

# The Metropolitan Learning Center Interdistrict Magnet School for Global and International Studies

10 DAY ACADEMIC CONTINUITY PLANS FOR SOCIAL STUDIES HIGH SCHOOL Grades 11-12  
Electronic version

## Overview

Students should spend about an hour per day on these assignments. When school is reopened, students should bring in the completed packet and submit it to their social studies teacher for a grade.

### Day 1: Mapping pandemics – 1918

Go to [http://1918.pandemicflu.gov/your\\_state/connecticut.htm](http://1918.pandemicflu.gov/your_state/connecticut.htm)

Read the selection and use the following blog site to post your Cornell notes

<http://crecsocialstudies.blogspot.com/>

### Day 2: Mapping pandemics – 1918

Go to <http://history1900s.about.com/od/1910s/p/spanishflu.htm> and explore the site. Read the selection.

Download the mapping activity pack and complete the assignment.

### Day 3: Read the following articles on pandemics and take Cornell notes

1. The New York Times <http://www.nytimes.com/2006/03/28/science/28flu.html>

2. <http://query.nytimes.com/gst/fullpage.html?res=9A01E6D7133FF932A3575BC0A9609C8B63&scp=5&sq=bird+flu&st=nyt>

3. <http://roomfordebate.blogs.nytimes.com/2009/04/27/swine-flu-a-cause-for-panic/>

Post your Cornell notes on the blog.

**Day 4:** Go to <http://www.abc-7.com/Global/story.asp?S=11174614> and read the article on today's response to H1N1. Post your Cornell notes on the blog.

### Day 5: Read the following articles on pandemics and take Cornell notes

<http://www.nytimes.com/books/first/o/oldstone-viruses.html>

<http://www.eyewitnesstohistory.com/pfplague.htm>

Post your Cornell notes on the blog.

### Day 6 – Journal on the pandemics

Post a journal reflection on what you have learned about pandemics on the blog.

### Day 7: The DBQ – analyze the documents

Go to the following link to a DBQ prompt. Read all of the documents, write a 1-2 sentence summary of each document and post them (numbered 1-14) on the blog.

<http://www.historyteacher.net/EuroProjects/MyDBQs/DBQ-Calamitous%2014c.htm>

### Day 8. DBQ POV and Grouping

Analyze the Point of View in each document and identify it. Then group the documents in at least 3 ways.

1. Analyze the point of view (POV) in each of the 14 documents and post it on the blog using this format:

1	8
---	---

2	9
3	10
4	11
5	12
6	13
7	14

- Group the documents in at least 3 ways (hint – chronology, primary or secondary source, religious or secular source) and post your groupings using this format

1 st grouping	2 <sup>nd</sup> grouping	3 <sup>rd</sup> grouping
Theme or rationale for grouping	Theme or rationale for grouping	Theme or rationale for grouping
Document #s		

- Answer this question on the blog: How does the grouping help you to understand the questions and develop a thesis?
- Post your thesis statement on the blog.

**Day 9: Outline your essay;**

DBQ Essay writing outline- Use the design sheet below to help you organize your essay before you write.

**Day 10: Write and post your DBQ essay**

**For Day 2:**

**Directions:**

- Read through the 1918 Spanish Flu Overview at <http://history1900s.about.com/od/1910s/p/spanishflu.htm>
- Read the list of Geographic locations at the end of the reading.
- Plot the **15** locations on the map provided.

---

City – Label & Plot with a *	State/Country – Label & color in with different colors	Continent – Label & Outline with different colors
------------------------------	--	---

<ol style="list-style-type: none"> <li>1. Boston, USA</li> <li>2. Brest, France</li> <li>3. Freetown, Sierra Leone</li> </ol>	<ol style="list-style-type: none"> <li>1. Kansas</li> <li>2. USA</li> <li>3. France</li> <li>4. Spain</li> <li>5. Russia</li> <li>6. India</li> <li>7. China</li> <li>8. Japan</li> <li>9. Sierra Leone</li> </ol>	<ol style="list-style-type: none"> <li>1. Europe</li> <li>2. Africa</li> <li>3. South America</li> </ol>
---	--	--

For Day 9:

## INTRODUCTION

<i>This is the first paragraph of your essay</i>	<i>This is where you introduce your ideas to the reader. Do not assume that the reader knows what the question is or has any knowledge of plagues, the 14<sup>th</sup> century. Be sure that your first sentence has a 'hook' something to interest the reader and to let the reader know what your essay will be about. Your thesis statement, that is, your answer to the question, "The historian, Barbara Tuchmann wrote in <i>The Distant Mirror: The Calamitous 14c</i> that when the gap between the ideal and the real [in a society] becomes too wide, the system breaks down. Assess the validity of this thesis by analyzing the major political, economic, social, and intellectual forces that contributed to a breakdown of society in the late 14c and early 15c." should also be presented in this paragraph. Finally, you need to give the reader a "preview" of the three main points you will be making to support your thesis.</i>
hook	
thesis	

--	--

<p><b>Three main points</b></p> <p><i>(these should be based upon the insights you developed as a result of analyzing the documents by grouping them)</i></p>	<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>
---	--

**TRANSITION**

<p><b>Transition</b></p> <p><i>(Can be the last sentence of the first paragraph, the first sentence of the second paragraph or both)</i></p>	
--	--

**FIRST BODY PARAGRAPH**

<p>Main idea/theme for this paragraph <i>(should be number one of your three main point above)</i></p>	
--	--

<p>Supporting evidence from the documents (make sure that refer to ALL of the documents pertinent to this group)</p> <p>Circle the document numbers you refer to in this paragraph.</p>	
---	--

<p>1 2 3 4 5 6 7 8 9 10 11 12 13 14</p>	
---	--

<p>Your thoughts on how the evidence cited above supports your thesis. Use additional historical information to support your argument in addition to evidence from the documents.</p>	
---	--

**TRANSITION**

<p><b>Transition</b> <i>(Can be the last sentence of preceding paragraph, the first sentence of the following paragraph or both)</i></p>	
--	--

**SECOND BODY PARAGRAPH**

Main idea/theme for this paragraph (*should be number two of your three main point above*)

Supporting evidence from the documents (make sure that refer to ALL of the documents pertinent to this group)

Circle the document numbers you refer to in this paragraph.

1 2 3

4 5 6

7 8 9

10 11 12

13 14

Your thoughts on how the evidence cited above supports your thesis. Use additional historical information to support your argument in addition

to evidence from the documents.	
---------------------------------	--

**TRANSITION**

<p><b>Transition</b></p> <p><i>(Can be the last sentence of preceding paragraph, the first sentence of the following paragraph or both)</i></p>	
---	--

**THIRD BODY PARAGRAPH**

<p>Main idea/theme for this paragraph <i>(should be number three of your three main point above)</i></p>	
--	--

<p>Supporting evidence from the documents (make sure that refer to ALL of the documents pertinent to this group)</p> <p>Circle the document numbers you refer to in this paragraph.</p> <p><b>1 2 3</b></p> <p><b>4 5 6</b></p> <p><b>7 8 9</b></p> <p><b>10 11 12</b></p> <p><b>13 14</b></p>	
--	--

<p>Your thoughts on how the evidence cited above supports your thesis. Use additional historical information to support your argument in addition to evidence from the documents.</p>	
<b>TRANSITION</b>	
<p><b>Transition</b></p> <p><i>(Can be the last sentence of preceding paragraph, the first sentence of the following paragraph or both)</i></p>	
<b>CONCLUSION</b>	
<p>Summary of your argument and closing thoughts . Here is where you mention additional types of evidence or documents that would support your thesis.</p>	

**Make sure that you have used evidence from all of the documents appropriately to support your argument.**

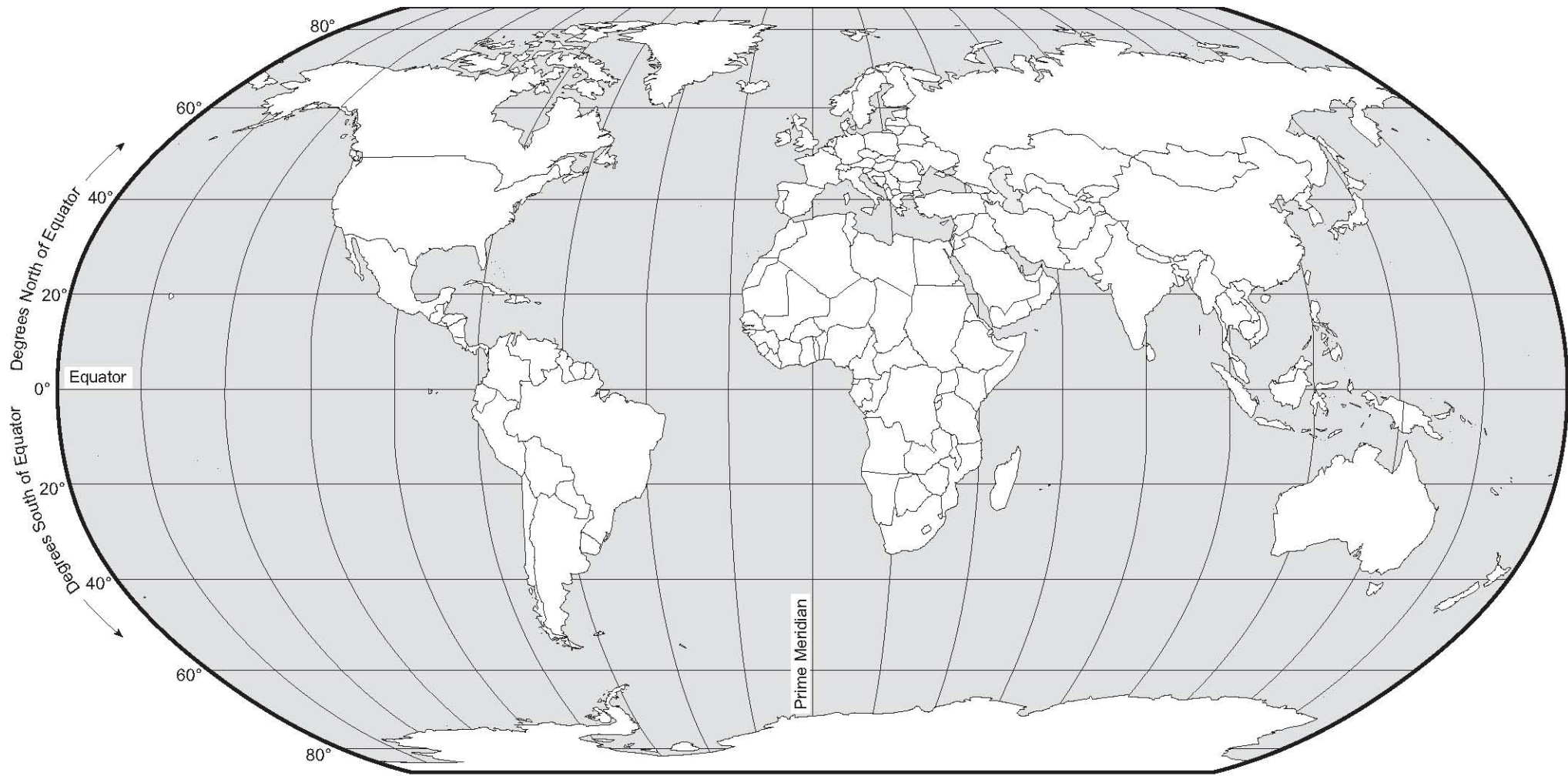
## DBQ Essay Rubric

BASIC CORE	Points	EXPANDED CORE	Points
Has acceptable thesis.	<b>1</b>	Expands beyond basic core of 1-7 points. A student must earn <b>7</b> points in the basic core area before earning points in the expanded core area	<b>0-2</b>
Addresses all of the documents and demonstrates understanding of all or all but one.	<b>1</b>	Examples: <ul style="list-style-type: none"> <li>• Has a clear, analytical, and comprehensive thesis.</li> <li>• Uses documents persuasively as evidence.</li> <li>• Shows careful and insightful analysis of the documents.</li> <li>• Analyzes point of view in most or all documents.</li> <li>• Analyzes the documents in additional ways—groupings, comparisons, syntheses.</li> <li>• Brings in relevant “outside” historical content.</li> <li>• Explains why additional types of documents or sources are needed.</li> </ul>	
Supports the thesis with appropriate evidence from all (or all but ONE) of the documents  (Supports the thesis with appropriate evidence from all but TWO of the documents)	<b>2</b>  (1)		
Analyzes point of view in three more of the documents.	<b>1</b>		
Analyzes documents by grouping them in two or three ways, depending on the question.	<b>1</b>		
Identifies and explains the need for one type of appropriate additional document or source	<b>1</b>		
<b>Total</b>	<b>7</b>		
<b>9</b>			

This paper has earned the following score:

Score		Grade		
Advanced/ Exemplary	8-9	9	100	A+
Goal	7	8.5	98	A+
Proficient	5-6	8	97	A
Basic	3-4	7.5	95	A
Below Basic	1-2	7	93	A-
Comments:		6.5	90	A-
		6	87	B+
		5.5	85	B
		5	83	B-
		4.5	80	B-
		4	75	C+
		3.5	70	C
		3	68	D+
	2	65	D	
	1	60	D-	





Locations impacted by the Spanish Flu of 1918

**For Days 8-10:**

## **CAPT INTERDISCIPLINARY WRITING**

**Is the U.S. government prepared for a swine flu outbreak?**

### **Overview**

The purpose of this Interdisciplinary Writing test is to determine how well you can write to persuade others to think as you do about an issue. In this test, you will read three short articles about an important issue and write a first draft of a persuasive letter. You must support your position with information from *each* of the source materials. Your response will be read and scored by trained readers.

### **About This Test**

In this Interdisciplinary Writing test, you will think about and take a position on an important issue: **whether or not the U.S. government is prepared for a swine flu outbreak**. While you are working on this test, you will use skills and knowledge you learned in your language arts, mathematics, science, social studies, the arts and other classes.

### **The Issue**

Many have argued that the U.S. government is very prepared for an outbreak and has sufficient vaccine and a strong team of scientists working to solve any potential problems. Others say that the government is not prepared for a widespread outbreak and needs to spend more time and money staffing hospitals, and providing vaccinations.

### **Your Task**

**You will: 1) read a few short articles about the swine flu, 2) take a position on the issue, and 3) write a persuasive letter to President Barack Obama.** In your letter you must argue that the U.S. is prepared or unprepared for a swine flu outbreak. Your letter must include information from *each* of the source materials.

Below are the steps you will follow:

**1. Read the source materials (three articles above).**

Before taking a position on the issue, it is important you read all the source materials related to whether or not the U.S. government is prepared. As you read the source materials, you may underline information, highlight or write notes on the articles themselves.

**2. Prepare to write your letter.**

You have been given two organizers which you may find useful as you consider the various arguments for and against the act. You may use the organizer that best suits your position. **You are not required to complete these pages, and they will not be scored.**

**3. Write your letter on a separate sheet of paper.**

Write a letter to President Obama on whether or not the U.S. government is prepared for a swine flu outbreak.

## Your Score

Your score will be based on the following criteria:

1. **Position**—Did you take a clear position on the issue?
2. **Comprehensiveness**—Did you use information from *each* of the three sources that are provided?
3. **Support**—Did you support your position with accurate and relevant information from the source material?
4. **Organization**—Did you organize your ideas in a logical and effective manner so that your audience will understand and follow your thinking?
5. **Clarity and Fluency**—Did you express your ideas clearly and fluently using your own words?

## Organizing Your Time

You will have 65 minutes to complete this test. The following schedule is suggested:

30 minutes for reading the source material and planning your letter; and

35 minutes for writing and editing your letter.

**You may re-read or refer to the source materials at any time during the test. You may also highlight or make notes on the sources if this is helpful to you.**

Know your purpose for writing and remember to:

READ, THINK, PLAN, WRITE

9<sup>th</sup>, 10<sup>th</sup> Grade Design Sheet

Opening Device: Dear \_\_\_\_\_

I. Introductory Paragraph:

A. Opening Statement (The Hook): 1-2 SENTENCES

(Catch the reader's attention with a challenging thought, statistic, or concept. Be sure that it is connected to the rest of the introductory paragraph. No Questions)

B. Thesis Statement: 1-2 SENTENCES

(The main point of the paper) – Eliminate the words “In this paper I will/I think/I believe show/argue/demonstrate” from your final thesis. Avoid the ‘first person.’

C. Preview: 3 SENTENCES

(The 3 main ideas that will be covered in your body paragraphs.) They will appear in the body paragraphs in the same order they appear here.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

D. Declarative statement that summarizes your **entire** position.

II. 1st Body Paragraph

A. Topic Sentence (This sentence should be **clearly connected to the main idea/thesis** and the 1<sup>st</sup> of your preview topics from your introduction paragraph.)

B. Sentences to 'set up' your supporting evidence:

C. Direct **Evidence (statistics, description, facts, quotes, etc.)** to support your topic sentence and Discussion of the **evidence**.

Source 1:          
---

Direct Evidence:

D. Discussion of the Evidence: (remember to connect it to your paragraph topic and thesis)

E. Sentence to 'set up' your second piece of evidence:

Source 2:          
---

Direct Evidence:

Discussion of the Quote: (remember to connect it to your topic in this paragraph and thesis)

E. Clincher/Transition (1-2 Sentences) (Closing sentence(s) which clearly connect(s) the topic of **this** paragraph and the topic of the **next** paragraph.)

III. 2<sup>nd</sup> Body Paragraph

A. Topic Sentence (This sentence should be **clearly connected to the main idea/thesis** and the 2<sup>nd</sup> of your preview topics from your introduction paragraph.)

B. Sentences to 'set up' your supporting evidence:

C. Direct **Evidence (statistics, description, facts, quotes, etc.)** to support your topic sentence and Discussion of the **evidence**.

Source 1:
-----------

Direct Evidence:

D. Discussion of the Evidence: (remember to connect it to your paragraph topic and thesis)

E. Sentence to 'set up' your second piece of evidence:

Source 2:
-----------

Direct Evidence:

Discussion of the Quote: (remember to connect it to your topic in this paragraph and thesis)

E. Clincher/Transition (1-2 Sentences) (Closing sentence(s) which clearly connect(s) the topic of **this** paragraph and the topic of the **next** paragraph.)

IV. 3<sup>rd</sup> Body Paragraph

A. Topic Sentence (This sentence should be **clearly connected to the main idea/thesis** and the 3<sup>rd</sup> of your preview topics from your introduction paragraph.)

B. Sentences to 'set up' your supporting evidence:

C. Direct **Evidence (statistics, description, facts, quotes, etc.)** to support your topic sentence and Discussion of the **evidence**.

Source 1:	Direct Evidence:
-----------	------------------

D. Discussion of the Evidence: (remember to connect it to your paragraph topic and thesis)

E. Sentence to 'set up' your second piece of evidence:

Source 2:	Direct Evidence:
-----------	------------------

Discussion of the Quote: (remember to connect it to your topic in this paragraph and thesis)

E. Clincher (1-2 Sentences) (Closing sentence(s) which clearly connect(s) the topic of **this** paragraph with your thesis statement.)

A. Conclusion (Avoid saying "In conclusion...")

B. Refocus the thesis (Review the main ideas of the body of the paper.)

C. Analysis of your findings. (What is the meaning of your findings? Make a final comment to convince the audience.)

D. Provide closure (Provide the reader with a clear final position and make a call to action.)

# CAPT Persuasive Essay Rubric

Name:

## **Introductory Paragraph ( \_\_\_/6)**

- Opening Device
- Opening statement/hook
- Thesis Statement
- Preview three reasons
- Declarative statement
- Overall clarity

## **1<sup>st</sup> Body Paragraph ( \_\_\_/6)**

- Topic Sentence
- Introduce supporting evidence
- Direct evidence/quotes from source material (2 per paragraph)
- Discussion of each piece of evidence/connection to the topic sentence and thesis
- Clincher/transition sentence
- Overall argument clarity

## **2<sup>nd</sup> Body Paragraph ( \_\_\_/6)**

- Topic Sentence
- Introduce supporting evidence
- Direct evidence/quotes from source material (2 per paragraph)
- Discussion of each piece of evidence/connection to the topic sentence and thesis
- Clincher/transition sentence
- Overall argument clarity

## **3<sup>rd</sup> Body Paragraph ( \_\_\_/6)**

- Topic Sentence
- Introduce supporting evidence
- Direct evidence/quotes from source material (2 per paragraph)
- Discussion of each piece of evidence/connection to the topic sentence and thesis
- Clincher/transition sentence
- Overall argument clarity

## **Conclusion Paragraph ( \_\_\_/6)**

- Refocus thesis statement
- Revisit three main reasons
- Analyze and provide meaning to your findings
- Call the reader to action
- Provide closure
- Overall clarity

Total Points	= ( ___/30)
CAPT Score	= ( ___/6)
Essay Grade	= ( ___/100) = ___% = ___