

American Samoa Technician Education Readiness Pathway Project (TERPP)
STEM Guitar Building
Lesson Plan

Instructor: Lance J. Glodowski **Week:** 4 (Monday, July 31, 2023)

Subject: ELA

P.E.R.S.I.A./Step Up to Writing/Critical Thinking

Description of Activities:

Students will be introduced to a rather large article with the focus on critical thinking, computer use for research on questions needed to be answered, P.E.R.S.I.A. components, and using the *Step Up to Writing* strategy to produce a color-coded paragraph as a draft with the final draft to be submitted only in pen/pencil.

Students will continue on scaffolding what they have learned from the acronym P.E.R.S.I.A. or Political, Economic, Religion, Social Influences, Intellectual Influences, and Area or Geographical Influences to read and understand the story, “How the Ukraine Crisis Developed, and Where It Might Be Headed” by Austin Ramzy (February 24, 2022).

Learning Objectives:

- SWBAT make/refute claims and cite evidence by using PERSIA after learning about connecting Politics, Economics, Religion, Social, Intellectual, Area with their writing.
- Students will be able to connect PERSIA to Step Up to Writing while color-coding topic sentences followed by transitions with a detail or fact and then an explanation with evidence. Finally, students will construct a conclusion to remind the audience of the thesis or claim.
- Students will be able to SWBAT apply oral reading fluency concepts by analyzing grade level passages after repeated miscue analysis readings (If not completed from July 27).

Standards:

READING LITERATURE AND INFORMATIONAL TEXT (range of reading and text complexity)

Standard 1: Students inquire about and comprehend key ideas and details in a variety of texts.

10.1.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly and what the text infers

Sample Performance Indicators: • Quote and explain phrases from a selected text that support a specific point of view

10.1.2 Recognize and explain central ideas or common themes expressed in grade-level texts, support explanations with details, and summarize main ideas

Sample Performance Indicators: • Identify and interpret common themes or central ideas expressed in a variety of works, and explain the central idea or theme in detail, outlining how it developed in each text

WRITING (range of writing)

Standard 4: Students apply their knowledge of text types and purposes.

10.4.1 Design, with guidance, arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence

Sample Performance Indicators:

- Write an introduction paragraph and a conclusion paragraph for a selected text that clearly argues a claim
- Diagram a plan for an argument that includes a claim statement with supporting details, reasons, and evidence; develop one counterclaim with reasons/evidence; and talk and write from the diagram

Materials Required:

- Lined paper, pencils/pens
- Copies of articles
- Highlighters for answers to question prompts
- Crayons for coloring: green, yellow, red
- Grade level reading for miscue analysis

References:

- Website: [No available site this week \(as work is printed for students\), but students may use the Internet in answering questions below.](#)

Learning Activities:

P.E.R.S.I.A. Review: Political, Economic, Religion, Social, Intellectual, Area

Step Up to Writing Review: Green (GO! Write a topic Sentence), Yellow (SLOW DOWN! Use a detail, fact, include a transition), Red (STOP! Explain. Elaborate. Cite evidence. Share Enthusiasm, Green (GO BACK! Remind the audience of the topic/thesis). Today continues a JIGSAW strategy where students will read the entire passage and then only work on a section to CFU of the P.E.R.S.I.A. strategy and critical thinking.

Procedures:

- Begin by reviewing P.E.R.S.I.A. and *Step Up to Writing* color-codes and a review of the work below:

Russian and Ukraine War Q/A

1. Why might Russia, the United States and Europe care so much about the Ukraine? With a partner or in a small group, make as long a list as you can think of. Use the following questions to help with critical thinking:
 - a) Where is Ukraine on a map of Europe?
 - b) What is significant about its position?
 - c) What do you know, or can research, about the history of the relationship between Russia and Ukraine? For example, was Ukraine once part of the Soviet Union? What is the Soviet Union?
 - d) What do you know about the political alliances in Europe right now? For instance, what is NATO, and is Ukraine part of it?
 - e) What do you know about the economic relationships between Russia, Ukraine, and the rest of the world? For instance, what imports/exports does Russia supply?
- Students will read the Ukraine story on their own, first.
 - Then, students will split the story into 2, 3, or 4 depending on class size.
 - Afterwards, students will verbally explain their thinking of the pages they were assigned to while using P.E.R.S.I.A. Each student will have an opportunity to share.
 - Teacher will provide a miscue analysis while students are working on the Ukraine story, if not completed from Thursday, July 27.
 - Students may make comments and add their own thoughts through oral discussions.
 - Teacher will monitor students and assist as needed in the writing.
 - Teacher will check for understanding the last five minutes of each class period.
 - Investigative research (DOK: 4=Extended Thinking/See below)

Additionally,

- Students need to highlight answers from the passage based on the following questions that will lead to discussions (critical thinking) using P.E.R.S.I.A.
 1. The article begins, “After months of troop and tank buildups, of grim warnings of violence and vague assurances of peace, and of efforts of diplomacy in Washington, the halls of the United Nations and the capitals of Europe, Russia’s invasion of Ukraine began early Thursday morning.”—have you been aware of some of this? How much have you been following this story so far?
 2. What does the article mean by calling the declaration by President Vladimir Putin of Russia “cynical” when it quotes his description

- of the invasion as a “special military operation” to “demilitarize” Ukraine but not occupy the country?
3. What is the state of being of fighting? How are ordinary Ukrainians being affected?
 4. Why has Mr. Putin long sought control over Ukraine? What happened in 2008 and 2014 to complicate the situation?
 5. Why does the prospect of Ukraine joining NATO infuriate Mr. Putin?
 6. What events, starting last fall, led to the invasion on February 24?
 7. Ukraine, the United States and others have condemned Russia’s aggression and dismissed Mr. Putin’s justifications. What have they done in response so far?

Assessment: Formative/Summative

- Students use “How the Ukraine Crisis Developed, and Where It Might Be Headed” article to check for understanding in using P.E.R.S.I.A. and *Step Up to Writing* while writing about three details from the central idea of the passage.

Reviewing Faculty Cohort Members

Include at least two names and schools of reviewing faculty cohort members (refer to email list for faculty cohort member email addresses).

[Kenneth Jagon](mailto:kenneth.jagon@doe.as) NVTHS, Construction Trades kenneth.jagon@doe.as

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