

Veterans Legacy Program Curricular Materials

ELA Writing Practice: Lives and Legacies of United States Veterans

Lesson Summary

Grade, Subject: 4th-5th, Social Studies & English Language Arts

Lesson Overview: Students will read and analyze biographies of United States Veterans. Students will refer to relevant details and examples in the texts when writing an informative essay describing the similarities between the two veterans.

Florida State Social Studies Standards:

[SS.4.A.1.1](#) / [SS.5.A.1.1](#) Use primary and secondary sources to understand history

Florida State English Language Arts Standards:

[LAFS.4.RI.1.3](#) Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

[LAFS.4.RI.3.9](#) / [LAFS.5.RI.3.9](#): Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

[LAFS.4.W.3.9](#) / [LAFS.5.W.3.9](#) Draw evidence from literary or informational texts to support analysis, reflection, and research.

[LAFS.5.RI.1.3](#) Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

[LAFS.5.W.1.2](#) Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Learning Objectives:

- ❖ Students will synthesize events, ideas, or concepts from multiple historical texts.
- ❖ Students will explain the relationships information from multiple nonfiction texts and present their ideas clearly in an expository essay.
- ❖ Students will create an essay with facts, details, and quotations.

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Note for the Teacher:

The intended use of these two FSA style ELA Writing Practice prompts are detailed below. However, UCF VLP encourages you to use them however best meets your classroom needs. The two prompts “Jewish Americans in WWII” and “Italian American Veterans” have been formatted and modeled after FSA ELA Writing Practice Prompts to support your preparation for the FSA Writing Exam. The two prompts have also been prepared so that you can use them independently of the other.

Both prompts include:

- 2 reading passages about veterans interred or memorialized at Florida National Cemetery (Bushnell, FL)
- 1 prompt page
- 3 lined pages for student writing
- 1 premade Venn Diagram that aligns with the passages

Lesson Outline and Materials

Part I - Prompt 1: Jewish Americans in WWII – Scaffolded Writing Practice

- Student copies of **UCF VLP 4th ELA Writing Prompt 1: Jewish Americans in WWII**
 - 2 reading passages, Student Edition pages 1-4
 - Source 1: Max Litwin
 - Source 2: Sidney Malatsky
 - Prompt and Directions, Student Edition page 5
 - Lined pages for student writing, Student Edition pages 6-8
 - Corresponding Venn Diagram, Student Edition page 9
- Student copies of **Planning Your Writing** planning sheet, Teacher Edition page 6

Part II - Prompt 2: Italian American Veterans – Writing Practice

- Student copies of **UCF VLP 4th ELA Writing Prompt 2: Italian American Veterans**
 - 2 reading passages, Student Edition pages 1-4
 - Source 1: John Antuono
 - Source 2: William “JJ” Boese
 - Prompt and Directions, Student Edition page 5
 - Lined pages for student writing, Student Edition pages 6-8
 - Corresponding Venn Diagram, Student Edition page 9
- Student copies of **Planning Your Writing** planning sheet, Teacher Edition page 6

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Lesson Plan

Part I - Prompt 1: Jewish Americans in WWII:

- ❖ Build Background
 - Tell students you will practice writing essays using biographies about Jewish American Veterans.
 - **Build Background:** Build Social Studies content background as desired and as needed:
 - **Vocabulary:** For this prompt, it would be best to make sure that students know the following terms: *veteran, Jewish, immigrant*.
 - **Map:** It would also benefit them to know if the following are cities, states or countries and where they are located: *Poland, Rhode Island, Miami (FL), Bushnell (FL), Russia, Massachusetts, Italy, France, Germany, Austria, Rome (Italy), and Florence (Italy)*. Lastly, it would help students know where the *Adriatic Sea* is located.
- ❖ Analyze the Prompt
 - Pass out all the Student Edition pages and Planning Your Writing page. Preview and organize all the pages as a class.
 - Locate the prompt page and read the prompt together:
 - **Prompt:** *Write an informative essay comparing the lives of these two Jewish American veterans before, during and after World War II. Use information from the passages in your essay.*
 - Ask students to circle “*comparing*” and ask students to underline the three things the prompt asks them to compare. Discuss and correct what they underline. They should have underlined *lives, before, during, and after WWII*.
 - Have students explain to their partners what the prompt is asking them to do.
- ❖ Coding the Text
 - Write the following text codes on the board:
 - Before = B During = D After = A
 - Tell students that for the first read through, you will read the passages to them and they will write the codes *B, D, or A* on their paper next to examples of the men’s lives before, during, and after WWII. Make sure students know they can write one code per sentence or per paragraph, they can write it next to the paragraph or on the actual words of the paragraph.
 - When you begin to read the passage to them, stop after each paragraph. Have students to code only that text, discuss their codes with a partner, and then discuss the codes as a class. Once you’re confident they understand the coding process, read larger sections at a time and then give students time to discuss their coding choices. Once you’ve finished reading both sources, be sure to review and correct all their coding choices.
- ❖ Venn Diagram
 - Have students locate their Venn Diagram (page 9).
 - Instruct students to create *Before, During, and After* headings in each of the three sections of the Venn Diagram.

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- Reread paragraphs one and two of **Source 1: Max Litwin** (page 1). Directly instruct students how to take the information from those paragraphs and turn them into brief notes in the correct section of the Venn Diagram. Remind students to write in pencil because they might need to move information to the “Both” section of the Venn Diagram.
 - Reread paragraphs three and four and give students time to write appropriate notes on their Venn Diagram with a partner. Discuss and correct their responses.
 - Reread the rest of the passage (paragraphs five – seven) one paragraph at a time and have students take notes on their own. When finished, discuss and correct their responses.
 - Reread paragraphs one and two from **Source 2: Sidney Malatsky** (page 3). Directly instruct students how to put this information in Malatsky’s side of the Venn Diagram and how and what to put in the “Both” section of the Venn Diagram.
 - Release students to reread and complete the Venn Diagram for the rest **Source 2**.
 - When students are finished, discuss and correct their Venn Diagrams.
- ❖ Plan Your Writing Page
- Locate the prompt page and reread the prompt together:
 - **Prompt:** *Write an informative essay comparing the lives of these two Jewish American veterans before, during and after World War II. Use information from the passages in your essay.*
 - Remind students they will write a five-paragraph essay using these two sources. Ask students to discuss with a partner what the five paragraphs should be about. Discuss responses.
 - Responses should conclude their five paragraphs should be the following: *introduction, life before WWII, life during WWII, life after WWII, and conclusion.*
 - Controlling Idea – Introduction
 - Model for students how to take the language, or wording, from the prompt and turn it into a complete sentence that will be their controlling idea.
 - Topic A – Life Before WWI
 - As a class, work together to create a topic sentence for their paragraph about the men’s lives before the war.
 - Model how to identify one example that fits in this paragraph and write the example on the planning page.
 - Have students work in pairs to identify and write the other two examples.
 - Discuss ideas as a class and correct student responses.
 - Topic B – Life During WWI
 - Have pairs write their topic sentence. Discuss and correct.
 - Have pairs fill in three examples that support their topic sentence. Discuss and correct.
 - Topic C – Life After WWI
 - Have students do the third topic sentence and examples on their own.
 - Have students share their sentences and examples with a partner. Encourage them to fix, finish or make changes to their work after talking with their partner.
 - Discuss topic sentences and examples as a class.

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- Conclusion
 - Have students rewrite the controlling idea by themselves but tell them the idea is to use different words to get across the same message.
 - Discuss and share student examples.
- ❖ Writing their Essay
 - Let students write their own introductions. Discuss and share as needed to guide and correct their introductions.
 - Model for students how to take Topic A and turn it into a complete paragraph. Put the topic sentence first. Brainstorm a list of transition words as a class and write their list on the board. Encourage them to add transition words between their supporting examples.
 - Have students write Topic B paragraph with their partner.
 - Have students write Topic C paragraph on their own.
 - Have students write their own conclusions. Discuss and share as needed to guide and correct their conclusions.
- ❖ Editing
 - Pick two editing concepts you want students to practice – examples could be use of capitalization, periods, spelling, indenting paragraphs, etc. Have students trade their essay with a classmate and edit the other person's work for those two concepts.
 - Have students go back through their own essay and the only thing they can do is decide and make their partner's adjustments or not.
 - Have the students reread their essay a final time and make any changes of their own they think are necessary.

Part II - Prompt 1: Italian Americans Veterans:

- ❖ Build Background
 - Tell students you will practice writing essays using biographies about Jewish American Veterans.
 - **Build Background:** Build Social Studies content background as desired and as needed:
 - **Vocabulary:** For this prompt, it would be best to make sure that students know the following terms: *veteran, immigrant, infantry, bookkeeper, census, and amphibious force.*
 - **Map:** It would also benefit them to know if the following are cities, states or countries and where they are located: *Italy, Russia, Poland, Greece, Ireland, Tampa (FL), the Western Front, France, Ellis Island, Illinois, Pearl Harbor, Pacific Ocean, and Australia.*
- ❖ Review Writing Process
 - Have students create a list of the steps they used to complete their essay about Jewish American Veterans.
 - Discuss and correct their responses. Write their list of steps on a board.
- ❖ Writing
 - Allow students their FSA allotted amount of time to complete their second prompt.

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Planning Your Writing

Controlling Idea:

Topic Sentence A:

1st example for Topic A:

2nd example for Topic A:

3rd example for Topic A:

Topic Sentence B:

1st example for Topic B:

2nd example for Topic B:

3rd example for Topic B:

Topic Sentence C:

1st example for Topic C:

2nd example for Topic C:

3rd example for Topic C:

Conclusion: