



INSTRUCTIONAL EXCELLENCE

# Handouts and Assessments

**Grade 7: English/Language Arts**

**Unit 2: Seeking Belonging**

# Contents

ML #1 Compare/Contrast Rubric.....	3
ML #1 Fictional/Historical Venn Diagram .....	4
Ask Handout.....	5
ML #2: Key Words & Thesis Statement .....	7
ML #2: Thesis Generator .....	8
ML #2: Generating Research Questions.....	9
AGOPPE Research Presentation .....	10
Photo Gallery Walk .....	11
Research Graphic Organizer.....	12
Research Presentation Rubric .....	13

## Using this Resource

The provided handouts and assessments are resources to be used either in conjunction with the included Model Lessons, or as examples for monitoring students’ progress with the unit-specific standards. While this resource is intended to provide suggestions, individual teachers should use their own discretion when choosing educational resources or designing assessments based on student needs.

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

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

## ML #1 Compare/Contrast Rubric

Standard Codes and Learning Targets		Mastery (1-4)	Comments
RL.9	<ul style="list-style-type: none"> <li>● Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>● Use evidence from literary and informational texts to support analysis and reflection.</li> <li>● Present findings using pertinent details and facts.</li> </ul>		
W.1.a	<ul style="list-style-type: none"> <li>● Compose a draft of an introduction that presents a claim or claims and addresses any alternate claim or claims.</li> </ul>		
W.1.b	<ul style="list-style-type: none"> <li>● Show knowledge of a topic or text by selecting appropriate evidence to support a claim or claims.</li> <li>● Compose a draft of the body with attention to effective organization of support for a claim or claims.</li> </ul>		
W.1.c	<ul style="list-style-type: none"> <li>● Combine ideas with the appropriate word or words that promote unity among claims and the confirmation of reasons.</li> <li>● Use transitions purposefully to support unity.</li> </ul>		
W.1.d	<ul style="list-style-type: none"> <li>● Identify and apply those elements that distinguish formal from informal style.</li> <li>● Maintain consistency in style and tone.</li> </ul>		
W.1.e	<ul style="list-style-type: none"> <li>● Compose a draft of a conclusion that integrates key components of the argument and provides reinforcement for the argument.</li> </ul>		
L.1	<ul style="list-style-type: none"> <li>● Apply an understanding of the formation and the function of phrases and clauses.</li> <li>● Use clauses to clarify the relationships among claims, reasons and evidence.</li> <li>● Strengthen writing by editing to correct misplaced and dangling modifiers.</li> </ul>		
L.2	<ul style="list-style-type: none"> <li>● Apply an understanding of punctuation to produce clear writing.</li> <li>● Strengthen writing by editing for correct punctuation to separate coordinate adjectives.</li> <li>● Spell correctly grade-appropriate general academic and domain-specific words.</li> </ul>		

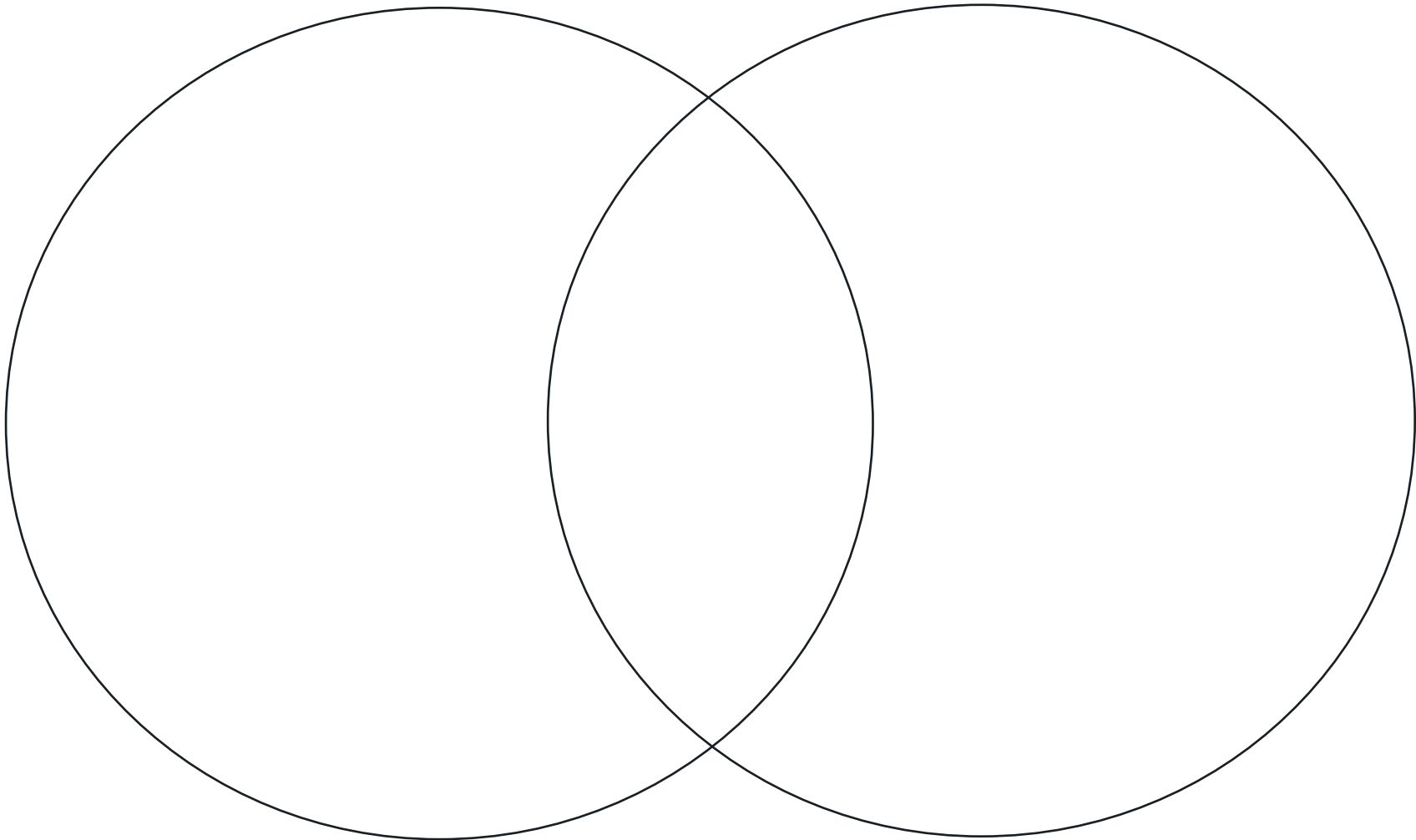
### Assessment Score Key

1 = Does Not Meet or Minimally Meets Expectations, 2 = Inconsistently Meets Expectations,  
3 = Meets Expectations, 4 = Exceeds Expectations

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

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

## ML #1 Fictional/Historical Venn Diagram



## Ask Handout

Presented below are some **questions to ask** yourself about your photo, which will guide you through your research.

<b>Title of Photograph/Year:</b>
<b>Name of Photographer:</b>

1. Where does your eye go first?
2. Describe the major figures in the picture in as much detail as you can.
3. Describe the setting in as much detail as you can.
4. What is happening in this picture? Answer the journalistic questions with what you know or what you can assume/infer from the photo.  
  
Who?  
  
What?  
  
When?  
  
Where?  
  
Why?



AGOPPE  
*Ask, Gather, Organize, Produce, Present, Evaluate*

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

## ML #2: Key Words & Thesis Statement

### Step 1: Identify Key Words

After completing the Ask handout, identify the key words about the historical context/theme/issue(s) represented in your photo. Make a list. Do not “edit” your thoughts.

**Key Words:**

### Step 2: Generate Questions (Use the Thesis Generator!)

Read the Thesis Generator handout. Below, write five questions about your topic/key words using the question stems from the handout.

### Step 3: Write a Research Thesis Statement

Now, write a thesis statement following the rules prescribed in the Thesis Generator handout.

## ML #2: Thesis Generator

### Attributes of a Good Thesis

- Should be debatable, proposing an arguable point with which people could reasonably agree.
- Tackles a subject that can be covered in a 4-6-minute presentation.
- Is specific and focused. Instead of “Music,” think “American Jazz in the 1930s.”
- Asserts your own conclusion based on evidence. (Be prepared to change your thesis as you learn more about your topic. That’s perfectly okay!)
- Avoids the first person (“I believe,” “In my opinion”).
- Should pass the “So what?” or “Who cares?” test. (Would your most honest friend ask why she should care or perhaps respond, “But everyone knows that already?”) For instance, the statement “People should avoid driving under the influence of alcohol” would elicit hardly any opposition!

### Testing Your Thesis

- Does the thesis inspire a reasonable reader to ask “Why?” or “How?”
- Would a reasonable reader not respond with “Duh!” or “So what?”
- Does the thesis avoid sweeping words such as “all” or “none” or “every”?
- Does the thesis lead the reader toward the topic sentences/subtopics needed to prove the thesis?
- Can the thesis be adequately proven in the 4-to-6-minute presentation?

### Writing a GREAT Thesis

As you read, look for the following items that can help you generate a great thesis:

- Interesting contrasts or patterns in the information
- Something that surprises you
- Ideas you encounter that make you wonder “Why?”
- Feeling of strong agreement or disagreement with an expert’s opinion on the subject

### Next Step: Generate Research Questions!



## ML #2: Generating Research Questions

Create a list of questions to guide your research. Once you find the answers to these questions, you will organize your research according to which questions are answered.

### Example (Thesis):

“While poverty has a severely negative impact on American families, it is the children of single parents who endure the greatest harm.”

List of sample questions to guide my research (based on my research thesis):

- What denotes “poverty” in America?
- How many Americans are poor?
- What things do people living below the poverty level have in common?
- What sorts of disadvantages do poor American families endure?
- How might education, nutrition, and the physical and mental health of an impoverished child differ from the situations of a child of middle or upper class?
- Are instances of neglect and/or abuse more common among children living in poverty than among those in the middle or upper class? How many of these children come from a single-parent home?
- What percentage of poor families are led by single mothers?
- Are there experts I can contact?
- Which major groups are involved in investigating this question?

### Your Turn (Generate 3-5 Questions):

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

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

## AGOPPE Research Presentation

### Steps:

- \_\_\_\_ 1. Select a photo in the **Gallery Walk**.
- \_\_\_\_ 2. Complete the **Ask handout**.
- \_\_\_\_ 3. Identify **key words** you will use to guide your research.
- \_\_\_\_ 4. Visit **online sources and school databases** to obtain background information on your topic or person, using your key words.
- \_\_\_\_ 5. **Narrow** your issue down, adding key words and refining your research after reading the information you found online.
- \_\_\_\_ 6. Develop a **thesis statement** to guide your research.
- \_\_\_\_ 7. Write **research questions**. These will help you read and highlight your articles. You will research to find *answers* to these questions.
- \_\_\_\_ 8. Locate **articles**.
- \_\_\_\_ 9. Assign a **color** to each research question. Read and **highlight your articles**, using the corresponding color to highlight answers to your questions.
- \_\_\_\_ 10. Transfer the notes you highlighted to **complete the Research Graphic Organizer**.
- \_\_\_\_ 11. Use your graphic organizer to **create a presentation** to share with the class. The first slide must be your photograph; the final slide must be your Works Cited.

# Photo Gallery Walk

## GALLERY WALK

NAME: \_\_\_\_\_

List your top five choices of photos by number. When you have listed all five, describe them briefly, and then rank them in order of choice.

PHOTO #:	BRIEF DESCRIPTION OF PHOTO	RANK #1-5
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

## GALLERY WALK

NAME: \_\_\_\_\_

List your top five choices of photos by number. When you have listed all five, describe them briefly, and then rank them in order of choice.

PHOTO #:	BRIEF DESCRIPTION OF PHOTO	RANK #1-5
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_____	_____	_____
_____	_____	_____
_____	_____	_____

## GALLERY WALK

NAME: \_\_\_\_\_

List your top five choices of photos by number. When you have listed all five, describe them briefly, and then rank them in order of choice.

PHOTO #:	BRIEF DESCRIPTION OF PHOTO	RANK #1-5
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

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

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

## Research Graphic Organizer

**Thesis:**

**Research Requirements:**

Use two to four **CREDIBLE** sources for your research.  
Anecdotal sources are also appropriate.

*As you review the answers to your research question, organize the data into your three research questions OR three main points and the counterargument. This will help you when you begin to create your presentation.*

**Research Question/Main Point 1:**

**Research Question/Main Point 2:**

**Research Question/Main Point 3:**

**Counterargument:**

**Works Cited:**

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

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

## Research Presentation Rubric

<b>Content</b> CCSS W.1, W.2, W.4	<b>1-4</b>	<b>Comments</b>
Introduction/Explanation of Inquiry Process (W.1, W.2.a)		
Relevant Details/Examples (W.1, W.2.b)		
Conclusion (W.1, W.2.f)		
Appropriate Transitions (W.1, W.2.c)		
Organization (W.4)		

<b>Presentation</b> CCSS SL.5, W.6, W.8	<b>1-4</b>	<b>Comments</b>
Use of Multimedia Components and Visual Displays (SL.5)		
Use of Technology/Internet to Produce and Publish Writing and to Link to and Cite Sources (W.6, W.8)		

<b>Delivery</b> CCSS SL.4	<b>1-4</b>	<b>Comments</b>
Vocal Delivery: Rate		
Vocal Delivery: Tone/Pitch		
Vocal Delivery: Volume		
Nonverbal Delivery: Eye Contact		
Nonverbal Delivery: Gestures/Posture		

Assessment Score Key

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