

The Metropolitan Learning Center

Interdistrict Magnet School for Global and International Studies

10 DAY ACADEMIC CONTINUITY PLANS FOR SOCIAL STUDIES MIDDLE SCHOOL
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: Background reading on pandemics with Cornell notes

Click on the links to view the following pictures and then answer the questions below in the blog.

- A. [woman connected to a respiration device](#)
- B. [three children gargling](#)
- C. [miner gargling](#) in front of a "Gargle, Don't Catch Flu" sign
- D. [Wearing the Gauze photo and poem](#)

Answer these questions on the blog:

1. Who is in the picture?
2. What clues help us determine some background information about the people in the picture?
3. (What do they do? Where do they live?)
4. When and where was this picture taken?
5. What clues lead you to a certain time period and location?
6. What types of actions are taking place?
7. Why are the people doing these specific activities?
8. What preventative techniques have Americans today been advised to follow to prevent the spread of the flu? How do they compare with the measures encouraged in 1918?

<http://www.usd116.org/ProfDev/AHTC/lessons/jwh05/JWHlesson.htm>

Reading about the current pandemic with Cornell notes

Go to: Source: The New York Times <http://www.nytimes.com/2006/03/28/science/28flu.html> and read the article. 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: CMT prompt design sheet

Write a letter to Governor Rell in which you argue whether the publicity and precautions taken for H1N1 flu has been proper or whether it has created unnecessary panic. Be sure to support your argument. Complete the design sheet (attached) for this prompt.

Day 8– CMT Prompt

Using your design sheet, write your first draft of your letter to Governor Rell. Post it on the blog. Read and comment on at least one other person’s letter.

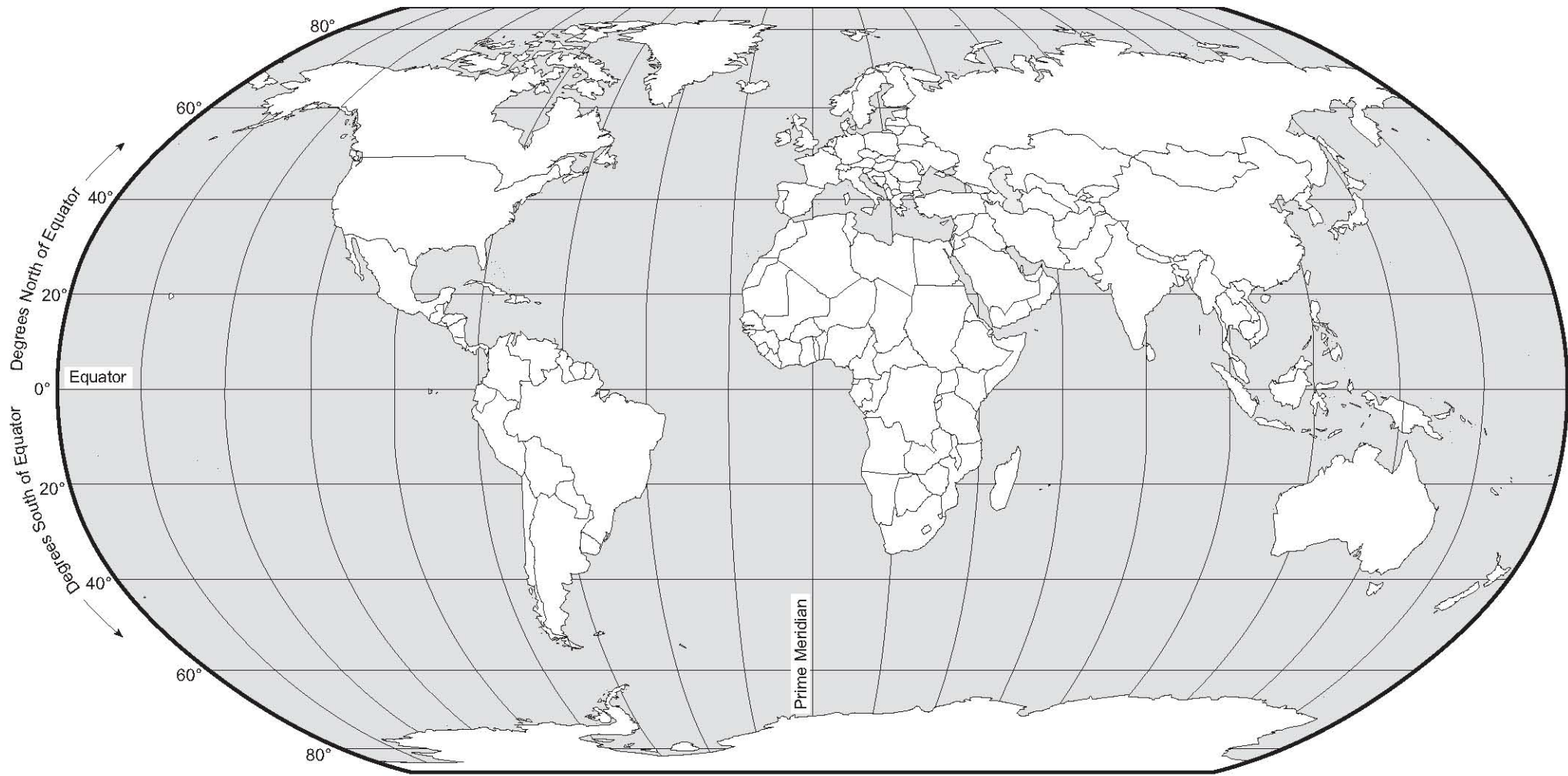
Day 9 – 10: Revise your essay. Take the suggestions provided by your teacher or classmate and revise your letter. Post your final revision on the blog.

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.

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



Locations impacted by the Spanish Flu of 1918

Title: Letter to Governor Rell on H1N1 Precautions

<p>I. Introductory Paragraph:</p> <p>A. Opening Statement: 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.)</p>
<p>B. Thesis Statement: 1-2 SENTENCES (The main point of the paper) – Eliminate the words “In this paper I will show/argue/demonstrate” from your final thesis. <i>Here is where you present your argument on whether you think the H1N1 precautions have been good or have created a panic.</i></p>
<p>C. Preview: 3 SENTENCES (The 3 main ideas that will be focused on in your body). They will appear in the body paragraphs in the same order they appear here. These are the 3 reasons why you either believe the H1N1 precautions have been good or why they have contributed to a panic.</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p>

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. Supporting Detail (Evidence which provides supporting detail for the topic sentence and helps you to argue the main idea/thesis of the overall paper. Evidence consists of Concrete Details. Create a list of concrete details.)

C. Commentary (Your interpretation of the details. This is your opportunity to explain how the details support your argument.)

D. Clincher/Transition sentence (Closing sentence which is clearly connected to the topic sentence 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. Supporting Detail (Evidence which provides supporting detail for the topic sentence and helps you to argue the main idea/thesis of the overall paper. Evidence consists of Concrete Details. Create a list of concrete details.)

C. Commentary (Your interpretation of the details. This is your opportunity to explain how the details support your argument.)

D. Clincher/Transition sentence (Closing sentence which is clearly connected to the topic sentence 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. Supporting Detail (Evidence which provides supporting detail for the topic sentence and helps you to argue the main idea/thesis of the overall paper. Evidence consists of Concrete Details. Create a list of concrete details.)

C. Commentary (Your interpretation of the details. This is your opportunity to explain how the details support your argument.)

D. Clincher/Transition sentence (Closing sentence which is clearly connected to the topic sentence and the topic of the next paragraph.)

V. Conclusion

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

B. Analysis of your findings. (Explore how your findings could be interpreted by others. What is the meaning of your findings?)

C. Provide closure (Revisit your introduction and provide the reader with a clear position.)

Persuasive Essay Rubric

Introductory Paragraph (___/5 pts):

- *Get the Audience's Attention:* Write to whom you are speaking. (i.e. Dear Governor Rowland)
- *Use a Hook:* Write one really interesting fact, question or comment to get the reader's interest.
- *State your Main Idea:* State your opinion about what you would like done
- *Preview your main points/reasons:* Let the audience know the three points that you will write about.

First Body Paragraph (___/9 pts):

- *Create a Topic Sentence:* Introduce your audience to the strongest point/reason of your essay.
- *Develop the first example:* In your own words, explain why this is important.
- *Provide support by using 3 details:* Use your own thoughts and knowledge to explain your position.
- *Tie it up:* Write a "clincher sentence" that summarizes your first point.

Second Body Paragraph (___/9 pts):

- *Create a Topic Sentence:* Introduce your audience to the next point/reason of your essay.
- *Develop the first example:* In your own words, explain why this is important.
- *Provide support by using 3 detailst:* Use your own thoughts and knowledge to explain your position.
- *Tie it up:* Write a "clincher sentence" that summarizes your first point.

Third Body Paragraph (___/9 pts):

- *Create a Topic Sentence:* Introduce your audience to the last point/reason of your essay.
- *Develop the first example:* In your own words, explain why this is important.
- *Provide support by using 3 details:* Use your own thoughts and knowledge to explain your position.

Tie it up: Write a "clincher sentence" that summarizes your first point.

Conclusion Paragraph (___/4 pts):

- *Restate your main idea and your supporting reasons/points.*
- *Tell the reader what you want him/her to do.*

Points for organization and content ____/36

Points for grammar and mechanics ____/12

Total points earned for the paper ____/48

CMT Equivalent Score _____

This paper demonstrates writing at the:

____ Exemplary level (6)

____ Goal level (5)

____ Proficient level (4)

____ Basic (2-3)

____ Below Basic (0-1)

