

Veteran's Project

Title: Experiencing War

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Grade: 6th Language Arts

Brief Description:

The students will select a commentary from the Veteran's Project through the Library of Congress website at <http://www.loc.gov/vets/staff-favorites-list.html>. Students will utilize the Reader Response method to answer the questions and gather information about the Veteran of their choice. Students will engage in whole group discussions to share the information they learned with the whole class. Students will be assessed on the quality of the information they present, the questions they pose, and amount of participation during the whole-group discussion.

Goals: The students will be able to:

- select a commentary from the Veteran's Project Archive and determine the main idea of the text.
- read a selection from the Veteran's Project to determine the author's point of view and/or purpose.
- compare and contrast one author's presentation of text to another through oral debates among peers.
- paraphrase the text in oral presentation with peers.
- orally present the information gathered in whole group discussion by drawing on the evidence to support the author's purpose from details within the text.
- prepare two questions to engage peers in oral interactions about the text.

Common Core State Standards:

- [CCSS.ELA-Literacy.RI.6.2](#) Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgment.
- [CCSS.ELA-Literacy.RI.6.4](#) Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
- [CCSS.ELA-Literacy.RI.6.6](#) Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
- [CCSS.ELA-Literacy.RI.6.9](#) Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
- [CCSS.ELA-Literacy.SL.6.1a](#) Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

- [CCSS.ELA-Literacy.SL.6.1c](#) Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- [CCSS.ELA-Literacy.SL.6.1d](#) Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

IRA Standards:

Standards 2010: Standard 2 - Curriculum and Instruction: *Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.*

Standards 2010: Standard 4 – Diversity: *Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.*

Standards 2010: Standard 5 - Literate Environment: *Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.*

Materials:

- Time in computer lab
- One computer with internet for each student
- <http://www.loc.gov/vets/staff-favorites-list.html>
- List of questions from Reader Response Method
- Paper and pencil for note taking

Procedures:

- Teacher will introduce the website and preview a Veteran through modeling the Reader Response Method.
- Students will select a Veteran’s story to read and gather facts about to present to peers.
- As the students are reading, facts will be written in a journal to share.
- Students will utilize the Reader Response Method of questioning to enhance comprehension and deepen understanding.
 - **Which parts stand out? Why?**
 - **What did you picture in your mind as the story was read?**
 - **Was there anything that you did not like about the story?**
 - **Was there anything that surprised you about the story?**
 - **What was the main feeling?**
 - **What was the best sentence?**
 - **Was there anything that was relatable to your life?**
 - **Have you ever read a similar story?**
 - **Any questions for the author?**

- **What was the author trying to say?**
- **How would you change the story?**
- **What are some special words that were used?**
- **How would you evaluate this story?**
- The following day, students will present the information they gathered about their Veteran to their peers.
- Assessment will be dependent upon participation and presentation of material.

Assessment:

- Create a rubric to assess student’s presentation of information and use of Reader Response Method
- Scores will reflect a 1(lowest) to 4 (highest) grading scale in the areas of content, quality of Reader Response Method questions, journal log facts, quality of questions developed for presentation, quality of presentation, participation in peers questions.

Teacher Reflection:

LOC website lesson - Experiencing War

	4 (4 pts)	3 (3 pts)	2 (2 pts)	1 (1 pt)
Reader Response Questions (1, 12%)				
Journal Log Responses (1, 12%)				
Questions Developed for Presentation (1, 12%)				
Qulaity of Presentation (1, 12%)				
Participation with Peer's Presentations (1, 12%)				

Bibliography

Illinois state board of education. (n.d.). Retrieved from Illinois common core state standards: Language arts.

International reading association. (n.d.) Retrieved from Professional and learning standards. March 4, 2013 from <http://www.reading.org/general/CurrentResearch/Standards.aspx>

John P. Snodgrass (AFC 2001/001/xxxx), Veterans history project collection, American folklife center, Library of Congress.