

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

Instructor: Lance J. Glodowski **Week:** 4 (Tuesday, August 1, 2023)

Subject: ELA

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

Description of Activities:

Students complete 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(s) as a draft with the final draft to be submitted only in pen/pencil.

Students will complete their writing on the central theme including at least three details using the acronym P.E.R.S.I.A. or Political, Economic, Religion, Social Influences, Intellectual Influences, and Area or Geographical Influences from reading and understanding 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.

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

References:

- Website: [No available site this week \(as work is printed for students\).](#)

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). Students will complete the paragraph(s) on the central idea after answering questions for discussion of the article by Austin Ramzy.

Procedures:

- Begin by reviewing P.E.R.S.I.A. and *Step Up to Writing* color-codes.

- Students will complete the writing of the central idea using at least three details from the Ukraine article.
- Students will turn in article not colored, but using the outline of “green/yellow/red/green” to complete a final product for the assessment binder.
- Students who finish early may use the computer to locate an area of “personal interest” to write about.
- Teacher will monitor students and assist as needed in the writing.
- Teacher will check for understanding the last five minutes of each class period.
- Teacher will collect remaining writing artifacts.

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

[Seanette Thompson](mailto:seanette.thompson@doe.as) NVTHS Mathematics seanette.thompson@doe.as

Ailen Borres NVTHS Science ailen.borres@doe.as