

Knowledge Building with a Model Lesson

Why build knowledge with model lessons?

Lessons that exemplify high-quality literacy instruction are anchored in complex grade-level text. A high-leverage, evidence-based strategy to support students in accessing complex text is to anchor that text in a conceptually coherent set of resources that build needed knowledge and vocabulary. This work is particularly critical for students not yet reading at grade level.

What is included in a knowledge-building model lesson?

Each knowledge-building model lesson includes a close-reading model lesson paired with a short set of knowledge-building resources and tasks. Educators can engage in knowledge building with any close-reading lesson, so long as this lesson is centered on a complex grade-level text and series of text-specific oral and/or written tasks.

The knowledge-building resources follow similar guidance for more extensive text sets, but on a much smaller scale. The selection of resources follow a quad text set model developed by Comprehensive Reading Solutions and based on the article by Sarah Lupo and colleagues, "Building Background Knowledge Through Reading: Rethinking Text Sets." In a quad text set model, three to five texts are selected that help students develop knowledge critical to the complex text at the center of the close-reading lesson. Each of these supplemental texts is paired with a lightweight text-dependent task to support students' comprehension and knowledge-building work.

How might a teacher use a knowledge-building model lesson?

Educators can use the knowledge-building resources in the order indicated in the "Quad Text Set with Text-Dependent Tasks" table to help build knowledge and vocabulary when engaging with a close-reading model lesson. Implementing these knowledge-building texts and tasks can be done in a variety of ways; they are lightweight enough to be done either during short portions of class or as homework. For example::

- If completed as homework, the partner portion of each task can be completed in class.
- If the whole class (or majority of students) has little to no knowledge of the topic under study, the text set could be used in whole-class instruction.
- If there are just a few students who have little to no knowledge of the topic of study, the text set could be used in small groups with teacher guidance.

This list is not meant to be exhaustive. Educators should use their judgement about student needs to determine how best to use the resources.

Building Knowledge with a Close-Reading Lesson ***Unbroken and A Farewell to Manzanar***

This set of resources is designed to build knowledge in support of the close-reading lesson on *Unbroken* by Laura Hillenbrand and *Farewell to Manzanar* by Jeanne Wakatsuki Houston & James D. Houston©, available on achievethecore.org.

I. Anchor Text

Excerpts from *Unbroken* by Laura Hillenbrand and *Farewell to Manzanar* by Jeanne Wakatsuki Houston and James D. Houston

Lexile: 810L-1000L; 1010L-1200L

Grade: 8

II. Knowledge and Language Demands

- The texts are moderately complex due to their use of academic vocabulary (e.g., emaciated, drafty, scavenge, ransacking, and vulnerability) and domain-specific terms (e.g., American Friends Service, fright mask, short-wave band). While some of this language can be gleaned from context, other terms have no definition within the text.
- Both texts are moderately complex. “Unbroken” and “Farewell to Manzanar” describe the retellings of war experiences of the Japanese POW camp and the Japanese Internment Camp and understanding them requires a basic understanding of these war experiences, specifically the struggles and tortures of those imprisoned in the camps.

III. Quad Text Set with Text-Dependent Tasks

The table below details the knowledge-building resources to use in support of the close-reading lesson: what text to use, in what order to use it, details about the text, and a text-dependent task to support knowledge building. The resources are listed below in their suggested order for use. Task directions have been written in student-facing language and teacher notes added in italics when necessary. Links to full task descriptions have been provided when possible.

Title	Resource Type	Lexile Level	Summary	Task
<u>"The Pacific War"</u>	Interactive Historical Map	1410L-1600L	This site transitions through the major battles of the War	<i>Teacher preparation: Either have students create or provide a chart like the one linked below.</i>

			in the Pacific through a series of focused maps.	<p><u>Dialectical Journals</u> As you view and interact with the map, note the important ideas, events, and terms and note your inferences about these important pieces of evidence.</p> <p>Be prepared to participate in a whole-class discussion to answer: What does this map show about battles in the Pacific Theater of WWII?</p>
" <u>World War II Teachable Moments: Japanese American Internment</u> "	Video (2:24)	n/a	A short film created by the FDR Library's education staff that chronicles how the events at Pearl Harbor led to prejudice and Executive Order 9066.	<p>Modified <u>Quick Write</u> View the video.</p> <p>Then, view the video a second time. As you view it again, write down key ideas and important details.</p> <p>Share your details with a partner.</p> <p>With your partner, write a summary statement in 15 words or fewer that summarizes the video.</p> <p>Be prepared to discuss internment camps with the whole class.</p>
" <u>Witness History: Japanese Internment</u> "	Podcast	n/a	Interview with an Internment Camp Survivor	<p><u>3 - 2 - 1</u> Listen to the podcast. As you listen, jot down:</p> <ul style="list-style-type: none"> • 3 new things you learned • 2 questions you have from the reading • 1 key term from the passage. <p>Compare your 3 - 2 - 1 with a partner.</p> <p>Together, write a new 3 - 2 - 1 that reflects both of your best thinking.</p>

<p><u>"American POWs in Japanese Captivity" / Teaching History</u></p>	<p>Article</p>	<p>1410L-1600L</p>	<p>A historian answers the question: "I recently read that, prior to the bombing of Hiroshima in 1945, up to 1,000 Allied POWs were dying per week at the hands of the Japanese. Is this true?"</p>	<p><i>Teacher preparation: Form students into groups of three.</i></p> <p><u>Final Word</u> As you read your text, select two sentences or phrases you find most interesting.</p> <p>Note why you find these sentences or phrases interesting.</p> <p>Form a group of three students.</p> <ol style="list-style-type: none"> 1. Each student shares their selected text and the other two students discuss what they find interesting about the shared sentence or phrase. 2. The student who shared the selected text then explains why they initially selected the text to share. 3. Repeat the process until all the students have shared.
<p><u>Unbroken and Farewell to Manzanar</u></p>	<p>Anchor Texts</p>	<p>810L-1000L; 1010L-1200L</p>	<p><i>Unbroken</i> tells of Louis Zambarini, an Olympian turned WWII POW survivor. <i>Farewell to Manzanar</i> is the story of Japanese Americans facing prejudice and imprisonment during WWII.</p>	<p>See the text and sequence of tasks provided in the close-reading model lesson here.</p>