The English Language Arts (ELA) Series Learning Stations books build student interest, allow for inquiry, and increase student achievement. Reading: Informational Text Learning Stations, Grades 6–8, contains six units of study. These units will help students become better readers of nonfiction informational text as they learn to cite evidence from the text and become aware of the author's bias, point of view, and techniques used to persuade the reader. Students will also learn about different ways text may be organized and the text features that help readers get meaning out of the text they read. Activities at each station are designed to create interest, provide practice, and stimulate discussion. Addresses the Reading Informational Text strand of the Common Core State Standards for English Language Arts. Can be used for center activities, whole-class instruction, or individual assignments. Listening and Speaking and Media/Technology standards are integrated throughout the activities in the book. Includes teacher pages, station activities, handouts, and answer keys. Correlated to Common Core State, National, and Provincial standards. Visit www.carsondellosa.com for correlations.

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

Center Activities • Whole-Class Instruction • Individual Assignments

Visit learningspotlibrary.com for FREE activities!
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To the Teacher

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

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

Books in the ELA Series

- **Reading: Literature Learning Stations, Grades 6–8**
  The units focus on alliteration, rhyme, plot and setting, tone and mood, and poetry.

- **Reading: Informational Text Learning Stations, Grades 6–8**
  The units focus on citing evidence, bias, point of view, propaganda techniques, organizational text structures, and text features.

- **Writing Learning Stations, Grades 6–8**
  The units focus on fact and opinion, characterization, making inferences, proof-reading, and dialogue.

- **Language Learning Stations, Grades 6–8**
  The units focus on punctuation, dictionary usage, figurative language, roots and affixes, and word meaning.

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

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

<table>
<thead>
<tr>
<th>Units of Study</th>
<th>Grade Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>RI.6.1</td>
</tr>
<tr>
<td>Inferences and Evidence</td>
<td>X</td>
</tr>
<tr>
<td>Propaganda Techniques</td>
<td>X</td>
</tr>
<tr>
<td>Organizational Text Structures</td>
<td>X</td>
</tr>
<tr>
<td>Text Features</td>
<td>X</td>
</tr>
<tr>
<td>Bias and Point of View</td>
<td>X</td>
</tr>
<tr>
<td>Comparing Text and Media</td>
<td>X</td>
</tr>
</tbody>
</table>
Inferences and Evidence

Teacher Page

Unit: Inferences and Evidence

Goal: Students will be able to make inferences and cite textual evidence.

Common Core State Standards (CCSS):

<table>
<thead>
<tr>
<th>6th Grade</th>
<th>7th Grade</th>
<th>8th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>RI.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</td>
<td>RI.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</td>
<td>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.</td>
</tr>
</tbody>
</table>

Materials List/Setup

Station 1: Citing Textual Evidence (Activity); The Nation Mobilizes for War (Handout)
Station 2: Evaluating Textual Evidence (Activity); The Nation Mobilizes for War (Handout)
Station 3*: Making Inferences: Poster (Activity); We Can Do It! Poster (Handout)
Station 4: Making Inferences and Citing Evidence (Activity); To the Women of Mobile (Handout)

Activity: one copy per student
Handout: one copy per each student in a group

*Technology Integration—Station 3: Students can view a color image of the We Can Do It! Poster at <http://media.nara.gov/media/images/20/7/20-0697a.gif>

Opening: Discussion Questions (Teacher-Directed)

1. What do you know about World War II?
2. What do you know about the life on the American home front during World War II?
   [Possible answers: women joined workforce, rationing, victory gardens]

Student Instructions for Learning Stations

At the learning stations, you will explore the mobilization of the American home front during World War II. Activities will focus on women entering the workforce to support the war effort. You will practice making inferences and citing textual evidence. Discuss your answers with other team members after completing each activity.

Closure: Reflection

The following questions can be used to stimulate discussion or as a journaling activity.
1. Why were women needed to enter the workforce?
2. What jobs were available for women who entered the workforce?
3. How do you think women were affected after the war ended and the men returned home?
Station One: Citing Textual Evidence

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

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

Evidence 1: ____________________________________________________________

Evidence 2: ____________________________________________________________

Evidence 3: ____________________________________________________________

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

Evidence 1: ____________________________________________________________

Evidence 2: ____________________________________________________________

Evidence 3: ____________________________________________________________
**Station Two: Evaluating Textual Evidence**

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

**Questions**

1. Was Japanese Admiral Yamamoto correct when he said, “we have only awakened a sleeping giant, and his reaction will be terrible”?

2. How did President Roosevelt’s decisions about military production support his calling the United States, “the arsenal for democracy”?

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

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

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

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

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

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

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

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

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

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

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Station Four: Making Inferences and Citing Evidence

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

Excerpt One
Inference:
Evidence:
Evidence:

Excerpt Two
Inference:
Evidence:
Evidence:

Excerpt Three
Inference:
Evidence:
Evidence:
The Nation Mobilizes for War

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

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

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

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

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

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

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

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

(From U.S. History: People and Events 1865–Present by George Lee. Used with permission of Mark Twain Media, Inc., Publishers)
We Can Do It! Poster

National Archives
[For a larger or color image go to: <http://media.nara.gov/media/images/20/7/20-0697a.gif>]
To The Women of Mobile

Excerpt One:

“You are needed in the war jobs and in other essential civilian jobs directly aiding the war effort in Mobile NOW. Manpower has been practically exhausted. ... We must depend upon you—upon womanpower. There are idle machines in war plants which you can operate. There are idle jobs in the shipyards which you can fill. There are jobs in stores, offices, transportation, restaurants, hospitals in which you can render essential war service.”

Excerpt Two:

“Women have responded nobly to the call to war service throughout the Nation. Many are employed in the shipyards in Mobile now. Many are at Brookley Field. Still others are in plants which are producing the war supplies essential to victory. Women who have never worked before are employed in stores and other necessary business establishments. Women have proved their efficiency in war work. Throughout our country they are doing work which many believed could be done only by men.”

Excerpt Three:

“In the Norfolk navy yards 500 women are employed as mechanics. They operate lathes, serve as drill press operators and shapers, assemble engines, repair radios, generators and electric starters, and are expert welders. The United States Employment Service, after long study, has reported that, ‘It can hardly be said that ANY occupation is absolutely unsuitable for the employment of women. Women have shown that they can do or learn to do almost any kind of work.’”

[Excerpts from War Manpower job flyer promoting women to register for War Jobs., 1942.; Series: Central Files and Monthly MOPAC Area Reports, compiled 1942–1943; Record Group 211: Records of the War Manpower Commission, 1936–1951; NARA—Southeast Region (Atlanta).]


Unit: Propaganda Techniques

Goal: Students will be able to identify the most common propaganda and production techniques used in presidential campaign commercials.

Common Core State Standards (CCSS):

<table>
<thead>
<tr>
<th>6th Grade</th>
<th>7th Grade</th>
<th>8th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</td>
<td>RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</td>
<td>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.</td>
</tr>
</tbody>
</table>

Materials List/Setup

Station 1*: Presidential Campaign Commercial, 1952 (Activity); Propaganda Techniques (Handout)
Station 2*: Presidential Campaign Commercial, 1960 (Activity); Propaganda Techniques (Handout)
Station 3*: Presidential Campaign Commercial, 1968 (Activity); Propaganda Techniques (Handout)
Station 4*: Presidential Campaign Commercial, 1984 (Activity); Propaganda Techniques (Handout)
Station 5*: Presidential Campaign Commercial, 2004 (Activity); Propaganda Techniques (Handout)

Activity: one copy per student Handout: one copy per each student in a group
*Integration of Technology Skills and/or Speaking and Listening Standards

Opening Activity and Discussion Questions (Teacher-Directed)

Go online to: <http://www.pbs.org/30secondcandidate/tricks_of_the_trade/>
1. Click on the ad FOR this candidate link located at the bottom of the web page and view the different production techniques used with the video.
2. Discussion Question: What production techniques were used to set a positive tone?
3. Click on the ad AGAINST this candidate link located at the bottom of the web page.
4. Discussion Question: What production techniques were used to set a negative tone?
5. Discussion Questions: What is propaganda? Why are propaganda techniques used in campaign commercials?

Student Instructions for Learning Stations

At each learning station, you will view a different presidential campaign commercial. On the activity pages, record your observations of the propaganda and production techniques used in the commercials. You may need to view the videos more than one time. Discuss your answers with other team members after completing each activity.

Closure: Reflection

The following questions can be used to stimulate discussion or as a journaling activity.
1. Which campaign commercial did you feel was most effective? Why?
2. Do you think negative campaign commercials should be allowed on television? Explain your answer.