

Middle Grades Lesson  
ELA: Text Evidence  
*At our best: a dream for Alaska tourism*

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**Standards:**

Matsu ELA Standards

RL.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.

W.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

**Prior to this lesson:**

- Students may need some introduction to research skills including the evaluation of text and book resources, and synthesizing texts on the same topic.
- Prior to this lesson students may complete some warm-up thinking on what they feel like is most important to them about the state of Alaska.

**Learning Outcomes:**

**Know** (Students will know...)

Students will know the definition of text evidence.

**Do** (Students will be able to...)

Students will be able to present and explain their findings through a multimedia product.

Students will be able to form their own definitions of concepts presented to them.

**Understand** (Students will understand that...)

Students will understand that cultural tourism is unique and engaging and should be implemented in all facets of tourism.

Students will understand that Alaska is a unique place to call home.

Students will understand how to effectively synthesize a text and present their findings in a focused and coherent way.

**Evidence/Assessment (Performance Tasks and Other Evidence)**

(How will students show you what they know/can do/understand about the day's lesson?)

<b>Formative Assessment(s):</b>	<b>Which learning outcome(s) are being assessed?</b>
<b>Homework Writing Assignment</b>	Students will understand that Alaska is a unique place to call home.
<b>Group Analysis of <i>At Our Best</i> Article</b>	Students will know how to evaluate the main ideas of a text.
<b>Whole Class Discussion</b>	Students will be able to present and explain their findings through a created multimedia product. Students will understand how to effectively synthesize a text and present their findings in a focused and coherent way.
<b>Tourism Business Creation</b>	Students will be able to present and explain their findings through a created multimedia product.  Students will understand that cultural tourism is unique and engaging and should be implemented in all facets of tourism.  Students will understand how to effectively synthesize a text and present their findings in a focused and coherent way.
<b>2 sentence Definition of Cultural Tourism</b>	Students will understand that cultural tourism is unique and engaging and should be implemented in all facets of tourism.  Students will understand how to effectively synthesize a text and present their findings in a focused and coherent way.  Students will be able to form their own definitions of concepts presented to them.

## Learning Plan

Elements	Introduction of Lesson	Resources/ Materials	Time Estimate
<b>Suggested Prework:</b>	<p>Students will turn in a writing assignment that was assigned as homework the night before.</p> <p>Writing Assignment: “Take some time to think about what you love about Alaska. What do you feel most connected to here? Is there an experience you have had in Alaska that is special to you? Take 30 minutes to write down your thoughts, make a video recording or an art piece.”</p>		10 mins
<b>Lesson Intro Including: Connect to Prior Learning</b>	<p>Students will read “<i>At Our Best</i>” from Alaska Humanities Forum Magazine.</p> <p>Students will work in assigned groups of 3 to discuss the article and write down 1 main topic, 2 quotes they liked, and 3 things they learned. While reading they will be prompted to think about the pros and cons of current Alaska tourism and the impacts it has on the people and the environment. Students will be asked to think about the positive and potential negatives that could arise from tourism in Alaska.</p>	<p>Graphic organizer for writing down ideas.</p> <p>Article:  <a href="https://docs.google.com/document/d/1h4qiSP_15AoI4k1x7N8eqatoNcJEUup7/edit">https://docs.google.com/document/d/1h4qiSP_15AoI4k1x7N8eqatoNcJEUup7/edit</a></p>	25-30 mins
<b>Transition</b>	Students will prepare to present their ideas in a whole class discussion.		3 mins
<b>Core Task</b>	<p>Each group will present their ideas in a whole class discussion. We will discuss each idea as it comes up. This will be a time for us to discuss the positive attributes of current Alaska tourism, problems as viewed by the students, and potential solutions.</p> <p>EQ: Where do you see culture in Alaskan tourism? How could tourism businesses include more aspects of Alaskan culture in their activities?</p>	Whiteboard for writing down ideas	20 mins
<b>Transition</b>	Students will go back to their respective seats.		3 mins

	Educator will setup for watching a video on the projector.		
<b>Core Task</b>	Students will watch a video about cultural tourism from YouTube. Students will be prompted to look for key ideas in the video.	<a href="https://www.youtube.com/watch?v=jMEQI6KNNWs">https://www.youtube.com/watch?v=jMEQI6KNNWs</a>	15 mins
<b>Core Task</b>	<p>EQ: What is cultural tourism? Students will be asked to create their own 2 sentence definition of cultural tourism based on the article they read and the video they viewed. Students will be prompted to consider the question we answered about where they see culture in Alaskan tourism and how businesses include more aspects of culture in their activities.</p> <p>Students will write their definitions on index cards and hand them in. The teacher will mix them up and redistribute them to the class. Students will peer review their classmates' definitions and write one positive point of feedback and one constructive point of feedback.</p> <p>Students will be given back their own cards to use in the following project.</p>	<p>Index cards</p> <p>Writing utensils</p>	15 mins
<b>Core Task &amp; Formative Assessment</b>	<p>Students will work independently to generate a plan for tourism business in Alaska based on the ideas from the articles on cultural tourism.</p> <p>Students will be responsible for presenting their ideas to the class. This could be a PowerPoint presentation, a posterboard, a skit, a brochure, a video, or something of their own choosing.</p> <p>This could be extended by crafting a larger project with an extended work time.</p> <p>This work time may also be scaffolded by providing students with a curated list of website and texts.</p>	<p>Art supplies</p> <p>Articles</p> <p>Books</p> <p>Laptops</p>	60 mins
<b>Differentiation: Process,</b>	Students will be given the chance to write their thoughts or create a recording of their		

<p><b>Product, Content</b></p>	<p>verbal thoughts.</p> <p>Students will be given the opportunity to choose their final product’s medium. They will be given options from a choice menu or propose their own idea.</p> <p>Students will be given a resource bank of websites, videos, and books to use for their projects.</p> <p>Student interests are considered with the ability to choose what sort of business they want to be.</p> <p>Video and written examples will be used.</p>		
<p><b>Accommodations and/or Modifications</b></p>	<p>Students could listen to the article from a pre-recorded file instead of reading it.</p> <p>Students who need extra help will be assigned a partner to work with.</p> <p>All students will have a conference check-in during their work time to ensure learning goals are being met.</p>		

References:

Watson, E. (2023). At Our Best: A Dream for AK Tourism. Anchorage; Alaska Humanities Forum Magazine.

YouTube. (2021). *The Rise of Cultural Tourism | Everything You Need to Know About Cultural Tourism*. YouTube. Retrieved April 21, 2023, from <https://www.youtube.com/watch?v=jMEQI6KNNWs>.