



EXPEDITIONARY  
LEARNING

# Grade 6: Module 3A: Unit 2: Lesson 13

## Researching Facts



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Researching Facts

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

I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.6.2)  
I can conduct short research projects to answer a question. (W.6.7)

Supporting Learning Targets

- I can research to find factual information to use in my newspaper article.

Ongoing Assessment

- Researching Factual Information graphic organizer

Agenda

1. Opening
  - A. Unpacking the Learning Target (3 minutes)
2. Work Time
  - A. Analyzing the Factual Information in the Model Newspaper Article (10 minutes)
  - B. Researching Facts: Part 1 of the Jigsaw (20 minutes)
3. Closing and Assessment
  - A. Triad Share: Part 2 of the Jigsaw (12 minutes)
4. Homework
  - A. Continue reading your independent reading book.

Teaching Notes

- In this lesson, students work in triads to research factual information about the 1906 San Francisco earthquake and fire to use as a basis for their newspaper articles. This is done in a jigsaw, so each triad is given a different research article and they partner up with another triad at the end to share what they have found.
- In advance: Prepare the research materials for each triad (see supporting materials. Each triad needs one research article, and you must have enough of each article for one per student. The articles provided are of a range of levels, so determine how to allocate the articles by considering the reading level of students in each triad. In addition to the article, each triad needs a glossary for their article.
- Post: Learning target.



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Lesson Vocabulary	Materials
<p>factual information</p>	<ul style="list-style-type: none"> <li>• Performance Task Prompt for the 1906 San Francisco earthquake and fire (from Lesson 1)</li> <li>• Model newspaper article: “Sandy wreaks havoc across Northeast; at least 11 dead” (from Lesson 12)</li> <li>• Model newspaper article factual information (for teacher reference only)</li> <li>• Newspaper Article Criteria anchor chart (from Lesson 12)</li> <li>• Researching Factual Information graphic organizer (one per student and one to display)</li> <li>• Research articles and glossaries (each triad should be allocated an article; see Teaching Note above)               <ul style="list-style-type: none"> <li>– The Great 1906 Earthquake and Fires of San Francisco (and glossary)</li> <li>– Timeline of the San Francisco Earthquake, April 18–23, 1906 (and glossary)</li> <li>– The San Francisco Earthquake, 1906 (and glossary)</li> </ul> </li> </ul>

Opening	Meeting Students’ Needs
<p><b>A. Unpacking the Learning Target (3 minutes)</b></p> <ul style="list-style-type: none"> <li>• Invite students to read the learning targets with you:           <ul style="list-style-type: none"> <li>* “I can research to find factual information to use in my newspaper article.”</li> </ul> </li> <li>• Ask students to discuss in triads:           <ul style="list-style-type: none"> <li>* “What is <i>factual information</i>?”</li> </ul> </li> <li>• Select volunteers to share their ideas. Listen for them to explain that factual information is information that is indisputable—it is definitely true and there is no arguing against it. Explain that the who, what, where, when, and why are usually compiled from factual information.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning targets are a research-based strategy that helps all students, especially challenged learners.</li> <li>• Reviewing the key academic vocabulary in learning targets can prepare students for vocabulary they may encounter in the lesson.</li> <li>• Posting learning targets allows students to reference them throughout the lesson to check their understanding. The learning targets also provide a reminder to students and teachers about the intended learning behind a given lesson or activity.</li> </ul>



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Work Time	Meeting Students' Needs
<p><b>A. Analyzing the Factual Information in the Model Newspaper Article (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Invite students to reread the <b>Performance Task Prompt for the 1906 San Francisco earthquake and fire</b>. Focus on the overarching question (How did the 1906 San Francisco earthquake and fire affect the people of San Francisco?) and the bullet that says the newspaper article must contain factual information.</li> <li>• Display the <b>model newspaper article: “Sandy wreaks havoc across Northeast; at least 11 dead.”</b> Ask students to reread it to remind themselves of what it is about.</li> <li>• Tell students they are going to work in triads underlining the factual information—the information that is definitely true.</li> <li>• Model this on the displayed newspaper article. Invite students to reread the first paragraph. Ask:             <ul style="list-style-type: none"> <li>* “Which information in this first paragraph is factual information? Which information is definitely true and cannot be denied or argued against?”</li> </ul> </li> <li>• Select volunteers to share their responses. Listen for students to explain that “no longer a hurricane,” “Jersey Shore on Monday,” and “killing at least 11 people from West Virginia to North Carolina and Connecticut” are all facts. They are things that are undeniably true. Underline those facts on the displayed model newspaper article.</li> <li>• Invite students to work in triads doing the same thing with the rest of the article, marking up their own copies.</li> <li>• Circulate to support triads. Ask guiding questions:             <ul style="list-style-type: none"> <li>* “Is this factual information? Is it something that is undeniably true?”</li> </ul> </li> <li>• Refocus the whole group. Cold call students to share with the class those facts their triads underlined. Underline appropriate responses on the displayed article. Refer to the <b>model newspaper article factual information (for teacher reference only)</b> to guide students toward how it should look.</li> <li>• Ask students to look over all of the facts and discuss in their triads:             <ul style="list-style-type: none"> <li>* “Why have these facts been included? Why does the reader need to know them?”</li> <li>* “How much of the article is factual information?”</li> </ul> </li> <li>• Select volunteers to share their responses with the whole group. Listen for students to explain that the facts have been included to inform the reader about the destruction that Hurricane Sandy caused and that the majority of the article is factual information.</li> </ul>	<ul style="list-style-type: none"> <li>• Graphic organizers and recording forms engage students more actively and provide the necessary scaffolding that is especially critical for students with lower levels of language proficiency and/or learning.</li> <li>• When reviewing the graphic organizers or recording forms, consider using a document camera to display the document for students who struggle with auditory processing.</li> <li>• Guiding questions provide motivation for student engagement in the topic, and give a purpose to reading a text closely.</li> <li>• Inviting students to discuss their ideas in triads before they record anything on their graphic organizers can help to ensure that all students are engaged in the thinking process. It can also provide additional support to ELL students.</li> </ul>



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Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> <li>• Ask students to discuss in triads:               <ul style="list-style-type: none"> <li>* “So what can you learn from this for planning your newspaper articles about the 1906 San Francisco earthquake and fire?”</li> </ul> </li> <li>• Cold call students to share their responses. Listen for them to explain that their newspaper articles must include a lot of facts to inform the reader.</li> <li>• Point out the word “Objective” (unbiased) on the <b>Newspaper Article Criteria anchor chart</b> (from Lesson 12). Tell students that by including a lot of factual information that is undeniably true, they can help keep their newspaper articles objective.</li> <li>• Ask students:               <ul style="list-style-type: none"> <li>* “So how are you going to get these facts?”</li> </ul> </li> </ul> <p>Select volunteers to share their responses. Listen for them to explain that they need to research to find out facts about the 1906 San Francisco earthquake and fire.</p>	<ul style="list-style-type: none"> <li>•</li> </ul>
<p><b>B. Researching Facts: Part 1 of the Jigsaw (20 minutes)</b></p> <ul style="list-style-type: none"> <li>• Display and distribute the <b>Researching Factual Information graphic organizer</b>. Invite students to read through the directions and the column headings with you.</li> <li>• Tell students that they are going to be researching facts about the 1906 San Francisco earthquake and fire that they could use in their newspaper articles. Explain that they are going to be doing a jigsaw so different triads will have different articles to research. Then they will come together at the end to share what they have found out. Tell students that this way they can share the workload of researching facts.</li> <li>• Distribute the <b>research articles and glossaries</b>.</li> <li>• Invite triads to begin researching. Remind students to discuss their ideas before writing anything on their individual graphic organizers.</li> <li>• Circulate to support students in reading the texts and underlining factual information. Ask guiding questions:               <ul style="list-style-type: none"> <li>* “Does this information answer the focus question: How did the 1906 San Francisco earthquake and fire affect the people of San Francisco?”</li> <li>* “Is this factual information? Is it something that is undeniably true?”</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• If students have been grouped homogeneously, focus your attention on those triads who need additional support reading the research materials.</li> </ul>



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Closing and Assessment	Meeting Students' Needs
<p><b>A. Triad Share: Part 2 of the Jigsaw (12 minutes)</b></p> <ul style="list-style-type: none"><li>• Invite triads to pair up with another triad to share the facts they have collected.</li><li>• Invite triads to add any facts to their graphic organizer.</li></ul>	<ul style="list-style-type: none"><li>• Inviting triads to share their work can function as a self-check and can enable triads to push each other's thinking further.</li></ul>
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Continue reading your independent reading book.</li></ul>	



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## Supporting Materials



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Model Newspaper Article Factual Information  
(For Teacher Reference)

**Sandy wreaks havoc across Northeast; at least 11 dead**

By Matt Smith, CNN

updated 1:32 AM EDT, Tue October 30, 2012

(CNN)—Though no longer a hurricane, “post-tropical” superstorm Sandy packed a hurricane-sized punch as it slammed into the Jersey Shore on Monday, killing at least 11 people from West Virginia to North Carolina and Connecticut.

Sandy whipped torrents of water over the streets of Atlantic City, stretching for blocks inland and ripping up part of the vacation spot’s fabled boardwalk. The storm surge set records in Lower Manhattan, where flooded substations caused a widespread power outage. It swamped beachfronts on both sides of Long Island Sound and delivered hurricane-force winds from Virginia to Cape Cod as it came ashore.

Sandy’s wrath also prompted the evacuation of about 200 patients at NYU Langone Medical Center.

“We are having intermittent telephone access issues, and for this reason the receiving hospital will notify the families of their arrival,” spokeswoman Lisa Greiner said.

In addition, the basement of New York’s Bellevue Hospital Center flooded, and the hospital was running off of emergency backup power. Ian Michaels of the Office of Emergency Management said the main priority is to help secure additional power and obtain additional fuel and pumps for the hospital.

The storm hit near Atlantic City about 8 p.m. ET, the National Hurricane Center reported. It packed 80-mph winds at landfall, down from the 90 mph clocked earlier Monday.

### Superstorm Sandy's wrath

“I’ve been down here for about 16 years, and it’s shocking what I’m looking at now. It’s unbelievable,” said Montgomery Dahm, owner of the Tun Tavern in Atlantic City, which stayed open as Sandy neared the Jersey Shore. “I mean, there’s cars that are just completely underwater in some of the places I would never believe that there would be water.”

Dahm’s family cleared out of Atlantic City before the storm hit, but he says he stayed put to serve emergency personnel. At nightfall Monday, he said the water was lapping at the steps of his restaurant, where a generator was keeping the lights on.

The storm had already knocked down power lines and tree limbs while still 50 miles offshore and washed out a section of the boardwalk on the north end of town, Atlantic City Mayor Lorenzo Langford told CNN. He said there were still “too many people” who didn’t heed instructions to evacuate, and he urged anyone still in town to “hunker down and try to wait this thing out.”





Model Newspaper Article Factual Information  
(for Teacher Reference)

“When Mother Nature sends her wrath your way, we’re at her mercy, and so all we can do is stay prayerful and do the best that we can,” Langford said.

And in Seaside Heights, about 30 miles north of Atlantic City, Police Chief Thomas Boyd told CNN, “The whole north side of my town is totally under water.”

### Mass transit grinds to a halt

In New York, lower Manhattan's Battery Park recorded nearly 14-foot tides, smashing a record set by 1960's Hurricane Donna by more than 3 feet. The city had already halted service on its bus and train lines, closing schools and ordering about 400,000 people out of their homes in low-lying areas of Manhattan and elsewhere.

Flooding forced the closure of all three of the major airports in the area, LaGuardia, John F. Kennedy, and Newark Liberty. Water seeped into subway stations in Lower Manhattan and into the tunnel connecting Lower Manhattan and Brooklyn, while high winds damaged a crane perched atop a Midtown skyscraper under construction, forcing authorities to evacuate the surrounding area.

New York Mayor Michael Bloomberg told reporters there was an “extraordinary” amount of water in Lower Manhattan, as well as downed trees throughout the city and widespread power outages.

“We knew that this was going to be a very dangerous storm, and the storm has met our expectations,” he said. “The worst of the weather has come, and city certainly is feeling the impacts.”

The storm was blamed for more than 2.8 million outages across the Northeast. About 350,000 of them were in the New York City area, where utility provider Con Edison reported it had also cut power to customers in parts of Brooklyn and Lower Manhattan to protect underground equipment as the storm waters rose.

But as water crept into its substations, Con Ed said it had lost service to about 250,000 customers in Manhattan—including most of the island south of 39th Street.

Taken from : <http://news.blogs.cnn.com/2012/10/29/hurricane-sandy-strengthens-to-85-mph/>



Researching Factual Information Graphic Organizer

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

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

**How did the 1906 San Francisco earthquake and fire affect the people of San Francisco?**

**Directions:**

1. Read through the text carefully. Use the glossary to help you with words that are unfamiliar.
2. Reread the text and discuss what is factual information and what isn't.
3. Underline factual information that answers the focus question for your newspaper article—information that is undeniably true and can't be argued against.
4. Ignore the first column for now.
5. Record the source in the second column (title and author).
6. Record the fact in the third column.
7. In the fourth column, describe how this fact answers the question: How did the 1906 San Francisco earthquake and fire affect the people of San Francisco?

Importance	Source (title and author)	Factual information	How does it answer the question?



The Great 1906 Earthquake and Fires of San Francisco

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The Great 1906 Earthquake and Fires of San Francisco: Glossary

<b>Article 1: The Great 1906 Earthquake and Fires of San Francisco</b>	
<b>roused</b>	Woke someone up who was sleeping deeply
<b>tremor</b>	A shaking of the earth
<b>toppled</b>	Fell over because something became unsteady
<b>pandemonium</b>	A situation where there is a lot of noise and confusion because people are angry or scared or confused
<b>ensued</b>	Began as a result of something else
<b>tectonic plates</b>	Massive, irregular slabs of rock that cover Earth's surface.
<b>populous</b>	Having many people in relation to its size—an area with a lot of people in a small space is populous, but an area with a lot of people in a large space is not very populous
<b>sporadically</b>	Happening often and regularly but not continuously
<b>buckled</b>	Became bent or curved because of heat or pressure
<b>decimated</b>	Destroyed a large part of something
<b>infernos</b>	Very large and dangerous fires



Timeline of the San Francisco Earthquake, April 18–23, 1906

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Timeline of the San Francisco Earthquake, April 18–23, 1906: Glossary

<b>Article 2: Timeline of the San Francisco Earthquake, April 18–23, 1906</b>	
<b>tenements</b>	A large building divided into apartments, usually in a poor part of town
<b>liquefied</b>	Turned something to liquid
<b>rift</b>	A crack or narrow opening in a rock
<b>swath</b>	A large strip of something
<b>mosaic</b>	A pattern or picture made by fitting small pieces of stone, glass, or other small objects together
<b>convocation</b>	A large, formal meeting of a group of people, especially church officials
<b>miscreant</b>	A bad person who causes mischief or harm
<b>arsonist</b>	Someone who deliberately starts a fire
<b>cistern</b>	A large container of water which supplies water to an entire building
<b>casualties</b>	The number of people who are killed or hurt in a war or an accident



Timeline of the San Francisco Earthquake, April 18–23, 1906: Glossary

<b>Article 2: Timeline of the San Francisco Earthquake, April 18–23, 1906</b>	
<b>apprehended</b>	(old fashion word) Understood something
<b>succession</b>	Happening one right after the other
<b>foreboder</b>	Someone who has a strong feeling that something bad will happen
<b>venture</b>	To say or do something in an uncertain way
<b>seismonetry</b>	The study of earthquakes
<b>commenced</b>	Began, started officially



The San Francisco Earthquake, 1906

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The San Francisco Earthquake, 1906: Glossary

<b>Article 3: The San Francisco Earthquake, 1906</b>	
<b>ignited</b>	Lit on fire
<b>ravaged</b>	Damaged very badly
<b>maelstrom</b>	A confusing situation full of events and emotions that are difficult to understand, usually because they are so bad
<b>reeling</b>	Literally stepping backwards and almost falling over from a hit or a shock. You could feel like you are about fall over because of the shock of what someone does or says to you.
<b>cornice</b>	Plaster or wood that runs along the top of a wall for decoration
<b>maggot</b>	The larvae of a fly
<b>futile</b>	Useless, something that has no chance to be successful
<b>wreckage</b>	The parts of something, like a building, that are left over after it has been destroyed
<b>disembarked</b>	Got off a ship or an airplane
<b>seething</b>	Moving around in all different directions. If the flames were seething, there were lots of flames going in all directions.
<b>bulging</b>	Sticking out in a rounded shape
<b>refuge</b>	A place of safety, a shelter from something
<b>doled out</b>	Gave out something like money, food, or supplies to more than one person
<b>commandeered</b>	Took someone else's property as your own, especially during war time
<b>semblance</b>	A situation or condition that is similar to another, usually better, one



The San Francisco Earthquake, 1906: Glossary

<b>Article 3: The San Francisco Earthquake, 1906</b>	
<b>debris</b>	Pieces that are left after something has been destroyed
<b>chasms</b>	Very deep spaces between two areas of something (like rock or ice)
<b>precipitated</b>	Fell down something steep
<b>fissure</b>	A deep crack in rock or earth
<b>bedlam</b>	A situation where there is a lot of noise and confusion
<b>pandemonium</b> (a repeat from Article 1)	A situation where there is a lot of noise and confusion because people are angry or scared or confused
<b>indiscriminately</b>	Something that happens without any thought about the harm that it might cause