



Narrative Nonfiction

by Tara Lee, 2014 CTI Fellow
Bailey Middle School

This curriculum unit is recommended for:
Language Arts Grades 6-8

Keywords: media literacy, writing conferences, persuasive language, bias, documentary, narrative nonfiction

Teaching Standards: See [Appendix I](#) for teaching standards addressed in this unit.

Synopsis: In this three week unit, students will create documentaries on a debatable topic of their choice, or about the life of a person. Students will use prior knowledge that they learned earlier in the year about persuasive techniques used in writing to compose a script to sway the audience to side with their opinion. Before creating their documentary, students will read [Chew on This](#) and watch clips from [Supersize Me](#) to help with their understanding of bias and persuasive techniques used in the text and media.

I plan to teach this unit during the coming year in to 140 7th grade Language Arts students.

I give permission for the Institute to publish my curriculum unit and synopsis in print and online. I understand that I will be credited as the author of my work.

Narrative Nonfiction: Persuasive Documentaries

Tara Lee

Introduction

Over the last few years, the use of technology has greatly increased my students' capabilities of accessing information, but the majority of them do not take the time to analyze or evaluate whether the informational source is valid. This is concerning, as many students are just starting to formulate their own opinions about important social issues. Working with eleven to thirteen year old students on a daily basis, my main job as a language arts teacher is to show my students the importance of thinking critically about what they read, hear and view on the web, television and even in the classroom. Students are constantly overloaded with information on a daily basis. While technology has made researching easier for students, social media and most websites have also made it confusing for them to figure out what is creditable information. Students must be able to ask the right questions as they work with search engines and carefully evaluate resources before they include them as part of their research. It is increasingly important not just to be able to access information, but also to evaluate the sources for accuracy, reliability, validity, currency, and authority.

Along with encouraging media literacy in my classroom, I also want to emphasize literary elements found in some nonfiction texts and multimedia. By showcasing these types of texts/multimedia, students will be able to see how narrative nonfiction can sometimes contain bias that helps the writer and producer persuasively sway their audience to agree with their viewpoint.

As an educator, it is my job to encourage my students to question information they are exposed to on a daily basis. I want my students to see the importance of questioning things they read, hear and view every day. In this unit, students will research a topic or person to create a persuasive documentary. The culminating assignment for this unit will involve students choosing a debatable topic or person, and creating a documentary that expresses their opinion of their subject. Students will use research to back up their reasoning while also considering their use of visuals, music and color to persuade their audience.

Objective

In this three week unit, students will use research to support their opinion on a topic and create a persuasive documentary. The assignments in this unit follow seventh-grade common core standards: W 1a–e Write arguments to support claims with clear reasons

and relevant evidence; W 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience; W 5 Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed; W 10 Write routinely over shorter time frames for a range of tasks, purposes, and audiences; L 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.

Demographic

I teach seventh grade Language Arts in a middle school in the Charlotte-Mecklenburg School District, which is a district of 159 schools. CMS is known for being a large urban school district, but my school is located in an affluent community, and the majority of my students have access to technology at home. The middle school where I work has 1500 students, and a free and reduced lunch population of 24.1%, which is below the CMS average. The student makeup is as follows: 76.5% Caucasian, 12.2% African-American, 7.3% Hispanic, and 2% Asian, and 1.9% Other.

We offer two levels of seventh grade Language Arts: Honors and Standard Plus. I teach two Honors classes and two Standard Plus classes. My average class size is around thirty students. Our schedule consists of five blocks that each last an hour and ten minutes. I teach four blocks and have one planning period block. Students have Language Arts, Math, Science, and Social Studies every day, but have A/B day elective classes. Elective classes include Drama, Computer Skills, Foreign Language, Gym, Dance, Chorus, and Health.

My school is a part of the “Bring Your Own Technology” initiative that Charlotte Mecklenburg started during the 2011-2012 school year. Students can bring to class their iPads, laptops, tablets, etc., and Wi-Fi connections are available in every classroom. My classroom is equipped with three computers, one lap top, and a promethean board. The promethean board I work with is similar to a smart board. It is an interactive whiteboard that allows me to project my computer screen, and students and I are then able to manipulate information on the board using a promethean pen. The school is also equipped with two computer labs, three iPad carts, and five laptop carts that we can reserve to use for our classes.

Required Background Knowledge

A week prior to starting this unit, I will review with the class the elements of nonfiction and types of nonfiction texts. This will allow students the ability to categorize informational texts discussed in class along with knowing terminology such as bias, author’s purpose, facts, and opinion to help them better analyze/discuss topics discussed in class. Students will have already been exposed to news articles and editorials that show

students the difference between biased and unbiased informational texts. For example, students read editorials *Pro Athletes Salaries aren't Overly Exorbitant*, by Mark Singletary, and *Do Professional Athletes Get Paid Too Much*, by Justin Hjelm. Mark Singletary argues that athletes' salaries are appropriate, while Justin Hjelm claims that athletes' salaries are exorbitant. While reading both editorials, students will decipher between what is fact and what is opinion. Both editorials argue different points, which will enable student to see how bias can be found in these two pieces of writing.

Students will also have prior knowledge of persuasive techniques. Through handouts, notes and viewing advertisements, my classes will already viewed commercials that contain persuasive techniques known as bandwagon, emotional appeals, repetition and transfer. Prior to this documentary assignment students will have analyzed a variety of advertisements and created their own original advertisements for a specific audience and purpose before they apply these skills in their documentary. Also after students analyze different advertisements, they will transfer the information and their knowledge of persuasive techniques and language to print texts. The final activity leading up to this unit that will involve students analyzing and responding to a variety of editorials, newspaper articles, and letters to the editor will prepare students for their persuasive documentary.

Along with reviewing elements of nonfiction, students will know how to organize their writing ideas, what an introductory paragraph entails, how to develop their body paragraphs and how to compose a conclusion. Students will have had one-on-one writing conferences with me discussing each student's areas of strengths and weaknesses with their grammar usage. Students should have a basic understanding of punctuation, how words function in a sentence, verb tenses, sentence structure, and capitalization/spelling rules. During writing conferences, if I see that the class is struggling with a certain grammatical topic, I will do a fifteen-minute mini lesson to have them revisit their writing and revise their papers

Strategies

Socratic Seminar

I have implemented Socratic Seminars throughout my literature units to have students discuss reading assignments in class and formulate questions to help with their comprehension of the story. The use of the Socratic Seminar in this lesson will allow students to evaluate who influences their choices. This will help students discover that other people/media affect their decision-making process, and the importance of recognizing misinformation.

The website ReadWriteThink.com is where I found information on how to execute Socratic Seminars in my classroom. This type of seminar involves arranging the class so that students can look at each other during the conversation. The desks can be set up in a circular or square type formation. I'll also provide students with a handout containing

several open-ended questions statements, but the class will be responsible for running the discussion. The questions/statements will be given to the students prior to the seminar, and also students will preview the questions that will be asked throughout the seminar to allow them the opportunity to think about their responses. Along with introducing questions/statements before the discussion, I'll also explain the rules and guidelines of a Socratic Seminar. I will inform students that they will be evaluated on their responses and to be detailed and elaborate when they answer a question or react to another student's opinion. During the first question, every member of the class will respond. Students will be told not to repeat previous remarks, but instead to state why they agreed or disagreed with earlier statements. When I pose the remaining questions/statements, each student will be allotted four responses. I'll keep track each time a student speaks during the discussion. Students will need to talk at least twice, and they can respond no more than four times throughout the remainder of the conversation. This prevents only a few students talking and encourages other classmates to participate during the Socratic Seminar.ⁱ

Peer Editing

Peer editing can be a useful strategy for young writers to use when editing their written assignments. Students receive constructive criticism and positive feedback on their drafts, which allows them to do a “thoughtful, informed revision of their paper-in-progress before submitting a final draft to the instructor.”ⁱⁱ

This method works well if you explain to the students the expectations of the peer editing process and closely monitor their feedback and proofreading marks. I use specific peer editing guidelines and proof reading marks from the ReadWriteThink website that I have altered to fit the needs of my students. Also, I practice editing short essays with my students as a whole class to make sure they understand how to correctly place proofreading marks and to give constructive feedback before they begin peer editing in their small groups.

I assign heterogeneous peer editing groups based on their beginning-of-the-year writing assessment. Students are rated on a writing rubric, and each group has a student rated above average, average, and below average. Research strongly supports the positive effects of heterogeneous groupings of students because of its noticeable positive effects on student motivation.ⁱⁱⁱ

Writing Conferences

Writing conferences can be accompanied with peer editing. I believe it is beneficial for students to evaluate their classmate's written work, but young writers still need adult assistance with understanding organizing and correcting grammatical errors in their own writing. I personally set up writing conferences for every major essay assigned in my class. While students work in small groups taking turns peer editing each other's papers, I

move from group to group, working with each student individually commenting on their strengths and weaknesses in their rough drafts. While this might be time consuming and take up at least two to three days of class time, students have expressed that this strategy is the most effective for them to edit their writing.

Research on the writing process suggests that writers learn the most about writing when they share and reflect on their writing. In classrooms, this is most commonly done through writing conferences as part of the revision stage. Whether they occur with pairs, with small groups, or with the teacher, the social benefits of sharing writing improves writing.^{iv}

Dailey Lessons

Week One-Day One

On the first day of the unit students will participate in Socratic Seminar, where they will discuss how information they receive on a daily basis from the media and society influence their opinions and ideals. Questions/Statements students will respond to:

1. Every single day we make choices. Sometimes these are important choices, and sometimes they are not: What will I eat? What clothes will I wear? Will I do my homework now or later? Should I go to that movie? When you answer these questions you have made a choice. Tell me some choices you have made in the last day or two and why you made those choices. Example- Miss Lee decided to go to Dunkin Donuts this morning, because she was too lazy to make her own coffee.
2. Often people close to you directly influence your choices. Identify a few of our choices that were at least somewhat influenced by friends, family teachers, or other.
3. Often the media-movies, television, music, and the internet-influence our choices. Identify a few of your choices that were at least somewhat influenced by the media.
4. Often the government/politicians can influence your choices. Identify a few of your choices that were at least somewhat influenced by the government. Example: The food students are served in the school cafeteria. Our local government controls what students can and can't eat.
5. Are any of the influences that we just discussed helpful and provide us with accurate information to make our choices?
6. Are any of the influences that we just discussed negative and encourage us to create harmful choices?

After students are finish responding to the Socratic Seminar questions we will preview the illustrated narrative nonfiction text Chew on This. Student groups will complete a novel cover analysis worksheet (Appendix B), and will share their finding with the class. Students will be assigned to read The Pioneers Chapter for homework. I chose this text because while it provides readers with factual information about the fast food industry, it is one sided and presents a negative argument against establishments such as McDonalds, KFC and Taco Bell. The book also has pictures throughout and I will use the images to help students see the importance of being an active viewer. And finally, Chew on This also provides information and opinions that are similar to the documentary Supersize Me clips that I will show later in the unit.

I will discuss with students how to be an active viewer while looking at an image of their choice from Chew on This. Becoming an active viewer will help students make sense of the images and the events in their world. First, I will encourage students to be in touch with their reactions.

To have the students check their understanding while viewing a picture, I will ask them the following questions:

1. What is happening in the image?
2. Why is it happening?
3. How well do I understand what I am seeing?

Then I will have students make connections to the picture, and have them think about how the image personally relates to their own lives. Having them make these personal connections to the images from Chew on This, students will have a better understanding what they are seeing. I'll ask them the following questions:

1. What do the characters or people remind you of?
2. What does the situation in the picture make you think of?
3. Have you ever encountered the situation shown in the picture?
4. How would you react or feel if you were in this situation shown?

After students reflect and make connections with the image, I will then have them make a prediction about the image. I will ask them the following questions:

1. What details do you notice about the setting or the people or characters?
2. Are these details important?
3. How might these details help you understand the work?
4. Based on these details, what do you think might happen next?

Once students have answered the prediction questions, I will then have them make inferences about their chosen image from the book. Students will use evidence from the image and what they know from their own experiences to make logical guesses about they are seeing. I will ask them questions like:

1. What do I know about the characters or people, events, or setting? Record the details you observe.
2. How can these details and your own experiences help you understand this situation?

Week One- Days Two-Five

I will use a PowerPoint (Appendix A) containing questions about author's purpose, author's argument, facts, opinions, a Jaime Oliver chicken nugget video experiment and a variety of McDonald commercials (video links included on the PowerPoint) to generate discussion in the classroom. Students will participate by answering questions during the PowerPoint about how the first chapter of Chew on This, and videos are affecting their opinion of the fast food industry.

After we are finished with the PowerPoint discussion, students will work in groups and to create a Chew on This group PowerPoint presentation or Chew on This group Magazine Cover to inform the class about their assigned chapter in the book. For differentiation purposes, I provided two group presentation rubrics (see Appendix C and D), so that teachers and/or student groups can decide whether they will create a PowerPoint or Magazine Cover.

Week Two- Days One-Two

Students will view clips from the documentary *Supersize Me*, and a clip from a documentary about a meat packing plant. Students will be responsible for filling out the viewing guide while watching the documentaries (Appendix E). After students view the clips, the class will discuss the Appendix E handout. This will help students see an example of how a documentary can be persuasive and use facts to support the film maker's opinion. I am showing clips of the documentaries due to strong language, filming of a rectal exam and stomach stapling procedure. The clips I recommend are:

<https://www.youtube.com/watch?v=N2diPZOty0>,
<https://www.youtube.com/watch?v=4wmac-INoXg>,
<https://www.youtube.com/watch?v=H156Z08Pck0>,
<http://www.oprah.com/oprahshow/Inside-a-Slaughterhouse-Video>

Viewing the documentary clips will give students a strong visual of the end project they are expected to accomplish. While discussing student responses from the Appendix E, the students will explore the visual techniques used such as color, shots and pace. Students will also be asked their opinions on the visuals shown in the clip and if they

thought they were effective or ineffective and why. I will have the students refer back to our discussion about active viewing strategies that we discussed while looking at their chosen image from Chew on This. I will have students compare and contrast the image that they chose from the book, to an image from the documentary Supersize Me. Having the students compare and contrast two or more images, will deepen their understanding of the image or gain new insights. Students will have to consider how the image and the documentary depicted similar situations or subjects. I will ask them the following questions:

1. How was your image similar or different from documentary? Discuss colors, and persuasive techniques shown in Chew on This and Supersize Me.
2. Refer to your viewing guide handout, (Appendix E) Do you feel like the book or the documentary was more effective, why or why not? Discuss colors, subjects in image and documentary, and the situations shown in Chew on This and Supersize Me.

Students will also be responsible for discussing the sound techniques. The viewing handout, Appendix E, encourages students to pay attention to the sound effects, music and the voice in the documentary. The students will be asked to give information on what they hear while watching the documentary clips.

Week Two- Days Three-Five

Student will choose their topic or person and begin researching for their documentary. Before they begin their research I will go over in detail the persuasive documentary rubric (Appendix G). Students will be allowed to decide their own persuasive documentary topic or find one using the website <http://www.middleschooldebate.com/topics/topicresearch.htm>.

I will incorporate resources available in my school to help instruct the students on how to research and film their documentaries. The Media Center specialist will show the students how to use Easybib and correctly cite information in their credits. Students will use Easybib to keep track of their research for their script. Students will be expected to write their script and keep track of their ideas on the story board (Appendix F), to help organize their ideas for their documentaries. Students will be responsible for completing their story board before they begin filming. Once students have finished their story board, they will need to get three of their classmates to complete a peer edit of their script and I will meet with students one on one to have writing conferences with them about their script. Students will use Appendix H to keep track of the editing comments their classmates and I give them during peer editing and writing conferences.

Our technology facilitator will also work with me to show students how to use iMovie to create their documentary on our school iPads or their personal technology devices.

This will take an entire class period to instruct students how to use iMovie and they can begin working on their documentary.

Week Three- Days One –Two

Students will use these three days in class to work on their documentaries. This will provide students with time to film and continue to work with myself, the media specialist and our technology facilitator if they are having difficulties with their story board research or filming their documentary.

Week Three- Days Three-Five

Students will show their documentaries during our classroom film festival. During this time, they will get to present their work to their classmates and receive feedback from me on their rubric. I will allow the class to vote on which student documentary was the most effective and why.

APPENDIX A

[Chew on This PowerPoint Link](#)

APPENDIX B

Selling the Novel

1. Examine carefully the design, color, images, and text on the front cover. Take notes on the organizer below.

Background: List all the details.	Inferences and predictions about the setting of the novel.
Character depicted: Describe in detail.	Inferences and predictions about main characters of the novel.
Lettering: Describe in detail.	Inferences and predictions drawn from the words on the cover.

2. Read the back cover of the novel. Copy words or phrases from the plot summary that you find intriguing, interesting or confusing.

3. Why do you think the author chose to title this novel the way they did?

4. Complete the KWL chart.

K: What I Know	W: What I Want to Know	L: What I Learned

5. What are some insights you have and predictions you can make about this novel?

APPENDIX C

Name_____Block_____Due Date_____.

"Chew on This" PowerPoint Presentation

Task:

Your group will read a chapter in "Chew on This". You will be able to come up with author's argument, author's purpose, three facts and three opinions based on the chapter you have read. You will also need to come up with your own opinion on the subject of your chapter. Did the author change your mind on the subject? You will need to have two visual presentations to explain what your chapter is about. You will also need to have two questions for the class that they will need to answer about your presentation. Make sure the presentation of your PowerPoint is appealing to your audience and makes sense with your chapter.

Rubric:

	Points Possible	Points Earned
Author's Argument		
Be able to recognize the author's argument and came up with the point being made	10	
One example, can just be told not written	5	
Author's Purpose		
Came up with the point of the chapter you are reading, to inform, to entertain, to persuade	10	
Be able to explain your reasons	5	
Fact & Opinion		
Have three facts from your chapter	10	
Have three opinions from you chapter	10	
My Opinion		

What do you think about your chapter and explain your reasoning	10	
Do you believe that the author change your mind? Explain	10	
Visual		
Have two visuals that follow along with your presentation	10	
QAR		
Have two thought provoking questions	10	
Presentation		
Powerpoint only has the points, you as a team elaborate your explanations	5	
Visual appealing and everything represents your chapter	5	

Total Points Earned/Final Grade: _____/100

APPENDIX D

Name _____ Block _____ Due Date _____.

"Chew on This" Magazine Cover

Task:

Your group will read a selection in "Chew on This". You will be able to come up with author's argument, author's purpose, two facts and two opinions based on the selection you have read. You will also need to come up with your own opinion on the subject of your selection. Did the author change your mind on the subject? You will need to have a visual drawing to explain what your selection is about. You will also need to have two questions for the class that they will need to answer about your presentation (you will present your magazine to the class). Make sure the magazine cover is appealing to your audience and makes sense with your chapter.

Rubric:

	Points Possible	Points Earned
Author's Argument		
Be able to recognize the author's argument and came up with the point being made	10	
One example of how you came up your argument	5	
Author's Purpose		
Came up with the point of the selection you are reading; to inform, to entertain, to persuade	10	
Explain your reasons	5	
Fact & Opinion		
Have two facts from your selection	10	
Have two opinions from you selection	10	

My Opinion		
What do you think about your chapter and explain your reasoning	10	
Do you believe that the author changed your mind? Explain	10	
Visual		
Have a visual picture that follows along with your magazine cover	10	
QAR		
Have two thought provoking questions	10	
Presentation		
Magazine cover only has the points, you as a team will elaborate your explanations in class presentation	5	
Visual appealing and everything represents your selection	5	

Total Points Earned/Final Grade: _____/100

APPENDIX E

Name _____

Date _____

PERSUASIVE TECHNIQUES IN DOCUMENTARIES

Media Literacy: Persuasion in Super-Size Me

VIEWING GUIDE

Documentaries use different types of **persuasive techniques**, or methods that convince the audience to believe in the opinion presented in the film.

Directions: As you view the documentary, record the techniques listed in the first column of the chart that might influence you to buy that product.

Techniques	
<i>Persuasive Techniques</i> <ul style="list-style-type: none">• Emotional appeals• Bandwagon technique• Repetition	
<i>Visual Elements</i> <ul style="list-style-type: none">• Color• Editing (pace, or length of time each shot stays onscreen)	
<i>Sound Elements</i> <ul style="list-style-type: none">• Music• Sound effects• Voice-overs	

APPENDIX F

Documentary Storyboard

Notes	Visual	Audio

APPENDIX G

Persuasive Documentary Rubric

Documentaries can't be longer than 5 minutes

CATEGORY	4	3	2	1
Storyboard	Storyboard is complete with sketches for each scene. Detailed notes are evident on titles, transitions, special effects, sound, etc. Storyboard reflects outstanding planning and organization for the visuals in this documentary.	Storyboard is relatively complete with sketches for most scenes. Notes are evident on titles, transitions, special effects, sound, etc. Storyboard reflects effective planning and organization for the visuals in this documentary.	Storyboard has glaring omissions in scene planning. There are some sketches and notes on titles, special effects, sound, etc. Storyboard reflects attempts at planning and organization for the visuals in the documentary.	Storyboard is not done or is so incomplete that it could not be used even as a general guide. Storyboard reflects very little planning of the visuals.
Persuasive Argument	In-depth: An atypical and revealing argument, going beyond what is obvious; the argument is explicitly persuasive and makes subtle connections; the solutions are well supported by argument and research-based evidence; novel thinking is displayed	Developed: A developed argument that reflects some in-depth and personalized ideas; the student is making the work his own, going beyond the given. The solutions presented are supported by research-based evidence but not as thorough...	Intuitive: An incomplete argument but with apt and insightful ideas; extends and deepens some of what was learned; some “reading between the lines”; account has limited support/argument/data or sweeping generalizations. There are solutions proposed, they may not always seem plausible or reasonable.	Naïve: A superficial argument; more descriptive than analytical or persuasive; a fragmentary or sketch set of proposed solutions; a black-and-white account; less persuasive than an unexamined hunch or borrowed idea
Titles and Credits	All titles and credits are accurate, legible and draw the viewer's attention.	Most titles and credits are accurate, legible and draw the viewer's attention.	Some titles and credits are accurate, legible and draw the viewer's attention.	Few (less than 75%) titles and credits are accurate, legible and draw the viewer's attention.
	Well produced, informative documentary. Theme	Good production. Stayed on topic and put together well.	Acceptable documentary. Jumpy and not well edited.	Documentary was hard to follow and understand the

Videography: Presentation	flowed well, stayed on topic, and was entertaining. Narrated images well.	Good narration.	Little or no narration for long periods.	topic or purpose. No real theme.
Videography: Clarity	Video did not rock/shake and the focus was excellent throughout.	Video did not rock/shake and the focus was excellent for the majority of the video.	Video had a little rocking/shaking, but the focus was excellent throughout.	Problems with rocking/shaking AND focus.
Videography: Interest	Many different "takes", camera angles, sound effects, and/or careful of use of zoom provided variety in the video.	Several (3-4) different "takes", camera angles, sound effects, and/or careful of use of zoom provided variety in the video.	One or two different "takes", camera angles, sound effects, and/or careful of use of zoom provided variety in the video.	Little attempt was made to provide variety in the video.
Main Idea	Stays with one clear main idea	Has a main idea, but some information does not fit	Has a weak or unclear main idea	Does not have a main idea
Narrative	Narrative has a clear organizing structure and flows logically	Narrative has an organizing structure but needs some improvement	Narrative is disorganized	No attempt at an organizing structure is in place
Supporting Media Elements	Media elements provide strong support for the point of view	Media elements support the point of view, but are not compelling	Media elements do not support the point of view	No supporting media elements are used
Research/ Statistical Data	Research includes 4 or more high-quality examples or pieces of data to support the theme.	Research includes at least 3 high-quality examples or pieces of data to support the theme.	Research includes at least 2 high-quality examples or pieces of data to support the theme.	Research includes fewer than 2 high-quality examples or pieces of data to support the theme.

		Grading Scale A 40 – 36 B 35 - 32 C 31 - 28 D 27 - 24 F 23 - 00	Possible Points = 40 Total Points = _____
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APPENDIX H

Persuasive Documentary Script Peer-Editing Instructions

- Read through the script once. At this point do not make any marks on the paper; you are simply getting an overview of the documentary script.
- Reread the script, this time noting any composition errors. Mark these clearly (using proofreader's marks), but do not correct the mistakes—only the author does that!
- Read the script yet again, this time looking for structural problems or stylistic concerns.
- Rate each category of the script as indicated on the editing sheet from 1 to 4 based on the criteria presented in the Script Rubric.

Film Maker's Name _____

Script Editor Names:

1. _____ 2. _____

3. _____ 4. Miss Lee

Focus on topic

1. _____ 2. _____ 3. _____ 4. _____ Consensus: _____

Beginning

1. _____ 2. _____ 3. _____ 4. _____ Consensus: _____

Middle

1. _____ 2. _____ 3. _____ 4. _____ Consensus: _____

End

1. _____ 2. _____ 3. _____ 4. _____ Consensus: _____

Research to support Argument

1. _____ 2. _____ 3. _____ 4. _____ Consensus: _____

Word choice

1. _____ 2. _____ 3. _____ 4. _____ Consensus: _____

Appendix I: Implementing Common Core Standards

W 1a–e Write arguments to support claims with clear reasons and relevant evidence

Students will perform this standard when writing their documentary script.

W 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

Students will perform this standard when writing their documentary script.

W 5 Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed; W 10 Write routinely over shorter time frames for a range of tasks, purposes, and audiences

Students will perform this standard when writing their documentary script.

L 2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling.

Students will perform this standard when writing their documentary script.

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Schlosser, Eric, and Charles Wilson. Chew on This: Everything You Don't Want to Know about Fast Food. Boston [Mass.: Houghton Mifflin, 2006. In Chew On

This, they share with kids the fascinating and sometimes frightening truth about what lurks between those sesame seed buns, what a chicken ‘nugget’ really is, and how the fast food industry has been feeding off children for generations.

"Socratic Seminars." readwritethink.org. <http://www.readwritethink.org/professional-development/strategy-guides/socratic-seminars-30600.html#research-basis> (accessed October 30, 2014). This informational website provides instructions and Background information on Socratic Seminars.

Super Size Me. Hart Sharp Video, 2004. Film. Director Morgan Spurlock's documents a social experiment when he decides to only eating fast food from the McDonald's menu for an entire month. In the process his weight balloons, his energy level plummets and he experiences all sorts of side effects. He also examines the corporate giant's growing role in the lives of American consumers and explores its contribution to America's obesity epidemic.

Notes

ⁱ "Socratic Seminars." readwritethink.org. <http://www.readwritethink.org/professional-development/strategy-guides/socratic-seminars-30600.html#research-basis> (accessed September 1, 2014).

ⁱⁱ "Hege Library at Guilford College." Peer Editing. <http://library.guilford.edu/peer-editing/> (accessed September 1, 2014).

ⁱⁱⁱ"Heterogeneous Grouping of Students and Its Effects on Learning." Heterogeneous Grouping of Students and Its Effects on Learning. <http://ruby.fgcu.edu/courses/80337/McAvoy/HETERO~1.html> (accessed September 1, 2014).

^{iv} "Writing Conferences." Reading Rockets. http://www.readingrockets.org/strategies/writing_conferences/ (accessed September 1, 2014).