

## 8F: The Space Race Collection

### Lesson at a Glance Compilation

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### Lesson at a Glance Compilation

Here you will find the Lesson Objectives and the Lesson at a Glance, which outlines the sequence of activities for each lesson and the intent and goal of each activity. This compilation can be a useful planning tool, allowing you to become familiar with the flow of lesson activities, and to note down instructional emphasis or support that you want to provide.

Lesson at a Glance Compilation

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## Sub-unit 1

## Lesson 1: Evaluating Sources: Part 1

ACTIVITY

## Vocabulary Activities



1

2

**Present: Download the Unit Texts** (3 min)

Students download the core texts for the unit so they will have access to the texts if they lose connectivity during class or do not have connectivity when they take their devices home.



3

**Read: Exploring a Website** (5 min)

Students explore a website as a first step in determining its credibility.



4

**Discuss: A Website's Credibility** (5 min)

Students discuss the website to focus on factors that help them determine a site's credibility.



5

**Discuss: What Makes a Website Credible?** (10 min)

Along with partners, students use a checklist of points to discuss the credibility of the hoax website. Then, they review other sites to check the credibility of the hoax website further.



6

**Discuss: Evaluating Sources** (10 min)

Students discuss 4 different sources to determine their credibility.



7

**Present: Domain Extensions** (10 min)

Students identify different domain extensions to determine what they are short for and their respective credibilities.



## 8F: The Space Race Collection

### Lesson at a Glance Compilation

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8

#### Exit Ticket (5 min)

Students distinguish between sources that are credible and sources that are not credible.



CLASS

9

#### Solo (25 min)

Students have time for independent reading. Let them know that this activity is not optional.



INDIVIDUAL

**Research:** Students will work collaboratively to assess the credibility of a variety of provided sources.

## Lesson at a Glance Compilation

## Lesson 2: Evaluating Sources: Part 2

ACTIVITY

## Vocabulary Activities



1

**Select Text: Assessing Authors of Online Sources** (10 min)

Students review the qualifications of the authors of 2 online sources to assess the sources' credibility.



2

**Work Visually: Source Credibility Checklists** (15 min)

Students use credibility criteria to evaluate several websites.



3

**Discuss: Source Credibility** (10 min)

Students use the Source Credibility Checklists they completed to discuss and evaluate several websites.



4

**Write: Most and Least Credible Sources** (10 min)

Students identify the most and least credible sources reviewed today.



5

**Share: Writing** (5 min)

Students give their classmates feedback about a specific place in their writing that made an impact on them.



6

**OPT: Research: Extension Activity** (12 min)

Students work in pairs to complete an extension research project.



7

## 8F: The Space Race Collection

### Lesson at a Glance Compilation

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8

#### Exit Ticket (3 min)

Students test their ability to name qualities of credible websites.



INDIVIDUAL

9

#### Solo (25 min)

Students have time for independent reading. Let them know that this activity is not optional.



INDIVIDUAL

**Research:** Students will review several Internet sources and common domain names, working collaboratively to assess their credibility with a Source Credibility Checklist.

**Writing:** Students will use evidence from the reviewed sources to explain which sources are the most and least credible.

Lesson at a Glance Compilation

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## Lesson 3: Avoiding Plagiarism

ACTIVITY

## Vocabulary Activities



1

**Discuss: Definition of Plagiarism** (6 min)  
Students discuss the meaning of plagiarism.



2

**Introduce: Framing a Quote** (10 min)  
Students learn how to frame a direct quote from a text to avoid plagiarism.



3

**Try It On: Framing a Quote** (8 min)  
Students practice writing framed direct quotes with an introduction to the quote and citation.



4

**Introduce: Paraphrasing** (20 min)  
Students are introduced to the concept of paraphrasing an author's text as another way to avoid plagiarism and then work independently to paraphrase informational text. Teacher compares 2 paraphrases with text to stimulate discussion about what the author really means.



5

**Exit Ticket** (3 min)  
Students test their ability to identify "patchwork plagiarism" in a sample student paraphrase.



6

**Solo** (25 min)  
Students have time for independent reading. Let them know that this activity is not optional.



7

## 8F: The Space Race Collection

### Lesson at a Glance Compilation

---

**Research:** Students will learn how to frame direct quotes, provide basic bibliographic information as references, and paraphrase source information in order to avoid plagiarism.

Lesson at a Glance Compilation

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## Lesson 4: Flex Day 1

ACTIVITY

**Vocabulary Activities**

1

**Grammar Practice**

Direct students to the grammar lesson in the Grammar Unit that will provide practice with a needed grammar skill or teach a grammar lesson from *Mastering Conventions*.



2

**Fluency: Rate** (10 min)

Students read one passage 3 times and track their rate and accuracy with a partner to improve fluency.



3

**Fluency: Expression** (10 min)

Students focus on the punctuation in a passage and assess their phrasing and expression with a partner to improve fluency.



4

**Revision Assignment** (15 min)

Students return to an earlier response to text to practice the skill of Focus, Use of Evidence, or Organize and Refine.



5

**Close Reading and Discussion** (20 min)

Students read to stake a claim based on evidence, then collaborate to refine their claim.



6

**Write: Analyze One Text** (15 min)

Students create a new piece of writing analyzing one text.

7

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## 8F: The Space Race Collection

### Lesson at a Glance Compilation

---

8

**Write: Connect Two Texts** (15 min)

Students create a new piece of writing connecting two texts.



WRITING

9

**Work Visually: Key Ideas and Details** (15 min)

Students work visually to understand a passage's central idea and supporting details or to connect two moments in a text.



READING

10

**Work Visually: Craft and Structure** (15 min)

Students work visually to paraphrase a passage or to analyze an author's word choices in a passage.



READING

11

**Work Visually: Integration of Knowledge and Ideas** (15 min)

Students work visually to compare and contrast two versions of a text (a text plus an audio or video recording, or a text plus another text it inspired).



READING

12

**Solo** (25 min)

Students have time for independent reading. Let them know that this activity is not optional.



INDIVIDUAL

The teacher selects from the range of activities to guide students to work on needed skills: fluency, grammar, revising an existing piece of writing, create a new piece of writing, practice close reading and discussion, or work visually with complex texts.

Lesson at a Glance Compilation

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## Sub-unit 2

## Lesson 1: Scavenger Hunt: Introducing the Collection

ACTIVITY

## Vocabulary Activities

  
VOCABULARY  
1  
2**Discuss: Space Race** (7 min)

Play the video to introduce your students to The Space Race Collection. Then, students identify what they know and want to learn about the Space Race.

  
CLASS  
3**Introduce: Scavenger Hunt 1** (6 min)

Students explore images from The Space Race Collection to find the answer to a scavenger hunt question, then answer questions to show their understanding of the image.

  
READING  
4**Read: Scavenger Hunt 2** (11 min)

Students explore texts from The Space Race Collection to search for the answer to a scavenger hunt question, then answer questions to show their understanding of the text.

  
READING  
5**Read: Scavenger Hunt 3** (11 min)

Students explore texts from The Space Race Collection to search for the answer to a scavenger hunt question, then answer questions to show their understanding of the text.

  
READING  
6**Share: What You Learned** (5 min)

Students share what they learned from reading and viewing additional texts and images in The Space Race Collection.

  
CLASS

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## 8F: The Space Race Collection

### Lesson at a Glance Compilation

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7

#### Exit Ticket (5 min)

Students use evidence from one winning scavenger hunt text to test their understanding of the Space Race.



8

#### Solo (30 min)

Students read an excerpt of "Sputnik" from *Rocket Boys* and answer questions to check their understanding of the text.



**Reading:** Students will explore a selection of texts and images in The Space Race Collection, practicing skimming and scanning a source for relevance and close reading a source for key information.

Lesson at a Glance Compilation

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## Lesson 2: Scavenger Hunt: Exploring the Collection

ACTIVITY

## Vocabulary Activities

**1****Share: What Was Learned** (5 min)

Students share what they've learned about the Space Race.

**2****Research: Scavenger Hunt 1** (15 min)

Students explore texts from The Space Race Collection to search for the answer to a scavenger hunt question, then answer questions to show their understanding of the text.

**3****Work Visually: Scavenger Hunt 2** (10 min)

Students explore images from The Space Race Collection to find the answer to a scavenger hunt question, then answer questions to show their understanding of the image.

**4****Discuss: Compare Texts and Images** (10 min)

Students compare similar central ideas in two texts and an image from the scavenger hunts.

**5****Optional Writing Prompt** (12 min)

Students use details from an image to explain the fascination and sense of wonder Americans felt toward space exploration.

**6****Exit Ticket** (4 min)

Students answer comprehension questions about a winning scavenger hunt text.

**7**

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## 8F: The Space Race Collection

### Lesson at a Glance Compilation

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8

#### **Solo** (15 min)

Students read "Smooth as a Peeled Egg" and answer questions to check their understanding of the text.



9

#### **Challenge Writing** (30 min)

Students independently read a new text and complete one of two challenge prompts.



**Reading:** Students will explore a selection of texts and images in The Space Race Collection, practicing scanning a source for relevance and close reading a source for key information.

Lesson at a Glance Compilation

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## Lesson 3: Internet Research

ACTIVITY

**Vocabulary Activities****1****2****Present: Independent Research** (5 min)

Students identify a topic from a specific text or image in The Space Race Collection, or from the list of questions created in Lesson 1, that they would like to research further.

**3****Evaluate Research Topics** (8 min)

Students answer a question to demonstrate understanding of open-ended vs. focused questions, and how a research question might be revised to make it more focused.

**4****Evaluate Internet Sources** (15 min)

Students evaluate Internet sources to determine credibility.

**5****Select Text: Research Internet Sources** (15 min)

Students look for credible, unbiased Internet sources to help them answer their self-selected questions by considering the credibility, target audience, and purpose.

**6****Write: Answer Your Question** (15 min)

Students use the Internet sources they chose to answer the research question they generated.

**7****Share: Writing** (10 min)

Students share their writing.



## 8F: The Space Race Collection

### Lesson at a Glance Compilation

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8

**Exit Ticket: Refocusing a Question** (3 min)

Students explain how and why they revised, or chose not to revise, their inquiry during the research process.



INDIVIDUAL

9

**Solo** (15 min)

Students read the excerpt of President Kennedy's Address at Rice University and answer multiple choice questions to check their understanding of the text.



INDIVIDUAL

10

**Challenge Writing** (30 min)

Students independently read a new text and complete one of two challenge prompts.



EXTRA

**Research:** Students will generate a research question about the Space Race, identify credible Internet sources, and conduct Internet research to find the answer.

**Writing:** Students will use evidence from multiple credible sources and use framed quotes to describe key information about their research topic.

Lesson at a Glance Compilation

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## Lesson 4: Flex Day 2

ACTIVITY

**Vocabulary Activities**

1

**Grammar Practice**

Direct students to the grammar lesson in the Grammar Unit that will provide practice with a needed grammar skill or teach a grammar lesson from *Mastering Conventions*.



2

**Fluency: Rate** (10 min)

Students read one passage 3 times and track their rate and accuracy with a partner to improve fluency.



3

**Fluency: Expression** (10 min)

Students focus on the punctuation in a passage and assess their phrasing and expression with a partner to improve fluency.



4

**Revision Assignment** (15 min)

Students return to an earlier response to text to practice the skill of Focus, Use of Evidence, or Organize and Refine.



5

**Close Reading and Discussion** (20 min)

Students read to stake a claim based on evidence, then collaborate to refine their claim.



6

**Write: Analyze One Text** (15 min)

Students create a new piece of writing analyzing one text.

7

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## 8F: The Space Race Collection

### Lesson at a Glance Compilation

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8

**Write: Connect Two Texts** (15 min)

Students create a new piece of writing connecting two texts.



9

**Work Visually: Key Ideas and Details** (15 min)

Students work visually to understand a passage's central idea and supporting details or to connect two moments in a text.



10

**Work Visually: Craft and Structure** (15 min)

Students work visually to paraphrase a passage or to analyze an author's word choices in a passage.



11

**Work Visually: Integration of Knowledge and Ideas** (15 min)

Students work visually to compare and contrast two versions of a text (a text plus an audio or video recording, or a text plus another text it inspired).



12

**Solo** (25 min)

Students have time for independent reading. Let them know that this activity is not optional.



The teacher selects from the range of activities to guide students to work on needed skills: fluency, grammar, revising an existing piece of writing, create a new piece of writing, practice close reading and discussion, or work visually with complex texts.

Lesson at a Glance Compilation

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## Sub-unit 3

## Lesson 1: Space Blogs 1

ACTIVITY

## Vocabulary Activities



1

2

**Introduce: Space Cards** (5 min)

Students engage in a brief scavenger hunt to start becoming familiar with the information on the Space Cards.



3

**Present: Space Race Profiles** (2 min)

Students assume the identity of an astronaut or cosmonaut.



4

**Select Text: Cosmonaut Profiles** (10 min)

Students assume the identity of a cosmonaut and record basic facts about themselves.



5

**Select Text: Astronaut Profiles**

Students assume the identity of an astronaut and record basic facts about themselves.



6

**Share: Astronaut and Cosmonaut Profiles** (10 min)

Students take on the roles of the astronauts/cosmonauts they were assigned and interact with each other.



7

**Select Text: Apollo Mission** (10 min)

Students prepare to conduct research on their assigned cosmonaut or astronaut by practicing how to cite textual evidence that supports an analysis of what the text says.



## 8F: The Space Race Collection

### Lesson at a Glance Compilation

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8

**Research: Additional Information for Blog** (18 min)

Students prepare to produce space blogs by discussing the advantages of blogs, then researching key information about their assigned figure.



INDIVIDUAL

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9

**Exit Ticket** (5 min)

Students cite textual evidence that supports a fact they learned and describe how they will develop this knowledge into a blog entry.



INDIVIDUAL

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10

**Solo** (20 min)

Students conduct more research on their astronaut or cosmonaut.



INDIVIDUAL

**Research:** Students will analyze key details from a profile of their assigned astronaut or cosmonaut, then research primary and secondary source materials to find additional relevant information.

Lesson at a Glance Compilation

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## Lesson 2: Space Blogs 2

ACTIVITY

**Vocabulary Activities****1****2****Review: Sample Blog** (5 min)

Students review the elements of a compelling blog to understand the organization, style and audience appropriate for developing their own.

**3****Write: A Blog Entry** (20 min)

Students write blog entries to describe a series of experiences and observations from the perspective of the astronaut or cosmonaut they are role-playing.

**4****Share: Blog Entry** (15 min)

Students share the blogs they wrote.

**5****Wrap-Up: Discuss Space Race** (10 min)

Students discuss the information they found about the astronauts and cosmonauts.

**6****Exit Ticket** (5 min)

Students demonstrate their ability to combine historically accurate facts with imagined details in a written narrative.

**7****Solo** (30 min)

Students compare two texts from The Space Race Collection and determine how each could be used in specific research writing projects.



## 8F: The Space Race Collection

### Lesson at a Glance Compilation

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**Writing:** Students will use their primary and secondary source research findings to write three blog entries from the perspective of their assigned astronaut or cosmonaut, describing their experiences and feelings during the mission.

Lesson at a Glance Compilation

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## Lesson 3: Collection Research

ACTIVITY

**Vocabulary Activities**

1

2

**Work Visually: Compare Images** (7 min)

Students compare two images and answer close reading questions.



3

**Work Visually: Explore Self-Selected Image** (5 min)

Students explore self-selected images from The Space Race Collection and answer related questions.



4

**Select Text: Independent Reading** (5 min)

Students choose another text to read in The Space Race Collection.



5

**Research: Self-Selected Texts** (15 min)

Students read self-selected texts from The Space Race Collection and answer the related close reading questions.



6

**Discuss: What You Learned** (5 min)

Students who read the same text are organized into groups and share what they learned from reading that text.



7

**Share: What You Learned** (10 min)

Students in different groups share what they learned from reading texts in the Space Race Collection.



## 8F: The Space Race Collection

### Lesson at a Glance Compilation

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8

**Wrap-Up: Select Text for Solo** (5 min)

Students choose a text and image from the Collection to read during the Solo.



INDIVIDUAL

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9

**Exit Ticket** (3 min)

Students determine which textual evidence best supports a claim.



INDIVIDUAL

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10

**Solo** (15 min)

Students examine additional materials and answer accompanying close reading questions.



INDIVIDUAL

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11

**Challenge Writing** (30 min)

Students independently read a new text and complete one of two challenge prompts.



EXTRA

**Reading:** Students will independently read one text, compare two images, examine one image for understanding, then work with a group to identify and summarize key findings from the text.

Lesson at a Glance Compilation

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## Lesson 4: Flex Day 3

ACTIVITY

**Vocabulary Activities**

1

**Grammar Practice**

Direct students to the grammar lesson in the Grammar Unit that will provide practice with a needed grammar skill or teach a grammar lesson from *Mastering Conventions*.



2

**Fluency: Rate** (10 min)

Students read one passage 3 times and track their rate and accuracy with a partner to improve fluency.



3

**Fluency: Expression** (10 min)

Students focus on the punctuation in a passage and assess their phrasing and expression with a partner to improve fluency.



4

**Revision Assignment** (15 min)

Students return to an earlier response to text to practice the skill of Focus, Use of Evidence, or Organize and Refine.



5

**Close Reading and Discussion** (20 min)

Students read to stake a claim based on evidence, then collaborate to refine their claim.



6

**Write: Analyze One Text** (15 min)

Students create a new piece of writing analyzing one text.

7

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## 8F: The Space Race Collection

### Lesson at a Glance Compilation

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8

**Write: Connect Two Texts** (15 min)

Students create a new piece of writing connecting two texts.



WRITING

9

**Work Visually: Key Ideas and Details** (15 min)

Students work visually to understand a passage's central idea and supporting details or to connect two moments in a text.



READING

10

**Work Visually: Craft and Structure** (15 min)

Students work visually to paraphrase a passage or to analyze an author's word choices in a passage.



READING

11

**Work Visually: Integration of Knowledge and Ideas** (15 min)

Students work visually to compare and contrast two versions of a text (a text plus an audio or video recording, or a text plus another text it inspired).



READING

12

**Solo** (25 min)

Students have time for independent reading. Let them know that this activity is not optional.



INDIVIDUAL

The teacher selects from the range of activities to guide students to work on needed skills: fluency, grammar, revising an existing piece of writing, create a new piece of writing, practice close reading and discussion, or work visually with complex texts.

Lesson at a Glance Compilation

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## Sub-unit 4

## Lesson 1: Preparing for the Socratic Seminar

ACTIVITY

## Vocabulary Activities



1

**2** **Introduce the Socratic Seminar** (4 min)  
Students discuss the concept of the Socratic seminar.



3

**3** **Discuss: Establishing Seminar Protocol** (7 min)  
Students work collaboratively to create a list of seminar rules and procedures.



4

**4** **Discuss: Guidelines for Seminar Questions** (5 min)  
Students consider the difference between open-ended and closed-ended questions, then work in pairs to write an open-ended question.



5

**5** **OPT: Practice the Seminar With an Image** (12 min)  
Students participate in a brief practice seminar to establish familiarity and expectations with the Socratic seminar content and format.



6

**6** **Brainstorm: Prepare Questions for Seminar** (19 min)  
Students collaborate to generate discussion questions about an assigned text.



7

**7** **Discuss: Practice the Seminar** (8 min)  
Students pose questions and respond to others' ideas in a practice seminar.



## 8F: The Space Race Collection

### Lesson at a Glance Compilation

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8

**Wrap-Up: Poll** (2 min)

Students respond to a poll.



GROUP

9

**Exit Ticket** (4 min)

Students review two short texts and decide which evidence and/or sources would be most useful when addressing and answering particular questions during a discussion.



INDIVIDUAL

10

**Solo** (30 min)

Students review the questions for the Socratic seminar and identify sources and evidence that would help them discuss these questions.



INDIVIDUAL

**Speaking and Listening:** Students will review the format and goals of a Socratic seminar, then collaborate to develop discussion guidelines that meet goals and to generate open-ended questions. They will practice by posing questions and responding to others' ideas in a practice seminar.

Lesson at a Glance Compilation

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## Lesson 2: Conducting the Socratic Seminar

ACTIVITY

**Vocabulary Activities****1****2****Prepare for Socratic Seminar** (5 min)

Students prepare for today's seminar discussion by reviewing the rules, procedures, and roles they established in the previous lesson.

**3****Discuss: The Socratic Seminar** (20 min)

Students write questions they would like to ask during the Socratic seminar and then participate in a Socratic seminar.

**4****Review: Reflecting on the Seminar** (8 min)

Students reflect on key issues raised in the seminar and evaluate their use of the rules, procedures, and roles for discussion.

**5****Brainstorm: Generate Research Question** (5 min)

Students work in pairs to generate a research question based on today's seminar.

**6****Select Text: Conduct Research** (12 min)

Students work in pairs to research their student-generated questions.

**7****Wrap-Up: Answer Research Question** (3 min)

Students submit responses to their research questions.



## 8F: The Space Race Collection

### Lesson at a Glance Compilation

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8

#### Exit Ticket (5 min)

Students build on ideas brought up in class discussion or class notes (speaking and listening) in a short written response.



INDIVIDUAL

9

#### Solo (30 min)

Students read and answer questions about a text and an image from The Space Race Collection.



READING

**Speaking and Listening:** Students will use the Socratic method to discuss the Space Race, with an emphasis on their use of the rules, procedures, and roles for discussion.

**Research:** Students will get in pairs and generate an open-ended research question about the Space Race, identify credible Internet sources, and conduct Internet research to answer the question using two sources.

Lesson at a Glance Compilation

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## Lesson 3: Discuss: Internet Research

ACTIVITY

## Vocabulary Activities



1

**2 Present: Independent Research** (5 min)

Students identify a topic from a specific text or image in The Space Race Collection that they would like to research further.



2

**3 Discuss: Evaluate Research Topics** (5 min)

Students answer a question to demonstrate understanding of open-ended vs. focused questions, and how a research question might to be revised to make it more focused.



3

**4 Review: Evaluate Internet Sources** (8 min)

Students evaluate Internet sources to determine credibility.



4

**5 Select Text: Research Internet Sources** (10 min)

Students look for credible, unbiased Internet sources to help them answer their self-selected questions by considering the credibility, target audience, and purpose.



5

**6 Write: Answer Your Question with Relevant Content** (10 min)

Students use the relevant Internet sources they selected and analyzed to examine and convey an answer to the research question they generated.



6

**7 Share: Writing** (5 min)

Students share their writing.

7

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## 8F: The Space Race Collection

### Lesson at a Glance Compilation

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8

**Exit Ticket: Refocusing a Question** (3 min)

Students explain how and why they refocused, or chose not to refocus, their inquiry during the research process.



INDIVIDUAL

9

**Solo** (30 min)

Students compare and contrast two texts from The Space Race Collection and answer questions to check their understanding of the two texts.



INDIVIDUAL

**Research:** Students will generate a research question about the Space Race, identify credible Internet sources, and conduct Internet research to find the answer.

**Writing:** Students will use evidence from multiple credible sources and framed quotes to describe key information about their research topic.

Lesson at a Glance Compilation

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## Lesson 4: Flex Day 4

ACTIVITY

**Vocabulary Activities**

1

**Grammar Practice**

Direct students to the grammar lesson in the Grammar Unit that will provide practice with a needed grammar skill or teach a grammar lesson from *Mastering Conventions*.



2

**Fluency: Rate** (10 min)

Students read one passage 3 times and track their rate and accuracy with a partner to improve fluency.



3

**Fluency: Expression** (10 min)

Students focus on the punctuation in a passage and assess their phrasing and expression with a partner to improve fluency.



4

**Revision Assignment** (15 min)

Students return to an earlier response to text to practice the skill of Focus, Use of Evidence, or Organize and Refine.



5

**Close Reading and Discussion** (20 min)

Students read to stake a claim based on evidence, then collaborate to refine their claim.



6

**Write: Analyze One Text** (15 min)

Students create a new piece of writing analyzing one text.

7

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## 8F: The Space Race Collection

### Lesson at a Glance Compilation

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8

**Write: Connect Two Texts** (15 min)

Students create a new piece of writing connecting two texts.



WRITING

9

**Work Visually: Key Ideas and Details** (15 min)

Students work visually to understand a passage's central idea and supporting details or to connect two moments in a text.



READING

10

**Work Visually: Craft and Structure** (15 min)

Students work visually to paraphrase a passage or to analyze an author's word choices in a passage.



READING

11

**Work Visually: Integration of Knowledge and Ideas** (15 min)

Students work visually to compare and contrast two versions of a text (a text plus an audio or video recording, or a text plus another text it inspired).



READING

12

**Solo** (25 min)

Students have time for independent reading. Let them know that this activity is not optional.



INDIVIDUAL

The teacher selects from the range of activities to guide students to work on needed skills: fluency, grammar, revising an existing piece of writing, create a new piece of writing, practice close reading and discussion, or work visually with complex texts.

Lesson at a Glance Compilation

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## Sub-unit 5

## Lesson 1: Gathering Evidence

ACTIVITY

## Vocabulary Activities



1

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**2 Present: Research Project Options and Calendar** (7 min)  
Students are introduced to the research project and its options.



2

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**3 Select: Research Option** (3 min)  
Students select a research option.



3

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**4 Work Visually: Conduct Your Research** (30 min)  
Students research both the Collection and the Internet for information about their selected topics.



4

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**5 Wrap-Up: Status Questions** (5 min)  
Students prepare to write in the next lesson.



5

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**6 Solo** (15 min)  
Students continue to research their topics.



6

**Research:** Students will select their essay research topic from two options (argumentative or informative), and then identify credible sources and collect relevant information from those sources.

# 8F: The Space Race Collection

## Lesson at a Glance Compilation

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### Lesson 2: Making a Claim and Writing a Body Paragraph

ACTIVITY

#### Vocabulary Activities



1

2

#### OPT: Review Research Options and Calendar (5 min)

Students review the research project options and the work they will do on the essay in this lesson.



3

#### Select Text: Evidence and Transitions (5 min)

Students look at body paragraphs in a sample essay to find sentences in which the writer describes and explains evidence and makes transitions between paragraphs.



4

#### Share: Reviewing Evidence and Transitions (10 min)

Students share sentences they identified as describing or explaining a piece of textual evidence and making a transition between paragraphs.



5

#### Write: Body Paragraphs (20 min)

Students write a claim and begin their body paragraphs for their essays.



6

#### Share: Writing (5 min)

Students share their writing.



7

#### Solo (20 min)

Students add more to their body paragraph(s) for their essay.



## Lesson at a Glance Compilation

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**Skill Practice:** Students will analyze a sample essay and identify where the writer describes and explains evidence and makes transitions between paragraphs.

**Writing:** Students will write a claim statement about their research topic and draft a body paragraph that uses textual evidence to support their claim.

# 8F: The Space Race Collection

## Lesson at a Glance Compilation

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### Lesson 3: Writing a Body Paragraph and an Introduction

ACTIVITY

#### Vocabulary Activities



1

2

#### OPT: Review Research Options and Calendar (5 min)

Students review the research project options and the work they will do on the essay in this lesson.



3

#### Self-Assess: Status Update (5 min)

Have students check in about the progress of their essays.



4

#### Write: Finish Body Paragraphs (15 min)

Students should finish writing the 3 body paragraphs for their essays.



5

#### Present: Elements of an Introduction (3 min)

Review the Elements of an Introduction with students.



6

#### Select Text: The Sample Introduction (5 min)

Have students identify the elements of an introduction in the sample essay.



7

#### Write: The Introduction (12 min)

Students write their introductions.



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8

**Wrap-Up: Poll** (5 min)

Students assess their progress.



CLASS

9

**Solo** (20 min)

Students will polish their introductions.



INDIVIDUAL

**Skill Practice:** Students will analyze the introduction to a sample essay and identify the lead, key background information, and claim.

**Writing:** Students will select and describe textual evidence to draft a second body paragraph, and then write an introduction to their essay.

# 8F: The Space Race Collection

## Lesson at a Glance Compilation

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### Lesson 4: Revising and Writing a Conclusion

ACTIVITY

#### Vocabulary Activities



1

2

#### OPT: Review Research Options and Calendar (5 min)

Students review the research project options and the work they will do on the essay in this lesson.



3

#### Revise: Identifying Places to Revise (9 min)

Discuss Spotlights, then students identify places to revise their body paragraphs.



4

#### Revise: Body Paragraphs (8 min)

Students revise the body paragraphs of their essays.



5

#### Present: Elements of a Conclusion (3 min)

Present the Elements of a Conclusion to students.



6

#### Select Text: Elements of a Conclusion (9 min)

Students identify the elements of a conclusion in the sample essay. Then, students discuss the conclusion in relation to the claim statement.



7

#### Write: Conclusion for Essay (13 min)

Students write a few versions of a conclusion for their essays.



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**Share: Conclusion** (3 min)

Students share part of their conclusions with the class.



CLASS

**Revision:** Students will review Spotlight examples of strong Use of Evidence, then revise their body paragraphs to add or describe evidence further to support their claims.

**Writing:** Students will review the Elements of a Conclusion and write a conclusion to their essay.



## 8F: The Space Race Collection

### Lesson at a Glance Compilation

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#### Lesson 5: Finishing and Editing the Essay

ACTIVITY

#### Vocabulary Activities



1

2

#### OPT: Review Research Options and Calendar (5 min)

Students review the research project options and the work they will do on the essay in this lesson.



3

#### Self-Assess: Status Update (3 min)

Have students check in about the progress of their essays.



4

#### Revise: Complete Your Essay (12 min)

Students review the Elements of a Research Essay and complete the writing of the introduction, body paragraphs, and conclusion of their essays.



5

#### Revise: Edit Your Essay (20 min)

Students use the Editing Process to edit their essays.



6

#### Share: Parts of Essay (10 min)

Students give their classmates feedback about a specific place in the writing that made an impact on them.



7

#### Solo (20 min)

Students finish any incomplete parts of their essays.



**Writing:** Students will edit their essays for clarity, cohesion, spelling, and punctuation.

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## Lesson 6: Creating Citations and a Works Cited List

ACTIVITY

## Vocabulary Activities



1

**2** **OPT: Review Research Options and Calendar** (5 min)

Students review the research project options and the work they will do on the essay in this lesson.



2

**3** **Discuss: Spotlights** (5 min)

Spotlight student writing that provides examples of strong leads in introductions and strong restatements of the claims in conclusions.



3

**4** **Revise: Complete In-Text Citations** (10 min)

Students write their in-text citations to show where their evidence comes from.



4

**5** **Write: Create a Works Cited Page** (20 min)

Students create a Works Cited page for sources used in their essays.



5

**6** **Share: Essays** (10 min)

Students have the opportunity to share their essays to celebrate their hard work.



6

**Revision:** Students will revise their essays to include in-text citations for their sources.

**Writing:** Students will create a Works Cited page for their sources.

# 8F: The Space Race Collection

## Lesson at a Glance Compilation

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### Lesson 7: Media Project

ACTIVITY

#### Vocabulary Activities



1

2

#### Present: Sample myHistro Timeline (10 min)

Teacher presents a sample of the myHistro timeline to prepare students for creating their own timelines.



3

#### Work Visually: Media Project (30 min)

Students create an interactive timeline from research conducted in the Space Race Collection.



4

#### Wrap-Up: Assess Timeline (10 min)

Students discuss the components of their multimedia presentations and use a rubric to practice delivering information in clear and compelling ways.



5

#### Solo (20 min)

Students finish any incomplete parts of their timelines.



**Research:** Students will create a multimedia project of an interactive timeline to show key events from their research about the Space Race.

**Speaking & Listening:** Students will discuss the elements of their multimedia presentations with classmates and use a rubric to practice delivering clear and compelling presentations.

Lesson at a Glance Compilation

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Lesson 8: Timeline Presentations

ACTIVITY

Vocabulary Activities



1

2

**Write: Headings for Timeline Items** (8 min)

Students prepare for their timeline presentations by creating headings and explaining the importance of each item on their timeline.



3

**Student Presentations: Timelines** (35 min)

Students present their multimedia projects to the class, demonstrating how components of the timeline represent their ideas.



4

**Wrap-Up: Reflection** (5 min)

Students reflect on their work.



**Speaking and Listening:** Students will present their final media projects to the class and explain how their choices of key events and multimedia elements support their ideas.

## 8F: The Space Race Collection

### Lesson at a Glance Compilation

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#### Assessment

##### Lesson 1: The Space Race Collection Unit Reading Assessment

ACTIVITY

1

##### **Selected Response Questions** (30 min)

Students complete 20 selected response questions to show their proficiency with the skills practiced in this unit.



INDIVIDUAL

2

##### **Constructed Response: Informative** (10 min)

Students complete a constructed response using evidence from a single passage.



INDIVIDUAL

3

##### **Constructed Response: Argumentative** (10 min)

Students complete a constructed response using evidence from two passages.



INDIVIDUAL