

Unit Title	Community Care through Climate Justice
Unit Length	10 lessons
Grade Level(s)/Subject(s)	3rd-8th/Social Studies and English Language Arts
Unit Overview	In this unit, students explore climate concepts and investigate underreported stories in order to uncover who is most impacted by climate change, why, and what climate initiatives can be taken to enhance community care and safety. Students will begin exploring written articles and photojournalism projects from the Pulitzer Center to explore multiple perspectives on the impact of climate change on communities in D.C. They will then use close reading strategies to understand, interpret and analyze these pieces, and use them to inspire their own reporting. Ultimately, students will amplify the stories of people in their own communities who have been impacted by climate change, and advocate for concrete climate solutions with original articles.
Objectives & Outcomes	<p>Students will be able to...</p> <ul style="list-style-type: none"> ● Analyze underreported stories on the causes and impacts of climate change from multiple perspectives in order to deepen their empathy. ● Identify the main idea and key details of texts focused on how climate change disproportionately impacts vulnerable people and potential solutions to combat the impacts of climate change. ● Use close reading strategies to analyze these texts and determine how writers and artists develop credibility and empathy. ● Identify an impacted person in their community and write an article that amplifies this person's story and advocates for a climate solution. ● Integrate high quality writing craft identified through analysis of examples to establish credibility and empathy in their own writing.
Standards	<p>Common Core Standards</p> <p><u>RI.4.2</u>: Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p><u>RI.4.8</u>: Explain how an author uses reasons and evidence to support particular points in a text.</p> <p><u>RI.4.9</u>: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>

	<p>CCSS.ELA-LITERACY.W.4.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>CCSS.ELA-LITERACY.W.4.1.A: Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.</p> <p>CCSS.ELA-LITERACY.W.4.1.B: Provide reasons that are supported by facts and details.</p> <p>CCSS.ELA-LITERACY.W.4.1.C: Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>).</p> <p>CCSS.ELA-LITERACY.W.4.1.D: Provide a concluding statement or section related to the opinion presented.</p> <p><u>W.4.7</u>: Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p><u>W.4.9</u>: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>
<p>Unit Resources</p>	<p>Videos: “A Message from the Future.” a film narrated by Alexandria Ocasio-Cortez and illustrated by Molly Crabapple for <i>The Intercept</i> What is an Underreported Story? Video from the Pulitzer Center Video: Interviews- Journalist's Toolbox (from Pulitzer Center)</p> <p>Texts: “Envisioning the Effects of Big Oil and Gas” by Amal Ahmed and Ivan Armando Flores for <i>The Texas Observer</i> “Temperatures in Heat Islands are Higher than in Leafy Neighborhoods” by HOLA CULTURA S.P.E.L. TEAM for <i>The Washington City Paper</i> Optional: “Temperatures in Heat Islands are Higher than in Leafy Neighborhoods” Scaffolded article [.pdf] [.docx] Campaigns - Amplifier “Ecofeminism Is About Respect’: The Activist Working to Revolutionize West African Farming” by Ricci Shryock for <i>The Guardian</i></p> <p>NewsELA articles: “Indigenous Youth Take Global Stage in Madrid to Voice Climate Change Worries” By <i>The World</i>, adapted by Newsela staff “Climate Activist Nakate Seeks Immediate Actions in Glasgow” By <i>Associated Press</i>, adapted by Newsela staff “Fight Climate Change Before It's Too Late, Say Youth Around the World” By <i>The Washington Post</i>, adapted by Newsela staff “Kiribati: The Face of Climate Change” By Maddie Rhoden, iGeneration Youth, adapted by Newsela staff</p>

	<p>“Climate and Social Activist: An interview with Jerome Foster II” By Emily Cambias, Cricket Media “Artist is One of the Faces of the Youth Climate Movement” By Olivia Green, The Baltimore Sun</p> <p>Teaching materials: Boxes and bullets graphic organizer [.pdf] [.docx] Heat Islands Gallery Walk [.pdf] [.docx] Example Interview: Boe Luther Interview with 4th grade students from Mundo Verde Public Charter School in Wasington, D.C. Community Changemaker Graphic Organizer [.pdf] [.docx] Opinion writing checklist by Lucy Calkins and Colleagues from the Teachers College Reading and Writing Project from Units of Study in Opinion, Information, and Narrative Writing, Grade 4 (firsthand: Portsmouth, NH). Informational hook worksheet from Education.com</p>
<p>Performance Task(s)</p>	<p>Persuasive Letter Informed by Research and Interviews: Students will choose a community member, ideally who is local to their communities, who has been impacted by climate change to profile. They will write an article about the community members they have selected. First, they will conduct original interviews with the people they have selected. Then, they will research and/or utilize articles, maps, data, and interviews to write an article that describes the community member’s biography, how they’re impacted by climate change, and concrete solutions that would improve community care in the face of the climate crisis.</p>
<p>Assessment/Evaluation</p>	<p>Formative: Written response to readings Graphic Organizers for several lessons Planning and conferences as students prepare their letters</p> <p>Summative: Students’ persuasive letters will be evaluated by their peers, and then by the teacher, using the Opinion writing checklist by Lucy Calkins and Colleagues from the Teachers College Reading and Writing Project from Units of Study in Opinion, Information, and Narrative Writing, Grade 4 (firsthand: Portsmouth, NH).</p>

Daily Lesson Plans

Day 1

Lesson Objective(s) or Essential Question(s)
Students will be able to (SWBAT) build background knowledge about climate change. SWBAT preview an informational text and make predictions.
Focus text(s) / resource(s) for today's lesson
<p>"Envisioning the Effects of Big Oil and Gas" by Amal Ahmed and Ivan Armando Flores for <i>The Texas Observer</i></p> <p>"A Message from the Future," a film narrated by Alexandria Ocasio-Cortez and illustrated by Molly Crabapple for <i>The Intercept</i></p> <p>"Temperatures in Heat Islands are Higher than in Leafy Neighborhoods" by HOLA CULTURA S.P.E.L. TEAM for <i>The Washington City Paper</i></p> <p>Campaigns - Amplifier</p>
Lesson / Activities
<p>Hook:</p> <ol style="list-style-type: none">1. Have students observe the pictures in "Envisioning the Effects of Big Oil and Gas" and ask questions. Students can also respond to the following: "What do you notice? What questions do you have?"2. Reveal the title of the article and ask students what new ideas they have.3. Read the description for the article and explain the images to the class. Have students consider what the images would be like without the lights. "What new ideas do you have now? What questions do you have?" <p><u>View the video "A Message from the Future" from <i>The Intercept</i> and pause the video in the following spots to check for students' understanding :</u></p> <ul style="list-style-type: none">● 2:30- Who has decision making power? What decisions did they make? Why? Who was impacted?● 4:15- The rest of this video comes from Ocasio-Cortez's imagination. This is what she's imagining/hoping for in 2019● 5:35- What do you notice about the landscape in the video? How do you think it started? How was it changed? Who is working to take care of, or steward, the land?● 5:58- who are some of the people impacted by these ideas? Think not only about the workers but who they support?● 6:15- Remember, this comes from AOC's imagination, but it's informed by facts. We know that climate change will cause more extreme weather. How do you think a hurricane and flooding like this would

affect those who live in Miami? Who do you think would be most impacted? What kind of weather happens where you live? What would it look like for that weather to be more extreme?

- 7:20- what examples of change did you notice in this video? Do you know of any other examples of things people are doing to fight climate change? Are there any new ideas we would add to our chalk talk?

Preparing for close reading:

1. Pass out text, ““Temperatures in Heat Islands are Higher than in Leafy Neighborhoods,” and ask students what genre of text they think this article is. “How do you know?” Introduce the informational main idea anchor chart:

Main idea- what is the most important thought that the author wants you to understand?

Share with students, “Here are three questions to ask yourself to identify the main idea of an informational text:”

1. What is the topic?
2. What is the author teaching us about the topic?
3. What is the authors’ point of view? How do you know?

“Today we will just work on identifying the topic- or what the article is mostly about. Good writers will give you an idea of the topic, what the article is mostly about, in text features like titles and pictures.”

2. Text feature walk: looking at the title, headings and map, what do you notice? What does this make you think? What do you wonder? What do you predict this article is about?

Lesson Materials

Three different colors of pen/highlighters to mark their copies of the text
Identifying the Main Idea Anchor chart (outlined above)

Day 2

Lesson Objective(s) or Essential Question(s)

Objective:

SWBAT Identify the main idea and key details of the text.

Essential Questions:

What is an underreported story? How can underreported stories help us understand the impact of climate change in DC?

Focus text(s) / resource(s) for today's lesson

[What is an Underreported Story?](#) Video from the Pulitzer Center
"Temperatures in Heat Islands are Higher than in Leafy Neighborhoods" by HOLA CULTURA S.P.E.L. TEAM for
The Washington City Paper
[Virtual Gallery: The Fifth Annual Everyday DC Exhibit | Pulitzer Center](#)

Lesson / Activities

Hook: Discuss, "What is an underreported story? How can underreported stories help us understand the impact of climate change in D.C.?"

Watch: What is an Underreported Story?

Review the term "underreported story" and guide students in brainstorming underreported issues in their own communities. Review vocabulary, wonderings, and predictions from the last lesson. Refer back to the three questions to identify the main idea (What is the most important thought that the author wants you to understand?):

- What is the topic?
- What is the author teaching us about the topic?
- What is the authors' point of view?

Direct teach: The article we reviewed yesterday is an underreported story. We will close-read to understand this text more deeply. Now that we have identified the topic, let's read the article to notice what information the author is teaching us about the topic. Tomorrow we will read it again to identify the author's perspective.

"With a partner, read through the article for the first time and choose a color to underline **facts** about the topic. What is the difference between facts and opinions? Let's do the first part together."

Read through the first section as a class and model identifying and underlining/highlighting facts about rising heat and tree cover.

“When we identify important details, we’re going to record them with boxes and bullets using the Boxes and Bullets Graphic Organizer. The main idea is our box, and the key details are the bullets. We haven’t identified the main idea yet, so let’s just put our topic to start. As we look at our key detail bullets together we’ll start to think about what the main idea is.”

Guided practice: “Now it’s your turn. As you read the section “The Urban Heat Island Effect” collaborate with your partner to underline/highlight facts you notice.”

Share: “What are some of the facts you highlighted in your text? When we think about the topic, what do you think are three-five of the **most important** details connected to our topic? These are examples of **key details**. Let’s record them so that we can start to think about what big thoughts the author wants us to think about the topic. Does anyone remember another term for the big thought of a text? That’s right -the main idea!”

Independent practice: Have students use the boxes and bullets graphic organizer to record key details from the text.

Debrief: Select two or three students to share their key details. Ask students, “What are you starting to think about this topic? What questions do you still have? Whose perspective are we seeing this topic through? Why do you think this might be important? What’s a big idea you’re starting to develop about this topic?”

Lesson Materials

Identifying Main Idea anchor chart

Boxes and bullets graphic organizer [[.pdf](#)] [[.docx](#)]

Optional: “Temperatures in Heat Islands are Higher than in Leafy Neighborhoods” Scaffolded article [[.pdf](#)] [[.docx](#)]

Day 3

Lesson Objective(s) or Essential Question(s)

Objectives:

SWBAT identify the author’s perspective in an informational text.

SWBAT identify the main idea and key details of an informational text using the boxes and bullets method.

Essential Questions:

How is climate change affecting communities in DC? Who is most impacted and why?

What action do you think should be taken to combat the impacts of heat islands in DC? Why do you think these actions should be taken?

Focus text(s) / resource(s) for today’s lesson

“[Temperatures in Heat Islands are Higher than in Leafy Neighborhoods](#)” by HOLA CULTURA S.P.E.L. TEAM for *The Washington City Paper*

Lesson / Activities

Hook: Have students do a gallery walk of images from the article, “Temperatures in Heat Islands are Higher than in Leafy Neighborhoods” and reflect on photos related to the article. “What do you notice? What does this make you think? How is this connected to the article we’re reading? What questions do you still have?”

Direct teach: “Yesterday you explored the question, ‘What are we learning about this topic of heat islands?’ Here are some of the things you noticed (refer back to yesterday’s captured key details).

Today we are going to read the article again, but this time we’re going to look for what perspectives are being highlighted in this article. What is a **perspective**? (allow students to share out) Another phrase for “perspective” is “point of view.” We all see things differently depending on who we are, how we’re involved in a situation, our beliefs/opinions, and our past experiences. When we look for the perspective of a story we might ask ourselves, ‘Who is telling this story?’

There are different questions we might ask ourselves as we explore this topic from multiple perspectives:

- Who is speaking?
- What is their experience?
- What opinions are they sharing?

As we read, we will underline/highlight quotes from people that show their perspective in (choose a different color from yesterday). Remember, quotes are the words that come directly from a person and are shown with quotation marks.”

Guided practice: ‘Let’s do it together first. Read through Chuck Jackson’s quotes from the article and underline

quotes that reflect his perspective. How are you noticing Jackson is impacted by the heat islands? Think back to our gallery walk; how might this be different from what others experience? What does this make you think?”

Independent: “Now it’s your turn! With a partner, continue reading the article, and underline quotes from different people.”

Share out: “What are some of the perspectives highlighted in this text/who are some of the people telling their story? What do people think/feel about the heat islands? What are other people who are affected by the heat island but aren’t quoted in this text? Let’s add some important quotes to our boxes and bullets graphic organizer.”

Debrief: “When we look at the details we’ve captured, what connections can you make? How is climate change affecting communities in D.C.? Who is most impacted and why?”

What action do you think should be taken to combat the impacts of heat islands in DC? Why do you think these actions should be taken? (*cite the details from the article*) What do you think the writer really wants us to understand about this topic? That’s the main idea! Let’s record it in our “box”.

Lesson Materials

Heat Islands Gallery Walk [[.pdf](#)] [[.docx](#)]

Identifying Main Idea anchor chart

Boxes and bullets graphic organizer [[.pdf](#)] [[.docx](#)]

Optional: “Temperatures in Heat Islands are Higher than in Leafy Neighborhoods” Scaffolded article [[.pdf](#)] [[.docx](#)]

Day 4

Lesson Objective(s) or Essential Question(s)
<p>SWBAT select and preview a text before reading. SWBAT build background knowledge and academic vocabulary.</p>
Focus text(s) / resource(s) for today's lesson
<p>"Indigenous Youth Take Global Stage in Madrid to Voice Climate Change Worries" By <i>The World</i>, adapted by Newsela staff "Climate Activist Nakate Seeks Immediate Actions in Glasgow" By <i>Associated Press</i>, adapted by Newsela staff "Fight Climate Change Before It's Too Late, Say Youth Around the World" By <i>The Washington Post</i>, adapted by Newsela staff "Kiribati: The Face of Climate Change" By Maddie Rhoden, iGeneration Youth, adapted by Newsela staff "Climate and Social Activist: An interview with Jerome Foster II" By Emily Cambias, Cricket Media "Artist is One of the Faces of the Youth Climate Movement" By Olivia Green, The Baltimore Sun</p>
Lesson / Activities
<p>Hook: Allow students to do a gallery walk of images from the articles for today. After viewing them all, students should select one to read.</p> <p>Direct teach: "Today we will prepare to read a new article of your choosing. We want to view the text features and begin to identify the topic- what do we think these articles are about? As we zoom in on the topic, we will also think about our background knowledge- what we already know- and any important vocabulary we might find along the way."</p> <p>Guided practice: "Read the title of your article and look at any photos. What do you think the topic is? Now, read any headings. Does this change or build on what you thought the topic was?"</p> <p>Independent practice: "With a partner who chose the same article as you, discuss: what do you think the topic of this text is? Next, share what you already think you know about this topic and three questions you have. Finally, as you read for the first time, underline vocabulary words that are new to you."</p> <p>Share/debrief: As a class, have students share ideas for a whole-group KWL (know, want to know, learned) chart: What do they already know about the topic and still want to know?"</p>
Lesson Materials
<p>KWL Anchor chart</p>

Copies of articles for each student
highlighters

Day 5

Lesson Objective(s) or Essential Question(s)

Objectives:

SWBAT Identify main idea and key details of a text.

SWBAT Identify the author's perspective.

SWBAT Make connections between a text and the world, another text and their lives.

Essential Questions:

What is the role of underreported news stories in amplifying the impacts of climate change around the world?

What are some different solutions that change makers are advocating for?

Focus text(s) / resource(s) for today's lesson

["Indigenous Youth Take Global Stage in Madrid to Voice Climate Change Worries"](#) By *The World*, adapted by Newsela staff

["Climate Activist Nakate Seeks Immediate Actions in Glasgow"](#) By *Associated Press*, adapted by Newsela staff

["Fight Climate Change Before It's Too Late, Say Youth Around the World"](#) By *The Washington Post*, adapted by Newsela staff

["Kiribati: The Face of Climate Change"](#) By Maddie Rhoden, iGeneration Youth, adapted by Newsela staff

["Climate and Social Activist: An interview with Jerome Foster II"](#) By Emily Cambias, Cricket Media

["Artist is One of the Faces of the Youth Climate Movement"](#) By Olivia Green, The Baltimore Sun

Lesson / Activities

Direct teach (catch and release): Review the main idea anchor chart:

1. What is the topic?
2. What is the author teaching me about the topic?
3. What is the author's point of view?

"Today you will choose your own article to close-read! You will continue to capture key details in your boxes and bullets graphic organizer so we can start to notice the main idea emerge."

Independent practice: Students choose one of the selected articles and use highlighters and boxes, and the bullets graphic organizer, to closely read with classmates that chose the same article. In the first round, students should underline/highlight facts about the topic in one color.

Catch and release: Pause class reading after 10-15 minutes and have students briefly share out facts they identified. Then, prompt them to reread the article when they're finished and highlight/underline details that show people's perspective (quotes, direct or indirect, identity/lived experience, opinion words like "should") in a different color. Finally, have students work with their partner to identify the main idea.

Share: What do you think the main idea of your article is? Why? What key details support your thinking?

Debrief: What is the role of underreported news stories in amplifying the impacts of climate change around the world? What are some different solutions that change makers are advocating for?

Homework: Choose a community member to interview and develop questions for them.

Lesson Materials

Boxes and bullets graphic organizer [[.pdf](#)] [[.docx](#)]

Three different colors of highlighter or pen for each student

Day 6

Lesson Objective(s) or Essential Question(s)
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SWBAT ask and answer questions about climate change and how it impacts members of their community.
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Focus text(s) / resource(s) for today's lesson
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Pulitzer Center-supported Environment and climate articles from multiple sources Video: Interviews- Journalist's Toolbox (from Pulitzer Center)
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Lesson / Activities

Hook: “How can you tell underreported stories about the impact of changing weather in your community and advocate for a solution?” Share with students that they will be reporting an underreported story about a climate changemaker and/or impacted member of their community. You can allow students to choose the person they will be writing about, or you can choose one or a handful of people to interview as a class.

Direct teach: “How do you think journalists decide who to interview? How might they prepare for the interview? How do they craft questions so that they might better understand the person’s lived experience *and* get answers to their questions?”

After presenting the potential people to profile, have students complete a KWL chart about the issue they will be writing about. What do they already know, and what questions do they have? They can complete the KWL as a class or in small groups.

“Part of our job as journalists of underreported stories is to hear stories from impacted people themselves! We will be conducting interviews to inform our writing. What do you know about interviews?”

Today you will prepare the questions you will use to interview your community member. Your interview will help readers better understand the community member’s perspective and how climate change affects them specifically.” Students watch [this video](#) until 5:55 from the Pulitzer center about how to conduct an interview.

Guided practice: “We just took time during our KWL to brainstorm some questions we have. Now, we are going to take some time to revise these questions to ensure they focus on the person we’re interviewing and are open-ended.

First, let’s look back at some open-ended examples that will help you build rapport (or a trusted relationship) with your interview subject and better understand what’s important to them. Some examples from the video were:

- ‘What do you love about your community?’
- ‘What issues do you care about?’

Turn and talk with a partner- what other open-ended questions might you ask to better understand what's important to them? (have students share out) Choose one-three of these and add them to your questions, or you can develop your own!"

Independent practice: "Now, take some time to look through your questions with a partner to change any of your questions that might only have "yes" or "no" as an answer and make them open-ended."

Share: With a partner, students will practice conducting their interviews. Then their partner will give them feedback considering the guidance from the video. You can repeat this process as many times as time allows.

Debrief: What did you learn about giving a quality interview? Why is this tip important when interviewing? What is a goal or focus you have for when you conduct your interview?

Homework: Students conduct and record their interview to revisit later. If you as the teacher are connecting students with interviewees then interviews can happen during another part of the school day.

Lesson Materials

Zoom or another platform where students can record their interviews
KWL charts

Day 7

Lesson Objective(s) or Essential Question(s)
SWBAT outline their article with a claim and supporting evidence.
Focus text(s) / resource(s) for today's lesson
Interviews Journalist's Toolbox from the Pulitzer Center Example Interview : Boe Luther Interview with 4th grade students from Mundo Verde Public Charter School in Wasington, D.C.
Lesson / Activities
<p>Hook: “Today we will look over our research and interviews to begin choosing what details to include in our journalism. First, let’s watch the last part of our interview video so we can get a better idea of how to use our interviews for our article.” Watch 5:55-7:20 of yesterday’s video.</p> <p>Direct teach: “Now we are going to really bring together everything we’ve been learning to outline our articles! Good writers organize their information in such a way that it really supports their big idea, or thesis. What are some big ideas that we want our readers to understand from our articles? Our articles have a few purposes. We want our reader to:</p> <ol style="list-style-type: none">1. Better understand our community member’s story by practicing empathy.2. Understand the specific problem of climate change that we are writing about.3. Feel persuaded or inspired to participate in a call to action. <p>Today we will organize our research to really fulfill these purposes by using boxes and bullets.</p> <p>In this graphic organizer, we have three sets of boxes with bullets. Each box has a different big idea. In the first box, you will gather details that really help readers put themselves in your community member’s shoes. You might start with the main idea you want readers to understand about your community member’s story, or you might collect important details for your bullets first to help you think of a main idea.”</p> <p>Guided practice part 1: “Let’s try it with my interview. Let’s watch this short clip (5:45-8:10) and identify important quotes or details I want to include in part one of my essay. We might also find that it’s important to use some facts from my other research to help readers understand the situation. What are some important things we want readers to know about Mr. Boe? What kind of person is he? What are his hopes and dreams for the community?”</p> <p>Independent part 1: “Now it’s your turn. Listen to your interview, identify key details for your bullets, and identify the main idea in your box.”</p> <p>Guided practice part 2: “Now I want to look through my research and pull any important details that really help</p>

my reader understand the problem. These might be facts about climate change in general, its causes or effects, and how it affects the larger community. What do I really want readers to understand about the problem?" Model identifying these details and putting them into bullets.

Independent part 2: Give students time to pull quotes and evidence from their interviews/ research that focus on the problem. Have them record them in boxes and bullets.

Guided practice part 3: "Finally, let's identify any details that are connected to the solution. What do I want my reader to think or do when they finish reading my article?"

Independent part 3: Students record evidence that supports their call to action or climate solution.

Share/debrief: Have students share out the three big ideas in a small group. What do you want readers to understand about your community member's story, the problem and potential solution?

Homework: Students complete the [Informational hook worksheet](#) to develop a hook for their writing.

Lesson Materials

Community Changemaker Graphic Organizer [[.pdf](#)] [[.docx](#)]

[Opinion writing checklist](#) by Lucy Calkins and Colleagues from the Teachers College Reading and Writing Project from Units of Study in Opinion, Information, and Narrative Writing, Grade 4 (firsthand: Portsmouth, NH).

[Informational hook worksheet](#) from Education.com

Day 8

Lesson Objective(s) or Essential Question(s)
<p>SWBAT write a persuasive article using high quality author's craft including a claim supported by reasons and evidence.</p>
Focus text(s) / resource(s) for today's lesson
Lesson / Activities
<p>Hook: Give students two-three minutes to review last night's homework. Then, have students share their three different hooks in triads so they can hear a few different examples and hear how their options sound out loud.</p> <p>Direct teach: "You all have done so much work conducting and organizing your research for your articles! Today you will actually write your article and be sure to include one of the hooks you brainstormed for homework.</p> <p>You've already outlined all three of your paragraphs using boxes and bullets. Now, you will transform these outlines into fully fleshed paragraphs."</p> <p>Guided practice: "Let's use mine as an example. When we use our boxes and bullets to write our paragraphs, we want the paragraphs to:</p> <ol style="list-style-type: none"> 1. Start with an introduction sentence that captures the main idea. 2. Put facts and details in our own words OR use quotation marks and cite where our quotes came from. Be sure not to use too many quotes in a paragraph. One or two is likely enough. 3. Write in complete sentences. 4. Explain our thinking. 5. Use transition words." <p>Independent: "Now it's your turn! Take some time to write your first draft using your outline. Don't forget to include your hook from last night, and be sure to restate your main idea in your concluding sentence!"</p> <p>Share/debrief: Students take time to read and give feedback to a peer. On a post it, students will write two stars (feedback about what's working) and one stair (feedback about how they can make their writing stronger). Remind students that feedback is kind, specific and helpful. If there's time, students can exchange feedback with more than one peer.</p>
Lesson Materials

[Opinion writing checklist](#) by Lucy Calkins and Colleagues from the Teachers College Reading and Writing Project from Units of Study in Opinion, Information, and Narrative Writing, Grade 4 (firsthand: Portsmouth, NH).

Community Changemaker Graphic Organizer [[.pdf](#)] [[.docx](#)]

Day 9

Lesson Objective(s) or Essential Question(s)

SWBAT write an introduction and conclusion paragraph for their persuasive text.

Focus text(s) / resource(s) for today's lesson

“[‘Ecofeminism Is About Respect’: The Activist Working to Revolutionize West African Farming](#)” by Ricci Shryock for *The Guardian*

Lesson / Activities

Hook: Read the first four paragraphs of [“Ecofeminism is About Respect.”](#) “This article is focusing on the opinion of Mariama Sonko. How is her opinion introduced? What do you notice about how this article is started?”

Direct: “Strong writers know that readers are most likely to remember the beginning and end of their texts. That’s why they make a point to write introduction paragraphs that are clear and convincing. A quality introduction paragraph has three ingredients:

1. A hook
2. A claim
3. At least three reasons to support the claim

You have already planned all three ingredients; now we just need to put them together!

The introduction paragraph is designed to hook your reader and give them an idea of what the rest of your text is about. You won’t get too detailed here, but you will give a clear and convincing overview of your argument”.

Guided practice: “Go ahead and write the hook you already planned at the beginning of your introduction. Now we will write our claim, or opinion, in a way that is clear and connected to our hook. Your community climate changemaker is advocating for a specific solution. What do you think readers should do after reading your profile? Your writing should persuade them to take action- this is your claim. For example, if my changemaker is advocating for rooftop gardens, what do I want my reader to do with this information? Start their own at home or at school? Invest in or protect any rooftop gardens that already exist? Write to their lawmakers to invest resources in more community gardens?

I want my readers to push D.C. Housing Authority to reopen the rooftop garden at Garfield Terrace, a local public housing building. Watch how I connect my hook to my claim and state my claim as a call to action: ‘Did you know that Garfield Terrace has the first rooftop garden of its kind in public housing in the U.S.? The garden is a crucial resource that has been shut down by the DC Housing Authority. We need your voice to help us reopen the garden.’

Turn and tell a partner your hook and then try a few different ways to phrase your call to action. When you find

a version that is clear and convincing, go ahead and add it to your writing.

Now we want to clearly and concisely list the reasons that we will explain in more detail in our body paragraphs. Remember, you are not explaining them with evidence just yet; you are just giving your reader a taste of what you will teach them later in your text so that they want to keep reading.

Watch how I refer to my outline to identify my three reasons: the big ideas that I want my reader to understand about my person, the problem and the solution. Now I will introduce them in a sentence: ‘The garden should remain open because Boe is using it to teach the wider community, it helps fight climate change, and it is promoting the health and wellbeing of community members.’”

Independent: Now it’s your turn to look at your graphic organizer and write out your claim and reasons. When you’re finished, try writing your conclusion paragraph; this should restate your claim and reasons in a *new way!* Give it a try.

Mid- workshop interruption: “You can choose a high-quality introduction paragraph that a student has developed to share with the class. Ask them what they notice- what makes it a strong introduction paragraph? You can also use this student exemplar from Diego D. from Mundo Verde:

‘Have you ever wanted to garden but nobody you know has learned how to garden? Well, Boe Luther has a rooftop garden, but he’s been locked out and he needs your help to get back the garden. DCHA has blocked boe **and** the Garfield terrace residents from their garden. They should let boe back in the garden because it’s good for the community, fights climate change and keeps the residents healthy.’”

Share/debrief: Students read their introduction paragraphs to peers in a triad while their partners use the structure portion of the [opinion writing checklist](#) to give them feedback.

Lesson Materials

[Opinion writing checklist](#) by Lucy Calkins and Colleagues from the Teachers College Reading and Writing Project from Units of Study in Opinion, Information, and Narrative Writing, Grade 4 (firsthand: Portsmouth, NH).

Day 10

Lesson Objective(s) or Essential Question(s)
SWBAT revise their writing with a partner.
Focus text(s) / resource(s) for today's lesson
Lesson / Activities
<p>Hook: “Give one, get one, move on”- Give students a portion of the opinion checklist. Students read the criteria for their portion to their partner then trade and move on to someone else. Return to the carpet and have students share out key words or phrases they notice. Capture the key vocabulary on the board and unpack visually if needed.</p> <p>Direct: Model using the checklist to analyze a student’s (or sample student’s) work. Feel free to use Mundo Verde students’ letters as samples.</p> <p>Guided practice: “Today you will be using the checklist to give each other stars and stairs (or glows and grows). What is working in your partner’s text? What can they add or improve? Let’s use the checklist we just did to draft feedback that is kind, specific and helpful.” Collaborate with students to write stars and stairs for the author using specific vocabulary and examples from the checklist.</p> <p>Independent: “Now it’s your turn. You will read your partner’s text with the checklist. Then, use your checklist to give your partner two stars and two stairs that are kind, specific and helpful.” If there's time, students can give/receive feedback with more than one peer.</p> <p>Debrief: Give students time to review the feedback given to them and make any revisions.</p> <p>Share: Have students read their finished product to a peer and celebrate one another!</p>
Lesson Materials
<p>Opinion writing checklist by Lucy Calkins and Colleagues from the Teachers College Reading and Writing Project from Units of Study in Opinion, Information, and Narrative Writing, Grade 4 (firsthand: Portsmouth, NH).</p>