

### **Electronic Lessons for English 1 - 4**

The lessons contained in this resource lead students through writing and reading, as well as inquiry and developing key literacy skills, using multiple texts and multimedia resources.

**Teacher Note:** These lessons are appropriate for any course level from English 1 through English 4 because they focus on *skills* and *standards*. Teachers may select the tasks in any order. Because the texts used are suggested texts, teachers can exchange them to allow for differentiation and student needs. To maintain the connection to the task, replacement texts should align with the prescribed topic to eliminate the need to revise the task directions. Tasks progressively build upon the prior lesson; however, individual use is acceptable as well. Student friendly language in the lessons allows for direct distribution to students.

#### **Standards Addressed:**

##### **Reading Informational Text**

Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence and investigating multiple interpretations.

Standard 11: Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing.

##### **Writing**

Standard 1: Write arguments to support claims with clear reasons and relevant evidence.

Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Standard 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

Standard 4: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

#### **Skills Addressed:**

Analyzing  
Arguing  
Drawing Conclusions  
Explaining  
Identifying  
Inferring  
Interpreting  
Investigating  
Organizing  
Summarizing  
Synthesizing

**Lesson Series Focus – Text Analysis:**

These lessons engage students in reading an informational text, annotating and analyzing the text, and writing persuasively in response to the text.

**Text Analysis - My Thoughts**

Write two paragraphs on the topic of Science. The first paragraph should be your opinion about allowing scientists to develop any type of experiment and why. The second paragraph should be what someone who opposes your position may think, and why you believe his or her position is weaker.

**Text Analysis - Interrogation of a Text**

While reading the article, [Science: For Good Or Evil?](#) by Marcelo Gleiser, take notes to record your thinking. Then draw a [T-Chart](#) to use for recording your evidence from analyzing the text or you may use an electronic version at this link: [T-Chart](#) Determine the “claim” the writer makes and write it on the top line of the [T-Chart](#). Then find support from the text that explains why this is the author’s claim, and write it in the left column. Next, identify evidence in the text that may oppose the claim, and write it in the right column. Lastly, record your answers to the following questions on the bottom of the page or in the box on the electronic [T-Chart](#): What questions does the opposing evidence cause you to have about the author’s claim? What questions do you need to ask to consider the credibility of the author’s claim? What more might you need to consider on this topic to make an informed claim of your own?

Gleiser, M. (2013, October 2). Science: For Good Or Evil? Retrieved March 17, 2020, from NPR.org website:  
<https://www.npr.org/sections/13.7/2013/10/01/228141554/science-for-good-or-evil>

**Text Analysis - What is the Issue?**

Using the article [Science: For Good Or Evil?](#) by Marcelo Gleiser, answer the following question: *Should there be restrictions for scientific research? Am I responsible for the good of society?* Develop your answer into a claim that describes your position. Support your position with evidence from the text. Your goal is to persuade your reader to agree with your point of view. Determine what the best evidence to support your claim. Because persuasive writing is more personal, more passionate, more emotional than argumentative writing, you may use personal evidence to support your claim. However, you must also use evidence from the text. You may address the opposition to your claim to strengthen your position. Consider using historical examples to support your position. Some examples to consider include the Nazi medical testing of Holocaust prisoners, Japan's Unit 731 atrocity that conducted biological warfare and medical testing on civilians, or the 1956-57 United States Army biological warfare experiments on the cities of Savannah, Georgia and Avon Park, Florida where millions of infected mosquitos were released into the two cities in order to see if the insects could spread yellow fever and dengue fever.

Gleiser, M. (2013, October 2). Science: For Good Or Evil? Retrieved March 17, 2020, from NPR.org website:  
<https://www.npr.org/sections/13.7/2013/10/01/228141554/science-for-good-or-evil>

### **Lesson Series Focus: Infographic Analysis**

These lessons engage students in working with two different infographic that they will analyze. Students will create an infographic based on a poem they will author.

#### **Infographic Analysis - Picture of Thought**

Take time to read the [infographic](#). List your observations from the image on a sheet of paper. Find one or two points of information that you find interesting and write about them, explaining your thoughts. Then write a paragraph in which you reflect on the overall effectiveness of the infographic. Was it effective in conveying the overarching message? Why or Why not? Things to consider in your writing could be how the piece connects with the reader, using a voice of authority, or how it is organized, or how it appears credible. Pay attention to word choice and details. Use proper grammar in your writing.

(2020). Retrieved March 17, 2020, from Westsidenewsny.com website: <http://www.westsidenewsny.com/wp-content/uploads/2020/03/covid-infographic.jpg>

#### **Infographic Analysis - What isn't being said?**

Infographics are created to show select information to support an idea or to omit information the author feels is unnecessary or may want to conceal from the reader. With this in mind, analyze this [infographic](#) about a nutrition product. Then answer the following: *What does the infographic say?* and *What does the infographic not say?* Record your answers on a T-Chart with the left column being what the infographic says and the right column being what the infographic does not say. You may record answers using bullets or sentences. When analyzing the infographic, notice how the information is presented and how it uses text, graphics, and page design to convey a message.

(2017). Retrieved March 17, 2020, from Businesswire.com website: [https://mms.businesswire.com/media/20170405005481/en/579407/5/Herbalife\\_APAC\\_Balanced\\_Nutrition\\_survey\\_Infographics\\_Final.jpg?download=1](https://mms.businesswire.com/media/20170405005481/en/579407/5/Herbalife_APAC_Balanced_Nutrition_survey_Infographics_Final.jpg?download=1)

#### **Infographic Analysis - Where I'm From**

Read the poem "[Where I'm From](#)" by Ella Lyon. Then begin making lists in a similar manner that convey where you are from. From the list, compose your poem based on yourself that follows the model from Lyon. Once you have written your personal poem, create a digital representation of that poem. You may design your own infographic, video, or slideshow. Use images that will convey the words of your poem. This to consider will be the clarity of your image selections, the placement of paper or electronic images, and the ideas the selected images portray to your audience. If you do not have access to digital tools to create an electronic source, you may use magazines to create a collage or you may create illustrations by hand to convey your images from your poem.

George Ella Lyon. (n.d.). *Where I'm From*. Retrieved from [http://www.smithsonianeducation.org/educators/professional\\_development/workshops/writing/george\\_ella\\_lyon.pdf](http://www.smithsonianeducation.org/educators/professional_development/workshops/writing/george_ella_lyon.pdf)

### **Lesson Series Focus: Letter Writing**

These lessons engage students in writing letters to the Governor of South Carolina and the President of the United States in which they provide evidence supported by research regarding the best decisions for our state and nation in response to the COVID-19 Pandemic.

#### **Letter Writing - Snail Mail - Is it still effective**

Some of today's popular methods of communicating with others is by texting, tweeting, or emailing. In the past, people could telephone someone or write him or her a letter. Despite the tendency to assume letter writing is no longer needed, it is actually a very important skill in the professional world. For this task, write a short paragraph where you talk about the different purposes for letter writing, your experience with letter writing, and your opinion about the necessity of teaching letter writing to students.

#### **Letter Writing - Dear Governor**

As students are spending more time out of school due to the COVID-19 Pandemic, many are wondering what will become of those missed days. Will the school year extend into the summer break months? Will the days be forgiven? Will Saturday school be implemented? Will the school day be extended longer than the normal day? These are questions you should consider as you prepare to write a letter to the Governor of South Carolina with your proposal for how he should handle the missed days from school. Use the [sample letter](#) found on Purdue Writing Lab webpage to guide your formatting. You may type or handwrite your letter. Research the correct way to address the Governor in your salutation (Hint: you do not say "Dear Governor" because he is a dignitary) and begin your letter with the proper greeting based on his status. In the body of your letter, share your ideas. Justify them with evidence you find to prove your idea is credible. Consider researching how other states are handling their school absences to inform your opinion.

Purdue Writing Lab. (2018). Sample Letters // Purdue Writing Lab. Retrieved March 17, 2020, from Purdue Writing Lab website: [https://owl.purdue.edu/owl/subject\\_specific\\_writing/professional\\_technical\\_writing/basic\\_business\\_letters/sample\\_letters.html](https://owl.purdue.edu/owl/subject_specific_writing/professional_technical_writing/basic_business_letters/sample_letters.html)

#### **Letter Writing - Mr. President**

One of the most well-known Pandemics in human history is the Black Plague, which resulted in about 60% of the population dying. To avoid repeating history with the COVID-19 Pandemic, The President of the US is working with many officials and experts trying to devise plans to protect people. Many people believe the President is making good decisions in this crisis while others believe he should be doing more. Your task is to write a letter to the President advising him of the proper actions to take to protect Americans. As with the letter to the Governor, use the [sample letter](#) found on Purdue Writing Lab webpage to guide your formatting. You may type or handwrite you letter. Research the correct way to address the President in your salutation (Hint: you do not say "Dear President" because he is a dignitary) and begin your letter with the proper greeting based on his status. In the body of your letter, share your ideas. Justify them with evidence you find from reaching to prove your idea is credible. Consider researching how other states are handling their school absences to inform your opinion.

Purdue Writing Lab. (2018). Sample Letters // Purdue Writing Lab. Retrieved March 17, 2020, from Purdue Writing Lab website: [https://owl.purdue.edu/owl/subject\\_specific\\_writing/professional\\_technical\\_writing/basic\\_business\\_letters/sample\\_letters.html](https://owl.purdue.edu/owl/subject_specific_writing/professional_technical_writing/basic_business_letters/sample_letters.html)

## References

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(2020). Retrieved March 17, 2020, from Westsidenewsny.com website: <http://www.westsidenewsny.com/wp-content/uploads/2020/03/covid->

[infographic.jpg](http://www.westsidenewsny.com/wp-content/uploads/2020/03/covid-infographic.jpg)

Lyda, J. (2020). *High School eLearning English Language Arts Resources for South Carolina School Districts*. South Carolina Department of Education.

Purdue Writing Lab. (2018). Sample Letters // Purdue Writing Lab. Retrieved March 17, 2020, from Purdue Writing Lab website:

[https://owl.purdue.edu/owl/subject\\_specific\\_writing/professional\\_technical\\_writing/basic\\_business\\_letters/sample\\_letters.html](https://owl.purdue.edu/owl/subject_specific_writing/professional_technical_writing/basic_business_letters/sample_letters.html)

Appendix A

Claim:

Supports	Opposes