

## Savage Harvest Information Sheet

Module Title	Savage Harvest
Module description (overview):	<i>In this module, students will focus their research on contemporary international child labor practices that benefit the American consumer. They will prepare an article for publication in a children’s magazine that defines child labor and focuses on the facts about this continuing issue. The module will further challenge them to raise their awareness about the products we purchase, how they are produced and implications for the American consumer. Students will be exposed to multi-media primary source materials that focus on the topic of child labor. They will work on the skills of determining the author’s point of view and purpose for developing materials, cause and effect, and analysis of primary source documents.</i>
Template task (include number, type, level):	Template Task 11B Informational (Explanatory/Definition) <i>After researching _____, (informational text) on _____ (content), write a _____ that defines and explains _____ (content). Support your discussion with evidence from your research. (L2) What implications can you draw?</i>
Teaching task:	<i>After researching <u>nonfiction books, photojournals and articles on contemporary child labor</u>, write an <u>article for a children’s magazine that defines and explains child labor practices and how children around the world are impacted</u>. Support your entry with evidence from your research. (L2) What implications for the American consumer can you draw?</i>
Grade(s)/Level:	Grade 6
Discipline: (e.g., ELA, science, history, other?)	Reading
Course:	Advanced Reading
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## Section 1: What Task?

### TEACHING TASK

Teaching task:	<p><i>After researching <u>nonfiction books, photojournals and articles on contemporary child labor</u>, write an <u>article for a children’s magazine that defines and explains child labor practices and how children around the world are impacted</u>. Support your entry with evidence from your research. (L2) What implications for the American consumer can you draw?</i></p>
Reading texts:	<p><b><u>Bibliography</u></b>  D’Adamo, Francesco, <i>Iqbal</i>. 1*U.S. paperback edition. New York, NY: Simon and Schuster. Children’s Publishing, 2005. Print.   McMahon, Kate. “Africa: The Dark Side of Chocolate.” <i>Corpwatch.org</i>. CorpWatch 28 Oct. 2005. Web. 2 Nov. 2010.   Paul, Katie. “Labor Shortage.” <i>newsweek.com</i>. Newsweek, 1 Feb. 2010. Web 2 Nov. 2010.   “So you want to change the world? (Feature Story).” <i>Weekly Reader, Senior Edition</i> (including Science Spin) 5 Apr. 2001: 2+. <i>Student Resource Center – Junior</i>. 14 Oct. 2010. Web. 2 Nov. 2010.   Sok, Chivy. “What is child labor? (Cover Story).” <i>Faces: People, Places, and Cultures</i> Apr. 2006: 8+. Popular Magazines. 14 Oct. 2010. Web 2 Nov. 2010.</p> <p><b><u>Images</u></b>  Crozet, M. e2765, caption: <i>Carpet production: child weaver</i>, October 2005, district of Lahore, Pakistan. Web. <i>www.ilo.org</i>. 2 Nov. 2010.   <i>Freeclipart.com</i>. Web 2 Nov. 2010.   Saklecha, Ashish. <i>Edutail.com</i> Web 2 Nov. 2010.   Sanago, Issouf. <i>Marketplace.publicradio.org</i>. Web 2 Nov. 2010.</p>
Background to share with students:	<p>Children across the world experience childhood in different ways. In this module we will look at those children who work to make the goods that people around the globe use.</p>
Extension (optional):	

**CONTENT STANDARDS FROM STATE OR DISTRICT**

Standards source:	Sunshine State Standards: Social Studies
<b>NUMBER</b>	<b>CONTENT STANDARDS</b>
	Describe the political and social status of women and children in selected countries in the world
	Describe the general level of education in selected countries in the Middle East and Asia and its relationship to the economy.
	Compare the cultural differences and similarities of the people around the world.

**COMMON CORE STATE STANDARDS**

<b>NUMBER</b>	<b>COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR READING</b>
1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
6	Assess how point of view or purpose shapes the content and style of a text.
7	Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
8	Delineate and evaluate the argument and the specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
10	Read and comprehend complex literary and informational texts independently and proficiently.
<b>NUMBER</b>	<b>COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR WRITING</b>
1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
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.
4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach
8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9	Draw evidence from literary or informational text to support analysis, reflection, and research.
10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audience.

**SCORING RUBRIC**

<b>COMPONENT</b>	<b>Exceeds Expectations</b> 5 points	<b>Proficient</b> 4 points	<b>Needs Support</b> 3.5 points
<b>Focus</b> <b>L1</b> 5 pts.	Is focused on topic throughout paper	Is generally focused on topic	Is seldom focused on topic
<b>Reading/Research</b> <b>L1</b> 15 pts.	Support from sources is appropriate, accurate, and ample.	Support from sources is appropriate, mostly accurate, and sufficient.	Support from sources is vague and limited and/or incomplete.
<b>L1</b>	Uses correct format for citing sources	Includes a few errors in citing sources	Contains multiple errors in citing sources
<b>L2</b>	Cites multiple credible sources	Cites some credible sources	Relies on unknown or questionable sources
<b>Controlling Idea</b> <b>L1</b> 15 pts.	Narrows a topic or an issue to be discussed or argued	Identifies a general topic or issue to be discussed or argued	The topic or issue remains vague.
<b>L1</b>	Directly answers the prompt by choosing a stance to be further proved or explained	Partially answers the prompt by choosing a stance that maybe somewhat vague	Fails to answer the prompt and/or to choose a stance
<b>L1</b>	Explains how the significance of the topic will be interpreted	Prepares the reader for more information about the topic	Leaves the reader wondering what to expect from the rest of the paper
<b>Development</b> <b>L1</b> 35 pts.	Provides comprehensive information to address the significant theme(s)	Provides adequate information to address the significant theme(s)	Provides limited information to address the significant theme(s)
<b>L1</b>	Supports position with reasons/ examples that are text-based and relevant	Supports position with some reasons/ examples that are text-based and relevant	Supports position with reasons/ examples that are not text-based and/or not relevant
<b>L1</b>	Integrates relevant quotes from multiple sources	Integrates quotes but doesn't explain significance	Selects inappropriate quotes or avoids them entirely
<b>L1</b>	Support is ample and consistent throughout	Support is consistent but could be more detailed	Support is uneven; development may be lacking or repetitive in parts
<b>L2</b>	Demonstrates thorough understanding through paraphrasing of text	Demonstrates some understanding through an attempt to paraphrase text	Demonstrates limited understanding through reliance on exact language of text

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<b>L2</b>	Clearly interprets the significance of the topic	Attempts to interpret significance	Interpretation of significance is confusing or missing
<b>L3</b>	Identifies and explains one or more unanswered questions about the topic	Identifies one or more unanswered questions about the topic	Does not address any unanswered questions about the topic
<b>Organization L1 15 pts.</b>	The introduction, body, and conclusion are obvious.	The introduction, body, and conclusion have been attempted.	Essay seems incomplete or lacks a clear introduction, body, and conclusion.
<b>L1</b>	Ideas are coherent and well organized.	Ideas are loosely organized.	Ideas are poorly organized.
<b>L1</b>	Transitions are used effectively to enhance the flow of the writing.	Transitions used are limited and/or predictable.	Transitions are missing, and/or the writing is choppy or disjointed.
<b>Conventions L1 15 pts.</b>	Consistently exhibits variety in sentence structure	Exhibits some variety in sentence structure	Sentence structure is unvaried; exhibits run-on sentences and/or fragments
<b>L1</b>	Errors (i.e., spelling, punctuation, complete sentences, paragraphing, verb tense, agreement) are limited and do not interfere with understanding	More frequent errors, but they do not interfere with understanding.	Errors interfere with understanding.
<b>L1</b>	Employs sophisticated word choice that demonstrates voice and reflects appropriate tone	Employs mature word choice, though some words may be used inaccurately	Employs slang and/or limited word choice which may be inappropriate for audience and purpose.
<b>Column A + B + C = %</b>			
<b>Comments and suggestions:</b>			

## Section 2: What Skills?

<b>SKILL</b>	<b>DEFINITION</b>
<b>SKILLS CLUSTER 1: PREPARING FOR THE TASK</b>	
1. Bridging Conversation	Ability to connect the task and new content to existing knowledge skills, experiences, interests, and concerns.
2. Task analysis	Ability to understand and explain the task’s prompt and rubric.
3. Project planning	Ability to plan so that the task is accomplished on time.
<b>SKILLS CLUSTER 2: READING PROCESS</b>	
1. Reading “habits of mind”	Ability to select appropriate texts and understand necessary reading strategies needed for the task.
2. Essential Vocabulary	Ability to apply strategies for developing an understanding of a text(s) by locating words and phrases that identify key concepts and facts, or information.
3. Note-taking	Ability to read purposefully and select relevant information; to summarize and/or paraphrase.
4. Organizing Notes	Ability to prioritize and narrow supporting information.
<b>SKILLS CLUSTER 3: TRANSITION TO WRITING</b>	
1. Bridging Conversation 1 & 2	Ability to transition from reading or researching phase to the writing phase.
<b>SKILLS CLUSTER 4: WRITING PROCESS</b>	
1. Initiation of Task	Ability to establish a controlling idea and consolidate information relevant to task.
2. Planning	Ability to develop a line of thought and text structure appropriate to an informational or explanatory task.
3. Development	Ability to construct an initial draft with an emerging line of thought and structure.
4. Revision	Ability to apply revision strategies to refine development of information or explanation, including line of thought, language usage, and tone as appropriate to audience and purpose.
5. Editing	Ability to apply editing strategies and presentation applications.

### Section 3: What Instruction?

Pacing	Skill and Definition	Product and Prompt	Scoring (Product “meets expectations” if it...)	Instructional Strategies
<b>SKILLS CLUSTER 1: PREPARING FOR THE TASK</b>				
1 day	<p><u>Bridging Conversation</u></p> <p>Ability to connect the task and new content to existing knowledge, skills, experiences, interests and concerns</p>	<p>Complete the <u>anticipation guide</u> and the “What I See...What I think” after watching the picture montage.</p>	<p>Product meets expectations if students are able to refute or validate their responses on the anticipation guide based on the information they collect from class discussion and the picture montage.</p>	<ul style="list-style-type: none"> <li>▪ Anticipation guide</li> <li>▪ “What I See...What I Think” graphic organizer</li> <li>▪ Powerpoint picture montage</li> </ul>
½ day	<p><u>Task Analysis</u></p> <p>Ability to understand and explain the task’s prompt and rubric</p>	<p>Using the <u>close passage</u>, summarize what you will need to know and be able to do in order to complete the task.</p>	<p>Product meets expectations if the students can explain what the teaching task is requiring them to do</p>	<ul style="list-style-type: none"> <li>▪ Cloze statement</li> <li>▪ Brainstorming</li> </ul>
½ day	<p><u>Project Planning</u></p> <p>Ability to plan so that the task is accomplished on time</p>	<p>Complete a <u>personal calendar</u> that reflects the teacher’s plan for this module.</p>	<p>Product meets expectations if the students’ calendar reflects both personal and module-based goals</p>	<ul style="list-style-type: none"> <li>▪ planning</li> </ul>

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SKILLS CL

CLUSTER 2: READING PROCESS

<p>3 days</p>	<p><u>Essential Vocabulary</u> Ability to apply strategies understanding of a text by locating developing an understanding of text by locating words and phrases that identify key concepts, facts and information.</p>	<p>Complete a Fryer model <u>graphic organizer</u> Using information from the graphic organizer, students will <u>write a paragraph</u> that defines child labor</p>	<ul style="list-style-type: none"> <li>▪ Product will meet expectations if it includes a complete definition of child labor with information from all three articles.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Jigsaw</li> <li>▪ Carousel brainstorm</li> <li>▪ Frayer Model</li> </ul>
<p>2 days</p>	<p><u>Strategic Reading</u> Ability to read purposefully and select relevant information ; to summarize or paraphrase</p>	<p>Complete a Frayer Model graphic organizer. Using information from the picture and the article, write a cohesive <u>paragraph</u> that explains the idea of being “invisible”</p>	<ul style="list-style-type: none"> <li>▪ Product will meet expectations if it includes a complete explanation of the life of a Restevac</li> </ul>	<ul style="list-style-type: none"> <li>▪ Reading pictures</li> <li>▪ Frayer Model</li> <li>▪ Costa’s Level of Questioning</li> <li>▪ Frame paragraph</li> </ul>
<p>1 day</p>	<p><u>Strategic Reading2</u> Ability to read purposefully and select relevant information ; to summarize or paraphrase</p>	<p>Use the graphic organizer Analyzing Photographs, to create a <u>series of questions</u> for discussion.</p>	<ul style="list-style-type: none"> <li>▪ Product meets expectations if it includes relevant information from the three pictures and the short film</li> </ul>	<ul style="list-style-type: none"> <li>▪ Request strategy</li> <li>▪ Costa’s Level of Questioning</li> <li>▪ Gallery Walk</li> <li>▪</li> </ul>

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<p>3 day</p>	<p><u>Strategic reading3</u> Ability to read purposefully and select relevant information ; to summarize or paraphrase</p>	<p>Complete <u>the content frame</u> and the <u>Trackstar information</u> sheet to acquire information on child labor.</p>	<ul style="list-style-type: none"> <li>▪ Product meets expectations if students are able to synthesize information from various sources.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Content frames</li> <li>▪ Jigsaw</li> <li>▪ Trackstar</li> </ul>
<p>3 or 4 days</p>	<p><u>Note taking</u> Ability to read purposefully and select relevant details</p>	<p>Complete your literature circle note taking sheets.</p>	<ul style="list-style-type: none"> <li>▪ Product meets expectations if the chosen information is focused and appropriate to the task.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Literature circles</li> </ul>
<p>2 days</p>	<p><u>Strategic Reading</u> Ability to apply strategies for developing an understanding of a text by locating words and identify key concepts and fact, or information</p>	<p>Rewrite the “Rights of the Child” in your own words.</p>	<ul style="list-style-type: none"> <li>▪ Product meets expectations if the student captures the meaning and spirit of the document</li> </ul>	<ul style="list-style-type: none"> <li>▪ Paraphrase</li> <li>▪ Using context Clues</li> <li>▪</li> </ul>
<p>1 day</p>	<p><u>Notetaking2</u> Ability to read and purposefully select relevant details</p>	<p>Complete the “Problem/Solution” graphic organizer</p>	<ul style="list-style-type: none"> <li>▪ Product meets expectations if the key points of the film are selected and the student is able to use the vocabulary in writing</li> </ul>	<ul style="list-style-type: none"> <li>▪ Film analysis</li> <li>▪ Cause and effect analysis</li> <li>▪ Identification of relevant details</li> </ul>

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**SKILLS CLUSTER 3: TRANSITION TO WRITING**

1 day	<p><u>Bridging Conversation</u></p> <p>Ability to transition from reading or researching phase to the writing phase</p>	<p>Revisit the anticipation guide to record text support for original responses</p> <p>Take notes from the concensus circle to describe what you want to put into your article and record on a <u>nexit slip</u>.</p>	<p>Product meets expectations when student has enough information to complete the writing of the article</p>	<ul style="list-style-type: none"> <li>▪ Consensus circles</li> <li>▪ Round robin writing</li> <li>▪ Exit slip</li> </ul>
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**SKILLS CLUSTER 4: WRITING PROCESS**

1 day	<p><u>Initiation of task</u></p> <p>Ability to establish a controlling idea and consolidate information relevant to the task</p>	<p>Revisit the paragraphs written throughout the module to create an opening paragraph that establishes a controlling idea and consolidates information.</p>	<ul style="list-style-type: none"> <li>▪ Product meets expectations if the paragraph has a controlling idea</li> </ul>	<ul style="list-style-type: none"> <li>▪ Write an opening paragraph</li> <li>▪ Consolidate information</li> </ul>
1 day	<p><u>Development</u></p> <p>Ability to construct an initial draft with an emerging line of thought and logical order</p>	<p>Draft a <u>logical series of information paragraphs</u> that focus on what you have learned in the unit</p>	<ul style="list-style-type: none"> <li>▪ Product meets expectations if the student is able to create a series of paragraphs focusing on different aspects of child labor.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Plan of essay</li> </ul>
1 day	<p><u>Revision</u></p> <p>Ability to apply revision strategies to refine the development of information or explanation including line of thought, clarity, language and conventions</p>	<p>Revise your article adding headings and pictures</p>	<ul style="list-style-type: none"> <li>▪ Rubric scoring</li> </ul>	<ul style="list-style-type: none"> <li>▪ Text features</li> </ul>

**MATERIALS, REFERENCES AND SUPPORTS**

**Bibliography**

D’Adamo, Francesco, *Iqbal*. 1\*U.S. paperback edition. New York, NY: Simon and Schuster. Children’s Publishing, 2005. Print.

McMahon, Kate. “Africa: The Dark Side of Chocolate.” *Corpwatch.org*. CorpWatch 28 Oct. 2005. Web. 2 Nov. 2010.

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“So you want to change the world? (Feature Story).” *Weekly Reader, Senior Edition* (including Science Spin) 5 Apr. 2001: 2+. *Student Resource Center – Junior*. 14 Oct. 2010. Web. 2 Nov. 2010.

Sok, Chivy. “What is child labor? (Cover Story).” *Faces: People, Places, and Cultures* Apr. 2006: 8+. Popular Magazines. 14 Oct. 2010. Web 2 Nov. 2010.

**Images**

Crozet, M. e2765, caption: *Carpet production: child weaver*, October 2005, district of Lahore, Pakistan. Web. *www.ilo.org*. 2 Nov. 2010.

*Freeclipart.com*. Web 2 Nov. 2010.

Saklecha, Ashish. *Edutail.com* Web 2 Nov. 2010.

Sanago, Issouf. *Marketplace.publicradio.org*. Web 2 Nov. 2010.

## Section 4: What Results?

### STUDENT WORK SAMPLES

*Include at least two samples of student work that meets expectations. If possible, also include samples of student work at the advanced level.*

### CLASSROOM ASSESSMENT TASK (OPTIONAL: MAY BE USED AS PRE-TEST OR POST-TEST)

Classroom assessment task	
Background to share with students (optional):	
Reading texts:	

### INFORMATION/EXPLANATION CLASSROOM ASSESSMENT RUBRIC

[SPW: Need to add revised edition]

## **Teacher Work Section**

*Here are added thoughts about teaching this module.*

## **Appendix**

*The attached materials support teaching this module.*

Source: Teaching Channel  
[www.teachingchannel.org](http://www.teachingchannel.org)