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ELA Series

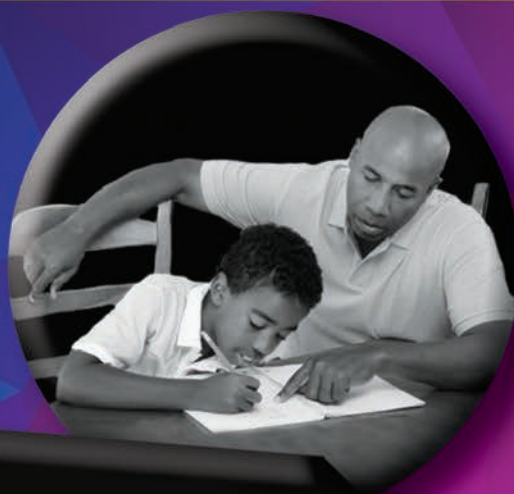


GRADES
6 - 8

Reading: Informational Text Learning Stations

Center Activities • Whole-Class Instruction • Individual Assignments

- ◆ Organizational Text Structure
- ◆ Propaganda Techniques
- ◆ Bias and Point of View
- ◆ Citing Evidence
- ◆ Text Features



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To the Teacher

In the *English Language Arts (ELA) series*, students in grades six through eight explore reading, writing, and language in a learning station environment. Learning stations engage students in individual or small group activities. Learning stations are an instructional strategy that can be used to target specific skills.

Each book in the ELA series features five or six units of study. Each unit has a teacher page that identifies the goal, states the standards, lists materials and setup for the activities, and provides instructions to be presented to students. Also, there are questions for opening discussion and student reflection. (Note: It is important for the teacher to introduce, model, or review the concepts or skills with the students at the beginning of each unit.)

Books in the ELA Series

- ***Reading: Literature Learning Stations, Grades 6–8***
The units focus on alliteration, rhyme, plot and setting, tone and mood, and poetry.
- ***Reading: Informational Text Learning Stations, Grades 6–8***
The units focus on citing evidence, bias, point of view, propaganda techniques, organizational text structures, and text features.
- ***Writing Learning Stations, Grades 6–8***
The units focus on fact and opinion, characterization, making inferences, proof-reading, and dialogue.
- ***Language Learning Stations, Grades 6–8***
The units focus on punctuation, dictionary usage, figurative language, roots and affixes, and word meaning.

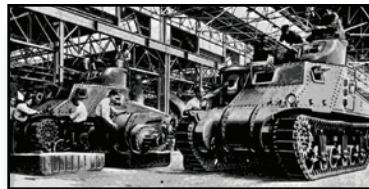
Reading: Informational Text Learning Stations, Grades 6–8, contains six units of study. Each unit consists of four to six learning station activities. The activity at each station is designed to create interest, provide practice, and stimulate discussion. These units will help students become better readers of nonfiction informational text as they learn to cite evidence from the text and become aware of the author's bias, point of view, and techniques used to persuade the reader. Students will also learn about different ways text may be organized and the text features that help readers get meaning out of the text they read. Whenever applicable, media/technology and speaking/listening skills are integrated into the activity. Handouts are provided as supplemental resources.

The units of study in the ELA series are meant to supplement or enhance the regular classroom English Language Arts curriculum. The station activities are correlated to the strands of the English Language Arts Common Core State Standards.

Name: _____ Date: _____

Station One: Citing Textual Evidence

Directions: Read the selection “The Nation Mobilizes for War.” Cite three pieces of textual evidence that could be used to answer Question A and three pieces of textual evidence that could be used to answer Question B.



Question A: What impact did World War II have on factories and production?

Evidence 1: _____

Evidence 2: _____

Evidence 3: _____

Question B: How did the war change the American labor force?

Evidence 1: _____

Evidence 2: _____

Evidence 3: _____

Name: _____ Date: _____

Station Two: Evaluating Textual Evidence

Directions: Read the selection “The Nation Mobilizes for War.” Then read the two questions in the box below. In the graphic organizer, place an X in the first column if the statement could be used as textual evidence for Question 1. Place an X in the second column if the statement could be used as textual evidence for Question 2. Some textual evidence may support both questions. If the statement is not textual evidence for either question, place an X in the NOT column.

Questions

1. Was Japanese Admiral Yamamoto correct when he said, “we have only awakened a sleeping giant, and his reaction will be terrible”?
2. How did President Roosevelt’s decisions about military production support his calling the United States, “the arsenal for democracy”?

Question #1	Question #2	Not	Textual Evidence Statement
			A. By a unanimous vote, the Senate voted for war, and only one House member voted against war.
			B. the symbol of the “new woman” was “Rosie the Riveter”
			C. long lines gathered in front of recruiting stations
			D. The president set high, and some said impossible, goals for production, and all of them were exceeded.
			E. and very few Americans did not give it (the war) full support
			F. by 1942, they were turning out products 24 hours a day
			G. Nearly all civilian production stopped so that factories could devote full attention to military needs.
			H. The Office of Price Administration (OPA) was created to keep prices in check.
			I. the 450,000-man military force of 1940 increasing to 9 million in 1943
			J. Factories that had been shut down in 1938 went to eight-hour shifts in 1939

Name: _____ Date: _____

Station Three: Making Inferences: Poster

The “We Can Do It!” poster was used to recruit women into the workforce during World War II. The female character was known as Rosie the Riveter, and she appeared in a variety of recruitment posters.

Directions: An **inference** is your best guess based on evidence and reasoning. Take time to examine the poster. Begin by looking at the poster as a whole. Then focus on the individual details. To answer the questions, make inferences about what you observed.



1. What does the slogan “We Can Do It!” mean?

2. Why is the woman in the poster flexing her muscle?

3. What does the wearing of the bandana and the action of rolling up the sleeve symbolize?

4. On the poster, Rosie the Riveter is dressed in work clothes, has her nails polished, and is wearing cosmetics. What can you infer from her appearance?

Name: _____ Date: _____

Station Four: Making Inferences and Citing Evidence

Directions: Read the excerpts on the “To the Women of Mobile” handout. For each excerpt, make an inference and support it with two pieces of textual evidence.

<div>Inference: Excerpt One</div>	
<div>Evidence:</div>	<div>Evidence:</div>
<div>Inference: Excerpt Two</div>	
<div>Evidence:</div>	<div>Evidence:</div>
<div>Inference: Excerpt Three</div>	
<div>Evidence:</div>	<div>Evidence:</div>

The Nation Mobilizes for War

The day after the attack on Pearl Harbor, long lines gathered in front of recruiting stations, and in Washington, Franklin Delano Roosevelt (FDR) gave an eloquent speech to Congress proclaiming December 7, 1941, a “date which will live in infamy.” By a unanimous vote, the Senate voted for war, and only one House member voted against war. The debate over whether the United States should enter the war was over, and very few Americans did not give it full support. As Japanese Admiral Yamamoto had feared when the government decided to attack Pearl Harbor, “We have only awakened a sleeping giant, and his reaction will be terrible.”

The United States had begun gearing up for war with the draft (1940) and increased military production (to make the United States what Roosevelt called “the arsenal for democracy”). The president set high, and some said impossible, goals for production, and all of them were exceeded. Factories that had been shut down in 1938 went to eight-hour shifts in 1939, and by 1942, they were turning out products 24 hours a day. In 1938, the United States put out 3,800 aircraft per year; by 1940, that was up to 12,804 aircraft. FDR said that the United States must raise that to 50,000 planes a year. In 1942, 47,000 planes were manufactured, and the next year 85,000 planes came off production lines.

New production techniques were used to build ships. Henry J. Kaiser mass-produced freighters (liberty ships) that could be built by workers in 40 days. By 1945, an aircraft carrier could be built in 16 months, a destroyer in six months.

The War Production Board (WPB) was set up under Donald Nelson to assign where raw materials went, and it coordinated the production of goods needed by the armies and navies, not only of the United States, but of allies as well. Nearly all civilian production stopped so that factories could devote full attention to military needs.

Because scarcity leads to higher prices, the Office of Price Administration (OPA) was created to keep prices in check. Ration books were issued, and when a person bought sugar, gasoline, or any other listed item, they took their billfold and ration book with them. Those with an ‘A’ sticker on their car were entitled to only four gallons of gasoline a week.

With the 450,000-man military force of 1940 increasing to 9 million in 1943, and with factories rushing to fill orders, the unemployment problem of the late 1930s was reversed. Unemployment running at 19 percent in 1938 dropped to only 1.2 percent in 1944. The labor force included many who had always been excluded before. Women held jobs doing nearly every kind of work men had always done; the symbol of the “new woman” was “Rosie the Riveter,” with a bandana around her hair and a riveting machine in her hand.

Elderly people returned to the workforce in record numbers. African-Americans had always found factory jobs closed to them before, but not now; many African-Americans left the south to find work in the north and west.

A sleeping giant had awakened and supplied not only its own troops and sailors but sent thousands of trucks, tanks, and airplanes to other nations. America had indeed become the “arsenal for democracy,” and capitalism proved it could produce better than any other system.

(From *U.S. History: People and Events 1865–Present* by George Lee. Used with permission of Mark Twain Media, Inc., Publishers)

John F. Kennedy Inaugural Address (cont.)

- (10:20) 19 Let both sides unite to heed in all corners of the earth the command of Isaiah—to “undo the heavy burdens . . . (and) let the oppressed go free.”
- (10:35) 20 And if a beachhead of cooperation may push back the jungle of suspicion, let both sides join in creating a new endeavor, not a new balance of power, but a new world of law, where the strong are just and the weak secure and the peace preserved.
- (11:00) 21 All this will not be finished in the first one hundred days. Nor will it be finished in the first one thousand days, nor in the life of this Administration, nor even perhaps in our lifetime on this planet. But let us begin.
- (11:28) 22 In your hands, my fellow citizens, more than mine, will rest the final success or failure of our course. Since this country was founded, each generation of Americans has been summoned to give testimony to its national loyalty. The graves of young Americans who answered the call to service surround the globe.
- (11:59) 23 Now the trumpet summons us again—not as a call to bear arms, though arms we need—not as a call to battle, though embattled we are—but a call to bear the burden of a long twilight struggle, year in and year out, “rejoicing in hope, patient in tribulation”—a struggle against the common enemies of man: tyranny, poverty, disease and war itself.
- (12:38) 24 Can we forge against these enemies a grand and global alliance, North and South, East and West, that can assure a more fruitful life for all mankind? Will you join in that historic effort?
- (13:05) 25 In the long history of the world, only a few generations have been granted the role of defending freedom in its hour of maximum danger. I do not shrink from this responsibility—I welcome it. I do not believe that any of us would exchange places with any other people or any other generation. The energy, the faith, the devotion which we bring to this endeavor will light our country and all who serve it—and the glow from that fire can truly light the world.
- (13:54) 26 And so, my fellow Americans: ask not what your country can do for you—ask what you can do for your country.
- (14:12) 27 My fellow citizens of the world: ask not what America will do for you, but what together we can do for the freedom of man.
- (14:29) 28 Finally, whether you are citizens of America or citizens of the world, ask of us here the same high standards of strength and sacrifice which we ask of you. With a good conscience our only sure reward, with history the final judge of our deeds, let us go forth to lead the land we love, asking His blessing and His help, but knowing that here on earth God’s work must truly be our own.

Answer Keys

*If applicable, answers are provided.

Unit: Inferences and Evidence

Citing Textual Evidence (p. 4)

Answers will vary.

Question A: factories that had been shut down in 1938 went to eight-hour shifts in 1939; by 1942 they were turning out products 24 hours a day; new production techniques were used to build ships; War Production Board was set up to assign where raw materials went

Question B: women held jobs doing most every kind of work men had always done; elderly people returned to the workforce; African-Americans had always found factory jobs closed to them before, but not now

Evaluating Textual Evidence (p. 5)

Question #1: A, C, D, E, I

Question #2: D, F, G, J

Not: B, H

Making Inferences: Poster (p. 6)

Answers will vary.

1. Women were capable of doing the jobs that men had once held.
2. This type of pose is usually done to show strength. It conveys that women have the strength to go to work outside the home.
3. Women were ready to work.
4. Women can do the work of men and still retain their femininity.

Unit: Propaganda Techniques (p. 12–16)

Answers will vary. Teacher check.

Unit: Organizational Text Structures

Cause and Effect (p. 19)

Cause: eruption of Mount Saint Helens

Effects: left a huge crater; sixty people died; ash spread across Washington and Oregon; land and property destroyed

Sequential Order (p. 20)

Peanut Butter and Jelly Sandwich: A. 5

B. 3 C. 2 D. 1 E. 4

Brushing Your Teeth: A. 5 B. 3

C. 7 D. 2 E. 1 F. 4 G. 6

Compare and Contrast (p. 21)

Nonrenewable: limited; can't be replaced in a timely manner; used to make liquid fuels; comes from the ground; coal, petroleum, natural gas, propane, uranium

Both: energy sources; used to generate electricity; makes our lives more comfortable; used to operate machines

Renewable: not limited; can be replaced in a timely manner; biomass, geothermal, hydropower, solar, ocean, wind

Description (p. 24)

Answers will vary.

Topic: Pluto

Details: cold; dense; celestial body; over 3.5 billion miles away from the sun; 1,484 miles in diameter; smaller than Earth's moon; has an eccentric orbit; now reclassified as a dwarf planet

Unit: Text Features (p. 27–30)

Answers will vary. Teacher check.

Unit: Bias and Point of View

Bias (p. 32)

Part A

1. Headline A; It uses a more forceful verb (crush) and an exclamation point.

Part B

Answers will vary.