers

**Vocabulary Development:** Today students will be assessed on their knowledge of the vocabulary studied throughout the unit by taking the Cold War, Hot Media Vocabulary Posttest.

**Manage the Lesson:**

Step 1: Students will begin by creating a journal response to the following prompt: What will you remember most from our study of the Cold War? Journals will be monitored by the teacher for completion and to ensure students are exploring the topic at hand.

Step 2: Pass out the Cold War, Hot Media Vocabulary Posttest to all students. This test should not be timed and will assess student understanding and use of vocabulary from throughout the unit. When finished, collect the assessment to grade.

Step 3: Students now need to retrieve their multigenre research papers. Separate students into small groups of three to four students. Explain that each group will be participating in a small group presentation of their multigenre research paper. The teacher should model for students how to show off the finished product, starting with the title page and the Dear Reader letter and moving all the way through the project to the endnotes. The teacher will tell students that they must practice appropriate tone, delivery and pacing, as well as listening skills. During the presentation, students listening should complete a PQP on a sticky note for the presenting student. A PQP consists of writing down Praise for the student’s work, Questions for the student, and Polish or suggestions for the work. Explain that after each presenter, students will share their PQP responses and give their sticky notes to the presenting student.

Step 4: Allow groups to begin presenting. The teacher should circulate the room during presentations and listen in as much as possible. After each presenter, listening students will share their PQP’s and give the sticky notes to the presenting student. These PQP papers may be referenced by the presenting students during the next step. Each member of the group must present.

Step 5: When all students have completed their small group presentations, distribute additional copies of the chosen writing rubric as necessary. Examine the rubric with students by reviewing each category on the rubric. The teacher should give examples of what exemplary work and inferior work might look like in each category by referencing phrases from the rubric. This review of the rubric is essential for students to be able to properly assess their multigenre research paper.

Step 6: Tell students that they will now assess their multigenre research papers using the Grade 7 Instructional Writing Rubric. Once they have finished their rubric, students are to write an explanation on the back of the rubric as to why they scored their multigenre research paper as they did.

Step 7: Collect each student’s multigenre research paper with their rubric for grading.

Step 8: Before leaving class, students must think of one word to summarize the effect of the Cold War of American culture. Students will write this word on a sticky note and turn it in to the teacher as their exit slip out of class. If time, pick select students or ask for volunteers and have students defend their summarizing word and explain to the class how they picked their word.

Step 9: After class, the teacher will use the rubrics to conduct his or her own evaluation of each student’s multigenre research paper and assign a grade to each paper.

**Active Literacy:** Students will be completing the Cold War, Hot Media Vocabulary Posttest to exhibit their understanding of vocabulary from throughout the unit. Students will apply skills learned throughout the year to present their multigenre research papers to a small group of their peers using the appropriate tone, delivery and pacing for a small group. Students will also employ listening skills during other student presentations by completing a PQP on a sticky note for the presenting student. The PQP’s will be shared after each presentation and given to the presenting student. At the end of class, students will review the chosen writing rubric with the teacher and then assess their own multigenre research papers using the rubric. Once students have finished assessing their research paper with the rubric, students are to write an explanation on the back of the rubric as to why they scored their multigenre research paper as they did.

**Post Literacy:** At the end of class, students will be asked to develop a one word summary of how the Cold War affected American culture. They should be able to rationalize why they picked this word and what the word represents. Students will write this word on a sticky note and turn it in before they leave class today.

**Product/Performance:** Students will turn in their Cold War, Hot Media Multigenre Research Papers today that they have been studying about for the past two weeks and working on for the past few days. Students are expected to have created a true multigenre research paper that not only reflects the research completed in class, but also tells a cohesive story or shares a particular point of view. The chosen writing rubric will be used to assess each student’s multigenre research paper.

**Reflection:** Teachers should reflect on the unit as a whole today, especially student understanding of the multigenre concept. Did students struggle with the overall idea of using multiple genres to share information, or did they struggle more with how to put the genres together to tell a single story or share a single idea? Students will be reflecting on their own multigenre research paper throughout class today first by sharing their paper with peers and reading PQP comments made by them. Finally, students will reflect on their own work by using the chosen writing rubric to self-assess.

MC900090011[1]MC900250596[1]Cold War, Hot Media Vocabulary Posttest

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class\_\_\_\_\_ Date\_\_\_\_\_\_\_

Word Bank

**Idiosyncrasy**

**dissent**

**moral**

**scapegoat**

**propaganda**

**metamorphosis**

**pan**

**primary source**

**secondary source**

**loyalty oath**

1. The \_\_\_\_\_\_\_\_\_\_\_ advertisements seen on television contain many political messages in order to influence the opinion of the public.

   2. Almost everybody has one or more \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(s) that people who don't have them would consider peculiar.

   3. The camera should \_\_\_\_\_\_ across the scene of the fire showing everything from one end of the building to the other.

   4. The \_\_\_\_\_\_\_ (s) of an individual can help them determine what is right and wrong.

   5. "You're standing here all set to crucify--all set to find a \_\_\_\_\_\_\_\_--all desperate to point some kind of a finger at a neighbor."

   6. We were required to take a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to prove our honesty; to prove our dedication to our country.

   7. Our history textbook recounts the Cold War, but because it is a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ we have to realize there are other sides to the story.

8. In this brief fraction of a moment they take the first step toward performing a \_\_\_\_\_\_\_\_\_\_\_\_\_\_ that changes people from a group into a mob.

  9. Reading the Diary of Anne Frank, which is an accurate \_\_\_\_\_\_\_\_\_\_\_\_\_\_, allows us to see the events that truly occurred in Nazi Germany.

 10. Congress passed the bill unanimously, without \_\_\_\_\_\_\_\_\_\_\_.On the following pages, you will see samples of seventh grade multigenre projects. You may use these examples as exemplars for the project, as well as examples of what a multigenre project can look like.







































