

# National Treasures

## Symbols of Friendship and Freedom



### Grade 3 Connected Reading and Writing Unit

*Developed by –*

Sean Austin, Tom Colazzo, Kerry Roesch and Holly Schwalbe  
Bunker Hill Elementary  
Appoquinimink School District

*Project Facilitators –*

**Emily Amendum**, University of Delaware  
**Theresa Bennett**, DE Department of Education

*Reviewed by –*

**Bonnie Albertson**, Delaware Department of Education

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A decorative illustration of a pink cherry blossom branch with several open flowers and buds, set against a light pink background.

# National Treasures: Symbols of Friendship

Bunker Hill Elementary School  
Appoquinimink School District

Susan Austin - librarian

Tom Colazzo – 3<sup>rd</sup> grade teacher

Kerry Roesch – 3<sup>rd</sup> grade teacher

Holly Schwalbe – 3<sup>rd</sup> grade special education teacher



## Overview

Students will learn how to read to gain meaning from informational text, determine the main idea of a video, draw conclusions from timelines, and use information gathered from a variety of sources to form an opinion.



## Performance Task:

You have watched a short video and read two informational texts about cherry blossoms in Washington D.C. Think about the influence that Helen Taft and Eliza Scidmore had on helping bring the cherry blossoms to Washington D.C. Using supporting details from the three sources provided, write an essay stating whether you think Helen Taft or Eliza Scidmore played the most important role in bringing the cherry blossoms to Washington D.C. In your essay, explain why you selected who you did using details and information from the video and text.



## Lesson Essential Question:

How can you represent the key details of a historical event or person in history?



# Work Samples

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## Lesson 2: Determining Main Idea

Overview: Students will watch a short informational video and determine the main idea as well as supporting details. They will use this information to write a summary.

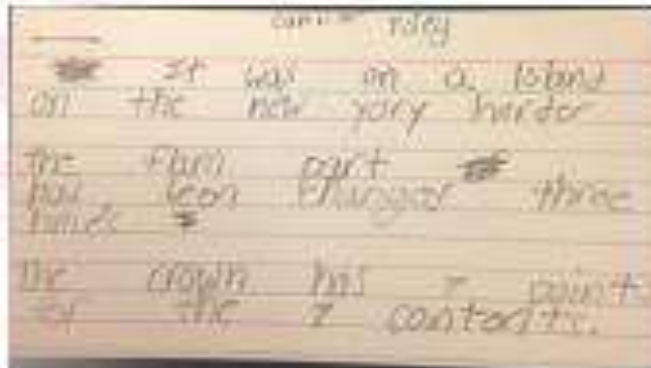


# Essential Question: How can I identify the main idea and key details of a video?

Pacing	Targets	Formative and Summative Assessments	Instructional Strategies
3 Class Periods	Determine the main idea of a video.  Identify the supporting details of a video.	<ul style="list-style-type: none"><li>•Note cards from activity 1</li><li>•Graphic organizer from activity 2</li><li>•Written summary from activity 3</li></ul>	<ul style="list-style-type: none"><li>•Cooperative groupings</li><li>•Modeling</li><li>•Guided discussion</li><li>•Every pupil response</li></ul>

# Activity 1

Students will watch a video about the Statue of Liberty and identify the main idea and details. Teacher will lead a discussion and model appropriate responses.



## Activity 2

Students will watch a video about bald eagles and work with a partner to identify the main idea and supporting details. They will use this information to write a summary of the video.

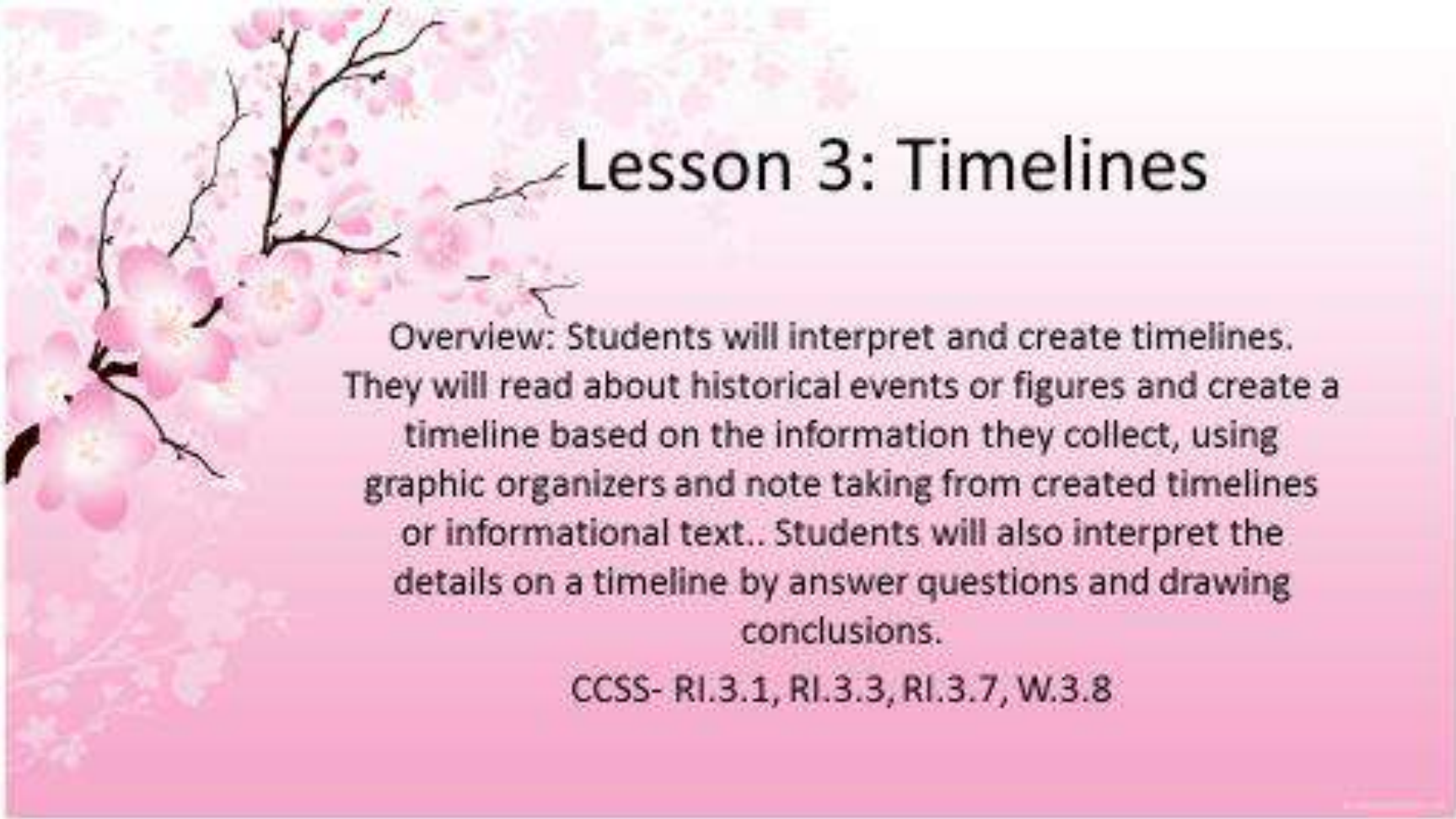


# Activity 3

Students will watch a video about the Oregon Trail and work independently to identify the main idea and supporting details. They will then use that information to write a summary.

The worksheet is titled "Finding the Main Idea" and includes a graphic organizer. At the top, there is a box labeled "Main Idea" with a large empty space for writing. Below this, there are three boxes labeled "Detail", "Detail", and "Detail", each with a large empty space for writing. The entire graphic organizer is enclosed in a dashed border.





## Lesson 3: Timelines

Overview: Students will interpret and create timelines. They will read about historical events or figures and create a timeline based on the information they collect, using graphic organizers and note taking from created timelines or informational text.. Students will also interpret the details on a timeline by answer questions and drawing conclusions.

CCSS- RI.3.1, RI.3.3, RI.3.7, W.3.8





## Lesson Essential Question:

How can you represent the key details of a historical event or person in history?

Pacing	Targets	Targets (continued)	Formative and Summative Assessments	Instructional Strategies
<p>5 days for the lessons</p> <p>1- 2 days for the assessment</p>	<p>RI.3.1</p> <ul style="list-style-type: none"> <li>•Use evidence from text to support thinking</li> </ul> <p>RI.3.3</p> <ul style="list-style-type: none"> <li>•Describe the relationship between a series of historical events</li> <li>•Use language that pertains to time and sequence</li> </ul>	<p>RI.3.7</p> <ul style="list-style-type: none"> <li>•Use information gained from illustrations (e.g., maps, photographs) to demonstrate understanding of text</li> <li>•Integrate information from illustrations and words in text to demonstrate understanding</li> </ul>	<p><b>Assessment Prompt 3- formative</b> Interpret timeline about the history of the Statue of liberty</p> <p><b>Assessment prompt 1- formative</b> Read a story, identify key events in the short story and use the details to create a timeline.</p> <p><b>Summative Assessment Prompt:</b> Students will read text and watch a video, they will use the stimuli to create a timeline.</p>	<p>Every student response, graphic organizers, modeling, guided practice, I do, we do, you do model, UDL, activation and summarizing strategies</p>

# Activity 1: Introduction

In this lesson students will read the **teacher's autobiography**. They will work together as a class to **identify the main events** in their teachers life and **work collaboratively as a class to create a timeline**.

On June 23, 1979 a seven-year-old baby girl was born. Her parents named her Emily Jean Wilcox. She grew fast and loved all of the special baby things. She learned to walk and even talk just like every other baby. She began kindergarten at Clarke Road Elementary School in August of 1985. She enjoyed 13 years of school. School was her favorite place to be. She loved learning. She played sports, attended music school, gymnastics. In June of 1998, Emily graduated from Clarke Road High School.

In August of the same year, she moved out of her parents' home and headed for the University of Delaware. She studied to become a teacher. May 24, 2000, she graduated with a Bachelor's degree in education. She worked for the first teaching job at Dover Delaware, on July 31, 2000, at Thomas Price Elementary School.

In December she married James Schwalbe. She brought a house with her husband to Clayton, Delaware. Emily taught at Thomas Price Elementary for 8 years.

She gave birth to her first daughter Hannah. Hannah was born on February 25, 2005. She started being a mom and was had her second child, son, Christian, he was born on December 26, 2008. Emily was born on April 26, 2009. The family was very peaceful!

Emily returned to school in 2010, and graduated with her Master's degree in 2012. She also changed teaching positions. With her new degree, she started teaching middle-grade grades until her husband. In March of 2013, Emily moved to Washington Delaware. She continued teaching at Dover from until August 18, 2014, when she accepted a position at Harbor Hill Elementary School.





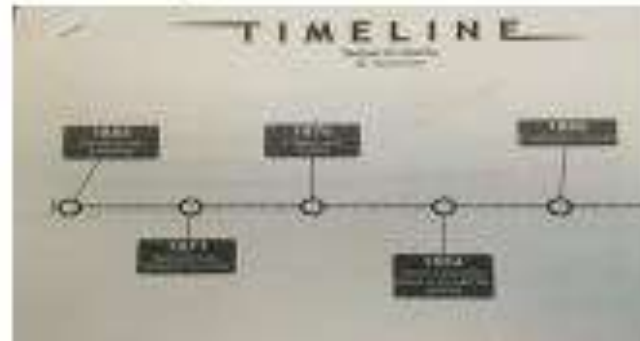
# Activity 2: Interpret a timeline

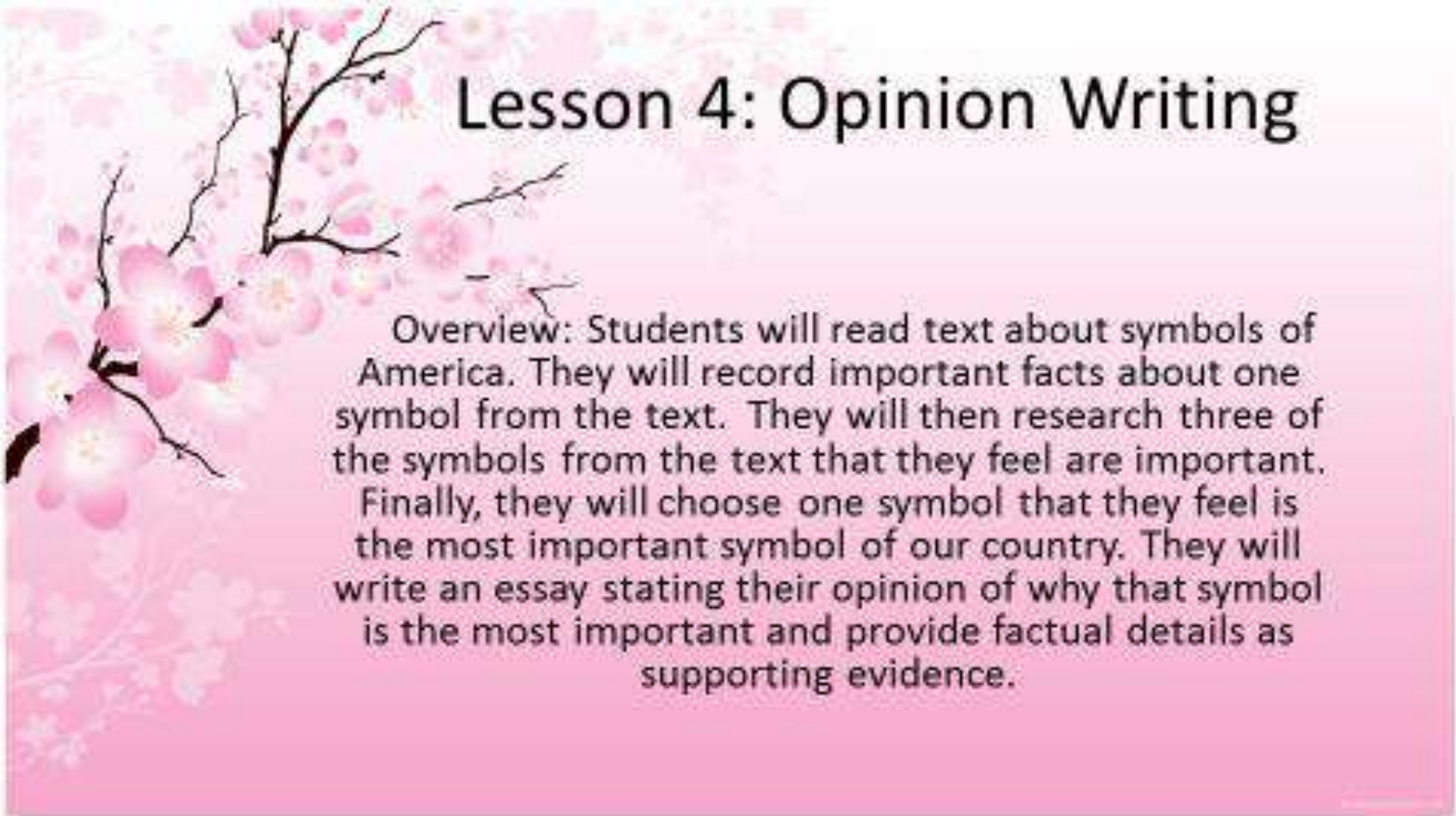
During this lesson students will analyze a timeline of important historical events or figure. They will create a poster and share the information with peers. Peers will collect information from the poster presentation and write a summary.



## Activity 3: The Statue of Liberty

The teacher will read a story called The Statue of Liberty from Paris to New York City and a story The Story of the Statue of Liberty. The students will take notes using a graphic organizer story. The class will discuss the important events of the statue. The class will talk about the importance of the events and why they are relevant and necessary components of the timeline. As a summarizing strategy students will watch a video and use text to create a timeline using an online timeline creator.





## Lesson 4: Opinion Writing

Overview: Students will read text about symbols of America. They will record important facts about one symbol from the text. They will then research three of the symbols from the text that they feel are important. Finally, they will choose one symbol that they feel is the most important symbol of our country. They will write an essay stating their opinion of why that symbol is the most important and provide factual details as supporting evidence.



Lesson Essential Question:

How can I develop my own  
opinion on a topic?



# Activity 1: United States Symbols

Students will read a story highlighting the most important symbols to the United States. They will fill in a graphic organizer with facts about why each symbol and why it is important to the United States.





## Activity 2: Research

Students will choose three of the symbols from the activity prior and will research on the computer to find more facts about those symbols. They will fill in a graphic organizer with at least 5 facts about each symbol.



## Activity 3: Opinion Writing

Students will decide which symbol they believe is the most important symbol to the United States. They will write an essay expressing their opinion using the facts from their research to support their opinion.

ELA & LITERACY PERFORMANCE TASK TEMPLATE

School/District: Bunker Hill Elementary/Appoquinimink

Team Members: Susan Austin, Tom Colazzo, Kerry Roesch, Holly Schwalbe

Title:	National Treasures: Symbols of Friendship and Freedom
Grade:	3
Standards (ELA, Literacy, Content)	RI.3.1 RI.3.2 RI.3.7 W.3.1 W.3.7 W.3.8 RI.3.3 RI.3.6 RI.3.9
DOK:	2-4
UDL:	The use of differentiated sources to accommodate reading levels. Multi media will be used for visual and auditory learners as well as written materials. Group assignments Variety of summarizing activities that allows for different learning styles Giving options for research and presentations
Stimuli (Primary Text):	<p><b>Sources- 1 video, 1 texts, 1 timeline (See <a href="#">Appendix E</a> for all student versions of the Performance Task)</b></p> <p><b>Video 1</b>  <a href="http://www.c-span.org/video/?c4487788/helen-taft-cherry-trees">http://www.c-span.org/video/?c4487788/helen-taft-cherry-trees</a>            Helen Taft and Cherry Trees</p> <p><b>Passage 1</b></p> <p style="text-align: center;"><u>Eliza’s Cherry Trees</u>            By: Andrea Zimmerman</p> <p>When Eliza Scidmore came back from visiting Japan, she wrote a book about it. She wanted to share her love of Japan with other Americans. She wanted the nations of Japan and America to be friends.</p> <p>Even though she was always thinking about her next journey, Eliza loved coming home to Washington, D.C. She was proud of America’s growing capital and wanted it to look as beautiful as any city in the world.</p> <p>She thought about the muddy land from a recent construction project in the swampy area around the riverbank. Eliza had a wonderful idea. She remembered the beautiful cherry trees in Japan. She thought, “That’s what Washington needs!”</p> <p>Eliza told the man in charge of the Washington parks about the wonderful cherry trees. She showed him photographs that she had taken. She told him about her plan to plant hundreds of cherry</p>



trees down by the water. He said no. He believed that they didn't need any different kind of tree in Washington.

But Eliza knew that sometimes when you have a good idea, you have to keep trying. So she waited. When a new parks man was hired, she told him about her good idea. He, too, said no.

But Eliza didn't forget about the cherry trees, and she didn't give up. She kept trying for more than twenty years! Every time a new man was hired to be in charge of the parks department, Eliza went to tell him about her idea. Each one said no.

In 1909, William Howard Taft has just been elected president. Eliza had another good idea. She knew that sometimes people in politics could help get things done. She wrote a letter to the president's wife, Mrs. Taft. Eliza told Mrs. Taft about her plan to make Washington more beautiful with the lovely cherry trees. She was afraid the answer would be no again.

But Mrs. Taft loved the idea! With the help of Mr. Takamine, a generous Japanese scientist, they had the trees sent from Japan.

## Passage 2

### Timeline

**1885**

Scidmore proposes that cherry trees are planted along the Potomac waterfront

**1909**

Scidmore tries to raise money to buy the Cherry trees and donate them to city

**April 7, 1909**

Taft receives Scidmore's letter suggesting the planting of the Japanese Cherry Blossom trees and has promised the cherry trees.

**April 8, 1909**

Japanese government official (diplomat) asks Taft to accept a gift of 2,000 trees and she agrees.

**April 13, 1909**

Taft instructs public land officials to acquire all Japanese Cherry Blossom trees in the U.S, to plant along the speedway. Ninety trees were acquired and planted.

**August 30, 1909**

Japan announces intention to donate 2,000 cherry trees to the U.S.

**December 10, 1909**

2,000 Cherry trees arrive in Seattle.

	<p style="text-align: center;"><b>January 6, 1910</b> 2,000 Cherry Trees arrive in Washington, D.C.</p> <p style="text-align: center;"><b>January 19, 1910</b> It is discovered that the trees have a disease and must be destroyed.</p> <p style="text-align: center;"><b>January 28, 1910</b> President Taft grants permission to burn the trees</p> <p style="text-align: center;"><b>January 29, 1910</b> The Mayor of Tokyo offers another donation of trees. He offers 3,020 trees this time</p> <p style="text-align: center;"><b>February 14, 1912</b> 3,020 Cherry trees were shipped to the U.S.</p> <p style="text-align: center;"><b>March 26, 1912</b> Cherry trees arrive in Washington, D.C.</p> <p style="text-align: center;"><b>March 27, 1912</b> Taft plants two Cherry trees in Washington, D.C.</p> <p style="text-align: center;"><b>1913 – 1920</b> Workman continue to plant the 3,020 cherry trees</p> <p style="text-align: center;"><b>April 16, 1927</b> Washington school children commemorate the planting of the trees with a re-enactment of the event</p> <p style="text-align: center;"><b>1934</b> Washington D.C. has a 3 day celebration of the trees</p> <p style="text-align: center;"><b>1935</b> The first “Cherry Blossom Festival” was sponsored and became an annual event in Washington D.C.</p> <p style="text-align: center;"><b>1940</b> Cherry Blossom Pageant was introduced</p> <p style="text-align: center;"><b>1994</b> The National Cherry Blossom Festival was expanded from one week to two weeks.</p> <p style="text-align: center;"><b>2014</b> Today, the Festival last four weekends and welcomes more than 1.5 million people to enjoy diverse programming and the trees. Over the</p>
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	<p>years, millions have participated in the annual event that welcomes spring in the nation’s capital.</p> <p>Retrieved from:  <a href="http://www.nationalcherryblossomfestival.org/about/history/">http://www.nationalcherryblossomfestival.org/about/history/</a>  History of the Cherry Blossom Trees and Festival</p> <p><a href="http://www.nps.gov/cherry/cherry-blossom-history.htm">http://www.nps.gov/cherry/cherry-blossom-history.htm</a> History of the Cherry Trees</p>
Text Complexity:	See <a href="#">Text Complexity Placemat</a>
<p><b>Task Overview:</b>  Title:</p> <p><b>Part 1: ( 45 minutes)</b>  Before writing an essay stating an opinion as to which person, Helen Taft or Eliza Scidmore was more influential in getting the Cherry Blossom trees planted in Washington D.C, students will read 2 articles and watch a brief video that gives information about the Cherry Blossom. Students will use the table to determine which source the important details were given. Some of the important details were discussed in multiple stimuli.</p> <p><b>Part 2: (45 minutes)</b>  Before writing an essay stating an opinion as to which person, Helen Taft or Eliza Scidmore was more influential in getting the Cherry Blossom trees planted in Washington D.C, students will reread 2 articles and re-watch a brief video that gives information about the Cherry Blossom. They will then have to provide 2 details from the text that show how Taft and Scidmore brought the trees to D.C.</p> <p><b>Part 3: (60 minutes)</b>  Lastly, students will work individually to compose an essay sharing their opinions. They will need to state a clear opinion and give supporting details from multiple stimuli. Students will be asked to use supporting details from the three sources provided and write an essay stating whether they think Helen Taft or Eliza Scidmore played the most important role in bringing the Cherry Blossom trees to Washington D.C. Students may also refer to their notes or back to video and passages as needed. Drafting and revising will be a part of the writing process.</p>	
<p><b>Task Directions:</b></p> <p><b>Part 1: (45 minutes)</b></p> <p>Your Assignment:  You will watch a video and read 2 articles about the Washington D.C. Cherry Blossoms. Collect important details using notes taken during the video or on your articles. You will then complete a graphic organizer determining which detail came from which source. Some of the details will be from more than one source.</p>	

Steps you will be following:

1. Watch the video and read the articles.
2. Complete the graphic organizer.
3. Answer two open response questions about Eliza Scidmore and Helen Taft.

Directions for beginning:

1. Watch the video and read the two articles.
2. Highlight important information in the articles and take notes while watching the video. Focus on the important details.
3. Complete the graphic organizer, determining which detail came from which source. Some of the details will be from more than one source.

### Assignment 1

Use the table below to identify which source the important details were taken from and mark an X in the box. Some details may be stated in multiple sources.

Important detail	Source 1 (video)	Source 2 (article)	Source 3 (timeline)
Taft and Scidmore's dream to beautify Washington D.C. with the Cherry Blossom trees took many years.			
Scidmore worked hard for many years to get the trees planted in Washington			
Government officials worked together using their influence to bring the trees to the Tidal Basin in Washington D.C.			
Today, Americans admire and appreciate the beauty of the Cherry Blossom trees.			

DOK: 3

**Part 2: Open Ended Response Questions (45 minutes)**

Your Assignment:

You will re-watch the video and reread the articles about the Cherry Blossoms in Washington D.C. You will then complete the two open ended response questions. You will need to include two details from any of the three sources to answer each question. You will use this information to complete your final assignment, which includes an essay about Eliza Scidmore or Helen Taft and their roles in bringing the Cherry Blossom trees to America.

**Assignment 2**

Read the two passages and watch the video provided to fill in the supporting details. You may go back in the articles and re-watch the video as many times as needed.

Provide **details** from any of the sources provided

How did Eliza Scidmore help get the Cherry Blossom trees planted in Washington D.C?

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Provide **details** from any of the sources provided

How did Helen Taft help get the Cherry Blossom trees planted in Washington D.C?

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**DOK: 3**

**Part 3: (60 minutes)**

Essay

You will now have 60 minutes (one hour) to review your notes and sources, plan, draft, and revise your essay. While you may use your notes and refer to sources, you must work on your own. You may also refer to the answers you wrote to earlier questions to help you.

Your Assignment:

You have watched a short video and read two informational texts about Cherry Blossoms in Washington D.C. Think about the influence that Helen Taft and Eliza Scidmore had on helping bring the Cherry Blossoms to Washington D.C. Using supporting details from the three sources provided,

write an essay stating whether you think Helen Taft or Eliza Scidmore played the most important role in bringing the Cherry Blossom trees to Washington D.C. In your essay, explain why you selected who you did using details and information from the video and texts to support your thinking.

How your essay will be scored: [We are using the DOE Writing Rubrics:  
<http://dedoe.schoolwires.net/Page/508> ]

#### Reading Research

##### The writing –

- makes effective use of available resources
- skillfully/effectively supports an opinion with relevant and sufficient facts and details from resources with accuracy
- uses credible sources

#### Development

##### The writing-

- Addresses all aspects of the writing task with a tightly focused response
- States an opinion
- Effectively provides reasons to support the opinion that are sufficient and relevant

#### Organization

##### The writing-

- Effectively introduces the topic or text being written about
- Creates an organizational structure in which ideas are grouped to support the writer's purpose
- Effectively uses linking words and/or phrases to connect opinion and reasons
- Provides an effective concluding statement or section

#### Language Conventions

##### The writing-

- Demonstrates a well-developed command of standard English conventions
- skillfully employs language and tone appropriate to audience and purpose
- has sentences that are skillfully constructed with appropriate variety in length and structure

Now begin work on your essay. Manage your time carefully so that you can:

- plan your essay
- write your essay
- revise and edit for a final draft

## Scope and Sequence

Lesson/Description	Duration/ # of Days	Standards/Learning Progressions
<p><b>Lesson 1:</b> <i>Close Reading</i> <i>The Story of the Statue of Liberty</i></p> <p>Students will have the opportunity to hear the text read aloud as well as read the text independently and participate in discussion. Students will focus on things such as what they thought were surprising, things they didn't understand, and new vocabulary. These lessons help students dig deep into the text in order to gain meaning from it.</p>	<p style="text-align: center;">3 days</p>	<p><b>RI.3.1</b> Students will ask and answer questions to demonstrate an understanding of text, referring explicitly to the text as the basis for the answers.</p> <ul style="list-style-type: none"> <li>• Use the combination of explicitly stated information, and background knowledge, to answer questions</li> <li>• Students will show where in the text you found your evidence.</li> <li>• Students will select information that is relevant to the question.</li> <li>• Students will demonstrate understanding of the text when answering questions about the text</li> <li>• Refer explicitly to the text as a basis for answering questions about the text.</li> </ul>
<p><b>Lesson 2:</b> <i>Determining Main idea</i> <i>(using different media: videos)</i></p> <p>Students will watch videos to learn how to identify the main idea and provide supporting details. They will also learn how to write a summary of the video using the main idea and details as evidence.</p>	<p style="text-align: center;">3 days</p>	<p><b>SL.3.2</b> Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally</p>
<p><b>Lesson 3:</b> <i>Timeline- The Statue of Liberty from Paris to New York City</i></p> <p>Students will learn about timelines and create one of their own. They will read about a historical event or person and create a timeline based on that information. They will read a book about the statue of liberty that includes a timeline. They will use that timeline to answer questions and draw conclusions.</p>	<p style="text-align: center;">3 days for lessons 1 day for assignment</p>	<p><b>RI.3.1</b> Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <ul style="list-style-type: none"> <li>• Use the combination of explicitly stated information, and background knowledge, to answer questions</li> <li>• Select information that is relevant to the question</li> <li>• Demonstrate understanding of the text when answering questions about the text</li> <li>• Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.</li> </ul>

		<p><b>RI.3.3</b> Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <ul style="list-style-type: none"> <li>• Explain or graphically represent how ideas, events, steps are connected</li> <li>• Use text-structure language to describe or graphically represent relationships between and among ideas, events, or steps/procedures in informational texts</li> </ul> <p><b>RI.3.7</b> Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <ul style="list-style-type: none"> <li>• Identify the information presented in specific images (e.g., photographs, diagrams, charts, graphs, map key/legend)</li> <li>• Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur)</li> </ul> <p><b>W.3.8</b> Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>
<p><b>Lesson 4:</b> <i>Opinion Writing</i></p> <p>Students will read text about symbols of America. They will record important facts about one symbol from the text. They will then research three of the symbols from the text that they feel are important. Finally, they will choose one symbol that they feel is the most important symbol of our country. They will write an essay stating their opinion of why that symbol is the most important and provide factual details as supporting evidence.</p>	<p>3 days for lessons 2-3 days for assignment completion</p>	<p><b>RI.3.6</b> Assess how point of view or purpose shapes the content and style of a text.</p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of the author’s purpose for writing a text</li> <li>• Identify the author’s point of view in a text</li> <li>• Identify their own point of view about the topic of a text</li> </ul> <p><b>RI.3.9</b> Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <ul style="list-style-type: none"> <li>• Identify the most important points presented in texts</li> <li>• Identify the key/supporting details presented in texts</li> </ul> <p><b>W.3.1</b> Write opinion pieces on topics or texts, supporting a point of view with reasons</p> <ul style="list-style-type: none"> <li>• W.3.1.a Introduce the topic or text they are writing about, state an</li> </ul>



		<p>opinion, and create an organizational structure that lists reasons.</p> <ul style="list-style-type: none"> <li>• W.3.1.b Provide reasons that support the opinion.</li> </ul> <p><b>W.3.7</b> Conduct short research projects that build knowledge about a topic.</p> <p><b>W3.8</b> Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>
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**PLANNING CHART #1**

	Standard	DoK	Know [Which concepts in the question/full write will students need to know in order to complete the questions/full write?]	Do [What is the question/full write asking students to do?]
Question 1: (Task 1)	RI.3.1 RI.3.7 RI.3.2	2	Infer information from multiple sources	Identify in which source the important conclusions are located.
Question 2: (Task 2)	RI.3.9 RI.3.7 RI.3.2 RI.3.1 W.3.8	2	Interpret information to answer questions	Retrieve specific information from multiple sources to answer an open response question
Full Write:	RI.3.1 RI.3.9 W.3.1 a-d RI.3.6 W.3.7 W.3.8	4	Form an opinion and support your opinion using details.	Use multiple sources to establish an opinion and support your opinion using information from the text

## PLANNING CHART #2

<p>Standard:  <u>Informational Reading Standard 1</u>: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>		
Targets	Learning Progressions	Formative Assessment Strategies
<p>Referring explicitly to the text as the basis for the answers</p>	<ul style="list-style-type: none"> <li>• Use the combination of explicitly stated information, and background knowledge, to answer questions</li> </ul>	<p><b><u>Lesson 1 Assessment Prompts 1 and 2:</u></b> Students participate in a discussion to answer questions related to text. Students use post-it notes and close read marks to annotate the text.</p> <p><b><u>Lesson 1 Assessment Prompt 3:</u></b> Students will answer text dependent questions citing the pages where the information was found.</p>
<p>Ask and answer questions to demonstrate understanding of text</p>	<ul style="list-style-type: none"> <li>• Show where in the text you found your evidence.</li> <li>• Select information that is relevant to the question.</li> <li>• Demonstrate understanding of the text when answering questions about the text</li> <li>• Refer explicitly to the text as a basis for answering questions about the text.</li> <li>• Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers</li> </ul>	<p><b><u>Lesson 1 Assessment Prompt 3:</u></b> Students will answer text dependent questions citing the pages where the information was found.</p> <p><b><u>Lesson 3 Assessment Prompt 3:</u></b> Students will use a timeline to answer questions and draw conclusions about the history of the statue of liberty.</p>

Standard:

**Informational Reading Standard 3:** Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Targets	Learning Progressions	Formative Assessment Strategies
Describe the relationship between a series of historical events	<ul style="list-style-type: none"><li>• Explain or graphically represent how ideas, events, steps are connected</li></ul>	<b><u>Lesson 3 Assessment Prompt 3:</u></b> Students will use a timeline to answer questions about the history of the Statue of Liberty.
Use language that pertains to time and sequence	<ul style="list-style-type: none"><li>• Use text-structure language to describe or graphically represent relationships between and among ideas, events, or steps/procedures in informational texts</li></ul>	<b><u>Lesson 3 Assessment Prompt 1:</u></b> Students will read a short story of a historical event and use that to create a timeline.

Standard: Informational Reading Standard 6: Distinguish their own point of view from that of the author of a text.		
Targets	Learning Progressions	Formative Assessment Strategies
Point of view of the author of a text	<ul style="list-style-type: none"> <li>• Demonstrate understanding of the author’s purpose for writing a text</li> <li>• Identify the author’s point of view in a text</li> </ul>	<p><b><u>Lesson 4 Assessment Prompt 1:</u></b> After reading a text about symbols of America, students will choose one symbol that the author discussed and tell why the author claims it is important.</p>
Distinguish their own point of view	<ul style="list-style-type: none"> <li>• Identify their own point of view about the topic of a text</li> </ul>	<p><b><u>Lesson 4 Assessment Prompt 3:</u></b> Students will choose one symbol of America and write an essay stating why it is important. They will use facts to support their opinion.</p>

<p>Standard:  <u>Informational Reading Standard 7</u>: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p>		
Targets	Learning Progressions	Formative Assessment Strategies
Use information gained from illustrations (e.g., maps, photographs) to demonstrate understanding of text	<ul style="list-style-type: none"> <li>Identify the information presented in specific images (e.g., photographs, diagrams, charts, graphs, map key/legend)</li> </ul>	<p><b><u>Lesson 3 Assessment Prompt 3:</u></b>  Students will use a timeline to answer questions about the history of the statue of liberty.</p>
Use information gained from illustrations and words in a text to demonstrate understanding of the text	<ul style="list-style-type: none"> <li>Integrate information from illustrations and words in text to demonstrate understanding</li> </ul>	<p><b><u>Lesson 3 Assessment Prompt 2:</u></b>  Students will read a text and timeline about an event in history and write a summary using the information.</p>

<p>Standard:  <u>Informational Reading Standard 9</u>: Compare and contrast the most important points and key details presented in two texts on the same topic.</p>		
Targets	Learning Progressions	Formative Assessment Strategies
<p>Compare and contrast the most important points</p> <p>Compare and contrast key details</p>	<ul style="list-style-type: none"> <li>Identify the most important points presented in texts</li> <li>Identify the key/supporting details presented in texts</li> <li>Compare by writing or graphically representing the most important points presented by two texts on the same topic</li> <li>Contrast by writing or graphically representing the most important points presented by two texts on the same topic</li> <li>Compare and contrast the most important points and key details presented in two texts on the same topic</li> </ul>	<p><b><u>Lesson 4 Assessment Prompt 1:</u></b>  After reading a text about symbols of America students will choose one symbol and write to tell why it is important.</p> <p><b><u>Lesson 4 Assessment Prompt 3:</u></b>  After researching a symbol of America with multiple texts students will use details to write an opinion on why they think it is important to the United States.</p>

Standard:

Writing Standard 1

CCSS.ELA-LITERACY.W.3.1.A

Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

CCSS.ELA-LITERACY.W.3.1.B

Provide reasons that support the opinion.

CCSS.ELA-LITERACY.W.3.1.C

Use linking words and phrases (e.g., *because, therefore, since, for example*) to connect opinion and reasons.

CCSS.ELA-LITERACY.W.3.1.D

Provide a concluding statement or section.

Targets	Learning Progressions	Formative Assessment Strategies
Introduce topic and state opinion	<ul style="list-style-type: none"><li>• Develop an opinion and hook the reader into caring about their opinion</li></ul>	<b><u>Lesson 4 Assessment Prompt 3:</u></b> Students will write an essay that gives their opinion about what symbol of America is most important and give reasons why.
Provide reasons that support opinion	<ul style="list-style-type: none"><li>• Provide an appropriate variety of reasons</li><li>• Differentiating between relevant and irrelevant reasons</li><li>• Elaborate on each reason</li></ul>	<b><u>Lesson 4 Assessment Prompt 3:</u></b> Students will write an essay that gives their opinion about what symbol of America is most important and give reasons why.
Use linking words and phrases	<ul style="list-style-type: none"><li>• Provide examples that connect to the reasons</li><li>• Use linking words connect opinion and reasons ( such as; <i>because, therefore, since, for example</i>)</li></ul>	<b><u>Lesson 4 Assessment Prompt 3:</u></b> Students will write an essay that gives their opinion about what symbol of America is most important and give reasons why.
Provide closure	<ul style="list-style-type: none"><li>• Provide a concluding statement</li><li>• Provide a concluding statement that reminds the reader of their opinion</li></ul>	<b><u>Lesson 4 Assessment Prompt 3:</u></b> Students will write an essay that gives their opinion about what symbol of America is most important and give reasons why.

<p>Standard:  <u>Writing Standard 7: Conduct short research projects that build knowledge about a topic.</u></p>		
Targets	Learning Progressions	Formative Assessment Strategies
<p>Conduct short research projects</p>	<ul style="list-style-type: none"> <li>Identify main ideas</li> <li>Identify key details</li> <li>Paraphrase information in own words</li> <li>Determine important information from unimportant</li> <li>Use important information to support their opinion</li> <li>Integrate information into a written product</li> </ul>	<p>Graphic Organizers</p> <p>Quick Write  Students write what they think the most important symbol is and support it with evidence from the graphic organizer or texts.</p> <p><b><u>Lesson 4 Assessment Prompt 2:</u></b>  Students will read a text about symbols of America and choose three that they think are the most important. They will conduct research to find at least 5 important facts about each of these symbols</p>
<p>Standard:  <u>Writing Standard 8: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</u></p>		
Targets	Learning Progressions	Formative Assessment Strategies
<ul style="list-style-type: none"> <li>Recall information from experiences</li> </ul>	n/a	<p><b><u>Lesson 3 Assessment Prompt 2:</u></b>  After reading a text about an event in history students will write a summary about what they learned.</p>
<ul style="list-style-type: none"> <li>Gather information from print and digital sources</li> </ul>	n/a	<p><b><u>Lesson 3 Assessment Prompt 2:</u></b>  After reading a text about an event in history students will write a summary about what they learned.</p>
<ul style="list-style-type: none"> <li>Take brief notes on sources and sort evidence into provided categories</li> </ul>	n/a	<p><b><u>Lesson 4 Assessment Prompt 2:</u></b>  Students will conduct research on three different symbols of America and take notes.</p>



Standard:  
Speaking and Listening Standard 2: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Targets	Learning Progressions	Formative Assessment Strategies
<ul style="list-style-type: none"> <li>Determine the main ideas</li> </ul>	n/a	<ul style="list-style-type: none"> <li><b><u>Lesson 2 Assessment Prompt 2:</u></b> Students will complete a graphic organizer identifying the main idea and 3 supporting details of a video.</li> </ul>
<ul style="list-style-type: none"> <li>Determine supporting details</li> </ul>	n/a	<ul style="list-style-type: none"> <li><b><u>Lesson 2 Assessment Prompt 2:</u></b> Students will complete a graphic organizer identifying the main idea and 3 supporting details of a video.</li> </ul>
<ul style="list-style-type: none"> <li>Synthesize information gathered and write a summary statement</li> </ul>	n/a	<ul style="list-style-type: none"> <li><b><u>Lesson 2 Assessment Prompt 2:</u></b> Students will write a summary of a video identifying the main idea and providing supporting details.</li> </ul>

# Lesson 1

**Lesson Topic: [The Story of the Statue of Liberty](#) Close Reading**

**Students will know:**

- How to use information gained from words in text to demonstrate understanding of the text
- How to retrieve information and key details from a source
- How to answer text dependent questions with evidence from the text

**Students will be able to:**

- Demonstrate understanding of the text when answering questions about the text
- Engage in collaborative discussions\* and build on others' talk
- Use Close Read Marks and post-its to annotate important ideas, key words, unfamiliar words, things they do not understand or find surprising
- Select information that is relevant to the question
- Show where in the text you found your evidence
- Refer explicitly to the text as a basis for answering questions about the text

\*Collaborative discussion includes one-on-one partnerships with students and/or adults, small groups, and the whole class

**Standards:**

**RI.3.1**

Students will ask and answer questions to demonstrate an understanding of text, referring explicitly to the text as the basis for the answers.

**Learning Progressions:**

- Use the combination of explicitly stated information, and background knowledge, to answer questions
- Show where in the text you found your evidence.
- Select information that is relevant to the question.
- Demonstrate understanding of the text when answering questions about the text
- Refer explicitly to the text as a basis for answering questions about the text

**Lesson Essential Question:** *How can I learn to better understand a text by reading it multiple times?*

**Activating Strategy:** The teacher will set the purpose for reading. Students will view a quick PowerPoint slide (PowerPoint to guide the lesson is available in [Appendix A](#)- use slides 1-2.) showing a world map with an arrow drawn from Paris, France to New York City. They will be informed that they will be reading a story that will tell them how the Statue of Liberty came to be in New York City.

**Key vocabulary:** possible words to discuss after reading (Vocabulary words may or may not be student initiated.)

monument, harbor, sketches, tablet, voyage, unveiled, immigrants, riveted, enlightening, liberty, sculptor, remembrance

**Lesson Instruction:**

**Learning activity 1**

1. The teacher will read aloud the book [The Story of the Statue of Liberty](#) by Betsy & Giulo Maestro while students read along.
2. Following the reading, students will independently complete a [Thinking about the Text graphic organizer](#) to reflect on what they thought was interesting, surprising, and confusing. ([Thinking about the Text graphic organizer](#) is in [Appendix A](#).) Students will also reflect on any connections they could make to the text and any questions they might have. (PowerPoint to guide the lesson is available in [Appendix A](#)- use slides 3-6.)
3. Students will Think-Pair-Share their ideas with a partner using their graphic organizers as a talking point. They will also discuss what they have gained from the first reading of the text.

**Graphic Organizer:** Students will complete a [Thinking about the Text graphic organizer](#) reflecting upon what they found interesting, surprising, and confusing.

Assignment: Listen/read the story on three separate occasions. Complete the [graphic organizer](#). Participate in discussions. Complete annotated note taking with post-its and close read marks. Answer text dependent questions.

4. Students will participate in a whole group share out to reflect upon the text. They will discuss the main idea of the story so they can determine the focus of the first read. Teacher may record student responses (chart, white board, etc.).

5. The discussion will end with the students completing the phrase, "I was amazed to learn that..."

(This could also be a possible exit ticket or journal entry.)

Teacher may also record information on slide 6 of the PowerPoint ([Appendix A](#)).

Assessment Prompt for LA 1: During the lesson the teacher will observe the students participating in discussions, reviewing the ideas from the story, and completing the [Thinking about the Text graphic organizer](#). (Rubric available for the [graphic organizer](#) in [Appendix A](#).)

### **Learning activity 2**

1. Students will be reintroduced to Close Read Marks.

2. The teacher will give each student a Close Read Marks bookmark illustrating the marks and what they mean. (This will be review since students will have used these marks in previous close reading activities. A PowerPoint is available in [Appendix A](#) to review what the marks mean- use slide 7.)

3. Students will be directed to independently read [The Story of the Statue of Liberty](#) a second time using the close read marks and post-its to note things that they felt were important, key words, things they understood, unfamiliar words, things they did not understand, and things they were surprised about reading/learning.

4. After rereading, students will discuss the text with partners or in small groups, focusing on key ideas and the author's purpose for writing.

5. Students will compare their close reading mark post-its with each-other. They will discuss what is alike and what is different.

6. During a whole group share out, students will share things they felt were important. The teacher will record their ideas (Smart Board, chart paper, white board, etc.). Teachers may also add them to the PowerPoint- use slide 8 (available in [Appendix A](#)). They will become part of the initial PowerPoint used to introduce the story. The share out discussion will be student directed and will include key words and unfamiliar words with brief discussion of their meanings in context. These words may be added to the PowerPoint ([Appendix A](#)- use slide 9). During the discussions the teacher will continue to encourage students to refer to the text to support their thinking and ideas. Students will also be encouraged to summarize their ideas as they are shared.

7. The final component of the discussion will focus on student questions or discussion of confusing parts of the text. Students will reread the parts that were confusing. Teacher questions will build off of student questions. They will be redirected back to the text to help them understand the author's purpose of the parts that may be confusing.

**Assessment Prompt for LA 2:** During the lesson the teacher will observe the students correctly using Close Read Marks and post-its to annotate the text. The teacher will also observe the students participating in partner discussions and whole group discussions to dig deeper into the text.

**Learning activity 3**

1. The teacher will explain to students that they will be reading the text for a third time to dig deeper into the meaning of the story.

2. Students will be assigned a partner to reread the text for a third time. (Teachers may choose how they would like to assign partners.)

2. After reading, each student will be given text dependent questions to answer. (Text dependent questions are in [Appendix A.](#)) They must answer the questions independently using details.

3. Students will need to go back into the text to find the evidence to answer the questions. They will record the pages where they found the support. It may take more than one day for students to answer all ten questions so extended time may need to be provided.

**Assessment Prompt for LA 3:** Students will answer text dependent questions citing the pages where the information was found.

**Summarizing Strategy:** Students will work in small groups of at least 5-6 students. Students will reflect on the main events from the [The Story of the Statue of Liberty](#) and discuss them together. Next, each student will write one main event on an index card making sure they have each selected a different main event. All students must agree on the selected main events. Students will put their index cards in chronological order from which they happened. Students will then use the [Table of Dates](#) found in the back of [The Story of the Statue of Liberty](#) and compare the information in it to their information. They can check to be sure they put their main events in the correct order that they happened.

# The Light of Liberty



The Statue of Liberty is 151 feet, 1 inch (46 meters, 2.5 centimeters) tall.

Photograph by Dean Conger

Peter Winkler

On July 4, 1884 France presented the United States with an incredible birthday gift: the Statue of Liberty! Without its pedestal it's as tall as a 15-story building. She represents the United States. But the world-famous Statue of Liberty standing in New York Harbor was built in France. The statue was presented to the U.S., taken apart, shipped across the Atlantic Ocean in crates, and rebuilt in the U.S. It was France's gift to the American people.

It all started at dinner one night near Paris in 1865. A group of Frenchmen were discussing their dictator-like emperor and the democratic government of the U.S. They decided to build a monument to American freedom—and perhaps even strengthen French demands for democracy in their own country. At that dinner was the sculptor Frédéric-Auguste Bartholdi (bar-TOLE-dee). He imagined a statue of a woman holding a torch burning with the light of freedom.

Turning Bartholdi's idea into reality took 21 years. French supporters raised money to build the statue, and Americans paid for the pedestal it would stand on. Finally, in 1886, the statue was dedicated.

## Fast Facts

- Engineer Gustave Eiffel, who would later design the Eiffel Tower in Paris, designed Liberty's "spine." Inside the statue four huge iron columns support a metal framework that holds the thin copper skin.
- Frédéric-Auguste Bartholdi knew he wanted to build a giant copper goddess; he used his mother as the model.

- The statue—151 feet, 1 inch (46 meters, 2.5 centimeters) tall—was the tallest structure in the U.S. at that time.
- The arm holding the torch measures 46 feet (14 meters); the index finger, 8 feet (2.4 meters); the nose, nearly 5 feet (1.5 meters).
- The statue is covered in 300 sheets of coin-thin copper. They were hammered into different shapes and riveted together.
- The statue sways 3 inches (7.62 centimeters) in the wind; the torch sways 5 inches (12.7 centimeters).
- Visitors climb 354 steps (22 stories) to look out from 25 windows in the crown.
- Seven rays in the crown represent the Earth's seven seas.

Text by Peter Winkler

## Table of Dates

### [The Story of the Statue of Liberty](#)

Directions: Use the table of dates in the back of the book, which is an example of a timeline, to answer the questions below. Make sure you answer in complete sentences using RARE when you answer open response questions.

1. In what year did the United States hold the 50<sup>th</sup> anniversary re-dedication ceremony? \_\_\_\_\_

2. How old was Bartholdi when he died? \_\_\_\_\_

3. In what year did Bartholdi first get the idea to build the statue? Who gave him the idea?

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4. Which event happened earlier, flood lights were installed or the statue is declared a National monument?

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5. What event happened in 1878?

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6. Using the story and what you already know about the Statue of Liberty, why did the event in 1878 occur?

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7. What is the span (number of years shown) between the dedication of the Statue and the restoration project that cost 30 million dollars?

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8. In your own words, what does this timeline tell you? Draw a conclusion about this timeline using the information it gives you.

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### Video and article for Summative Lesson 3

<http://www.history.com/shows/america-the-story-of-us/videos/statue-of-liberty-unknown#>



**Text Complexity Analysis of**  
***The Story of the Statue of Liberty****(title)*  
by Betsy & Giulio Maestro *(author)*

**Citation:** Maestro, Betsy, and Giulio Maestro. *The Story of the Statue of Liberty*. New York: Harper Collins, 1986. Print.

**Text Description**

**Briefly describe the text (including whether the text is literary, informational, print, AV, audio, website, etc.):**

This article is informational text about the Statue of Liberty.

**Qualitative Measures**

**Meaning/Purpose:** *(Briefly explain the levels of meaning (Literary Text) or purpose (Informational text.)*

The text is slightly to moderately complex due to the illustration and unusual non-fiction structure. Students may feel that the text is fiction or realistic fiction.

**Text Structure:** *(Describe the structure, organization, and other features of the text.)*

The text structure is moderately complex. The organization includes many steps so students may need an organizer to best understand the information. The graphics visually represent and help students visualize the steps/process as well as the vocabulary. The table of dates helps to sequence and simplify the content.

**Language Features:** *(Briefly describe the conventions and clarity of the language used in the text, including the complexity of the vocabulary and sentence structures.)*

The vocabulary is moderately complex and includes words such as sculptor, remembrance, enlightening and torch. The conventionality is slightly complex since the text is literal and straightforward.

**Knowledge Demands:** *(Briefly describe the knowledge demands the text requires of students.)*

The text is moderately complex due to the amount of geography and historical elements included.

**Quantitative Measure**

**Lexile and/or other Quantitative Measure of the Text, including length:**

AR reading level 4.3

**Considerations for Reader and Task**

Below are factors to consider with respect to the reader and task

**Potential Challenges this Text Poses (both knowledge and skill level challenges):**

Knowledge/background challenges:

Students without a strong background in geography and vocabulary will find the text more difficult.

Skills needed for comprehension:

Using illustrations to understand text

Chronology – order of events

**Major Instructional Areas of Focus (3-4 CCS Standards) for this Text:**

RI 3.1

**Differentiation/Supports for Students:**

Provide students with an organizer for time order

# Lesson 2

<b>Lesson Topic: Determining Main Idea</b>	
<b>Students will know:</b>	
<ul style="list-style-type: none"> <li>• What a main idea is</li> <li>• How to identify three key details</li> <li>• How to summarize a video</li> </ul>	
<b>Students will be able to:</b>	
<ul style="list-style-type: none"> <li>• Identify the main idea of a video</li> <li>• Provide three details that support the main idea</li> <li>• Write a summary of a video using the main idea and key details it provides</li> </ul>	
<b>Standards:</b>	<b>Learning Progressions:</b>
<b>SL.3.2</b> Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally	
<b>Lesson Essential Question:</b> How can I identify the main idea and key details of a video?	
<b>Activating Strategy:</b> Students will be shown a picture of a part of an elephant and be asked to tell what they think the whole picture is of and what details do they see that are clues.	
<b>Key vocabulary</b> to preview and vocabulary strategy: democracy, monument, immigrant,	
<b>Lesson Instruction:</b>	
<u><a href="#">Learning activity 1</a></u> <ol style="list-style-type: none"> <li>1. The teacher will show the whole group a video and discuss what they learned. <a href="http://youtu.be/onY6D1YsGcg">http://youtu.be/onY6D1YsGcg</a></li> <li>2. Students will be given a note card and be asked to watch the video again to identify the main idea. A discussion will take place to identify a main idea which is recorded on chart paper/white board by the teacher for the whole group.</li> <li>3. The teacher will ask the students to watch the video again and turn their note cards over to try to record details from the video that support the main idea. A whole group discussion will follow and the teacher will add details that support the main idea to the chart paper/white board.</li> </ol> <p><b>Assessment Prompt for LA 1:</b> Student note cards will be collected and reviewed for pre-assessment purposes.</p>	<u><a href="#">Graphic Organizer:</a></u> Students will fill in a graphic organizer telling the main idea and 3 supporting details.  Assignment: Students will be shown as a whole group how to determine the main idea and details of a video. Using a different video they will work in pairs to do the same task. Finally students will be shown a video and be asked to record the main idea and supporting details then use them to summarize what they learned from the video.
<u><a href="#">Learning activity 2</a></u> <ol style="list-style-type: none"> <li>1. Students will work in pairs to watch a video about bald eagles. They will complete a graphic organizer to identify the main idea and provide three supporting details. The organizer can be found in</li> </ol>	

[Appendix B.](#)

<https://www.youtube.com/watch?v=fxwZ91VnS1k>

2. Students will be encouraged to watch the video several times to work together to complete the graphic organizer.
3. The teacher will review with students what they think the main idea is and ask them to defend their answers by providing the details. Discussion about different answers and supporting details will be discussed.
4. Teacher will model how to write a summary of the video using the main idea and details that were gathered from the discussion. Example and student writing paper can be found in [Appendix B.](#)

**Assessment Prompt for LA 2:** *The graphic organizer will be collected and reviewed for accuracy.*

[Learning activity 3](#)

1. Students will be asked to watch a video about the Oregon Trail to determine the main idea and details. They will work independently to complete the graphic organizer which was also used in learning activity 2.

<https://www.youtube.com/watch?v=dKZ26wHCmZY>

2. This graphic organizer will be used to write a summary of the video. (See summarizing strategy below) Student writing paper and the rubric used for scoring can found in [Appendix B.](#)

**Assessment Prompt for LA 3:** Both the graphic organizer and the written summary will be used to assess students understanding.

**Summarizing Strategy:** Students will be asked to write a summary of the video they watched in learning activity 3 by using the graphic organizer they completed. The summary will tell what the video was mainly about and provide details needed for support.

# Lesson 3

<b>Lesson Topic: The Statue of Liberty From Paris to New York City</b>	
<b>Students will know:</b>	
<ul style="list-style-type: none"> <li>• How to use information gained from words in text to demonstrate understanding of the text</li> <li>• How to retrieve information and key details from a source.</li> </ul>	
<b>Students will be able to:</b>	
<ul style="list-style-type: none"> <li>• Describe the relationship between a series of historical events using language that pertains to time order and sequence.</li> <li>• Create a time line using text.</li> <li>• Interpret a timeline and use it to answer text based questions</li> <li>• Select information that is relevant to the question</li> <li>• Recount key details and put them on a timeline in proper sequence</li> </ul>	
<b>Standards:</b>	<b>Learning Progressions:</b>
<p><b>RI.3.1</b> Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p><b>RI.3.3</b> Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p><b>RI.3.7</b> Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p><b>W.3.8</b> Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>	<ul style="list-style-type: none"> <li>• Use the combination of explicitly stated information, and background knowledge, to answer questions (Formative activity 2)</li> <li>• Select information that is relevant to the question. (Formative activity 2)</li> <li>• Demonstrate understanding of the text when answering questions about the text (Formative activity 2)</li> <li>• Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers. (Formative activity 2)</li> <li>• Explain or graphically represent how ideas, events, steps are connected (formative activity 3)</li> <li>• Identify the information presented in specific images (e.g., photographs, diagrams, charts, graphs, map key/legend)</li> <li>• Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur) (formative activity 1,2 and 3)</li> </ul>
<b>Lesson Essential Question:</b> <i>How can you represent the key details and main details of a historical event in history?</i>	
<b>Activating Strategy:</b> 3-2-1 3 things you know about the Statue of Liberty. 2 things you know about how it got to the U.S. 1 thing you want to learn about how it got here or why it is here.	
<b>Key vocabulary:</b> liberty, freedom, timeline, chronological order	
<b>Lesson Instruction:</b>	

### Learning activity 1

1. Teacher will begin by sharing a timeline (activation). Asking students what they know about timelines? Guide the discussion with questions if needed. What do you think timelines are used for? How can timelines help you understand events in history?
2. Teacher will read and display an autobiography of his/her life (teacher will need to create this).
3. Teacher will have students highlight only the main events in the life of the teacher, events that are the most important. This can either be done whole group or have students highlight on their own copy of the teachers autobiography.
4. Teacher will display a timeline template (see [Appendix C](#)).
5. Teacher will tell students that they are going to work together to build a timeline of his/her life based on the important events we highlighted in the text.
6. Teachers and students will work as a group to create the timeline (one completed timeline)
7. Teacher should discuss the important parts of a timeline while they are working. Make a point to discuss main events, dates must be included and the events must be in chronological order. Let these concepts develop naturally as you work as a group to create the timeline.

**Assessment Prompt for LA 1:** Students will work with a partner to read teacher provided biographies, (students are given choices and differentiation should be provided), of a historical figure in US History (see [Appendix C](#) for short biographies). They will then use a template to create a short timeline to share with the class. (DOK 2)

Summarizing: Exit ticket: The important thing about a timeline ([Appendix C](#))

### Learning activity 2

*Activation:* Display a timeline and have students find an error in the timeline order, and an event that does not belong.

### Graphic Organizer:

*Timeline template*

Assignment: Students will read or watch a video about the Statue of liberty and how it came to America. Students will create a timeline based on the information they collect from the video or article. Students will analyze the timeline they create and create a written summary of the journey the statue made coming to the America and why the journey made the Statue special to Americans.

A few suggested tool:

- [http://www.teach-nology.com/web\\_tools/materials/timelines/](http://www.teach-nology.com/web_tools/materials/timelines/)
- [http://www.readwritethink.org/files/resources/interactives/timeline\\_2/](http://www.readwritethink.org/files/resources/interactives/timeline_2/)
- <http://www.worldbookonline.com/wbtimelines/home#>

(for both timeline resources and timeline making tool)

- Paper time lines: attached and computer access for online timelines
- Power Point
- Prezi



Activity:

1. Teacher will distribute a timeline of a historical figure or event in US history. (I used timelines and questions from <http://www.commoncoresheets.com> they offered modified timelines for differentiation, the timelines can be found in the Social Studies section) (Additional timeline resources are located in [Appendix C](#))
2. Students will use the timeline; work in small groups to answer questions about the person or event in history. (<http://www.commoncoresheets.com> )
3. Students will create a poster covering all of the content they learned when answering the questions about the event in history. They must include 5 facts on their poster.
4. While students are sharing their timeline research, the other students will be taking notes on an organizer (See [Appendix C](#)), allowing them to learn about other historical figure or event.

**Assessment Prompt for LA 2:**

Students will independently write a summary, using the notes they took during the presentations, of what they learned, selecting only one of the historical event presented by another group.

**Learning activity 3**

*Activation:*

1. Teacher will read The Statue of Liberty From Paris to New York City by: Carol Talley and [The Story of the Statue of Liberty](#) by: Betsy and Giulio Maestro.
2. Students will take notes regarding dates and events in the history of the Statue, from conception to completion,

using a graphic organizer given to them.

([Appendix C](#))

3. Students will share, whole group, any key details they would need to create a timeline of this event in history.

4. Teacher will have students discuss the importance of the events they suggest being added to the timeline and then add it to the timeline. I would suggest using the online timeline tool you are planning to have the students use for the lesson summarizing activity.

**Assessment Prompt for LA 3:** Students will use a timeline from the story [The Story of the Statue of Liberty](#) to answer questions using the timeline and the text to draw conclusions. (questions and timeline are in [Appendix C](#))

**Summarizing Strategy:** 3: things you learned about the making of the Statue of Liberty, 2 things you learned about the purpose of a timeline in non-fiction text 1: thought about the Statue and its importance to America

# Timeline maker

[http://www.readwritethink.org/files/resources/interactives/timeline\\_2/](http://www.readwritethink.org/files/resources/interactives/timeline_2/)

## Timeline Resources for Lesson 3- Learning Activity 2

[http://www.aboutmcdonalds.com/mcd/our\\_company/mcdonalds\\_history\\_timeline.html](http://www.aboutmcdonalds.com/mcd/our_company/mcdonalds_history_timeline.html)

<http://www.scholastic.com/teachers/article/timeline-events-lives-rachel-and-jackie-robinson>

<http://www.worldbookonline.com/wbtimelines/viewtimelines?source=WB&timelineId=52fc5f687fa57cac1bf1b799>

<http://www.worldbookonline.com/wbtimelines/viewtimelines?source=WB&timelineId=52fc5f6c7fa57cac1bf1b7c5>

<http://www.worldbookonline.com/wbtimelines/viewtimelines?source=WB&timelineId=52fc5f557fa57cac1bf1b660>

<http://www.worldbookonline.com/wbtimelines/viewtimelines?source=WB&timelineId=52fc5f587fa57cac1bf1b6a3>

<http://www.worldbookonline.com/wbtimelines/viewtimelines?source=WB&timelineId=52fc5f647fa57cac1bf1b76c>

<http://www.worldbookonline.com/wbtimelines/viewtimelines?source=WB&timelineId=52fc5f657fa57cac1bf1b775>

**This is a great site where students can select a topic to learn about and manually discover and learn from an online timeline.**

<http://www.softschools.com/timelines/>

More timelines for events and people in history can be located here:

<http://www.worldbookonline.com/wbtimelines/home#>



## Text Complexity Analysis of *The Statue of Liberty: From Paris to NYC* (title)

by Carol Talley (author)

**Citation:** Talley, Carol. *The Statue of Liberty: From Paris to New York City*. Glenview: Pearson Education. Print.

### Text Description

**Briefly describe the text (including whether the text is literary, informational, print, AV, audio, website, etc.):**

This is an informational text that gives the background of how the Statue of Liberty came to the United States from France.

### Qualitative Measures

**Meaning/Purpose:** (Briefly explain the levels of meaning (Literary Text) or purpose (Informational text.)

The purpose of the text is straightforward, although it does lack some text features, such as a glossary and table of contents, which might confuse the reader.

**Text Structure:** (Describe the structure, organization, and other features of the text.)

The organization is fairly easy to follow although it is not chronological. The text supports the reader throughout. Photos, captions and maps are important to the understanding of the text.

**Language Features:** (Briefly describe the conventions and clarity of the language used in the text, including the complexity of the vocabulary and sentence structures.)

The vocabulary is somewhat complex for third grade, especially names of people and places.

**Knowledge Demands:** (Briefly describe the knowledge demands the text requires of students.)

Text includes references to people and places that are most likely unfamiliar to students. It also refers to a time in history (1800's)

### Quantitative Measure

**Lexile and/or other Quantitative Measure of the Text, including length:**

700 Lexile level

### Considerations for Reader and Task

Below are factors to consider with respect to the reader and task

**Potential Challenges this Text Poses (both knowledge and skill level challenges):**

Knowledge/background challenges:

Students should have some background about where both the Statue of Liberty and France are located on a map.

Skills needed for comprehension:

Vocabulary should be previewed; especially names of people and places.

**Major Instructional Areas of Focus (3-4 CCS Standards) for this Text:**

RI 3.1

RI 3.3

RI 3.7

RI 3.8

**Differentiation/Supports for Students:**

Read along/ Read aloud

Small group

Preview vocabulary and ideas

# Lesson 4

**Lesson Topic:**

Symbols of the United States

**Students will know:**

- The important symbols that represent the United States
- How to pull important details from a text

How to form a an opinion and support their opinion with details from a text

**Students will be able to:**

- Recount the key details
- Identify their own point of view about the topic of a text
- Introduce the topic they are writing about, state an opinion, and create an organizational structure that lists reasons
- Provide reasons that support your opinion
- Provide a conclusion statement

**Standards:**

**R.1.3.6**

Assess how point of view or purpose shapes the content and style of a text.

**R.1.3.9**

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**W.3.1**

Write opinion pieces on topics or texts, supporting a point of view with reasons

- W.3.1.a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- W.3.1.b Provide reasons that support the opinion.

**W.3.7**

Conduct short research projects that build knowledge about a topic.

**W3.8**

Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

**Learning Progressions:**

- Demonstrate understanding of the author’s purpose for writing a text
- Identify the author’s point of view in a text
- Identify their own point of view about the topic of a text
- Identify the most important points presented in texts
- Identify the key/supporting details presented in texts
- Develop an opinion and hook the reader into caring about their opinion
- Provide an appropriate variety of reasons
- Differentiating between relevant and irrelevant reasons  
Elaborate on each reason
- Provide examples that connect to the reasons  
Use linking words connect opinion and reasons ( such as; *because, therefore, since, for example*)
- Provide a concluding statement
- Provide a concluding statement that reminds the reader of their opinion
- Identify main ideas
- Identify key details
- Paraphrase information in own words
- Determine important information from unimportant
- Use important information to support their opinion
- Integrate information into a written product

**Lesson Essential Question:**

How can I develop my own opinion on a topic?

**Activating Strategy:**

Word Splash – “United States” Students will come up with anything they can think of when they hear or see the words “United States.”

- Teacher will write “United States” on the board
- Students will have 2 minutes to write down any word they think of when they see ‘United States’
- Teacher will review the words the students came up with
- Teacher will add any other words that are important that the students may have missed

**Key vocabulary:**

Symbol, Flag, Liberty, National Anthem

**Lesson Instruction:**

Learning activity 1

1. Teacher will show the students the story Signs, Songs, and Symbols of America by: Alma Ransford
2. Teacher will have the students look at the cover of the story and talk about what they see.
3. Teacher will have the students describe as best as they can the pictures and what they are
4. Teacher will ask if anyone knows why the symbols are important.
5. Teacher will ask the students to name the country we live in.
6. Teacher will tell the students the name of the country if they cannot think of it.
7. Teacher will divide the class into groups to read the story.
8. Teacher will give the students a graphic organizer to write down important facts about the following symbols of the United States. American Flag, Bald Eagle, The Statue of Liberty, Liberty Bell, National Anthem, White house
9. Students will read the story in groups and fill in the graphic organizer
10. After all groups are finished the teacher will bring the class back together to review some of the important facts.

Assessment Prompt for LA 1: Students will choose one symbol and write 1-2 sentences explaining why it is important to the United States

Learning activity 2

1. Teacher will a few students read their exit tickets from the day before where students wrote down 2 sentences about an important symbol to the United States
2. Teacher will ask the students to take out their graphic organizer from the day before
3. Teacher will review the important symbols on the organizer

Graphic Organizer:

Students will fill in an organizer with facts about the important symbols to the United States. (See [Appendix D](#))

Graphic Organizer:

Students will fill in a graphic organizer with 5 facts about 3 different important symbols to the United States. (See [Appendix D](#))

4. Teacher will tell the students to pick three of the symbols they feel are the most important to the United States
5. Teacher will pass out a graphic organizer to the students where they can fill in important facts about only three symbols
6. Students will use a minimum of three school appropriate websites to research information on their three important symbols.
7. Students will collect at least 5 important facts about each of the three symbols they have chosen.
8. Students will take a few minutes to review all of their facts and information.
9. Students will make a decision and choose the one symbol they feel is the most important to the United States.

Assessment Prompt for LA 2:

Students will explain why they chose the symbol in 1-3 sentences

[Learning activity 3](#)

1. Teacher will write a few facts and opinions on the board.
2. Teacher will have the students identify if they are facts or opinions.
3. Teacher will give the students a short opinion piece
4. Students will read the article with a partner
5. They will decide together if the article is a factual piece or an opinion piece
6. Teacher will call on random student to share what they decided. Teacher will make them support their answer by explaining why.
7. If the class as a whole is undecided the teacher will write on the board the reasons they students chose a factual side or an opinion.
8. When the class as a whole has made a choice the teacher will have them explain why it is an opinion writing piece.
9. Teacher will pass out an organizer to fill in about opinion and supporting details.
10. Teacher will ask the student, "What was the author's opinion."
11. Students will fill in author's opinion part of the organizer.
12. Teacher will ask them how they know that was the authors opinion
13. Teacher will ask for supporting details from the story that support the author's opinion.
14. Students will fill in the supporting details from the story.
15. Teacher will introduce writing their own opinion piece.

[Graphic Organizer:](#)

Students will fill in a graphic organizer with the opinion of a writing piece and supporting details.

(See [Appendix D](#))

Assignment: Students will choose one of the symbols of the United States and they will write an essay stating their opinion of which one is the most important to the United States. They will support their opinion with facts from at least three different sources.

(See [Appendix D](#))



16. Teacher will tell students they are going to write an opinion piece about the most important symbol of the United States to them.
17. Students will use their information from their organizer the day before to write an opinion piece about the most important symbol to the United States.

Assessment Prompt for LA 3: Students will write an essay about their chosen symbol stating why they chose that symbol. Students will support their answer with at least 5 facts about the symbol they have learned during their research.

**Summarizing Strategy:**

Students will be grouped with a few students that chose different symbols and they will all share their reasons for choosing the symbol they wrote their opinion piece about.



## Text Complexity Analysis of *Signs, Songs, and Symbols of America* (title)

by Alma Ransford (author)

**Citation:** Ransford, Alma. Signs, Songs, and Symbols of America. Glenview: Pearson Education. Print.

### Qualitative Measures

**Meaning/Purpose:** (Briefly explain the levels of meaning (Literary Text) or purpose (Informational text.)

This book provides information about numerous symbols that represent the United States of America including the national anthem, bald eagle, and Uncle Sam.

**Text Structure:** (Describe the structure, organization, and other features of the text.)

The text structure is slightly complex because the connections between the various symbols are very clear. There are headings that help the reader understand where one topic ends and another begins. Illustrations, photographs, and captions also help the reader better understand the meaning of the text.

**Language Features:** (Briefly describe the conventions and clarity of the language used in the text, including the complexity of the vocabulary and sentence structures.)

The language is moderately complex because some of the vocabulary is unfamiliar to many third graders. There is a glossary that provides support for some of these terms. The sentence structure is moderately complex because it includes many compound sentences with transition words.

**Knowledge Demands:** (Briefly describe the knowledge demands the text requires of students.)

The knowledge demand level is very complex due to several abstract ideas that are presented such as Uncle Sam, creeds and mottos.

### Text Description

**Briefly describe the text (including whether the text is literary, informational, print, AV, audio, website, etc.):**

This book provides informational text about seven different symbols of America.

### Quantitative Measure

**Lexile and/or other Quantitative Measure of the Text, including length:**

ATOS Book level: 5.5

### Considerations for Reader and Task

Below are factors to consider with respect to the reader and task

**Potential Challenges this Text Poses (both knowledge and skill level challenges):**

Knowledge/background challenges:

Students who know more about these symbols will better understand the text. Some of the information about symbols and what they represent is abstract and may be difficult for some readers to understand. One example of this is Uncle Sam.

Skills needed for comprehension:

Ability to read text at or above grade level

Ability to use text features such as headings, captions, and glossary to gain meaning.

**Major Instructional Areas of Focus (3-4 CCS Standards) for this Text:**

RI 3.9

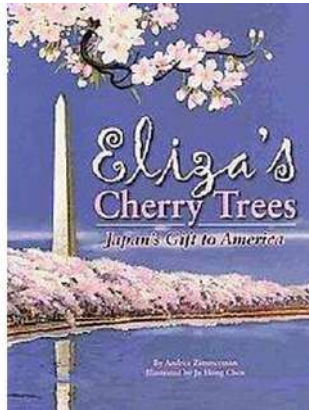
**Differentiation/Supports for Students:**

Allow students to listen to the story read aloud.

Allow for students to read in small groups or partners.

Provide a graphic organizer for students to organize details about each symbol as they read.

Provide numerous opportunities for students to reread the text to gain meaning.



## Eliza's Cherry Trees

By: Andrea Zimmerman

When Eliza Scidmore came back from visiting Japan, she wrote a book about it. She wanted to share her love of Japan with other Americans. She wanted the nations of Japan and America to be friends.

Even though she was always thinking about her next journey, Eliza loved coming home to Washington, D.C. She was proud of America's growing capital and wanted it to look as beautiful as any city in the world.

She thought about the muddy land from a recent construction project in the swampy area around the riverbank. Eliza had a wonderful idea. She remembered the beautiful cherry trees in Japan. She thought, "That's what Washington needs!"

Eliza told the man in charge of the Washington parks about the wonderful cherry trees. She showed him photographs that she had taken. She told him about her plan to plant hundreds of cherry trees down by the water. He said no. He believed that they didn't need any different kind of tree in Washington.

But Eliza knew that sometimes when you have a good idea, you have to keep trying. So she waited. When a new parks man was hired, she told him about her good idea. He, too, said no.

But Eliza didn't forget about the cherry trees, and she didn't give up. She kept trying for more than twenty years! Every time a new man was hired to be in

charge of the parks department, Eliza went to tell him about her idea. Each one said no.

In 1909, William Howard Taft has just been elected president. Eliza had another good idea. She knew that sometimes people in politics could help get things done. She wrote a letter to the president's wife, Mrs. Taft. Eliza told Mrs. Taft about her plan to make Washington more beautiful with the lovely cherry trees. She was afraid the answer would be no again.

But Mrs. Taft loved the idea! With the help of Mr. Takamine, a generous Japanese scientist, they had the trees sent from Japan.



**1885**

Scidmore proposes that cherry trees are planted along the Potomac waterfront.

**1909**

Scidmore tries to raise money to buy the Cherry trees and donate them to city.

**April 7, 1909**

Taft receives Scidmore's letter suggesting the planting of the Japanese Cherry Blossom trees and has promised the cherry trees.

**April 8, 1909**

Japanese government official (diplomat) asks Taft to accept a gift of 2,000 trees and she agrees.

**April 13, 1909**

Taft instructs public land officials to acquire all Japanese Cherry Blossom trees in the U.S, to plant along the speedway. Ninety trees were acquired and planted.

**August 30, 1909**

Japan announces intention to donate 2,000 cherry trees to the U.S.

**December 10, 1909**

2,000 Cherry trees arrive in Seattle.

**January 6, 1910**

2,000 Cherry Trees arrive in Washington, D.C.

**January 19, 1910**

It is discovered that the trees have a disease and must be destroyed.

**January 28, 1910**

President Taft grants permission to burn the trees.

**January 29, 1910**

The Mayor of Tokyo offers another donation of trees. He offers 3,020 trees this time.

**February 14, 1912**

3,020 Cherry trees were shipped to the U.S.

**March 26, 1912**

Cherry trees arrive in Washington, D.C.

**March 27, 1912**

Taft plants two Cherry trees in Washington, D.C.

## **1913 – 1920**

Workman continue to plant the 3,020 cherry trees.

## **April 16, 1927**

Washington school children commemorate the planting of the trees with a re-enactment of the event.

## **1934**

Washington D.C. has a 3 day celebration of the trees.

## **1935**

The first “Cherry Blossom Festival” was sponsored and became an annual event in Washington D.C.

## **1940**

Cherry Blossom Pageant was introduced.

## **1994**

The National Cherry Blossom Festival was expanded from one week to two weeks.

## **2014**

Today, the Festival last four weekends and welcomes more than 1.5 million people to enjoy diverse programming and the trees. Over the years, millions have participated in the annual event that welcomes spring in the nation’s capital.

Retrieved from: <http://www.nationalcherryblossomfestival.org/about/history/>

History of the Cherry Blossom Trees and Festival

<http://www.nps.gov/cherry/cherry-blossom-history.htm> History of the Cherry Trees



## Text Complexity Analysis of *Eliza's Cherry Trees*

*Japan's Gift to America* (title)

by **Andrea Zimmerman** (author)

**Citation:** Zimmerman, Andrea. *Eliza's Cherry Trees Japan's Gift to America*. Gretna: Pelican, 2011. Print.

### Qualitative Measures

**Meaning/Purpose:** (Briefly explain the levels of meaning (Literary Text) or purpose (Informational text.)

The purpose of this text is obvious. It describes the attempts Ms. Scidmore made in chronological order from the first idea through the sending of the trees to Washington DC.

**Text Structure:** (Describe the structure, organization, and other features of the text.)

The text is chronological and tells main ideas about how the idea started, attempts for approval and the final gift from Japan.

**Language Features:** (Briefly describe the conventions and clarity of the language used in the text, including the complexity of the vocabulary and sentence structures.)

The text is slightly complex. There are a couple names that are unique but most of the sentences are simple.

**Knowledge Demands:** (Briefly describe the knowledge demands the text requires of students.)

Having some background knowledge of what the cherry trees are and where they are located would help the reader better understand the text.

### Text Description

**Briefly describe the text (including whether the text is literary, informational, print, AV, audio, website, etc.):**

This is an informational text that describes Eliza Scidmore's attempts to bring the cherry trees to Washington DC.

### Quantitative Measure

**Lexile and/or other Quantitative Measure of the Text, including length:**

Flesch-Kincaide Grade level: 5.3

### Considerations for Reader and Task

Below are factors to consider with respect to the reader and task

**Potential Challenges this Text Poses (both knowledge and skill level challenges):**

Knowledge/background challenges:

Knowing the importance of the cherry trees and where they are located is helpful.

Skills needed for comprehension:

Students need the ability to read grade level text.

**Major Instructional Areas of Focus (3-4 CCS Standards) for this Text:**

RI 3.1

RI 3.3

RI 3.6

**Differentiation/Supports for Students:**

This text is used as part of a summative assessment and support would only be provided to those students who have accommodations as part of and IEP.

## Third Grade Task

Students will watch a short video and read two informational texts about the cherry blossoms in Washington D.C.

### Student Task:

Think about the influence that Helen Taft and Eliza Scidmore had on helping bring the cherry blossoms to Washington D.C. Using supporting details from the three sources provided, write an essay stating whether you think Helen Taft or Eliza Scidmore played the most important role in bringing the cherry blossoms to Washington D.C. In your essay, explain why you selected who you did using details and information from the video and text.



Below level:

### **Paragraph 1**

The most important role in bringing the cherry blossom trees to Washington D.C was Eliza's Scidmore. she thought, "That's what Washington needs!" she didn't give up. she kept trying for more than twenty years. Eliza got the help of the President's wife, Mrs. Taft. Japan donate 2000 cherry trees to the U.S.

### **Annotation**

A clear opinion is provided with supporting details from credible sources An opinion is stated and the writer provides reasons that support the opinion that are relevant, but may not be sufficient or elaborated enough given the information provided (The most important role in bringing the cherry trees to Washington D.C was Eliza Scidmore, she didn't give up, she kept trying, she asked the president's wife). The writer begins the piece with a clear introduction, but doesn't provide closure to the opinion. The grammatical, spelling and any other conventional issues do not interfere with the understanding of the writing (she, Japan donate). However, the author does not use transitional language or offer sentence variety.

## Martin Luther King, Jr.



Martin Luther King, Jr., (1929-1968) was an important civil rights leader in the United States. He fought for the freedoms and rights of African Americans and other people. King won the 1964 Nobel Peace Prize for leading peaceful protests. Today, the United States celebrates King's birthday with a national holiday on the third Monday in January.

King was born on January 15, 1929, in Atlanta, Georgia. He became a Baptist minister in 1948. In 1955, King received a Ph.D. degree from Boston University in Massachusetts. At that time, African Americans were treated unfairly in many ways. In some parts of the United States, they were not allowed to use the same schools, hotels, and restaurants as whites. Many people also tried to keep blacks from voting. King worked in peaceful ways to fight against this unfair treatment.

In 1955, King led a protest against the bus system of Montgomery, Alabama. That year, a black passenger named Rosa Parks was arrested for disobeying a state law that said blacks had to give up their seats to

white passengers. In 1957, King received the Spingarn Medal, a medal given each year by the National Association for the Advancement of Colored People (NAACP) to an outstanding African American.

King was a great speaker. He opposed the use of violence as a way to get fair treatment for African Americans. Through the work of King and others, the Civil Rights Act of 1964 and other laws were passed to protect people's rights.

Though King encouraged peaceful action, many people used violence against him. Some people threw rocks at him and bombed his home. On April 4, 1968, King was shot and killed in Memphis, Tennessee. His widow, Coretta Scott King, continued King's civil rights work after he died. She died in 2006.

King, Martin Luther, Jr. (2015). In *World Book Kids*. Retrieved from <http://www.worldbookonline.com/kids/home#article/ar830951>



## Text Complexity Analysis of Martin Luther King Jr. (title)

**Citation:** "King, Martin Luther, Jr.." World Book Kids.  
World Book, 2015. Web. 26 May. 2015.

**Web address:**  
<http://www.worldbookonline.com/kids/home#article/ar830951>

### Qualitative Measures

**Meaning/Purpose:** (Briefly explain the levels of meaning (Literary Text) or purpose (Informational text.)

The text is slightly complex but easy to follow. The purpose is clear.

**Text Structure:** (Describe the structure, organization, and other features of the text.)

The text is organized in chronological order, there are no text features to interpret and no graphics are use.

**Language Features:** (Briefly describe the conventions and clarity of the language used in the text, including the complexity of the vocabulary and sentence structures.)

The text is moderately complex due to the vocabulary that is used (civil leader, Nobel Peace Prize, Civil Rights Act, encouraged, NAACP). Students who have learned about Martin Luther King Jr. in previous grades should be familiar with many of the terms.

**Knowledge Demands:** (Briefly describe the knowledge demands the text requires of students.)

The text is moderately complex due to segregation terms and Civil Rights Act.

### Text Description

**Briefly describe the text (including whether the text is literary, informational, print, AV, audio, website, etc.):**

This article is informative text about the life of Dr. Martin Luther King Jr.

### Quantitative Measure

**Lexile and/or other Quantitative Measure of the Text, including length:**  
890 Lexile

### Considerations for Reader and Task

Below are factors to consider with respect to the reader and task

**Potential Challenges this Text Poses (both knowledge and skill level challenges):**

Knowledge/background challenges:

Background knowledge about Martin Luther King Jr. would be helpful with the vocabulary.

Skills needed for comprehension:

Main idea

Reading dates

**Major Instructional Areas of Focus (3-4 CCS Standards) for this Text:**

CCSS RI 3.1

RI 3.3

W 3.8

**Differentiation/Supports for Students:**

Provide a discussion of vocabulary prior to reading

Discuss students prior knowledge

## Walt Disney



Walt Disney (1901-1966) was one of the most famous motion-picture producers in history. He made cartoon films with animal characters and movies about animals in nature. Some of his films starred human actors, too. During the 1950's, Disney hosted a weekly TV show. He created some of the world's best-loved cartoon characters, including Mickey Mouse, Donald Duck, and Pluto.

As a young man, Disney drew cartoons for advertising. In 1923, he set up his own cartoon studio. In 1928, he made the first short cartoon film that featured Mickey Mouse. It was called *Steamboat Willie*. It was the first cartoon to use sound that matched the action. Disney himself was the voice of Mickey Mouse.

In 1937, Disney made the first full-length cartoon film to be produced by a movie studio. It was *Snow White and the Seven Dwarfs*.

Some of Disney's other full-length cartoon films were *Pinocchio* (1940), *Bambi* (1942), *Cinderella*(1950), *Peter Pan* (1953), *Lady and the Tramp* (1955), *Sleeping Beauty* (1959), and *101 Dalmatians*(1961). *Mary Poppins* (1964) mixed cartoons with human actors.

Disney won 32 Academy Awards for his movies and his work in improving the art of filmmaking. He was also known for the theme parks his company, Walt Disney Productions, created. They include Disneyland Resort in Anaheim, California, and Walt Disney World Resort near Orlando, Florida.

Disney, Walt. (2015). In *World Book Kids*. Retrieved from <http://www.worldbookonline.com/kids/home#article/ar830660>



## Text Complexity Analysis of

Walt Disney (title)

by \_\_\_\_\_ (author)

Citation: \_\_\_\_\_

Web address: \_\_\_\_\_

### Qualitative Measures

**Meaning/Purpose:** (Briefly explain the levels of meaning (Literary Text) or purpose (Informational text.)

This is informational text about the life work of Walt Disney. The text is clear with a concrete purpose.

**Text Structure:** (Describe the structure, organization, and other features of the text.)

The text is in chronological order with no text features to interpret.

**Language Features:** (Briefly describe the conventions and clarity of the language used in the text, including the complexity of the vocabulary and sentence structures.)

Vocabulary: Very complex (advertising, producer, academy award, filmmaking, theme parks)

Sentence Structure: Very complex

Conventions: Slightly complex

**Knowledge Demands:** (Briefly describe the knowledge demands the text requires of students.)

### Text Description

**Briefly describe the text (including whether the text is literary, informational, print, AV, audio, website, etc.):**

This article provides informational text about the life of Walt Disney.

### Quantitative Measure

**Lexile and/or other Quantitative Measure of the Text, including length:**

910 Lexile – Higher end for 3<sup>rd</sup> grade

### Considerations for Reader and Task

Below are factors to consider with respect to the reader and task

**Potential Challenges this Text Poses (both knowledge and skill level challenges):**

Knowledge/background challenges:

Prior knowledge about theme parks and movies would be helpful for students.

Skills needed for comprehension:

Summarizing

Key details

**Major Instructional Areas of Focus (3-4 CCS Standards) for this Text:**

Key details

Sentence structure

Instruction to help students understand the event and its order

**Differentiation/Supports for Students:**

Support to read more difficult words – Kurzweil or other text to speech software could be used.

Highlighting details and dates

Small group read aloud or choral reading

Use this text with groups of students with strong reading abilities.

## Wayne Gretzky



Wayne Gretzky (1961-...) is the greatest scorer in the history of the National Hockey League. In 1994, he broke the record for most goals scored in a career.

Gretzky was born in Brantford, Ontario. He joined the Edmonton Oilers in 1978. In 1980, at age 19, he became the youngest player to win the Hart Memorial Trophy for Most Valuable Player in the National Hockey League. He won it nine times.

Gretzky also played for the Los Angeles Kings, the St. Louis Blues, and the New York Rangers. He has set many records for goals, assists, and points. Gretzky retired in 1999 and was inducted that year into the Hockey Hall of Fame. Gretzky was part owner of the Phoenix Coyotes (now the Arizona Coyotes) of the NHL from 2001 until 2009, when the NHL took over the team. He also served as the team's head coach from 2005 to 2009.

Gretzky, Wayne. (2015). In *World Book Kids*. Retrieved from <http://www.worldbookonline.com/kids/home#article/ar830787>



## Text Complexity Analysis of

### Wayne Gretzky (title)

**Citation:** "Gretzky, Wayne." World Book Kids. World Book, 2015. Web. 26 May. 2015.

**Web address:**

<http://www.worldbookonline.com/kids/home#article/ar830787>



### Qualitative Measures

**Meaning/Purpose:** (Briefly explain the levels of meaning (Literary Text) or purpose (Informational text.)

This text is slightly complex. Information is presented in chronological order with explicit explanations of events in Wayne Gretzky's life.

**Text Structure:** (Describe the structure, organization, and other features of the text.)

Text structure is slightly complex with a predictable structure. There are no text features or graphics to interpret.

**Language Features:** (Briefly describe the conventions and clarity of the language used in the text, including the complexity of the vocabulary and sentence structures.)

Vocabulary is slightly complex with content specific words such as assist, MVP, inducted and retired. The sentence structure is slightly complex with text that is straight forward and explicit.

**Knowledge Demands:** (Briefly describe the knowledge demands the text requires of students.)

The knowledge demands of this text are moderately complex due to the use of content specific vocabulary.

### Text Description

**Briefly describe the text (including whether the text is literary, informational, print, AV, audio, website, etc.):**

This article is information text about the life of Wayne Gretzky.

### Quantitative Measure

**Lexile and/or other Quantitative Measure of the Text, including length:**  
910 Lexile

### Considerations for Reader and Task

Below are factors to consider with respect to the reader and task

**Potential Challenges this Text Poses (both knowledge and skill level challenges):**

Knowledge/background challenges:

Students who like ice hockey will select this article about a famous hockey player. Since students have options to select what they enjoy, therefore, those who read this article will most likely have some prior knowledge about the sport.

Skills needed for comprehension:

Use of commas to explain ideas

Parenthesis to clarify team names

**Major Instructional Areas of Focus (3-4 CCS Standards) for this Text:**

RI 3.3

RI 3.1

**Differentiation/Supports for Students:**

Students may need to highlight key events, or use a timeline template.

Vocabulary should be discussed during reading.

## Helen Keller



Helen Keller (1880-1968) is a great example of a person who overcame disabilities. Although she was blind and deaf, she became a famous author and speaker. Keller worked all her life to help other blind and deaf people.

Helen Keller was born in Tuscumbia, Alabama. As a baby, she developed a serious illness that destroyed her sight and hearing. Because of this, she was completely shut off from things around her. For almost five years, she was a wild child. She could only scream, giggle, kick, and scratch to make her feelings known.

When Helen was about 7 years old, her father hired a teacher named Anne Sullivan. Sullivan made contact with Helen through the sense of touch. The teacher used a sign-language alphabet to spell words into Helen's hand. Slowly, Helen understood that certain hand movements stood for letters, that groups of letters made words, and that words stood for people and things. Once she understood this, Helen made fast progress. Within three

years, she could read and write in braille, the form of reading and writing used by blind people. By the time she was 16, she had learned to speak. She went to college and graduated with top grades.

After college, Helen worked to better the lives of blind and deaf people. She appeared before government leaders. She gave speeches and wrote many books and articles. During World War II (1939-1945), she worked with soldiers who had been blinded in battle. Wherever she spoke, she brought new courage to blind and deaf people.

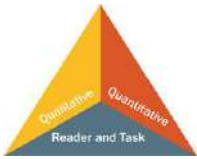
Keller, Helen. (2015). In *World Book Kids*. Retrieved from <http://www.worldbookonline.com/kids/home#article/ar830939>

## Text Complexity Analysis of

### Helen Keller (title)

**Citation:** "Keller, Helen." World Book Kids. World Book, 2015. Web. 26 May. 2015.

**Web address:**  
<http://www.worldbookonline.com/kids/home#article/ar830939>



### Qualitative Measures

**Meaning/Purpose:** (Briefly explain the levels of meaning (Literary Text) or purpose (Informational text.)

The meaning of the text is clear.

**Text Structure:** (Describe the structure, organization, and other features of the text.)

The text is in chronological order with easy to understand sentence structure. There are no text features of graphics to interpret.

**Language Features:** (Briefly describe the conventions and clarity of the language used in the text, including the complexity of the vocabulary and sentence structures.)

The vocabulary is slightly complex. There is minimal academic language and some unfamiliar words such as disabilities and Braille.

**Knowledge Demands:** (Briefly describe the knowledge demands the text requires of students.)

The text is slightly complex with concrete ideas.

### Text Description

**Briefly describe the text (including whether the text is literary, informational, print, AV, audio, website, etc.):**

This article provides informational text about the life of Helen Keller.

### Quantitative Measure

**Lexile and/or other Quantitative Measure of the Text, including length:**  
800 Lexile

### Considerations for Reader and Task

Below are factors to consider with respect to the reader and task

**Potential Challenges this Text Poses (both knowledge and skill level challenges):**

Knowledge/background challenges:  
Braille and disabilities needs to be discussed prior to reading

Skills needed for comprehension:

Main idea  
Details

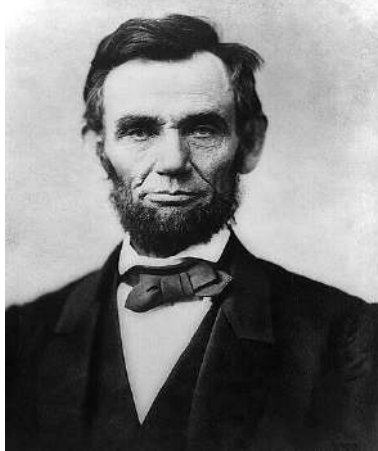
**Major Instructional Areas of Focus (3-4 CCS Standards) for this Text:**

CCSS RI 3.1  
RI 3.3

**Differentiation/Supports for Students:**

Pre-teach vocabulary  
Chorally read or provide support for independent reading of text

## Abraham Lincoln



Abraham Lincoln (1809-1865) became the sixteenth president of the United States in 1861. He led the United States during the Civil War (1861-1865).

Lincoln was born in a log cabin near Hodgenville, Kentucky. He went to school for less than a year, but he learned to read, and he loved books. He started a store in New Salem, Illinois, but it failed. He studied law, became a lawyer, and moved to Springfield.

In 1858, Lincoln ran for Congress against Illinois Senator Stephen A. Douglas. He and Douglas debated, or argued, about slavery. In some states, people kept slaves. In others, slavery was against the law. Lincoln said that slavery was evil. He wanted to end slavery. Douglas said that people should vote on whether or not there should be slavery. Douglas won the election, but Lincoln became well known.

In 1860, Lincoln ran for president. He won easily, but several Southern States left the Union—the United States. The Civil War broke out early in 1861. On January 1, 1863, Lincoln said that slaves in states that had left the Union were free. In 1863, Lincoln also spoke at a battlefield in Gettysburg, Pennsylvania. His short speech, known as Lincoln's Gettysburg Address, became famous.

In 1864, Union troops were winning. Lincoln was elected again. On April 9, 1865, General Robert E. Lee surrendered. The Civil War was over.

On April 14, only five days after the war ended, Lincoln went to see a play. He was shot by John Wilkes Booth, a well-known actor. Lincoln died the following day and was buried in Springfield, Illinois.

Lincoln, Abraham. (2015). In *World Book Kids*. Retrieved from <http://www.worldbookonline.com/kids/home#article/ar831512>

## Text Complexity Analysis of Abraham Lincoln (title)



**Citation:** "Lincoln, Abraham." World Book Kids. World Book, 2015. Web. 26 May. 2015.

**Web address:**  
<http://www.worldbookonline.com/kids/home#article/ar831512>

### Qualitative Measures

**Meaning/Purpose:** (Briefly explain the levels of meaning (Literary Text) or purpose (Informational text.)

This article informs students about Abraham Lincoln's life and main events needed to understand his life.

The text is concrete with a narrow focus and easy to follow text.

**Text Structure:** (Describe the structure, organization, and other features of the text.)

The text is chronological with no text features or graphics to interpret.

**Language Features:** (Briefly describe the conventions and clarity of the language used in the text, including the complexity of the vocabulary and sentence structures.)

Conventions: Slightly complex

Vocabulary: Very complex (academic, congress, debated, election, union, southern states, battlefield, speech)

Sentence Structure: Moderately complex due to use of commas

**Knowledge Demands:** (Briefly describe the knowledge demands the text requires of students.)

The text is moderately complex. Students need some discipline specific knowledge to gain understanding but it is not needed to fill out the timeline for this activity.

### Text Description

**Briefly describe the text (including whether the text is literary, informational, print, AV, audio, website, etc.):**

Informational text is being used in this lesson to help students retrieve information from a timeline.

### Quantitative Measure

**Lexile and/or other Quantitative Measure of the Text, including length:**  
670 Lexile

### Considerations for Reader and Task

Below are factors to consider with respect to the reader and task

**Potential Challenges this Text Poses (both knowledge and skill level challenges):**

Knowledge/background challenges:

Background knowledge would be needed if student were analyzing the life of Lincoln, but it is not needed to create a timeline of his life.

Skills needed for comprehension:

Summarizing

Main idea

Key details

**Major Instructional Areas of Focus (3-4 CCS Standards) for this Text:**

RI 3.1

RI 3.3

RI 3.8

**Differentiation/Supports for Students:**

Teacher may read article with students discussing vocabulary and unclear details.

If needed, text could be put into a text to speech software program such as Kurzweil.

# APPENDIX A



Name \_\_\_\_\_

Date \_\_\_\_\_

# Thinking about the Text

Title \_\_\_\_\_

The worksheet contains six thought bubbles arranged in two columns and three rows. Each bubble has a label at the top and a large empty space for writing. The labels are: 'Interesting', 'Also interesting', 'Surprising', 'Confusing', 'A connection I can make:', and 'a question I have:'. A pencil icon is located at the bottom left of the page.

Created by Rachel Lynette ©2014 all rights reserved

<http://www.rachel-lynette.com>

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

Student \_\_\_\_\_ Date \_\_\_\_\_ # \_\_\_\_\_

*Thinking About the Text- Statue of Liberty*



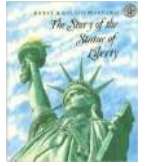
Graphic Organizer	2 Points	1 Point	0 points
Title- Completed	Correct title with correct spelling and capitalization	Partially correct title and/or capitalization or spelling errors	Title is missing
Interesting Idea	Complete thought with thorough ideas explained	Partial thought/idea	Missing/not related
Also Interesting Idea	Complete thought with thorough ideas explained	Partial thought/idea	Missing/not related
Surprising	Complete thought with thorough ideas explained	Partial thought/idea	Missing/not related
Confusing	Complete thought with thorough ideas explained	Partial thought/idea	Missing/not related
A Connection	Complete thought with thorough ideas explained	Partial thought/idea	Missing/not related
A Question	Complete thought with thorough ideas explained	Partial thought/idea	Missing/not related

Total: /14

14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100%	93%	86%	79%	71%	64%	57%	50%	43%	36%	29%	21%	14%	7%	0%
A+	A	B	C+	C-	D	F	F	F	F	F	F	F	F	F

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

# The Story of the Statue of Liberty Close Read-



## Text Dependent Questions

Directions: Use The Story of the Statue of Liberty book to help you answer these questions. Go back in the text and reread to find evidence to support your answers. Be sure to restate the question and answer all parts of the questions in complete sentences.

1. Reread the pages 8-12. What is one statement of fact? What is one statement of opinion? Explain your thinking.

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I found evidence to support my text on page(s) \_\_\_\_\_.

2. Why was the Statue of Liberty more special than Bartholdi's other projects?

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I found evidence to support my text on page(s) \_\_\_\_\_.

3. Why did Bartholdi build Liberty with a lamp in her hand?

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I found evidence to support my text on page(s) \_\_\_\_\_.

4. Using pages 14-28, sequence the events in order for designing and creating the statue of liberty.

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I found evidence to support my text on page(s) \_\_\_\_\_.

5. Where were the different parts of the statue displayed, and what were some of the reasons for displaying them?

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I found evidence to support my text on page(s) \_\_\_\_\_.

6. What mood does the author create on page 35? What clues show you this?

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I found evidence to support my text on page(s) \_\_\_\_\_.

7. Using context clues on page 36, what does "immigrants" mean? How do you know?

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I found evidence to support my text on page(s) \_\_\_\_\_.

8. In 1884 Paris celebrated the completion of Liberty. The statue had to be taken apart to go to New York. Explain the process.

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I found evidence to support my text on page(s) \_\_\_\_\_.

9. As the statue was being celebrated and packed up in Paris, what was happening in America?

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I found evidence to support my text on page(s) \_\_\_\_\_.

10. When (what year) did Bartholdi first have the idea of building the Statue of Liberty? How many years after that was it until "Liberty was standing where she belonged?" (year, amount of time that passed)

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I found evidence to support my text on page(s) \_\_\_\_\_.

# Close Read Marks



Take note and notice what you are reading.

☆	important
—	key word
✓	I understand
○	unfamiliar word
?	I don't understand
!	I'm surprised

©B. Dooly

# Close Read Marks



Take note and notice what you are reading.

☆	important
—	key word
✓	I understand
○	unfamiliar word
?	I don't understand
!	I'm surprised

©B. Dooly

# Close Read Marks



Take note and notice what you are reading.

☆	important
—	key word
✓	I understand
○	unfamiliar word
?	I don't understand
!	I'm surprised

©B. Dooly



# APPENDIX B

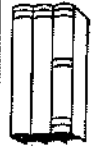




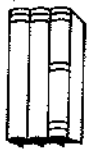


Name \_\_\_\_\_

Date \_\_\_\_\_



## Finding the Main Idea



Main Idea

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Detail

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Detail

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Detail

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

# Third Grade Summary Rubric

## Lesson 2 Activity 3

Grade	
4	<p style="text-align: center;"><b>“4” papers meet all “3” requirements and:</b></p> <ul style="list-style-type: none"><li>• Restates main idea and concluding statement in an interesting way</li><li>• Uses above grade level language</li><li>• Uses a variety of transitions</li><li>• Few spelling errors that do not distract the reader</li></ul>
3	<ul style="list-style-type: none"><li>• Identifies the <b>main idea</b> and at least <b>3 of the most significant details</b> of the video</li><li>• Restates details</li><li>• Organizes writing and uses simple transitions</li><li>• Uses correct grammar, punctuation, and capitalization</li><li>• Has few spelling errors</li></ul>
2	<ul style="list-style-type: none"><li>• Main idea of the text is not stated clearly</li><li>• Identifies <b>less than 3 significant details</b></li><li>• Simple sentences with the same beginnings</li><li>• Mistakes in grammar, capitalization, punctuation, and/or spelling</li></ul>
1	<ul style="list-style-type: none"><li>• Does not tell the main idea of the text and lists unimportant details</li><li>• Includes opinions</li><li>• Includes details not provided in the video</li><li>• Writes incomplete or run-on sentences</li><li>• Many mistakes in grammar, capitalization, punctuation, and/or spelling</li></ul>

# APPENDIX C

# Timelines

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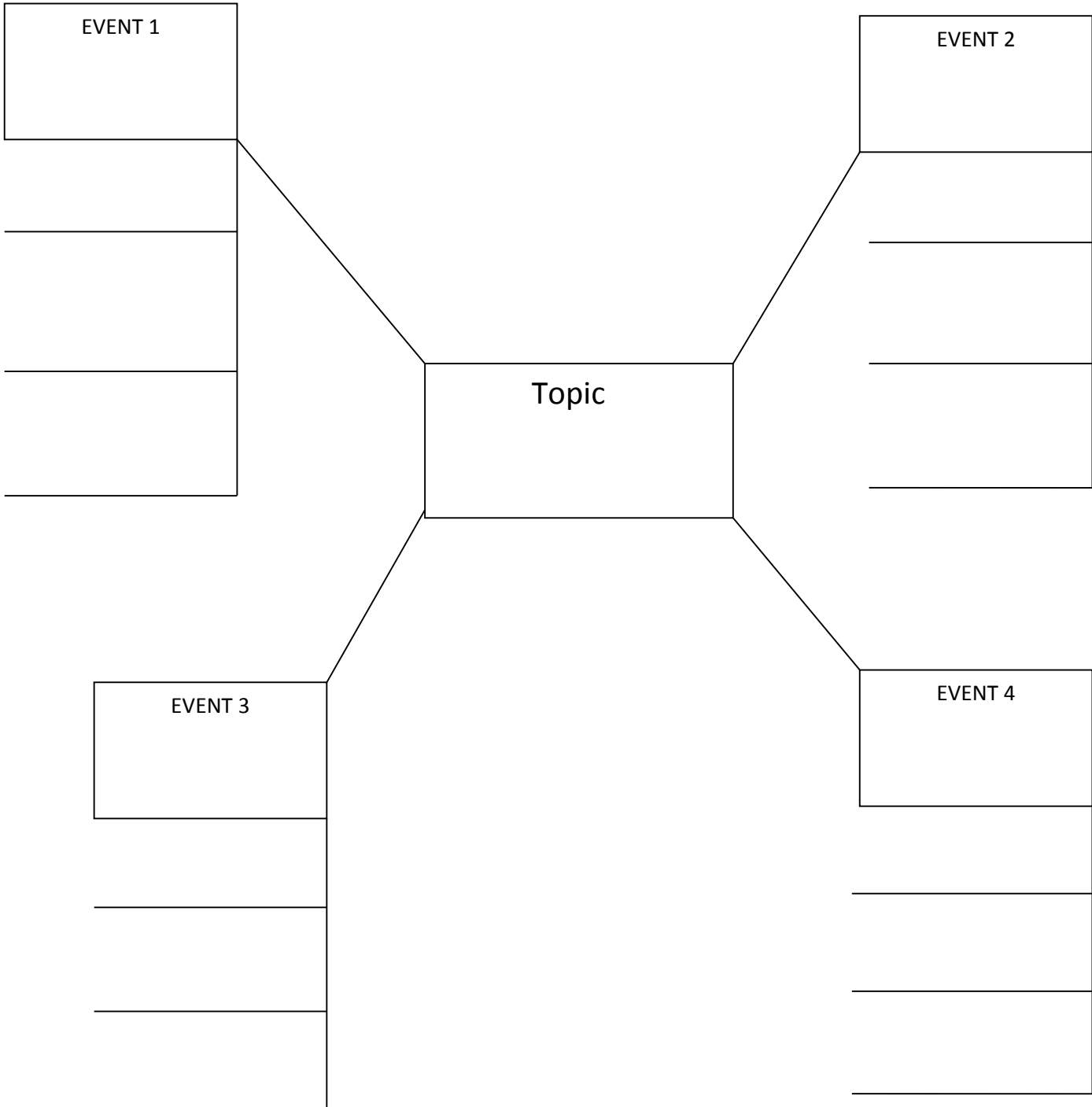


Name: \_\_\_\_\_

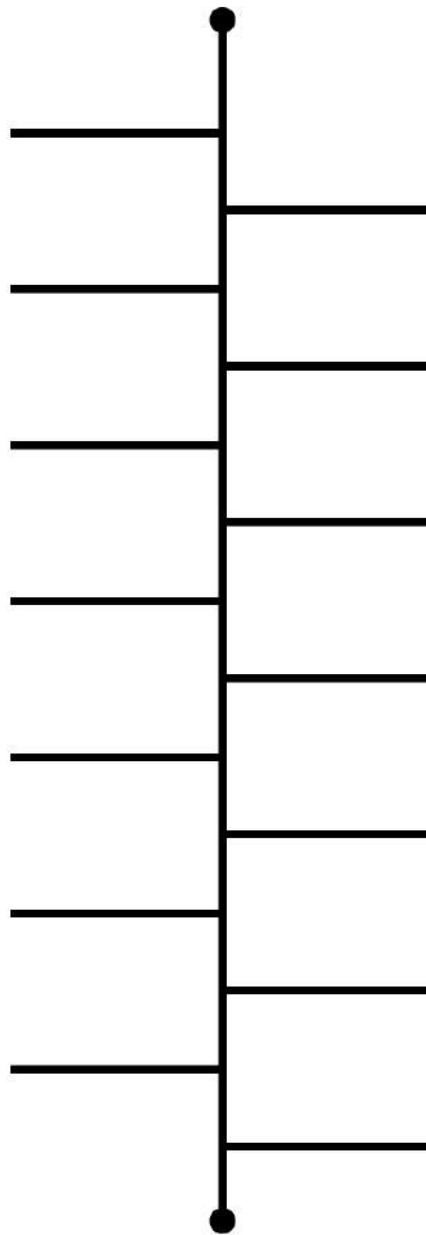
Date: \_\_\_\_\_

### Time Order Chart

Use this organizer to record events in the boxes and details about the event in the attached branches.



## Timeline



<http://teacher.scholastic.com>

**The important thing about**

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is \_\_\_\_\_

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**But, the most important thing about**

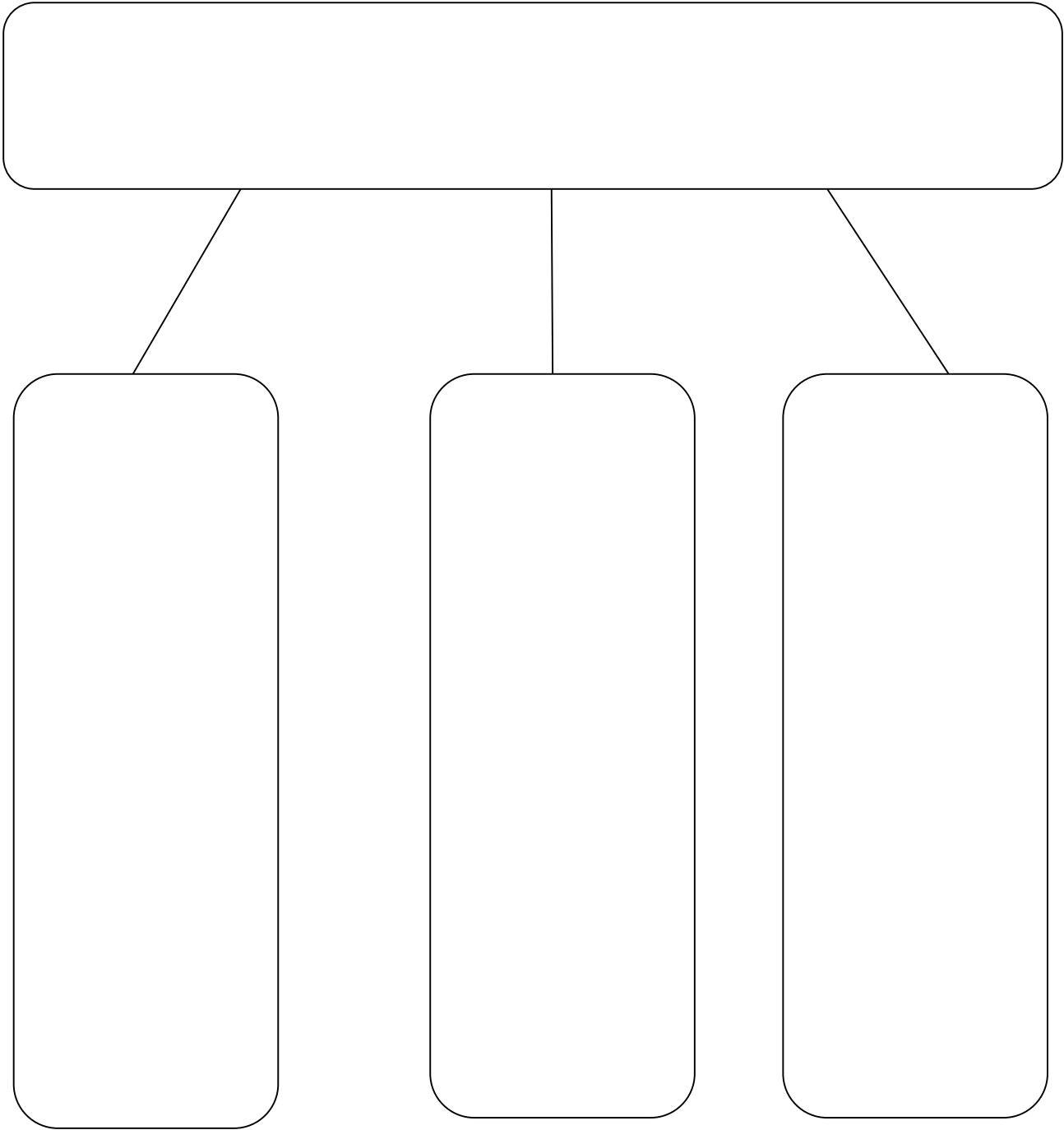
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is \_\_\_\_\_.

# APPENDIX D

<b>1.</b>	<b>1.</b>	<b>1.</b>
<b>2.</b>	<b>2.</b>	<b>2.</b>
<b>3.</b>	<b>3.</b>	<b>3.</b>
<b>4.</b>	<b>4.</b>	<b>4.</b>
<b>5.</b>	<b>5.</b>	<b>5.</b>

<b>American Flag</b>	<b>Bald Eagle</b>	<b>Statue of Liberty</b>	<b>Liberty Bell</b>	<b>National Anthem</b>	<b>White House</b>
1.	1.	1.	1.	1.	1.
2.	2.	2.	2.	2.	2.
3.	3.	3.	3.	3.	3.
4.	4.	4.	4.	4.	4.
5.	5.	5.	5.	5.	5.



# APPENDIX E



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

### Assignment 1

Use the table below to identify which source the important details were taken from and mark an X in the box. Some details may be stated in multiple sources.

Important detail	Source 1 (video)	Source 2 (article)	Source 3 (timeline)
Taft and Scidmore's dream to beautify Washington D.C. with the Cherry Blossom trees took many years.			
Scidmore worked hard for many years to get the trees planted in Washington			
Government officials worked together using their influence to bring the trees to the Tidal Basin in Washington D.C.			
Today, Americans admire and appreciate the beauty of the Cherry Blossom trees.			

## Assignment 2

Read the 2 passages (one is a timeline) and watch the video provided to fill in the supporting details. You may go back in the articles and re-watch the video as many times as needed.

Provide **details** from any of the sources provided

How did Eliza Scidmore help get the Cherry Blossom trees planted in Washington D.C?

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Provide **details** from any of the sources provided

How did Helen Taft help get the cherry blossom trees planted in Washington D.C?

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# Bibliography

## **Print Sources:**

"Disney, Walt." World Book Kids. World Book, 2015. Web. 26 May. 2015.

"Gretzky, Wayne." World Book Kids. World Book, 2015. Web. 26 May. 2015.

"Keller, Helen." World Book Kids. World Book, 2015. Web. 26 May. 2015.

"King, Martin Luther, Jr.." World Book Kids. World Book, 2015. Web. 26 May. 2015.

"Lincoln, Abraham." World Book Kids. World Book, 2015. Web. 26 May. 2015.

Maestro, Betsy, and Giulio Maestro. The Story of the Statue of Liberty. New York: Harper Collins, 1986. Print.

Ransford, Alma. Signs, Songs, and Symbols of America. Glenview: Pearson Education. Print.

Talley, Carol. The Statue of Liberty: From Paris to New York City. Glenview: Pearson Education. Print.

Zimmerman, Andrea. Eliza's Cherry Trees Japan's Gift to America. Gretna: Pelican, 2011. Print.

## **Video Sources:**

<http://www.c-span.org/video/?c4487788/helen-taft-cherry-trees>

<https://youtu.be/onY6D1YsGcg>

<https://www.youtube.com/watch?v=fxwZ91VnS1k>

<https://www.youtube.com/watch?v=dKZ26wHCmZY>

## **Timeline created with information from the following sources:**

<http://www.nationalcherryblossomfestival.org/about/history/>

<http://www.nps.gov/cherry/cherry-blossom-history.htm> History of the Cherry Trees

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 **National Treasures:  
Symbols of Friendship** 

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### **Bunker Hill Elementary School**

Susan Austin- school librarian

Tom Colazzo- 3<sup>rd</sup> grade teacher

Kerry Roesch- 3<sup>rd</sup> grade teacher

Holly Schwalbe- 3<sup>rd</sup> grade special education teacher

The Team

Lesson Essential Question: How can I better understand a text by reading it multiple times?

Overview: Students will complete a close read for The Story of the Statue of Liberty. They will have to think about the text and answer text-dependent questions.

Activity 1: The teacher will read aloud The Story of the Statue of Liberty. Students will independently complete a graphic organizer to help them reflect on the text. Students will Think-Pair-Share their ideas with a partner. The teacher will lead a discussion reflecting on what students gained from their first reading of the text.

Activity 2: Students will use Close Read Marks and post-its to annotate the text during a second reading of The Story of the Statue of Liberty. Students will work with a partner to discuss their post-its and what is alike and different. The lesson will end with a whole group discussion to help students understand the author's purpose.

Activity 3: Students will reread The Story of the Statue of Liberty for a third time with a partner to dig deeper into the meaning of the story. Students will then independently answer text-dependent questions using details.

# Lesson 1



**Lesson Essential Question:** How can I identify the main idea and key details of a video?

**Overview:** Students will watch a short informational video and determine the main idea as well as supporting details. They will use this information to write a summary.

**Activity 1:** Students will watch a video about the Statue of Liberty and identify the main idea and details. Teacher will lead a discussion and model appropriate responses.

**Activity 2:** Students will watch a video about bald eagles and work with a partner to identify the main idea and supporting details. They will use this information to write a summary of the video.

**Activity 3:** Students will watch a video about the Oregon Trail and work independently to identify the main idea and supporting details. They will then use that information to write a summary.

## Lesson 2

**Lesson Essential Question:** How can you represent the key details of a historical event or person in history?

**Lesson Overview:** Students will interpret and create timelines. They will read about historical events or figures and create a timeline based on the information they collect, using graphic organizers and note taking from created timelines or informational text. Students will also interpret the details on a timeline by answering questions and drawing conclusions.

**Activity 1:** In this lesson students will read the teacher's autobiography. They will work together as a class to identify the main events in their teacher's life and work collaboratively as a class to create a timeline. Students will read a short biography and will work with a partner to create a timeline. Students will summarize their learning with a writing piece called *The Important Thing*. This activity will demonstrate who understands the important elements of a timeline.

**Activity 2:** During this lesson students will analyze a timeline of important historical events or figure. They will create a poster and share the information with peers. Peers will collect information, using a graphic organizer, from the poster presentation and write a summary.

**Activity 3:** The teacher will read a story called *The Statue of Liberty from Paris to New York City* and a story *The Story of the Statue of Liberty*. The students will take notes using a graphic organizer. The class will discuss the important events of the statue. The class will talk about the importance of the events and why they are relevant and necessary components of the timeline.

**Lesson Summarizing Strategy:** Students will watch a video and use text to create a timeline using an online timeline creator.

## Lesson 3

**Lesson Essential Question: How can I develop my own opinion on a topic?**

**Overview:** Students will read text about symbols of America. They will record important facts about one symbol from the text. They will then research three of the symbols from the text that they feel are important. Finally, they will choose one symbol that they feel is the most important symbol of our country. They will write essays stating their opinion of why that symbol is the most important and provide factual details as supporting evidence.

**Activity 1:** Students will read a story highlighting the most important symbols to the United States. They will fill in a graphic organizer with facts about each symbol and why it is important to the United States.

**Activity 2:** Students will choose three of the symbols from the prior activity and will research on the computer to find more facts about those symbols. They will fill in a graphic organizer with at least 5 facts about each symbol.

**Activity 3:** Students will decide which symbol they believe is the most important symbol to the United States. They will write essays expressing their opinions using the facts from their research to support their opinions.


# Lesson 4

Overview: Students will learn how to read to gain meaning from informational text, determine the main idea of a video, draw conclusions from timelines, and use information gathered from a variety of sources to form an opinion.

### **Performance Task**

You have watched a short video and read two informational texts about cherry blossoms in Washington D.C. Think about the influence that Helen Taft and Eliza Scidmore had on helping bring the cherry blossoms to Washington D.C. Using supporting details from the three sources provided, write an essay stating whether you think Helen Taft or Eliza Scidmore played the most important role in bringing the cherry blossoms to Washington D.C. In your essay, explain why you selected who you did using details and information from the video and text.

## *Performance Task*

  
**Eliza's Cherry Trees**  
By Andrea Zimmerman

When Eliza Scidmore came back from visiting Japan, she wrote a book about it. She wanted to share her love of Japan with other Americans. She wanted the nations of Japan and America to be friends.

Even though she was always thinking about her next journey, Eliza loved coming home to Washington, D.C. She was proud of America's growing capital and wanted it to look as beautiful as any city in the world.

She thought about the muddy land from a recent construction project in the swampy area around the riverbank. Eliza had a wonderful idea. She remembered the beautiful cherry trees in Japan. She thought, "That's what Washington needs!"


Eliza told the man in charge of the Washington parks about the wonderful cherry trees. She showed him photographs that she had taken. She told him about her plan to plant hundreds of cherry trees down by the water. He said no. He believed that they didn't need any different kind of tree in Washington.

But Eliza knew that sometimes when you have a good idea, you have to keep trying. So she waited. When a new parks man was hired, she told him about her good idea. He, too, said no.

But Eliza didn't forget about the cherry trees, and she didn't give up. She kept trying for more than twenty years! Every time a new man was hired to be in charge of the parks department, Eliza went to tell him about her idea. Each one said no.

In 1909, William Howard Taft has just been elected president. Eliza had another good idea. She knew that sometimes people in politics could help get things done. She wrote a letter to the president's wife, Mrs. Taft. Eliza told Mrs. Taft about her plan to make Washington more beautiful with the lovely cherry trees. She was afraid the answer would be no again.

But Mrs. Taft loved the idea! With the help of Mr. Takamine, a generous Japanese scientist, they had the trees sent from Japan.



<b>1890</b> Eliza Scidmore publishes the book <i>Japan and America</i> , which is a collection of her travel notes from Japan.	<b>October 18, 1909</b> 2,000 cherry trees are sent to the U.S. by the Japanese government.	<b>1911 - 1912</b> The first cherry blossom festival is held in Washington, D.C.	<b>1913</b> The National Cherry Blossom Festival was established.	<b>1924</b> The National Cherry Blossom Festival was expanded from one week to two weeks.	<b>1934</b> The National Cherry Blossom Festival was expanded from one week to two weeks.	<b>1937</b> The National Cherry Blossom Festival was expanded from one week to two weeks.	<b>1938</b> The National Cherry Blossom Festival was expanded from one week to two weeks.	<b>1942</b> The National Cherry Blossom Festival was expanded from one week to two weeks.	<b>1943</b> The National Cherry Blossom Festival was expanded from one week to two weeks.	<b>1944</b> The National Cherry Blossom Festival was expanded from one week to two 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**Assignment 1**

Use the table below to identify which source the important details were taken from and mark an X in the box. Some details may be stated in multiple sources.

Important detail	Source 1 (video)	Source 2 (article)	Source 3 (timeline)
Taft and Scidmore's dream to beautify Washington D.C. with the Cherry Blossom trees took many years.			
Scidmore worked hard for many years to get the trees planted in Washington.			
Government officials worked together using their influence to bring the trees to the Tidal Basin in Washington D.C.			
Today, Americans admire and appreciate the beauty of the Cherry Blossom trees.			

**Assignment 2**

Read the 2 passages (one is a timeline) and watch the video provided to fill in the supporting details. You may go back in the articles and re-watch the video as many times as needed.

Provide details from any of the sources provided.

How did Eliza Scidmore help get the Cherry Blossom trees planted in Washington D.C.?

Provide details from any of the sources provided.

How did Helen Taft help get the cherry blossom trees planted in Washington D.C.?

Writing Essay

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

Using supporting details from the three sources provided, write an essay stating whether you think Helen Taft or Eliza Scidmore played the most important role in bringing the Cherry Blossom trees to Washington D.C.

# Performance Task Samples