



EXPEDITIONARY
LEARNING

Grade 8: Module 3A: Unit 2: Lesson 19

End of Unit 2 Assessment, Part 2: Revising the Informative Essay



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End of Unit 2 Assessment:
Revising the Informative Essay

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

With support from peers and adults, I can use a writing process to ensure that purpose and audience have been addressed. (W.8.5)
I can use correct capitalization, punctuation, and spelling to send a clear message to my reader. (L.8.2c)

Supporting Learning Targets

- I can use feedback from others to revise, edit, and improve my essay.
- I can use correct grammar and punctuation in my essay.

Ongoing Assessment

- *Unbroken* structured notes, pages 345–353 (from homework)
- End of Unit 2 Assessment, Part 2
End of Unit 2 Assessment, Part 1 (students may complete in class or finish for homework)



End of Unit 2 Assessment:
Revising the Informative Essay

Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Engaging the Writer: Review Feedback on Essay (9 minutes)2. Work Time<ol style="list-style-type: none">A. End of Unit Assessment, Part 2: Complete Final Draft of Essay (35 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Preview Homework (1 minute)4. Homework<ol style="list-style-type: none">A. Read pages 354–356 (top), the summary of pages 356–361, and pages 363–376 and 377–380 in <i>Unbroken</i>. Complete the focus question and vocabulary on the structured notes.	<ul style="list-style-type: none">• In this lesson, students revise and edit their End of Unit 2 Assessment (Informational Essay and Commentary: The Invisibility of Captives during WWII)• based on your feedback.• In advance: Grade students' first essay drafts using the rubric.• Post: Learning targets.



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Lesson Vocabulary	Materials
<p>edit, revise; incognito (356), imperatives (355), lucidity (363), paradox (366), cleave (367)</p>	<ul style="list-style-type: none">• Students' draft Informational Essays (from Lesson 16, returned in this lesson with teacher feedback; see Teaching Notes at the end of Lessons 16–18)• Sticky notes (three per student; ideally three different colors)• <i>Unbroken</i> (book; one per student)• Document camera• End of Unit 2 Assessment, Part 2: Informational Essay Prompt (from Lesson 16; one to display)• Computers• <i>Unbroken</i> structured notes, pages 354–380 (one per student)• <i>Unbroken</i> supported structured notes, pages 354–380 (optional; only for students who need more support)• <i>Unbroken</i> Structured Notes Teacher Guide, pages 354–380 (for teacher reference)• Informational Essay Prompt and New York State Grade 6–8 Expository Writing Evaluation Rubric (from Lesson 15; use this to score students' essays)



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Opening	Meeting Students' Needs
<p>A. Engaging the Writer: Review Feedback on Essay (9 minutes)</p> <ul style="list-style-type: none">• Write “edit” and “revise” on the board. Ask:<ul style="list-style-type: none">* “What is the difference between revising and editing?”• Listen for students to say that revising is making changes to the essay’s ideas, organization, evidence, etc., while editing is making changes to spelling, grammar, punctuation, etc. As students offer these ideas, list them on the board underneath the words “revise” and “edit.”• Explain that students will work on both of these skills to improve their essays today. Distribute students’ draft Informational Essays with teacher feedback and three sticky notes to each student.• Ask students to silently review the feedback on their first draft.• Post the following directions:<ol style="list-style-type: none">1. On one sticky note, make a list of the top three things you must revise in your essay.2. On another sticky note, make a list of the top three things you must edit in your essay.3. On the last sticky note, write down any questions you have for me about your essay.4. Stick the sticky notes to your desk so I can see them when I come around to help you.	<ul style="list-style-type: none">• . Some SPED or ELL students may need more scaffolding to revise and edit. Consider giving their feedback as a set of step-by-step instructions. For instance:• REVISE: Your essay is missing transitions. Add a transition sentence at the end of each paragraph that leads into the next paragraph.<ol style="list-style-type: none">1. EDIT: The circled words are misspelled. Get a dictionary and use it to correct the circled words.2. EDIT: The underlined sentences are run-ons. Find them and correct them by adding a full stop and capitalizing the first letter of the new sentence.



End of Unit 2 Assessment:
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Work Time	Meeting Students' Needs
<p>A. End of Unit Assessment, Part 2: Complete Final Draft of Essay (35 minutes)</p> <ul style="list-style-type: none">• Be sure students have their text, <i>Unbroken</i>. Using a document camera, display the End of Unit 2 Assessment: Informational Essay Prompt (from Lesson 16).• Tell students that they have the rest of the class period to work on revising and editing their essays. Explain that you will come around to check in with them as they work. Create a “Help List” on the whiteboard and invite students to add their names to it if they need more help. Remind students that their revision is due at the end of class today.• Revisit expectations for using computers.• Assign computers, and then prompt students to open the word processing program and make revisions and edits.• While circulating, converse with students based on what they wrote on their sticky notes.• When a few minutes are left, ask students to print or email their work to you.	<ul style="list-style-type: none">• Consider checking in first with students needing extra support to ensure they use their time well.• For students who need more time, consider focusing their revisions and edits on just one paragraph or just one section of the rubric.• Have independent activities ready for students who finish working early.• Consider extending the deadline for students who need extra processing or writing time; give them an opportunity to finish at home or come in after school to complete their revision.



End of Unit 2 Assessment:
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Closing and Assessment	Meeting Students' Needs
<p>A. Preview Homework (1 minute)</p> <ul style="list-style-type: none"> • Congratulate students on their hard work, and remind them that this final draft marks the end of Unit 2. In Unit 3, students will continue to explore the idea of “becoming visible again,” which they began thinking about in Lessons 17 and 18. • Distribute the Unbroken structured notes, pages 354–380, as well as the Unbroken supported structured notes, pages 354–380, keeping a copy of the Unbroken Structured Notes Teacher Guide, pages 354–380 (for teacher reference). Clarify that students will read only certain sections of a longer part of the text (not all 35 pages). • Preview the reading homework. Read the focus question aloud: <ul style="list-style-type: none"> * “On page 365, Hillenbrand writes, ‘No one could reach Louie because he had never really come home.’ What finally brings Louie home?” 	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> • Read pages 354–356 (top), the summary of pages 356–361, and pages 363–376 and 377–380 in Unbroken. Complete the focus question and vocabulary on the structured notes. 	



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Supporting Materials



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Unbroken Structured Notes, Pages 354-380

Name:

Date:

What's the gist of pages 354–top of 356?

Summary of pages 356–361:

At the end of the war, more than 5,400 Japanese were tried as war criminals; of those numbers, 4,400 were convicted, 984 were sentenced to death and 475 to life in prison. In Sasaki's trial, it was revealed that he was in truth a low-ranking interpreter, not the high-ranking official he had claimed to be. The Bird had vanished into the mountains, where he became a farmer's assistant and then a waiter. Later he herded cows. In 1946, two bodies were found in the Okuchichibu Mountains. One was identified as the Bird.

What is the gist of what you read on pages 363–376?

What is the gist of what you read on pages 377–380?



Unbroken Structured Notes, Pages 345-353

Focus Question: On page 365, Hillenbrand writes, “No one could reach Louie because he had never really come home.” What finally brings Louie home?

Vocabulary

Word	Definition	Context clues: How did you figure out this word?
incognito (356)		
imperatives (355)		
lucidity (363)		
paradox (366)		
cleave (367)		



Unbroken Structured Notes, Pages 354-380
(for Teacher Reference)

Summary of pages 354–top of 356:

After the war, Japanese police search for Watanabe (the Bird), who had fled into the mountains and was living on a farm and using a fake name to avoid being caught and punished for his war crimes. The Bird struggles with what he has done, feeling that he is unfairly judged by Americans.

Summary of pages 356–361:

At the end of the war, more than 5,400 Japanese were tried as war criminals; of those numbers, 4,400 were convicted, 984 were sentenced to death and 475 to life in prison. In Sasaki's trial, it was revealed that he was in truth a low-ranking interpreter, not the high-ranking official he had claimed to be. The Bird had vanished into the mountains, where he became a farmer's assistant and then a waiter. Later he herded cows. In 1946, two bodies were found in the Okuchichibu Mountains. One was identified as the Bird.

Summary of pages 363–376:

Louie struggles with alcoholism and money problems, and his marriage to Cynthia suffers as he becomes increasingly violent. He decides to find and murder the Bird. Cynthia convinces him to attend two religious meetings led by the preacher Billy Graham. Graham's sermons stir up Louie's painful memories of war, but Louie responds to Graham's challenge to change his ways. He decides to stop drinking, start reading the Bible, and start a new, more peaceful life. Once he makes this decision, he is no longer tormented by thoughts and nightmares about the Bird. Meanwhile, in Japan, the Bird continues to elude capture by the police.

Summary of pages 377–380:

Louie visits one of the POW camps where he was held during the war. After seeing his former guards and learning that they believe the Bird to be dead, he is surprised to feel a sense of compassion and forgiveness for the guards, including the Bird.



Unbroken Structured Notes, Pages 345-353
(for Teacher Reference)

Focus Question: On page 365, Hillenbrand writes, “No one could reach Louie because he had never really come home.” What finally brings Louie home?

Faith in God finally brings Louie home. When he attends the meeting led by Billy Graham, he has a flashback of a promise he had made while he was stranded on the raft with Phil and Mac during the war: “If you save me, I will serve you forever” (375). He realizes that his prayer had been answered on the raft, and he decides to make a change: “He felt supremely alive. He began walking” (375). After that meeting, Louie dumps all of his alcohol down the drain and takes out an old Bible to read. He never has flashbacks of the war again, and he starts on a new path to become an inspirational speaker and forgive the Japanese guards for what they had done to him.

Vocabulary

Word	Definition	Context clues: How did you figure out this word?
incognito (356)	<i>in disguise</i>	
imperatives (355)	<i>rules</i>	
lucidity (363)	<i>clarity (clearness)</i>	
paradox (366)	<i>something that contradicts itself</i>	
cleave (367)	<i>split; separate</i>	