

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

10 DAY ACADEMIC CONTINUITY PLANS FOR SOCIAL STUDIES HIGH SCHOOL Grades 9-10
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

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: Write a 1 page journal entry on what you have learned about the 1918 and the current flu pandemics. Do you think all of the publicity and precautions are important or have they created a bigger panic than necessary? Post it on the blog.

Day 6: Given the history of the 1918 Spanish Flu pandemic, has the publicity and the precautions for the current H1N1 virus created an unnecessary panic or have they been prudent and necessary? Create a chart like the one here to list the arguments.

The precautions have been important because....	The publicity and precautions have created panic because...
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Post your list of arguments on the blog.

Day 7: CAPT prompt design sheet

Read the following three sources. Highlight the arguments and take notes. You will use these three sources to write a persuasive letter on U.S. preparedness for H1N1.

1. <http://www.reuters.com/article/domesticNews/idUSTRE58K48520090921>
2. <http://firstread.msnbc.msn.com/archive/2009/09/01/2049346.aspx>
3. http://www.whitehouse.gov/the_press_office/President-Announces-Plan-to-Expand-Fight-Against-Global-H1N1-Pandemic/

Day 8. CAPT Design Sheet

Use the attached design sheet to plan your CAPT essay (prompt below)

Day 9: Write your first draft of your essay. Have a parent or guardian or friend review it using the attached rubric.

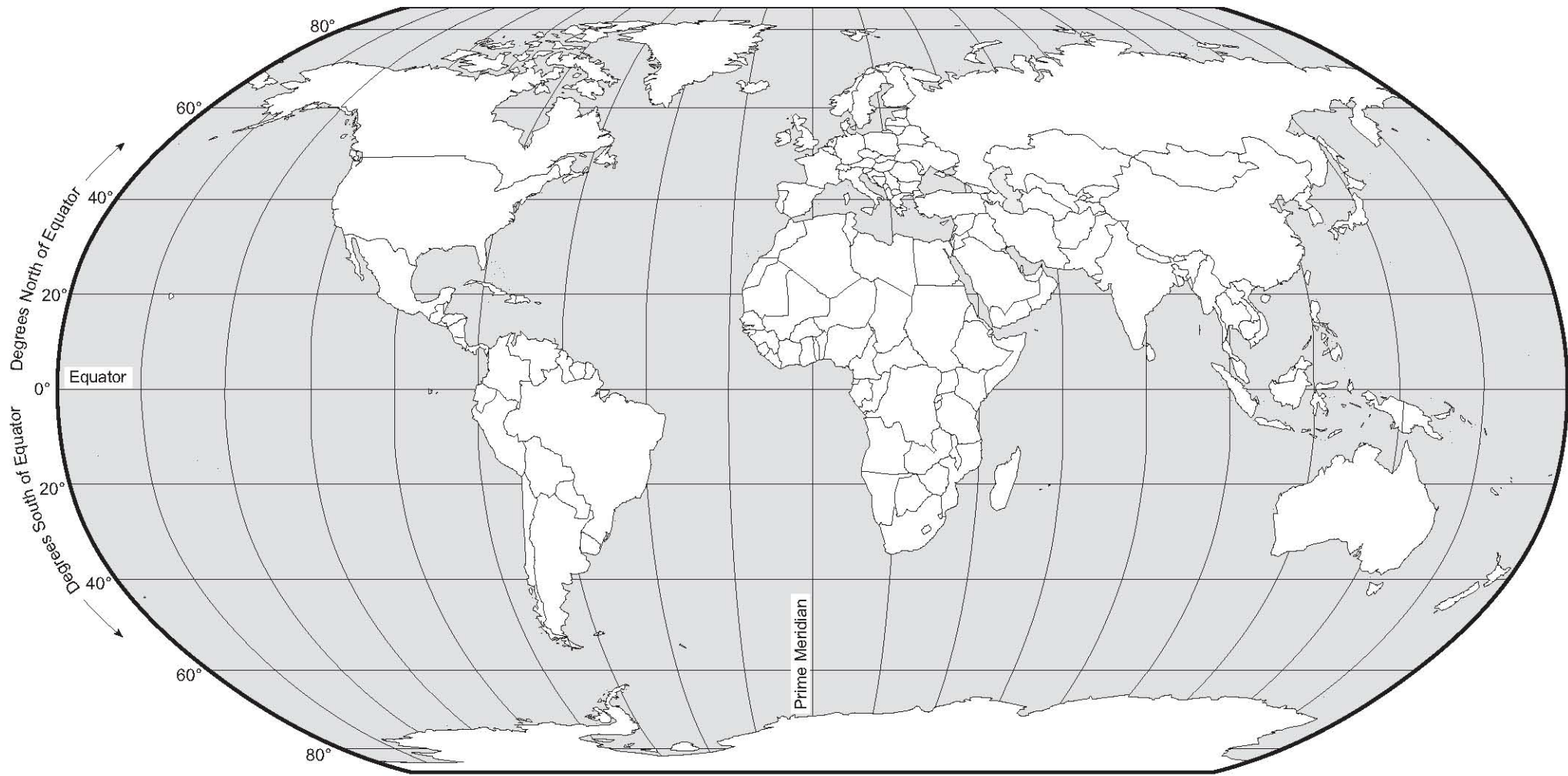
Day 10: Write your final draft.

For Day 2:

Directions:

1. Read through the 1918 Spanish Flu Overview at <http://history1900s.about.com/od/1910s/p/spanishflu.htm>
 2. Read the list of Geographic locations at the end of the reading.
 3. Plot the **15** locations on the map provided.
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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">1. Boston, USA2. Brest, France3. Freetown, Sierra Leone	<ol style="list-style-type: none">1. Kansas2. USA3. France4. Spain5. Russia6. India7. China8. Japan9. Sierra Leone	<ol style="list-style-type: none">1. Europe2. Africa3. South America



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

9th, 10th 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 1st 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:
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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:
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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. 2nd Body Paragraph

A. Topic Sentence (This sentence should be **clearly connected to the main idea/thesis** and the 2nd 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. 3rd Body Paragraph

A. Topic Sentence (This sentence should be **clearly connected to the main idea/thesis** and the 3rd 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

1st 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

2nd 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

3rd 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) = ___% = ___