

# Informational/Explanatory Module: Compare and Contrast PowerPoint Presentation

*by Kimberly A. Cecil*

Prior to this task, students read the play, "The Dairy of Anne Frank", the story of Gerda Weissmann Klein, and other short stories about people who lived during this time period. They have also watched videos relating to this time period. Students will research two people from a list of approved subjects and compare and contrast their lives during this time. (List includes: Anne Frank, Otto Frank, Margo Frank, Peter van Pels, Ben Kamm, Gerda Weissmann Klein, Adolf Hitler, Miep Gies, Jopie de Waal, Kurt Klein)

**Grades:** 8

**Discipline:** ELA

**Course:** Holocaust Unit

# Section 1: What Task?

## Teaching Task

### Task Template 22 - Informational or Explanatory

Compare and contrast two individuals who lived during the time of the Holocaust Era. After researching two people from the approved list on the computer, write an outline or develop a venn-diagram of the two individuals you have chosen, comparing and contrasting their lives. Student will then develop a power point presentation in which you compare their lives during this time. Support your discussion with evidence from your research.

**D 4**

In your discussion, address the credibility and origin of sources in view of your research topic.

**D 8**

Include (e.g. bibliography, citations, references, endnotes).

## Common Core State Standards

### Reading Standards for Informational Text

**RI.8.1**

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

**RI.8.2**

Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

**RI.8.3**

Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

**RI.8.4**

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

**RI.8.6**

Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

**RI.8.10**

By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6—8 text complexity band independently and proficiently.

### Speaking and Listening Standards

**SL.8.4**

Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

- SL.8.5** Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

### ***Writing Standards***

- W.8.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content
- W.8.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W.8.5** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- W.8.6** Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
- W.8.7** Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- W.8.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.8.10** 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 discipline-specific tasks, purposes, and audiences.

### ***Additional Standards***

No standards selected

### ***Texts***

No texts specified

## LDC Student Work Rubric - Informational or Explanatory

	Not Yet	Approaches Expectations	Meets Expectations	Advanced
	1	2	3	4
<b>Focus</b>	Attempts to address prompt, but lacks focus or is off-task.	Addresses prompt appropriately, but with a weak or uneven focus.	Addresses prompt appropriately and maintains a clear, steady focus. D: Addresses additional demands sufficiently.	Addresses all aspects of prompt appropriately and maintains a strongly developed focus. D: Addresses additional demands with thoroughness and makes a connection to controlling idea.
<b>Controlling Idea</b>	Attempts to establish a claim, but lacks a clear purpose.	Establishes a controlling idea with a general purpose.	Establishes a controlling idea with a clear purpose maintained throughout the response.	Establishes a strong controlling idea with a clear purpose maintained throughout the response.
<b>Reading/Research</b>	Attempts to present information in response to the prompt, but lacks connections or relevance to the purpose of the prompt.	Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness.	Presents information from reading materials relevant to the prompt with accuracy and sufficient detail.	Accurately presents information relevant to all parts of the prompt with effective selection of sources and details from reading materials.
<b>Development</b>	Attempts to provide details in response to the prompt, including retelling, but lacks sufficient development or relevancy.	Presents appropriate details to support the focus and controlling idea.	Presents appropriate and sufficient details to support the focus and controlling idea.	Presents thorough and detailed information to strongly support the focus and controlling idea.
<b>Organization</b>	Attempts to organize ideas, but lacks control of structure.	Uses an appropriate organizational structure to address the specific requirements of the prompt, with some lapses in coherence or awkward use of the organizational structure.	Maintains an appropriate organizational structure to address the specific requirements of the prompt.	Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific prompt.
<b>Conventions</b>	Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, and mechanics. Sources are used without citation.	Demonstrates an uneven command of standard English conventions and cohesion. Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently cites sources.	Demonstrates a command of standard English conventions and cohesion, with few errors. Response includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt. Cites sources using an appropriate format with only minor errors.	Demonstrates and maintains a well-developed command of standard English conventions and cohesion, with few errors. Response includes language and tone consistently appropriate to the audience, purpose, and specific requirements of the prompt. Consistently cites sources using an appropriate format.
<b>Content Understanding</b>	Attempts to include disciplinary content in explanations, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.	Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.	Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.	Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.

## ***Background for Students***

Students will have read various short stories, articles, and a play about Anne Frank, prior to this lesson. A list of people will be given to them to choose from for this project.

## ***Extension***

Not provided

## *Section 2: What Skills?*

### ***Preparing for the Task***

**BRIDGING CONVERSATION > TASK ENGAGEMENT:** Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.

**TASK AND RUBRIC ANALYSIS > TASK ANALYSIS:** Ability to understand and explain the task's prompt and rubric.

### ***Reading Process***

**PRE-READING > TEXT SELECTION:** Ability to identify appropriate texts.

**ACTIVE READING > ESSENTIAL VOCABULARY:** Ability to identify and master terms essential to understanding a text.

**ACTIVE READING > NOTE-TAKING:** Ability to select important facts and passages for use in one's own writing.

**POST-READING > ENHANCING COMPREHENSION:** Ability to identify the central point and main supporting elements of a text.

**POST-READING > ACADEMIC INTEGRITY:** Ability to use and credit sources appropriately.

### ***Transition to Writing***

**BRIDGING CONVERSATION > IDENTIFYING SIGNIFICANT ELEMENTS:** Ability to begin linking reading results to writing task.

### ***Writing Process***

**PLANNING > PLANNING THE WRITING:** Ability to develop a line of thought and text structure appropriate to an informational/explanatory task.

**DEVELOPMENT > INTRODUCTORY PARAGRAPH:** Ability to establish a controlling idea and consolidate information relevant to task.

**DEVELOPMENT > BODY PARAGRAPHS:** Ability to construct an initial draft with an emerging line of thought and structure.

**REVISION, EDITING, AND COMPLETION > REVISION:** Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.

**REVISION, EDITING, AND COMPLETION > EDITING:** Ability to proofread and format a piece to make it more effective.

**REVISION, EDITING, AND COMPLETION > FINAL DRAFT:** Ability to submit final piece that meets expectations.

## Section 3: What Instruction?

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
<b>Preparing for the Task</b>				
Not provided	<p><b>BRIDGING CONVERSATION &gt; TASK ENGAGEMENT:</b> Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.</p>	<p><b>SHORT RESPONSE WITH BULLETS</b> In a quick write, record your first reaction to the task prompt. Add some notes of things you know about this issue.</p>	No Scoring	<ul style="list-style-type: none"> <li>● Link this task to earlier class content.</li> <li>● Discuss student responses.</li> <li>● Clarify timetable and support plans for the task.</li> </ul>
Not provided	<p><b>TASK AND RUBRIC ANALYSIS &gt; TASK ANALYSIS:</b> Ability to understand and explain the task's prompt and rubric.</p>	<p><b>BULLETS</b> In your own words, what are the important features of a good response to this prompt?</p>	No Scoring	<ul style="list-style-type: none"> <li>● Share examples of type of text students will produce (either from past students or from professional writers).</li> <li>● Identify or invite students to identify key features of examples.</li> <li>● Pair students to share and improve their individual bullets.</li> <li>● Create a classroom list: Choose one student to share a few ideas on the board, and ask others to add to it.</li> </ul>
<b>Reading Process</b>				
Not provided	<p><b>PRE-READING &gt; TEXT SELECTION:</b> Ability to identify appropriate texts.</p>	<p><b>NOTES</b> For each text, list the needed bibliographic information. Add bullets on why you think the work is credible and/or worthy of study.</p>	<ul style="list-style-type: none"> <li>● Identifies author, title, publisher, date, and any other needed information (for example, the volume for a periodical or the editor for an anthology).</li> <li>● Includes reasonable evidence that work is credible and/or worthy of study.</li> </ul>	<ul style="list-style-type: none"> <li>● Provide citation guide and discuss why each element of citation is needed.</li> <li>● Ask students to brainstorm what makes an author credible and/or worthy of study.</li> <li>● Provide access to research sources for students to assess the texts.</li> <li>● <b>Note:</b> for an "after researching" task, add teaching and time for students to select the texts they will use.</li> </ul>
Not provided	<p><b>ACTIVE READING &gt; ESSENTIAL VOCABULARY:</b> Ability to identify and master terms essential to understanding a text.</p>	<p><b>VOCABULARY LIST</b> In your notebook, list words and phrases essential to the texts. Add definitions, and (if appropriate) notes on connotation in this context.</p>	<ul style="list-style-type: none"> <li>● Lists appropriate phrases.</li> <li>● Provides accurate definitions.</li> </ul>	<ul style="list-style-type: none"> <li>● After scoring, ask some students to share definitions of terms that others overlooked or misunderstood.</li> <li>● After scoring, be willing to provide direct instruction or guide a close reading if needed to work through a key phrase most students missed.</li> </ul>

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
Not provided	<b>ACTIVE READING &gt; NOTE-TAKING:</b> Ability to select important facts and passages for use in one's own writing.	<b>NOTES</b> From each text, make a list of the elements that look most important for answering the prompt. Do what you need to do to avoid plagiarism.	<ul style="list-style-type: none"> <li>Identifies relevant elements.</li> <li>Includes information to support accurate citation (for example, page numbers for a long text, clear indication when quoting directly).</li> </ul>	<ul style="list-style-type: none"> <li>Teach a sample format for note taking.</li> <li>Check that early student work is in the assigned format (or in another format that gathers the needed information effectively).</li> </ul>
Not provided	<b>POST-READING &gt; ENHANCING COMPREHENSION:</b> Ability to identify the central point and main supporting elements of a text.	<b>SHORT REFLECTIVE ENTRY FOR EACH TEXT</b> What is the author trying to accomplish? Which parts of the text show you that?	<ul style="list-style-type: none"> <li>Answers questions with credible response.</li> </ul>	<ul style="list-style-type: none"> <li>Invite students to brainstorm ways to figure out any author's intent.</li> <li>Invite students to share and discuss their answers for each text.</li> <li>After the discussion, allow them to add to their entries.</li> </ul>
Not provided	<b>POST-READING &gt; ACADEMIC INTEGRITY:</b> Ability to use and credit sources appropriately.	<b>DEFINITION AND STRATEGIES</b> Define "plagiarism" and list ways to avoid it.	<ul style="list-style-type: none"> <li>Provides accurate definition.</li> <li>Lists several appropriate strategies.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss respect for others' work to assemble evidence and create texts.</li> <li>Discuss academic penalties for stealing others thoughts and words.</li> </ul>
<b>Transition to Writing</b>				
Not provided	<b>BRIDGING CONVERSATION &gt; IDENTIFYING SIGNIFICANT ELEMENTS:</b> Ability to begin linking reading results to writing task.	<b>BULLETS</b> In a quick write, note what you know now that you've read about _____ ( <i>content</i> ).	<i>No scoring</i>	<ul style="list-style-type: none"> <li>Discussion-based strategies, such as seminar.</li> <li>Small group discussion using question.</li> </ul>
<b>Writing Process</b>				
Not provided	<b>PLANNING &gt; PLANNING THE WRITING:</b> Ability to develop a line of thought and text structure appropriate to an informational/explanatory task.	<b>OUTLINE/ORGANIZER</b> Create an outline based on your notes and reading in which you state your controlling idea, sequence your points, and note your supporting evidence.	<ul style="list-style-type: none"> <li>Creates an outline or organizer.</li> <li>Supports controlling idea.</li> <li>Uses evidence from texts read earlier.</li> </ul>	<ul style="list-style-type: none"> <li>Provide and teach one or more examples of outlines or organizers.</li> <li>Invite students to generate questions in pairs about how the format works, and then take and answer questions.</li> </ul>

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
Not provided	<p><b>DEVELOPMENT &gt; INTRODUCTORY PARAGRAPH:</b> Ability to establish a controlling idea and consolidate information relevant to task.</p>	<p><b>OPENING PARAGRAPH</b> Write an opening paragraph that includes a controlling idea and sequences the key points you plan to make in your composition.</p>	<ul style="list-style-type: none"> <li>Writes a concise summary statement or draft opening.</li> <li>Provides direct answer to main prompt requirements.</li> <li>Establishes a controlling idea.</li> <li>Identifies key points that support development of the controlling idea.</li> </ul>	<ul style="list-style-type: none"> <li>Offer several examples of opening paragraphs.</li> <li>Ask class to discuss what makes them strong or weak.</li> <li>Review the list that students created earlier to identify needed elements (from Cluster 1, skill 2).</li> </ul>
Not provided	<p><b>DEVELOPMENT &gt; BODY PARAGRAPHS:</b> Ability to construct an initial draft with an emerging line of thought and structure.</p>	<p><b>INITIAL DRAFT</b> Write an initial draft complete with opening, development, and closing; insert and cite textual evidence.</p>	<ul style="list-style-type: none"> <li>Provides complete draft with all parts.</li> <li>Supports the opening in the later sections with evidence and citations.</li> </ul>	<ul style="list-style-type: none"> <li>Encourage students to re-read prompt partway through writing, to check that they are on track.</li> </ul>
Not provided	<p><b>REVISION, EDITING, AND COMPLETION &gt; REVISION:</b> Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.</p>	<p><b>MULTIPLE DRAFTS</b> Refine composition's analysis, logic, and organization of ideas/points. Use textual evidence carefully, with accurate citations. Decide what to include and what not to include.</p>	<ul style="list-style-type: none"> <li>Provides complete draft with all parts.</li> <li>Supports the opening in the later sections with evidence and citations.</li> <li>Improves earlier edition.</li> </ul>	<ul style="list-style-type: none"> <li>Model useful feedback that balances support for strengths and clarity about weaknesses.</li> <li>Assign students to provide each other with feedback on those issues.</li> </ul>
Not provided	<p><b>REVISION, EDITING, AND COMPLETION &gt; EDITING:</b> Ability to proofread and format a piece to make it more effective.</p>	<p><b>CORRECT DRAFT</b> Revise draft to have sound spelling, capitalization, punctuation, and grammar. Adjust formatting as needed to provide clear, appealing text.</p>	<ul style="list-style-type: none"> <li>Provides draft free from distracting surface errors.</li> <li>Uses format that supports purpose.</li> </ul>	<ul style="list-style-type: none"> <li>Briefly review selected skills that many students need to improve.</li> <li>Teach a short list of proofreading marks.</li> <li>Assign students to proofread each other's texts a second time.</li> </ul>
Not provided	<p><b>REVISION, EDITING, AND COMPLETION &gt; FINAL DRAFT:</b> Ability to submit final piece that meets expectations.</p>	<p><b>FINAL PIECE</b> Turn in your complete set of drafts, plus the final version of your piece.</p>	<ul style="list-style-type: none"> <li>Fits the "Meets Expectations" category in the rubric for the teaching task.</li> </ul>	None

## *Section 4: What Results?*

### ***Student Work Samples***

No samples uploaded

### ***Teacher Reflection***

After completing this project, I realized that I should have broadened the list, or allowed them to make suggestions for adding to that list. Limiting their choices gave me a lot of the exact same information, as many chose Anne Frank and Gerda Klein, simply because the stories we read and videos we watched offered them more information, and they felt more comfortable with the amount of knowledge they already had on these two people. However, they did come up with interesting facts that the readings did not reveal. If my school expands on their laptop availability I would like to have my students do these presentations using Prezi, or perhaps giving them a choice between doing a PowerPoint or a Prezi. Some students have not been trained on doing a Prezi though, and due to limited time, I did not have time to incorporate a Prezi lesson into this unit. We are only allowed to use the labs for two consecutive days, and the learning pads for 2 days. They did their research using the Levo learning pads, and then had 2 days to do their powerpoint presentations. Presentations lasted two days, so we took a little over a week to complete this task.

Another thought was to have one student do one person and then pair up with a second student with a different person to do the compare/contrast. This would have additional collaborative learning opportunities, other simple peer reviews that were used prior to presenting their final project and may have allowed one less day to complete.