

**Foundations:**

1. Make every minute of contact time matter
2. Empower students to guide themselves through determination, collaboration, and available tools
3. Create an environment of effort, production, and achievement
4. Recognize that not every learning experience or outcome can be planned but they all can be meaningful
5. Democratize teaching, learning, and assessment

**Overarching Question:**  
*What is the meaning of Memorial Day?*

**Objectives**

1. Analyze a website to build knowledge of Memorial Day
2. Recognize different ways Memorial Day is celebrated
3. Build vocabulary relevant to Memorial Day
4. Write cognizant answers to provided questions
- 5.

**Suggested Introduction/Engagement Approaches:**

1. Dialogical: Tell a story about Memorial Day & You
2. Sensory: Show a local news clip about Memorial Day
3. Discussion: Post a picture of Memorial Day & Discuss
4. Creativity: Create a story based on relevant art
5. Analysis: Analyze a poem or song about War

**Optimal Environment Suggestions:**

1. Teacher: Leader/Motivator
2. Students: Investigator/Literacy
3. Technology: One to One
4. Grouping: Independent
5. Other:

**Problem-Solving Examples**

1. Critical Thinking: Analysis
2. Communication: Reading & Writing
3. Collaboration: Minimal
4. Creativity: Acrostic Poem

**Growth Mindset Skill Rating** (Use these ratings to encourage students what they might experience as they try to overcome)

| 1             | 2                 | 3                 | 4                  | 5                   |
|---------------|-------------------|-------------------|--------------------|---------------------|
| <i>Effort</i> | <i>Commitment</i> | <i>Resilience</i> | <i>Wherewithal</i> | <i>Perseverance</i> |

**Qualitative Assessment Strategies**

1. Time on task interacting with the website
2. Acrostic poem depth and attempted meaning

**Quantitative Assessment Strategies**

4. Score on entire document
5. Score on selected sections

**Big Three Extensions:**

1. Watch a war-based movie
2. Research the Tomb of the Unknown Soldier
3. Research how MIA/POW relates to Memorial Day

**Abbreviated Common Core Anchor Standards:**

| English Language  | Writing   |
|---|---|
| <ol style="list-style-type: none"> <li>1. Demonstrate command of grammar within the English language.</li> <li>2. Demonstrate command of punctuation, capitalization, and spelling within the English language.</li> <li>3. Apply knowledge of the English language to understand how the English language functions in different contexts, in particular in meaning and style and to better understand when reading or listening.</li> <li>4. Using multiple strategies, determine the meaning of unknown words.</li> <li>5. Determine nuances of words or phrases when used in non-explicit ways.</li> <li>6. Continuously improve range of academic and domain-specific use, which includes gathering new vocabulary and word recognition phrases on one's own.</li> </ol> | <ol style="list-style-type: none"> <li>1. Write a source-based argument with logic, reason, and supporting evidence.</li> <li>2. Write a highly organized informative essay on complex ideas.</li> <li>3. Write a well-structured, well-chosen narrative about imaginary or real events.</li> <li>4. Produce clear, organized, and purposeful piece of writing for a specific audience.</li> <li>5. Engage in a pre-selected or self-created writing process that yields an effective piece of writing.</li> <li>6. Use technology to assist with the writing process, including collaboration.</li> <li>7. Engage in inquiry based research projects for various amounts of time.</li> <li>8 Gather of variety of sources and apply measures of analysis to determine bias and reliability</li> <li>9. Draw appropriate evidence from literary or print sources to support analysis</li> <li>10. Write routinely in various formats for short or long times, formatting correctly, for various audiences.</li> </ol> |

| Speaking & Listening  | Reading   |
|---|---|
| <ol style="list-style-type: none"> <li>1. Prepare for and participate in academically relevant discussions using appropriate modes of conversations.</li> <li>2. Integrate and evaluate diverse modes of media for speaking and listening application.</li> <li>3. Evaluate speaker's point of view, reasoning, and evidence</li> <li>4. Create a well-organized and clear presentation of ideas, reasoning, logic, and evidence.</li> <li>5. Create impactful visual aids to assist with presentations.</li> <li>6. Adapt text to different situations and purposes, showing command of the English language.</li> </ol> | <ol style="list-style-type: none"> <li>1. Read for meaning and to make inferences. Find citations to support analysis.</li> <li>2. Find central ideas or themes, summarize them, and find supporting details.</li> <li>3. Analyze development of individuals, events, or ideas interact over time</li> <li>4. Analyze words and word tone to determine meaning and tone.</li> <li>5. Analyze purpose and interconnectedness of the text.</li> <li>6. Assess impact of point of view</li> <li>7. Integrate and evaluate different media formats.</li> <li>8. Analyze arguments and determine logic and reasoning</li> <li>9. Analyze different texts about the same topic.</li> <li>9.1. Read at appropriate and challenging level.</li> </ol> |

| Challenge Adjust   |                |   |
|--|----------------|---|
| Less Challenging   | Planned Lesson | More Challenging  |
| Work with partners   |                | Time each section   |
| Work as a large group  |                | Create add-ons so some/all written answers must be longer   |
| Have students do different sections and then teach each other how they determined answers. |                | Create a class consensus for discussions about what is the most appropriate way to commemorate Memorial Day |

# Website Analysis Activity: National Memorial Day Concert

Link: <http://www.pbs.org/national-memorial-day-concert/about/the-concert/>

1. **Pre-Reading:** The picture on the “History” section of the website goes with the information provided in the article. Why do you think the author chose this picture to go with the article?

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3. **Inferences:** Several reasons are given to explain why Memorial Day is significant to many people within the United States, write down a reason you think it is important, then support your inference with a quote from the pages: “History,” “Meaning,” and “Observing”

| Example  | Your 1 <sup>st</sup> Inference | Your 2 <sup>nd</sup> Inference |
|--|--------------------------------|--------------------------------|
| <u>Appreciation</u>  | _____                          | _____                          |
| “ <u>Memorial Day is celebrated at Arlington National Cemetery each year with a ceremony in which a small American flag is placed on each grave.</u> ” | “ _____ ”                      | “ _____ ”                      |

5. **Inquiry:** After reading and reviewing the article, create five level 2 or level 3 divergent questions that can lead to gaining further knowledge about Memorial Day and/or US Wars: (1 point per question):

\* \_\_\_\_\_

\_\_\_\_\_

\* \_\_\_\_\_

\_\_\_\_\_

\* \_\_\_\_\_

\_\_\_\_\_

\* \_\_\_\_\_

\_\_\_\_\_

\* \_\_\_\_\_

\_\_\_\_\_

2. **Vocabulary:** Using your knowledge, the website section “History”, or approved research techniques, select the matching definitions and/or synonyms for each vocabulary term:

- |                      |  |
|----------------------|--|
| 1. _____ Memorial    | a. An arrangement, usually composed of flowers, created to celebrate something (n.)          |
| 2. _____ Virtue      | b. something, especially a structure, established to remind people of a person or event (n.) |
| 3. _____ Wreath      | c. Respecting, reverencing, dedicating (v.)  |
| 4. _____ Commemorate | d. Benefit, goodness, righteousness (n.)   |
| 5. _____ Honoring    | e. Remember, honor, celebrate (v.)   |

4. **Multiple Choice:** Select the best possible answer from the options provided:

- In the paragraph that begins “Since the earliest ceremonies” what pair of words could be used interchangeably to replace the word ultimate?
 

|                    |                      |
|--------------------|----------------------|
| a. Decisive, Basic | c. Greatest, Extreme |
| b. Final, Eventual | d. Crucial, Critical |
- Which word best describes the tone of the paragraph that begins, “This national holiday...”?
 

|                |                 |
|----------------|-----------------|
| a. Celebratory | c. Apologetic   |
| b. Remembrance | d. Graciousness |
- Which words from the paragraph that begins with “Civil War soldiers...” indicate a tone of grief?
 

|                    |                     |
|--------------------|---------------------|
| a. Town, Community | c. Loss, Tragedy    |
| b. Soldier, Family | d. Mustered, Across |
- In the paragraph beginning “Throughout America’s history...” which word DOES NOT imply a sense of gratitude?
 

|             |              |
|-------------|--------------|
| a. Citizens | c. Serving   |
| b. Bravely  | d. Sacrifice |
- What is the overall purpose of the page entitled, “The Meaning of Memorial Day”?
 

|  |   |
|--|---|
| a. We should celebrate summer because Memorial Day reminds us that it is right to do so.               | c. The statistics for soldier casualties are staggering, they are important to know |
| b. It is necessary and righteous to know the meaning of those willing to sacrifice themselves for war. | d. We should strive to make Memorial Day mean the same for everyone.                |

6. **Evidence support:** Look at the choice you made for Multiple Choice Question #5, identify lines from any page of the website that support your answer and provide explanations and connections to make your logic clear:

| Line From Text   | Explanation/Connection   |
|--|--|
| <i>Any line from the text, put in quotations to indicate the words are not yours</i> | <i>Explain what the line means and make a clear connection to your choice above.</i> |
| “ _____ ”  | _____  |
| _____  | _____  |
| _____  | _____  |
| _____”   | _____  |
| “ _____ ”  | _____  |
| _____  | _____  |
| _____  | _____  |
| _____”   | _____  |

7. **Digital Literacy:** Click on the page that says, “Share your Traditions,” why do you think that the only stories that you read on here are positive in tone?

I think that the posted messages are positive in tone because \_\_\_\_\_  
\_\_\_\_\_.

I find the statement posted by \_\_\_\_\_  
which states, “\_\_\_\_\_”  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_,”  
inspiring because it is so positive in tone.

9. **Counterclaims:** Not using what you wrote in the first sentence of #8’s answer, what are three other counterclaims to challenge the argument you made in #8?

\_\_\_\_\_ is another good way to remember soldiers who died in service \_\_\_\_\_.

\_\_\_\_\_ is also a great way to remember soldiers who died in service \_\_\_\_\_.

\_\_\_\_\_ is another good way to remember soldiers who have died in service \_\_\_\_\_.

11. **Image Analysis:** The page “The Meaning of Memorial Day” has twelve wars that the US was involved in, create a historical profile for one of those wars. Include in one of the “Whys” a reason that you think it helps build meaning to memorial day.

|   |        |
|---|--------|
| Who:  | What:  |
| When:   | Where: |
| Why is it important to History, why do we study it so many years after it happened? |        |
| 1. _____<br>_____   |        |
| 2. _____<br>_____   |        |
| 3. _____<br>_____   |        |

8. **Critical Thinking:** The button labeled “Observing Memorial Day” leads to a page entitled “Discover Memorial Day Traditions and Activities” which mode of commemoration do you think is most appropriate?

Although some people might think \_\_\_\_\_  
is the most respectful way to commemorate Memorial Day, I think that \_\_\_\_\_ is the best commemoration because \_\_\_\_\_.

I think this because in the world around me \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

10. **Conclusion:** Based on what you’ve analyzed within the website, what conclusion best explains why the website was created:

- Soldiers are to follow orders, regardless of if they agree, and they may die.
- It is honorable and righteous to die in the service of one’s country.
- Memorial Day is to remember and commemorate soldiers killed in war.
- Memorial Day is to question the sacrifices made by soldiers for the US.

The reason I chose the one I did is because \_\_\_\_\_.

The following quotes support my analysis:  
-The page History states, “\_\_\_\_\_.”

-The page Meaning states, “\_\_\_\_\_.”

12. **Creativity:** Write an acrostic poem using the Memorial Day to create story in poetic form about what you think memorial day means:

M \_\_\_\_\_  
E \_\_\_\_\_  
M \_\_\_\_\_  
O \_\_\_\_\_  
R \_\_\_\_\_  
I \_\_\_\_\_  
A \_\_\_\_\_  
L \_\_\_\_\_  
D \_\_\_\_\_  
A \_\_\_\_\_  
Y \_\_\_\_\_



Theme **MEMORIAL DAY**  
 Experience **Video Analysis: Pat Tillman**

|   |                   |                   |                    |                     |   |               |                   |                   |                    |                     |
|---|-------------------|-------------------|--------------------|---------------------|---|---------------|-------------------|-------------------|--------------------|---------------------|
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| <p><b>Overarching Question:</b><br/> <i>What is the meaning of Memorial Day?</i></p>  |                   |                   |                    |                     |   |               |                   |                   |                    |                     |
| <p><b>Objectives</b></p> <ol style="list-style-type: none"> <li>1. Make inferences about the character of Pat Tillman</li> <li>2. Understand how loss affects families of service members</li> <li>3. Recognize why certain soldiers are celebrated in society</li> <li>4. Internalize how sacrifice relates to Memorial Day</li> <li>5.</li> </ol>   |                   |                   |                    |                     |   |               |                   |                   |                    |                     |
| <p><b>Suggested Introduction/Engagement Approaches:</b></p> <ol style="list-style-type: none"> <li>1. Dialogical: Tell stories of celebs who go to war</li> <li>2. Sensory: Listen to a poem about war and/or sacrifice</li> <li>3. Discussion: Discuss what the Pat Tillman Memorial means</li> <li>4. Creativity: Share poems from the web analysis</li> <li>5. Analysis: Ask questions about the Vietnam War Memorial</li> </ol>   |                   |                   |                    |                     |   |               |                   |                   |                    |                     |
| <p><b>Optimal Environment Suggestions:</b></p> <ol style="list-style-type: none"> <li>1. Teacher: Introductory Speaker</li> <li>2. Students: Analyzer</li> <li>3. Technology: One Projector</li> <li>4. Grouping: Theater</li> <li>5. Other: Work Together for Notes and Answers</li> </ol>   |                   |                   |                    |                     |   |               |                   |                   |                    |                     |
| <p><b>Problem-Solving Examples</b></p> <ol style="list-style-type: none"> <li>1. Critical Thinking: Inquiry</li> <li>2. Communication: Listening while taking notes</li> <li>3. Collaboration: Sharing and Discussing Notes</li> <li>4. Creativity: Minimal</li> </ol>  |                   |                   |                    |                     |   |               |                   |                   |                    |                     |
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| <p><b>Big Three Extensions:</b></p> <ol style="list-style-type: none"> <li>1. Watch a war-based movie</li> <li>2. Research the Tomb of the Unknown Soldier</li> <li>3. Research how MIA/POW relates to Memorial Day</li> </ol>  |                   |                   |                    |                     |   |               |                   |                   |                    |                     |

|  |   |  |                       |                         |   |                              |   |  |   |   |
|--|---|--|-----------------------|-------------------------|---|------------------------------|---|--|---|---|
| <p><b>Abbreviated Common Core Anchor Standards:</b></p>  |   |  |                       |                         |   |                              |   |  |   |   |
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| <p><b>Challenge Adjust</b></p> <table border="1"> <tr> <td style="text-align: center;"><b>Less Challenging</b></td> <td rowspan="4" style="text-align: center; vertical-align: middle;"><b>Planned Lesson</b></td> <td style="text-align: center;"><b>More Challenging</b></td> </tr> <tr> <td>Give the students question stems to start</td> <td>Do not stop the video at all</td> </tr> <tr> <td>Stop the video occasionally and allow students to share notes</td> <td>Require the sheet be finished on the day it was assigned</td> </tr> <tr> <td>Only require students to do three questions</td> <td>Encourage the students to do all of the questions</td> </tr> </table>  |   | <b>Less Challenging</b>                                  | <b>Planned Lesson</b> | <b>More Challenging</b> | Give the students question stems to start | Do not stop the video at all | Stop the video occasionally and allow students to share notes | Require the sheet be finished on the day it was assigned | Only require students to do three questions | Encourage the students to do all of the questions |
| <b>Less Challenging</b>  | <b>Planned Lesson</b>   | <b>More Challenging</b>                                  |                       |                         |   |                              |   |  |   |   |
| Give the students question stems to start  |   | Do not stop the video at all                             |                       |                         |   |                              |   |  |   |   |
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| Only require students to do three questions  |   | Encourage the students to do all of the questions        |                       |                         |   |                              |   |  |   |   |

Video Notes – A Football Life: Pat Tillman, Link: [https://www.youtube.com/watch?v=Q\\_JsrSisSiQ&t=1s](https://www.youtube.com/watch?v=Q_JsrSisSiQ&t=1s)

**Objective:** To understand the mentality and character that some soldiers display when they agree to join the war and to understand how their stories help build meaning to things like Memorial Day.

**Evidence:** (This Sheet)

1. Front - Completely full of notes and questions
2. Back – At least three questions answered fill the space

Inquiry: Using the provided keywords, build authentic Level 2 and/or Level 3 questions below (1 points per question):

Notes: Things you find interesting, things you want to know more about, people, events, ideas, dates, and statistics, you can draw relevant pictures:

| SCORE IF FILLED WITH RELEVANT IDEAS |                 |     |                     |
|-------------------------------------|-----------------|-----|---------------------|
| 5.0                                 | Completely Full | 3.0 | Not Quite Half Full |
| 4.5                                 | Mostly Full     | 2.5 | You Wrote Something |
| 4.0                                 | Over Half Full  | 0.0 | No Data             |
| 3.5                                 | About Half Full |     |                     |

**Level 2 Common Keywords**

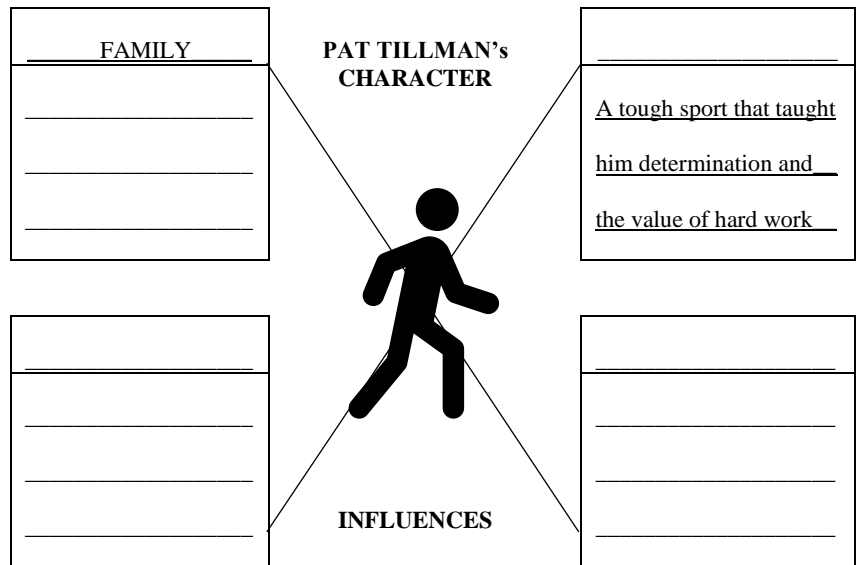
**Level 3 Common Keywords**

Compare  
Contrast  
Classify/Organize  
Explain Why  
Analyze  
Assumptions  
Inferences

Evaluate  
Judge  
If... Then...  
Predict  
Imagine  
Hypothesize  
In your opinion...

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Character Influences: Write down four things that shaped Tillman's character:



Best Five Words to Describe Pat Tillman's Character:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Analysis/Reflection Questions

**Directions:** Using the information from the film and your experience and knowledge, answer at least three of the questions with sufficient detail and descriptiveness (fill the space):

1. The video discusses a few character traits that Tillman acquired as a boy or in high school, which one do you find most significant?

I think the character trait of \_\_\_\_\_

is most significant because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

In my world, I see this when \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. The video discusses a few character traits that Tillman acquired during his time at ASU, which one do you find most significant.

Although Tillman displayed traits like \_\_\_\_\_

\_\_\_\_\_, and \_\_\_\_\_

at ASU, I think the trait of \_\_\_\_\_

is most significant because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_. In particular, I saw this

when Tillman \_\_\_\_\_

\_\_\_\_\_

3. The video discusses a few character traits that Tillman acquired during the draft and while in the NFL, which one do you find most significant.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. The narrator states that 9/11 had a profound effect on Pat Tillman, what do you think the word profound means?

I think the word profound means \_\_\_\_\_

\_\_\_\_\_ because \_\_\_\_\_

\_\_\_\_\_

First, Tillman \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_. Second, Tillman \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. The video discusses a few character traits that Tillman acquired while serving in the Army, which one did you find most significant?

I think the character trait of \_\_\_\_\_

is most significant because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

In my world, I see this when \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6. Some people say that Tillman and other's like him are symbols of why Memorial Day is so important to commemorate. In your opinion, why do people like this make Memorial Day mean so much?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# Theme MEMORIAL DAY

## Experience Inquiry Research

|   |                   |                   |                    |                     |   |               |                   |                   |                    |                     |
|---|-------------------|-------------------|--------------------|---------------------|---|---------------|-------------------|-------------------|--------------------|---------------------|
| <p><b>Foundations:</b></p> <ol style="list-style-type: none"> <li>1. Make every minute of contact time matter</li> <li>2. Empower students to guide themselves through determination, collaboration, and available tools</li> <li>3. Create an environment of effort, production, and achievement</li> <li>4. Recognize that not every learning experience or outcome can be planned but they all can be meaningful</li> <li>5. Democratize teaching, learning, and assessment</li> </ol> |                   |                   |                    |                     |   |               |                   |                   |                    |                     |
| <p><b>Overarching Question:</b><br/><i>What is the meaning of Memorial Day?</i></p>   |                   |                   |                    |                     |   |               |                   |                   |                    |                     |
| <p><b>Objectives</b></p> <ol style="list-style-type: none"> <li>1. Improve researching efficiency</li> <li>2. Understand how to determine important terms</li> <li>3. Complete basic profile information for terms</li> <li>4. Connect terms in time and place in history</li> <li>5.</li> </ol>  |                   |                   |                    |                     |   |               |                   |                   |                    |                     |
| <p><b>Suggested Introduction/Engagement Approaches:</b></p> <ol style="list-style-type: none"> <li>1. Dialogical: Tell a story about a Memorial Day you remember</li> <li>2. Sensory: Display a picture of a Memorial Day commemoration</li> <li>3. Discussion: Ask about what they have learned thus far</li> <li>4. Creativity: Post and Pass word cloud about Memorial Day</li> <li>5. Analysis: Analyze a picture showing loss – what is happening?</li> </ol>                        |                   |                   |                    |                     |   |               |                   |                   |                    |                     |
| <p><b>Optimal Environment Suggestions:</b></p> <ol style="list-style-type: none"> <li>1. Teacher: Guide/Advice</li> <li>2. Students: Researchers/Recorders</li> <li>3. Technology: Search Engines/Websites</li> <li>4. Grouping: Independent</li> <li>5. Other: Collaborate to teach terms discuss importance</li> </ol>  |                   |                   |                    |                     |   |               |                   |                   |                    |                     |
| <p><b>Problem-Solving Examples</b></p> <ol style="list-style-type: none"> <li>1. Critical Thinking: Analysis</li> <li>2. Communication: Reading &amp; Writing</li> <li>3. Collaboration: Minimal</li> <li>4. Creativity: Acrostic Poem</li> </ol>   |                   |                   |                    |                     |   |               |                   |                   |                    |                     |
| <p><b>Growth Mindset Skill Rating</b> (Use these ratings to encourage students what they might experience as they try to overcome)</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td><i>Effort</i></td> <td><i>Commitment</i></td> <td><i>Resilience</i></td> <td><i>Wherewithal</i></td> <td><i>Perseverance</i></td> </tr> </table>  | 1                 | 2                 | 3                  | 4                   | 5 | <i>Effort</i> | <i>Commitment</i> | <i>Resilience</i> | <i>Wherewithal</i> | <i>Perseverance</i> |
| 1   | 2                 | 3                 | 4                  | 5                   |   |               |                   |                   |                    |                     |
| <i>Effort</i>   | <i>Commitment</i> | <i>Resilience</i> | <i>Wherewithal</i> | <i>Perseverance</i> |   |               |                   |                   |                    |                     |
| <p><b>Qualitative Assessment Strategies</b></p> <ol style="list-style-type: none"> <li>1. Time on task researching</li> <li>2. Purpose and focus of discussions</li> </ol>  |                   |                   |                    |                     |   |               |                   |                   |                    |                     |
| <p><b>Quantitative Assessment Strategies</b></p> <ol style="list-style-type: none"> <li>4. Time it takes to complete one entry</li> <li>5. Score on entire document</li> </ol>  |                   |                   |                    |                     |   |               |                   |                   |                    |                     |
| <p><b>Big Three Extensions:</b></p> <ol style="list-style-type: none"> <li>1. Research more soldiers not chosen</li> <li>2. Research more Medal of Honor winners lost in war</li> <li>3. Find a video relevant to Memorial Day and watch it</li> </ol>  |                   |                   |                    |                     |   |               |                   |                   |                    |                     |

|  |   |                         |                         |  |  |   |  |  |                                     |
|--|---|-------------------------|-------------------------|--|--|---|--|--|-------------------------------------|
| <p><b>Abbreviated Common Core Anchor Standards:</b></p>  |   |                         |                         |  |  |   |  |  |                                     |
| <p><b>English Language</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate command of grammar within the English language.</li> <li>2. Demonstrate command of punctuation, capitalization, and spelling within the English language.</li> <li>3. Apply knowledge of the English language to understand how the English language functions in different contexts, in particular in meaning and style and to better understand when reading or listening.</li> <li>4. Using multiple strategies, determine the meaning of unknown words.</li> <li>5. Determine nuances of words or phrases when used in non-explicit ways.</li> <li>6. Continuously improve range of academic and domain-specific use, which includes gathering new vocabulary and word recognition phrases on one's own.</li> </ol> | <p><b>Writing</b></p> <ol style="list-style-type: none"> <li>1. Write a source-based argument with logic, reason, and supporting evidence.</li> <li>2. Write a highly organized informative essay on complex ideas.</li> <li>3. Write a well-structured, well-chosen narrative about imaginary or real events.</li> <li>4. Produce clear, organized, and purposeful piece of writing for a specific audience.</li> <li>5. Engage in a pre-selected or self-created writing process that yields an effective piece of writing.</li> <li>6. Use technology to assist with the writing process, including collaboration.</li> <li>7. Engage in inquiry based research projects for various amounts of time.</li> <li>8 Gather of variety of sources and apply measures of analysis to determine bias and reliability</li> <li>9. Draw appropriate evidence from literary or print sources to support analysis</li> <li>10. Write routinely in various formats for short or long times, formatting correctly, for various audiences.</li> </ol> |                         |                         |  |  |   |  |  |                                     |
| <p><b>Speaking &amp; Listening</b></p> <ol style="list-style-type: none"> <li>1. Prepare for and participate in academically relevant discussions using appropriate modes of conversations.</li> <li>2. Integrate and evaluate diverse modes of media for speaking and listening application.</li> <li>3. Evaluate speaker's point of view, reasoning, and evidence</li> <li>4. Create a well-organized and clear presentation of ideas, reasoning, logic, and evidence.</li> <li>5. Create impactful visual aids to assist with presentations.</li> <li>6. Adapt text to different situations and purposes, showing command of the English language.</li> </ol>   | <p><b>Reading</b></p> <ol style="list-style-type: none"> <li>1. Read for meaning and to make inferences. Find citations to support analysis.</li> <li>2. Find central ideas or themes, summarize them, and find supporting details.</li> <li>3. Analyze development of individuals, events, or ideas interact over time</li> <li>4. Analyze words and word tone to determine meaning and tone.</li> <li>5. Analyze purpose and interconnectedness of the text.</li> <li>6. Assess impact of point of view</li> <li>7. Integrate and evaluate different media formats.</li> <li>8. Analyze arguments and determine logic and reasoning</li> <li>9. Analyze different texts about the same topic.</li> <li>9.1. Read at appropriate and challenging level.</li> </ol>   |                         |                         |  |  |   |  |  |                                     |
| <p><b>Challenge Adjust</b></p> <table border="1" style="width: 100%;"> <tr> <td style="width: 50%; text-align: center;"><b>Less Challenging</b></td> <td style="width: 50%; text-align: center;"><b>More Challenging</b></td> </tr> <tr> <td>Teacher guides the activity on a white board</td> <td>Adjust time for assignment based on skill, desired challenge</td> </tr> <tr> <td>Project whys with contextual clues to match with people</td> <td>Restrict a website that students may not use</td> </tr> <tr> <td>Have ½ the class do the first five and the other ½ do the next five and then teach</td> <td>Pick numbers for people to research</td> </tr> </table>  |   | <b>Less Challenging</b> | <b>More Challenging</b> | Teacher guides the activity on a white board | Adjust time for assignment based on skill, desired challenge | Project whys with contextual clues to match with people | Restrict a website that students may not use | Have ½ the class do the first five and the other ½ do the next five and then teach | Pick numbers for people to research |
| <b>Less Challenging</b>  | <b>More Challenging</b>   |                         |                         |  |  |   |  |  |                                     |
| Teacher guides the activity on a white board   | Adjust time for assignment based on skill, desired challenge  |                         |                         |  |  |   |  |  |                                     |
| Project whys with contextual clues to match with people  | Restrict a website that students may not use  |                         |                         |  |  |   |  |  |                                     |
| Have ½ the class do the first five and the other ½ do the next five and then teach   | Pick numbers for people to research   |                         |                         |  |  |   |  |  |                                     |

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Memorial Day (choose at least one from each column)

Pat Tillman  
*A friend, family, or  
 community member who  
 did not come home from  
 war*

Joe. P. Kennedy  
 Franklin van Valkenburgh  
 Mitchell Red Cloud, Jr.  
 Thomas McGuire

Dori Miller  
 Baldomero Lopez  
 Harold Gonsalves  
 Mike Murphy

Sharon Lane  
 Jennifer M. Moreno  
 Daneil Fernandez  
 Robert M. Hanson

Unknown Soldier

|   |  |
|---|--|
| Who:<br><b>All unknown soldiers killed in US Wars</b>                         | What:<br><b>Tomb of the Unknown Soldier</b>  |
| When:<br><b>November 1921 - Present</b>                                       | Where:<br><b>Arlington National Cemetery</b> |
| Why the person, place, event, or thing is remembered or important to history: |  |
| 1. _____  |  |
| _____   |  |
| 2. _____  |  |
| _____   |  |
| 3. _____  |  |
| _____   |  |

|   |        |
|---|--------|
| Who:  | What:  |
| When:   | Where: |
| Why the person, place, event, or thing is remembered or important to history: |        |
| 1. _____  |        |
| _____   |        |
| 2. _____  |        |
| _____   |        |
| 3. _____  |        |
| _____   |        |

|   |        |
|---|--------|
| Who:  | What:  |
| When:   | Where: |
| Why the person, place, event, or thing is remembered or important to history: |        |
| 1. _____  |        |
| _____   |        |
| 2. _____  |        |
| _____   |        |
| 3. _____  |        |
| _____   |        |

|   |        |
|---|--------|
| Who:  | What:  |
| When:   | Where: |
| Why the person, place, event, or thing is remembered or important to history: |        |
| 1. _____  |        |
| _____   |        |
| 2. _____  |        |
| _____   |        |
| 3. _____  |        |
| _____   |        |

|   |        |
|---|--------|
| Who:  | What:  |
| When:   | Where: |
| Why the person, place, event, or thing is remembered or important to history: |        |
| 1. _____  |        |
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| 2. _____  |        |
| _____   |        |
| 3. _____  |        |
| _____   |        |

|   |        |
|---|--------|
| Who:  | What:  |
| When:   | Where: |
| Why the person, place, event, or thing is remembered or important to history: |        |
| 1. _____  |        |
| _____   |        |
| 2. _____  |        |
| _____   |        |
| 3. _____  |        |
| _____   |        |






|   |                   |                   |                   |                     |   |               |                   |                   |                   |                     |
|---|-------------------|-------------------|-------------------|---------------------|---|---------------|-------------------|-------------------|-------------------|---------------------|
| <p><b>Foundations:</b></p> <ol style="list-style-type: none"> <li>1. Make every minute of contact time matter</li> <li>2. Empower students to guide themselves through determination, collaboration, and available tools</li> <li>3. Create an environment of effort, production, and achievement</li> <li>4. Recognize that not every learning experience or outcome can be planned but they all can be meaningful</li> <li>5. Democratize teaching, learning, and assessment</li> </ol> |                   |                   |                   |                     |   |               |                   |                   |                   |                     |
| <p><b>Overarching Question:</b><br/><i>What is the meaning of Memorial Day?</i></p>   |                   |                   |                   |                     |   |               |                   |                   |                   |                     |
| <p><b>Objectives</b></p> <ol style="list-style-type: none"> <li>1. Connect images and symbols with meaning</li> <li>2. Make inferences about word choice in cartoon</li> <li>3. Draw conclusions about creator's intended message</li> <li>4. Use creativity to communicate meaning to viewers</li> <li>5.</li> </ol>   |                   |                   |                   |                     |   |               |                   |                   |                   |                     |
| <p><b>Suggested Introduction/Engagement Approaches:</b></p> <ol style="list-style-type: none"> <li>1. Dialogical: Describe the purpose of political cartoons</li> <li>2. Sensory: Play a video about political cartoons</li> <li>3. Discussion: Post and discuss a political cartoon as a class</li> <li>4. Creativity: Create a sketch about smartphone use among teens</li> <li>5. Analysis: Analyze a projected political cartoon as a group</li> </ol>                                |                   |                   |                   |                     |   |               |                   |                   |                   |                     |
| <p><b>Optimal Environment Suggestions:</b></p> <ol style="list-style-type: none"> <li>1. Teacher: Clarifier</li> <li>2. Students: Analyzer/Artist</li> <li>3. Technology: Minimal</li> <li>4. Grouping: Partner/Independent</li> <li>5. Other:</li> </ol>   |                   |                   |                   |                     |   |               |                   |                   |                   |                     |
| <p><b>Problem-Solving Examples</b></p> <ol style="list-style-type: none"> <li>1. Critical Thinking: Analysis</li> <li>2. Communication: Reading/Discussing</li> <li>3. Collaboration: Minimal</li> <li>4. Creativity: Authentic Political Cartoon</li> </ol>  |                   |                   |                   |                     |   |               |                   |                   |                   |                     |
| <p><b>Growth Mindset Skill Rating</b> (Use these ratings to encourage students what they might experience as they try to overcome)</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td><i>Effort</i></td> <td><i>Commitment</i></td> <td><i>Resilience</i></td> <td><i>Wheewithal</i></td> <td><i>Perseverance</i></td> </tr> </table>   | 1                 | 2                 | 3                 | 4                   | 5 | <i>Effort</i> | <i>Commitment</i> | <i>Resilience</i> | <i>Wheewithal</i> | <i>Perseverance</i> |
| 1   | 2                 | 3                 | 4                 | 5                   |   |               |                   |                   |                   |                     |
| <i>Effort</i>   | <i>Commitment</i> | <i>Resilience</i> | <i>Wheewithal</i> | <i>Perseverance</i> |   |               |                   |                   |                   |                     |
| <p><b>Qualitative Assessment Strategies</b></p> <ol style="list-style-type: none"> <li>1. Discussion about cartoons or time spent analyzing</li> <li>2. Time spent sketching</li> </ol> <p><b>Quantitative Assessment Strategies</b></p> <ol style="list-style-type: none"> <li>4. Score on analysis portions</li> <li>5. Score on written descriptions</li> </ol>  |                   |                   |                   |                     |   |               |                   |                   |                   |                     |
| <p><b>Big Three Extensions:</b></p> <ol style="list-style-type: none"> <li>1. Analyze more political cartoons</li> <li>2. Analyze political cartoons about current events</li> <li>3. Create a political cartoon about the school or community</li> </ol>   |                   |                   |                   |                     |   |               |                   |                   |                   |                     |

|  |   |  |                       |                         |  |                 |                           |                                       |   |  |
|--|---|--|-----------------------|-------------------------|--|-----------------|---------------------------|---------------------------------------|---|--|
| <p><b>Abbreviated Common Core Anchor Standards:</b></p>  |   |  |                       |                         |  |                 |                           |                                       |   |  |
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| <p><b>Speaking &amp; Listening</b></p> <ol style="list-style-type: none"> <li>1. Prepare for and participate in academically relevant discussions using appropriate modes of conversations.</li> <li>2. Integrate and evaluate diverse modes of media for speaking and listening application.</li> <li>3. Evaluate speaker's point of view, reasoning, and evidence</li> <li>4. Create a well-organized and clear presentation of ideas, reasoning, logic, and evidence.</li> <li>5. Create impactful visual aids to assist with presentations.</li> <li>6. Adapt text to different situations and purposes, showing command of the English language.</li> </ol>   | <p><b>Reading</b></p> <ol style="list-style-type: none"> <li>1. Read for meaning and to make inferences. Find citations to support analysis.</li> <li>2. Find central ideas or themes, summarize them, and find supporting details.</li> <li>3. Analyze development of individuals, events, or ideas interact over time</li> <li>4. Analyze words and word tone to determine meaning and tone.</li> <li>5. Analyze purpose and interconnectedness of the text.</li> <li>6. Assess impact of point of view</li> <li>7. Integrate and evaluate different media formats.</li> <li>8. Analyze arguments and determine logic and reasoning</li> <li>9. Analyze different texts about the same topic.</li> <li>9.1. Read at appropriate and challenging level.</li> </ol>   |  |                       |                         |  |                 |                           |                                       |   |  |
| <p><b>Challenge Adjust</b></p> <table border="1"> <tr> <td style="text-align: center;"><b>Less Challenging</b></td> <td rowspan="4" style="text-align: center; vertical-align: middle;"><b>Planned Lesson</b></td> <td style="text-align: center;"><b>More Challenging</b></td> </tr> <tr> <td>Pick the political cartoon to analyze for the students</td> <td>No Partner Work</td> </tr> <tr> <td>All partner or group work</td> <td>No Introduction, Straight to Activity</td> </tr> <tr> <td>Partner up in groups of two or three to create group cartoons</td> <td>Use technology to assist with the creation of cartoons</td> </tr> </table>  |   | <b>Less Challenging</b>                                | <b>Planned Lesson</b> | <b>More Challenging</b> | Pick the political cartoon to analyze for the students | No Partner Work | All partner or group work | No Introduction, Straight to Activity | Partner up in groups of two or three to create group cartoons | Use technology to assist with the creation of cartoons |
| <b>Less Challenging</b>  | <b>Planned Lesson</b>   | <b>More Challenging</b>                                |                       |                         |  |                 |                           |                                       |   |  |
| Pick the political cartoon to analyze for the students   |   | No Partner Work  |                       |                         |  |                 |                           |                                       |   |  |
| All partner or group work  |   | No Introduction, Straight to Activity                  |                       |                         |  |                 |                           |                                       |   |  |
| Partner up in groups of two or three to create group cartoons  |   | Use technology to assist with the creation of cartoons |                       |                         |  |                 |                           |                                       |   |  |

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Political Cartoon Analysis

|  |  |   |
|--|--|---|
| <p><i>People/Groups in the cartoon:</i></p> <p><u>A large man with glasses</u></p> <p><u>Group of birds flying</u></p> <p><u>Group of ships in a circle</u></p> <p>_____</p>   | <p><i>What is going on in the cartoon?</i></p>  <p>_____</p>  | <p><i>Noticeable/Important Objects:</i></p> <p><u>Big Stick</u></p> <p><u>Boats</u></p> <p><u>Islands?</u></p> <p><u>Birds</u></p>                  |
| <p><i>Words/Phrases that stand out in the cartoon</i></p> <p><u>Caribbean Sea</u></p> <p><u>Debt Collector</u></p> <p><u>Big Stick</u></p> <p>_____</p>  | <p><u>There is a man that is walking around on water with a large bat or club. There are ships in a circle around an encircled area titled "Caribbean Sea." There birds in the air with what appears to be nice weather and palm trees, it looks tropical.</u></p> | <p><i>Characteristics of the setting of the cartoon</i></p> <p><u>Blue Skies</u></p> <p><u>Palm Trees</u></p> <p><u>Water</u></p> <p><u>Sea</u></p> |
| <p><i>Intended Message:</i></p> <p><u>I think that the message of this political cartoon is that to collect debt from other, smaller (less powerful) people you need to be willing to threaten them. The big person is walking on water with a "big stick" indicating he has more power and can do more damage than the smaller islands. The ships are there to collect debt, one says "debt collector."</u></p> |  |   |

**Directions:** Type the phrase "Memorial Day Political Cartoon" into a search engine, select one political cartoon that draws your attention, and complete the same exercise modeled above.

|  |  |   |
|--|--|---|
| <p><i>People/Groups in the cartoon:</i></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>                              | <p><i>What is going on in the cartoon?</i></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> | <p><i>Noticeable/Important Objects:</i></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>                 |
| <p><i>Words/Phrases that stand out in the cartoon</i></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>                | <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>  | <p><i>Characteristics of the setting of the cartoon</i></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> |
| <p><i>Intended Message:</i></p> <p>I think that the message of this political cartoon is _____</p> <p>_____</p> <p>_____</p> |  |   |

## Create Your Own Political Cartoon

Directions: Fill out your own planning chart based on one of the following questions (Choose One):

- What is the meaning of Memorial Day?
- Do we celebrate Memorial Day in the right way?
- How should we feel about Memorial Day?

|   |  |   |
|---|--|---|
| <i>People/Groups I plan to put into my cartoon:</i><br><hr/> <hr/> <hr/> <hr/> <hr/>  | <i>What will be going on in the political cartoon I create:</i><br><hr/> <hr/> <hr/> <hr/> <hr/> | <i>Noticeable/Important Objects I plan to put into my cartoon:</i><br><hr/> <hr/> <hr/> <hr/> <hr/>       |
| <i>Words/Phrases that I plan to make stand out in my cartoon:</i><br><hr/> <hr/> <hr/> <hr/> <hr/>  | <hr/> <hr/> <hr/> <hr/> <hr/>  | <i>Characteristics of the setting I plan to place my cartoon within:</i><br><hr/> <hr/> <hr/> <hr/> <hr/> |
| <i>Intended Message:</i><br><br>I intend to make the message of this political cartoon _____<br><br>_____ this is important to me because _____<br><br>_____. |  |   |
| <i>Sketch Your Cartoon:</i>   |  |   |



# Theme MEMORIAL DAY

## Experience Project Options

|   |                   |                   |                    |                     |   |               |                   |                   |                    |                     |
|---|-------------------|-------------------|--------------------|---------------------|---|---------------|-------------------|-------------------|--------------------|---------------------|
| <p><b>Foundations:</b></p> <ol style="list-style-type: none"> <li>1. Make every minute of contact time matter</li> <li>2. Empower students to guide themselves through determination, collaboration, and available tools</li> <li>3. Create an environment of effort, production, and achievement</li> <li>4. Recognize that not every learning experience or outcome can be planned but they all can be meaningful</li> <li>5. Democratize teaching, learning, and assessment</li> </ol> |                   |                   |                    |                     |   |               |                   |                   |                    |                     |
| <p><b>Overarching Question:</b><br/><i>What is the meaning of Memorial Day?</i></p>   |                   |                   |                    |                     |   |               |                   |                   |                    |                     |
| <p><b>Objectives</b></p> <ol style="list-style-type: none"> <li>1. Create an authentic, summative project</li> <li>2. Conveys authentic meaning of Memorial Day</li> <li>3. Showcases individual skills and creativity</li> <li>4.</li> <li>5.</li> </ol>   |                   |                   |                    |                     |   |               |                   |                   |                    |                     |
| <p><b>Suggested Introduction/Engagement Approaches:</b></p> <ol style="list-style-type: none"> <li>1. Dialogical: Tell a story about final projects in work</li> <li>2. Sensory: Watch a relevant TED Talk on achievement</li> <li>3. Discussion: What is plagiarism and imitation?</li> <li>4. Creativity: Reflect on what they've learned so far</li> <li>5. Analysis: Look at relevant sculptures as final projects</li> </ol>   |                   |                   |                    |                     |   |               |                   |                   |                    |                     |
| <p><b>Optimal Environment Suggestions:</b></p> <ol style="list-style-type: none"> <li>1. Teacher: Motivator/Evaluator</li> <li>2. Students: Producer</li> <li>3. Technology: Possible, but not required integration</li> <li>4. Grouping:</li> <li>5. Other:</li> </ol>   |                   |                   |                    |                     |   |               |                   |                   |                    |                     |
| <p><b>Problem-Solving Examples</b></p> <ol style="list-style-type: none"> <li>1. Critical Thinking: Analysis</li> <li>2. Communication: Reading &amp; Writing</li> <li>3. Collaboration: Minimal</li> <li>4. Creativity: Acrostic Poem</li> </ol>   |                   |                   |                    |                     |   |               |                   |                   |                    |                     |
| <p><b>Growth Mindset Skill Rating</b> (Use these ratings to encourage students what they might experience as they try to overcome)</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td><i>Effort</i></td> <td><i>Commitment</i></td> <td><i>Resilience</i></td> <td><i>Wherewithal</i></td> <td><i>Perseverance</i></td> </tr> </table>  | 1                 | 2                 | 3                  | 4                   | 5 | <i>Effort</i> | <i>Commitment</i> | <i>Resilience</i> | <i>Wherewithal</i> | <i>Perseverance</i> |
| 1   | 2                 | 3                 | 4                  | 5                   |   |               |                   |                   |                    |                     |
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| <p><b>Qualitative Assessment Strategies</b></p> <ol style="list-style-type: none"> <li>1. Motivation to engage on project</li> <li>2. Urgency to finish project</li> </ol> <p><b>Quantitative Assessment Strategies</b></p> <ol style="list-style-type: none"> <li>4. Scores on project</li> <li>5. Choice distribution on project</li> </ol>   |                   |                   |                    |                     |   |               |                   |                   |                    |                     |
| <p><b>Big Three Extensions:</b></p> <ol style="list-style-type: none"> <li>1. Finish early and assist others</li> <li>2. Engage in a self-reflection about the unit</li> <li>3. Present the project to peers or on video</li> </ol>   |                   |                   |                    |                     |   |               |                   |                   |                    |                     |

|  |  |   |                       |                         |  |                                     |  |  |                          |   |
|--|--|---|-----------------------|-------------------------|--|-------------------------------------|--|--|--------------------------|---|
| <p><b>Abbreviated Common Core Anchor Standards:</b></p>  |  |   |                       |                         |  |                                     |  |  |                          |   |
| <p><b>English Language</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate command of grammar within the English language.</li> <li>2. Demonstrate command of punctuation, capitalization, and spelling within the English language.</li> <li>3. Apply knowledge of the English language to understand how the English language functions in different contexts, in particular in meaning and style and to better understand when reading or listening.</li> <li>4. Using multiple strategies, determine the meaning of unknown words.</li> <li>5. Determine nuances of words or phrases when used in non-explicit ways.</li> <li>6. Continuously improve range of academic and domain-specific use, which includes gathering new vocabulary and word recognition phrases on one's own.</li> </ol> | <p><b>Writing</b></p> <ol style="list-style-type: none"> <li>1. Write a source-based argument with logic, reason, and supporting evidence.</li> <li>2. Write a highly organized informative essay on complex ideas.</li> <li>3. Write a well-structured, well-chosen narrative about imaginary or real events.</li> <li>4. Produce clear, organized, and purposeful piece of writing for a specific audience.</li> <li>5. Engage in a pre-selected or self-created writing process that yields an effective piece of writing.</li> <li>6. Use technology to assist with the writing process, including collaboration.</li> <li>7. Engage in inquiry based research projects for various amounts of time.</li> <li>8. Gather of variety of sources and apply measures of analysis to determine bias and reliability</li> <li>9. Draw appropriate evidence from literary or print sources to support analysis</li> <li>10. Write routinely in various formats for short or long times, formatting correctly, for various audiences.</li> </ol> |   |                       |                         |  |                                     |  |  |                          |   |
| <p><b>Speaking &amp; Listening</b></p> <ol style="list-style-type: none"> <li>1. Prepare for and participate in academically relevant discussions using appropriate modes of conversations.</li> <li>2. Integrate and evaluate diverse modes of media for speaking and listening application.</li> <li>3. Evaluate speaker's point of view, reasoning, and evidence</li> <li>4. Create a well-organized and clear presentation of ideas, reasoning, logic, and evidence.</li> <li>5. Create impactful visual aids to assist with presentations.</li> <li>6. Adapt text to different situations and purposes, showing command of the English language.</li> </ol>   | <p><b>Reading</b></p> <ol style="list-style-type: none"> <li>1. Read for meaning and to make inferences. Find citations to support analysis.</li> <li>2. Find central ideas or themes, summarize them, and find supporting details.</li> <li>3. Analyze development of individuals, events, or ideas interact over time</li> <li>4. Analyze words and word tone to determine meaning and tone.</li> <li>5. Analyze purpose and interconnectedness of the text.</li> <li>6. Assess impact of point of view</li> <li>7. Integrate and evaluate different media formats.</li> <li>8. Analyze arguments and determine logic and reasoning</li> <li>9. Analyze different texts about the same topic.</li> <li>9.1. Read at appropriate and challenging level.</li> </ol>  |   |                       |                         |  |                                     |  |  |                          |   |
| <p><b>Challenge Adjust</b></p> <table border="1" style="width: 100%;"> <tr> <td style="width: 50%; text-align: center;"><b>Less Challenging</b></td> <td rowspan="4" style="width: 10%; text-align: center; vertical-align: middle;"><b>Planned Lesson</b></td> <td style="width: 40%; text-align: center;"><b>More Challenging</b></td> </tr> <tr> <td>Have students vote on which one they want to do as a class</td> <td>Have students roll dice for choices</td> </tr> <tr> <td>Give students certain grades just for trying</td> <td>Have students draw choices, consider trading</td> </tr> <tr> <td>Make into group projects</td> <td>Carry out a Socratic Seminar to vote on top three to choose from.</td> </tr> </table>   |  | <b>Less Challenging</b>   | <b>Planned Lesson</b> | <b>More Challenging</b> | Have students vote on which one they want to do as a class | Have students roll dice for choices | Give students certain grades just for trying | Have students draw choices, consider trading | Make into group projects | Carry out a Socratic Seminar to vote on top three to choose from. |
| <b>Less Challenging</b>  | <b>Planned Lesson</b>  | <b>More Challenging</b>   |                       |                         |  |                                     |  |  |                          |   |
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Memorial Day – Summative Project

Due Date: \_\_\_\_\_

Overarching Question: What does Memorial Day mean to you?

Directions: Based on the rules established by your teacher, choose one of the projects below to show what Memorial Day means to you.

Grouping: Independent / Partnered / Small Group / Large Group / Other: \_\_\_\_\_

Grading & Scoring: See your teacher

|   |   |   |
|---|---|---|
| <p><i>Audio-Linguistic</i></p> <p>Write a five-paragraph essay that answers one:</p> <ol style="list-style-type: none"><li>1. Argues the most significant word to convey the meaning of Memorial Day</li><li>2. Explains three emotions that someone could see when they attend a Memorial Day event.</li></ol>                                   | <p><i>Mathematical-Logical</i></p> <p>Using casualty statistics from US wars, create 12 or more complex story problems that help convey the message of what Memorial Day might mean to someone in the US based on the military history of the United States.</p>  | <p><i>Musical</i></p> <p>Compare five well-known songs from at least three different US Wars from 1917 to Present write a song analysis:</p> <ol style="list-style-type: none"><li>1. What war is the song about? Provide evidence.</li><li>2. What is the tone of the song? Cite a lyric.</li><li>3. Who is the song about? Cite a lyric.</li><li>4. Best use of figurative language? Cite &amp; Explain.</li><li>5. In your opinion, what is the song's message? Explain your answer.</li></ol> |
| <p><i>Visual-Spatial</i></p> <p>Create a drawing, sketch, or painting that communicates to the viewer what Memorial Day means to you. Attach a short paragraph explaining what you hope the viewer takes away from viewing your painting.</p>   | <p><i>Bodily-Kinesthetic</i></p> <p>Compare the different ways that soldiers in each of the armed forces train for service, create your own workout using similarities from each training – it should include strength, speed/agility, conditioning and stretching activities and/or exercises with brief descriptions of why you chose them.</p>                         | <p><i>Intrapersonal</i></p> <p>Research the internet for five well-known pictures of loss and sacrifice during war, including Memorial Day commemorations. Pretend you are witnessing that event happen, write a paragraph diary entry for each speculating on what might have happened and how the pictures make you feel.</p>   |
| <p><i>Interpersonal</i></p> <p>Create a video montage of fellow students answering questions you create about Memorial Day. The video should be produced into a 3 to 5-minute clip and uploaded to a video sharing service or delivered to the teacher in an agreed upon manner. Your teacher should clear the questions before you ask them.</p> | <p><i>Naturalist</i></p> <p>One of the most famous war poems is called “Flanders Field” although it was written by a Canadian, it still is used as a poem for commemoration of those lost when fighting in war. Write five poems about war using plants and animals within each that you think capture the meaning and feelings of loss associated with Memorial Day.</p> | <p><i>Big Picture Connections</i></p> <p>Sadly, in some communities it sometimes happens that graves of service people or memorials to people who lost their lives fighting for the United States have their graves desecrated (vandalized, destroyed, disrespected), create a poster to discourage people your age from doing these things this year and in future years.</p>  |

Have your own idea? Check with your teacher about your idea and work with them to establish guidelines so that you can do your original idea for your project.