
CROSSING BORDERS: INTERNATIONALIZATION & THE “BORDERLANDS” IN AMERICAN HISTORY

THE VANGUARD

SEPTEMBER 5, 2014



WELCOME TO THE VANGUARD!

- Book, booklet, binder, meeting schedule
- Name tents and acknowledging one another by name
- Seating
- Agenda for today
- Norms

CORE ACTION 2: Employ questions and tasks that are text dependent and text specific.

INDICATORS	EVIDENCE OBSERVED OR GATHERED								
A. Questions and tasks address the text by attending to its particular structure, concepts, ideas, events and details.	<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td> </tr> <tr> <td colspan="2">Questions and tasks do not refer directly to the text and instead elicit opinion answers.</td> <td colspan="2">Questions and tasks repeatedly return students to the text to build understanding.</td> </tr> </table>	1	2	3	4	Questions and tasks do not refer directly to the text and instead elicit opinion answers.		Questions and tasks repeatedly return students to the text to build understanding.	
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B. Questions and tasks require students to cite evidence from the text to support analysis, inference, and claims.	<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td> </tr> <tr> <td colspan="2">Questions and tasks can be answered without reference to evidence from the text or data.</td> <td colspan="2">Questions and tasks require students to cite evidence from the text or data.</td> </tr> </table>	1	2	3	4	Questions and tasks can be answered without reference to evidence from the text or data.		Questions and tasks require students to cite evidence from the text or data.	
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C. Questions and tasks require students to appropriately use academic language (i.e., vocabulary and syntax) from the text in their responses or claims.	<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td> </tr> <tr> <td colspan="2">Questions and tasks do not explicitly require use of academic or domain-specific language.</td> <td colspan="2">Questions and tasks intentionally support students in developing facility with academic and domain-specific language.</td> </tr> </table>	1	2	3	4	Questions and tasks do not explicitly require use of academic or domain-specific language.		Questions and tasks intentionally support students in developing facility with academic and domain-specific language.	
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D. Sequences of questions support students in delving deeper into text, data, or graphics to support inquiry and analysis.	<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td> </tr> <tr> <td colspan="2">Questions do not follow a clear sequence or are all at the same level of depth.</td> <td colspan="2">Questions are sequenced to support and challenge students in deep examination of the text.</td> </tr> </table>	1	2	3	4	Questions do not follow a clear sequence or are all at the same level of depth.		Questions are sequenced to support and challenge students in deep examination of the text.	
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CORE ACTION 3: Provide all students with opportunities to engage in the work of the lesson.

INDICATORS	ILLUSTRATIVE STUDENT BEHAVIOR	EVIDENCE OBSERVED OR GATHERED
A. The teacher provides the conditions for all students to focus on text.	Students persist in efforts to read, speak and/or write about demanding grade-level text(s).	1 2 3 4
B. The teacher expects evidence and precision from students and probes students' answers accordingly.	Students habitually provide textual evidence to support answers and responses.	1 2 3 4
C. The teacher creates the conditions for student conversations and plans tasks where students are encouraged to talk about each other's thinking.	Students use evidence to build on each other's observations or insights during discussion or collaboration.	1 2 3 4
D. The teacher acts on knowledge of individual students to promote progress toward independence in grade-level literacy tasks.	When possible, students demonstrate independence in completing literacy tasks.	1 2 3 4

Scale:

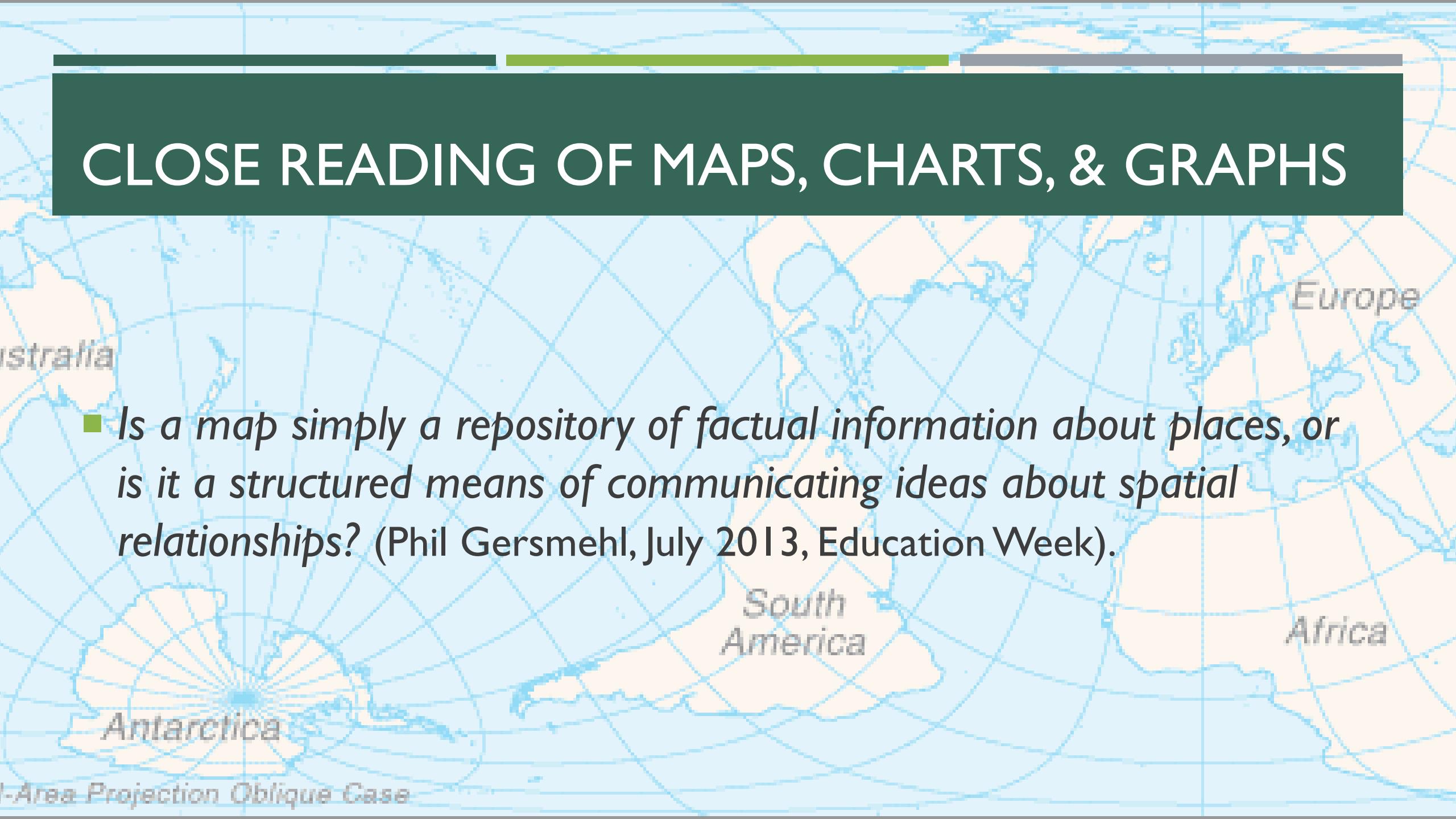
- 1 = The teacher does not provide students opportunity and very few students demonstrate this behavior.
- 2 = The teacher provides students opportunity inconsistently and few students demonstrate this behavior.
- 3 = The teacher provides students opportunity consistently and some students demonstrate this behavior.
- 4 = The teacher provides students opportunity consistently and all students demonstrate this behavior.

Close reading of complex texts
with text specific activities

Engaging all students in the difficult work of
the lesson and requiring all students to probe
their own and other's understandings

CLOSE READING OF MAPS, CHARTS, & GRAPHS

- *Is a map simply a repository of factual information about places, or is it a structured means of communicating ideas about spatial relationships? (Phil Gersmehl, July 2013, Education Week).*



Based on your prior knowledge, provide two pieces of evidence for one of the map maker's claims (new labels).

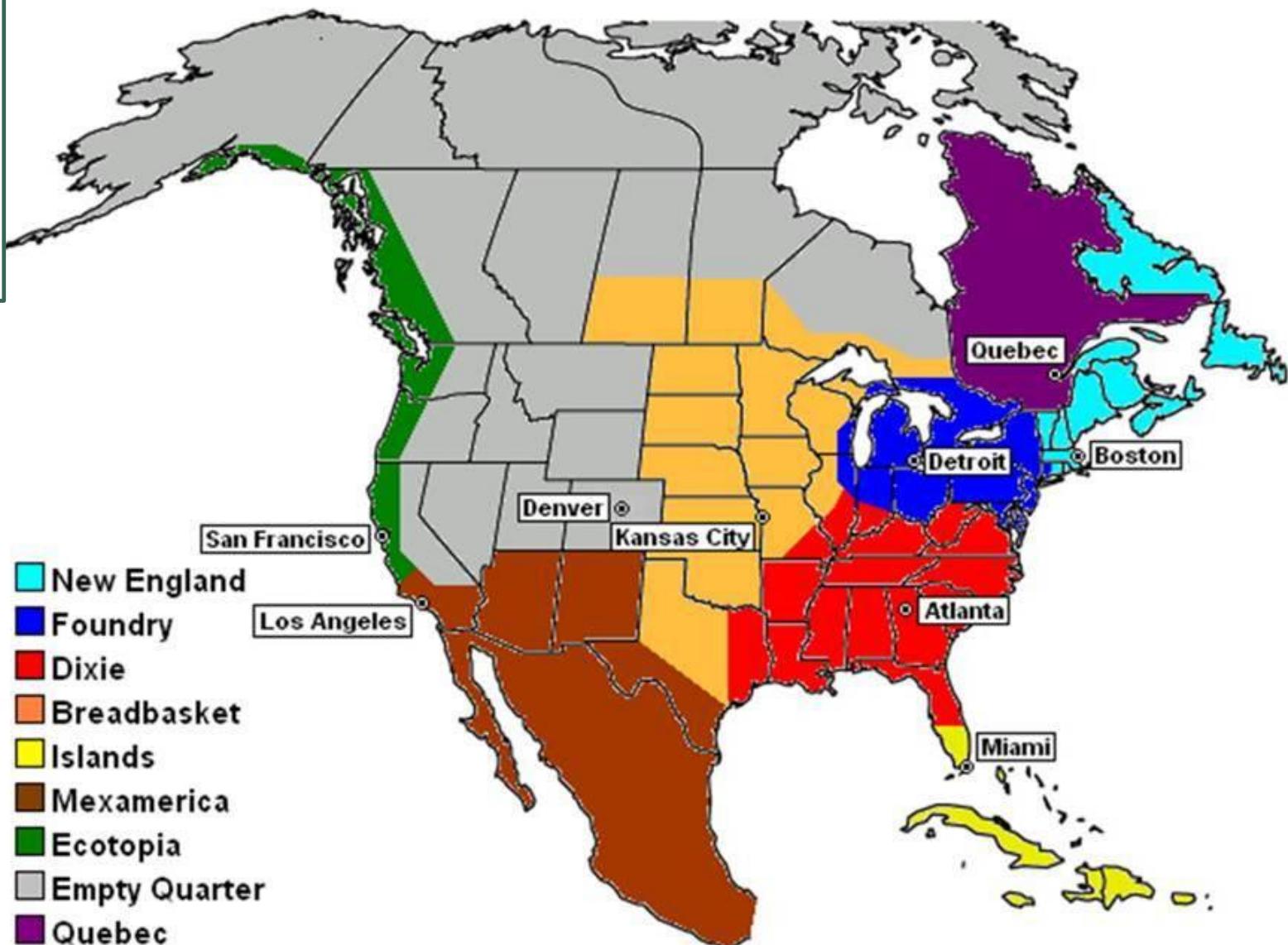


Figure 17: The Nine Nations of North America

CLOSE READING OF MAPS

“Map reading is not just hard to teach; it is also important. Make a list of major issues in the world today...Each of these issues has causes operating in some places and effects felt in other places, and those places are often connected in ways that demand a sophisticated spatial understanding to comprehend. Failure to understand the spatial facets of issues leads to the policy nightmare encapsulated in the bumper sticker of the geographically ignorant: “**It works for them, where they are, so it ought to work for us, here.**” That ignorance can lead to one-size-fits-all policies that are appropriate in some places, but irrelevant or even counterproductive in others. In short, there is citizenship value in helping students learn how to acquire meaning as well as factual information from all modes of communication.”

(Phil Gersmehl, July 2013, Education Week).

NOTICING DETAILS, FORMING HYPOTHESIS

- *Maps from various sources including: CIA, several universities, NGOs, and major media outlets; publication dates are not important for this particular exercise*
- Take three minutes to silently observe and notice details on your assigned maps. In two additional minutes of silence, jot down notes of what you have noticed about the story told by these maps.

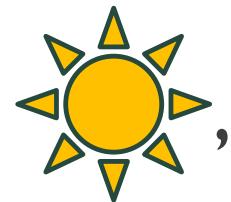
What ideas are being communicated in these map sets?

Is a map simply a repository of factual information about places, or is it a structured means of communicating ideas about spatial relationships?



	Synthesize the information from three or more of these maps to make a claim and substantiate it with three pieces of evidence and reasoning.	What role do these maps support the expert's claim?
Topic of 1 st Map:		
Topic of 2 nd Map:	Details I Notice	
Topic of 3 rd Map:	Details I Notice	
Topic of 4 th Map:	Details I Notice	
Topic of 5 th Map:	Details I Notice	

DISCUSS IN SMALL GROUPS OF 3 EVERYONE PRESENTS ON TWO QUESTIONS

- groups represent map sets , , 
- What are the three most interesting things you noticed about your map set in the 5 minutes provided?
- How did viewing your maps as a set influence your thinking? Make a claim and substantiate with reasoning and evidence.

Mapping the Future of Countries

A Ted Talk by Parag Khanna

1. Khanna begins with the premise, "Well here is a fundamental problem we have not solved: our basic political geography. How do we distribute ourselves around the world?"

Why does he believe this is a "fundamental problem"? What makes it so important to study?

2. Khanna claims that we need a deeper understanding of how people, money, power, religion, culture, and technology interact to change the map of the world in the past and present to predict the future. Outline the primary evidence and reasoning he employs to help the viewer come to a deeper understanding and to convince the viewer that there is a problem with our basic political geography in the following categories.

A World of 200 Sovereign Nations	Russia & China
Iraq & Kurdistan	The "Stans"
Another Example	

Parag Khanna:

Mapping the future of countries

TEDGlobal 2009 · 18:53 · Filmed Jul 2009

Subtitles available in 26 languages

 View interactive transcript

ENLARGING ONE'S PERSPECTIVE
BY HEARING OTHER PERSPECTIVES

What one new, interesting, unique, or complicating idea emerged from your conversation with your group? Please write this down.

http://www.ted.com/talks/parag_khanna_maps_the_future_of_countries (stop at 2:31, 8:23, 14:01)



What ideas are being communicated in these map sets?

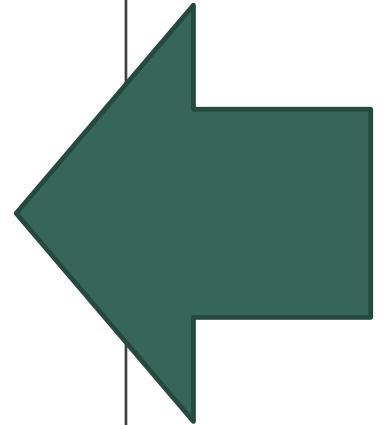
Is it a repository of factual information about places, or is it a structured means of communicating ideas about spatial relationships? (Phil Gersmehl)



Details I Notice

Synthesize the information from three or more of these maps to make a claim and substantiate it with three pieces of evidence and reasoning.

What new ideas do I have about these maps? What evidence supports or contradicts the expert's claim(s)?



A POLITICAL LOOK AT TERRITORY

LE MONDE 2000

A map, which is a minute representation of vast territories, is a truncated picture of reality. It is a lie by omission. Representation by symbols always means sacrificing information. Not everything that happens over an area of hundreds of thousands of square miles can be contained on a sheet of paper. The cartographer selects the items he wishes to represent on theoretical grounds. His job is to synthesis, simplify and omit, and his final product is a filtered document. Aspects that may be important - but are more usually considered secondary or superfluous - are removed. The map is simplified to make it legible. In so doing, the author imbues it with his own vision of the world and his own priorities.

A POLITICAL LOOK AT TERRITORY (CONTINUED)

LE MONDE 2000

This dual approach, geographical and historical, sharpens our understanding of the major issues of the present day. It can help us to be a little less mistaken when we come to assess their significance. Maps let us view territorial, economic and political developments from the necessary distance. They set the stage and position the actors, helping us to ask the right questions rather than giving us the answers. They require us not to jump to conclusions, since the connections between the phenomena shown on a map are rarely straightforward. A published map is a complex, subjective message offered by an author to his readers. It has to be read in a clear-headed and critical manner.

ENLARGING ONE'S PERSPECTIVE BY HEARING OTHER PERSPECTIVES

- Silently reflect: What did Khanna say (or show) during his presentation that enlarged or complicated your thinking about your particular map set?
- Share with a partner.

TEXT SPECIFIC QUESTIONS THAT DRIVE DEEPER READING AND UNDERSTANDING

CORE ACTION 2:

Employ questions and tasks that are text dependent and text specific.

Text Dependent Questions

Require students to answer using evidence from the text;
cannot be answered without reading the text

Text Specific Questions

Require students to delve into the particular complexities of the text at hand; are based solely on that text, not generalizable. (e.g., not “What are the main idea and details of the text?”)

WHAT MAKES IT COMPLEX?

Traditional Informational Text

EXPLICIT MEANING.....IMPLICIT MEANING
CONVENTIONAL STRUCTURE...UNCONVENTIONAL STRUCTURE
LITERAL.....FIGURATIVE OR IRONIC
CLEAR.....AMBIGUOUS OR MISLEADING
CONTEMPORARY OR FAMILIAR.....ARCHAIC OR UNFAMILIAR
CONVERSATIONAL.....ACADEMIC
FAMILIAR VOCABULARY.....HIGH TIER 2/3 VOCABULARY LOAD
SIMPLE SENTENCE STRUCTURE.....COMPLEX AND VARIED
EVERYDAY KNOWLEDGE.....NEED BACKGROUND
LOW INTERTEXTUALITY.....NEED TO KNOW OTHER TEXTS
SINGLE LEVEL OF MEANING.....MULTIPLE LEVELS OF MEANING

Maps, Charts, and Graphs

What categories might appear here?

KNOWING THE STORY YOU WANT TO TELL WITH YOUR TEXT (MAP) SELECTION

1. With a partner, please write a clear sentence describing one important idea you want students to take away from this map set.
2. Consider: How can I write a question series that helps students to unlock the particular complexities of these maps and make meaning?
3. Work together to formulate a text-dependent and specific question(s) that would help students come to this conclusion based on the evidence/data gathered from the maps.

Writing Text-Dependent Questions

Adapted from "A Guide to Creating Text Dependent Questions for Close Analytic Reading" by Student Achievement Partners

Guided Steps	Working Draft of Vocabulary and Questions	
Identify the Core Understandings and Key Ideas of the Text As in any good design process, teachers should start by identifying the key insights they want students to understand from the text—keeping one eye on the major points being made is crucial for fashioning an overarching set of successful questions and critical for creating an appropriate culminating assignment.	<p>What is the agreed upon essential understanding of the text? (full sentence)</p> <p>What areas of this text are the most complex? Need the most unlocking?</p> <p>Are there any sub-textual or nuanced understandings to which you also want to attend? (full sentence)</p> <p>What is the reason for choosing this text? Does it highlight an important aspect of your standards?</p>	My questions are open-ended and allow for multiple student answers. YES/NO
Identify Vocabulary Go through the text to determine vocabulary that will be difficult for students. If these words are not essential to understanding the text, disregard them. If they are essential, determine if they can be understood using context clues. If so, think about writing a question to help students understand. If there are not context clues available for essential words, create student friendly definitions in the sidebar.	<p>What words or phrases are crucial to understanding and cannot be identified using context clues? Write SHORT, student friendly definitions for each in the sidebar of the document.</p> <p>Is there an area in which a tough vocabulary word/phrase appears for which there are context clues which are a bit difficult to navigate? If so, write a question that requires students to pull out clues to identify meaning.</p> <p>Are there any high-leverage Tier 2 Academic Vocabulary words you might teach? (</p>	My questions are open-ended and allow for multiple student answers. YES/NO
Start Small to Build Confidence The opening questions	<p>Write one or two questions that help orient students to the text. Consider the essential understandings in the opening; that is, what do all students have to understand well before they can navigate the remainder of the documents?</p>	My questions are open-ended and allow for multiple student answers. YES/NO

REFLECTION

- What effect did practicing claims, evidence, and reasoning with maps have on your understanding of close reading and argument?
- How might you use this strategy in your classes? In what particular unit(s) would this be most applicable?



ENJOY YOUR LUNCH.

See you on the flip side.

PAPERWORK

- Stipends
- Sign-in (nothing besides your signature!!!!) for Action Research meetings

PRECISE PRÉCIS: A POWER SUMMARY

1. Sentence 1: Provide the name of the author, the type of text (genre/primary or secondary), the date, and the title of the text followed by a marker verb that introduces the claim (argument) or main idea (informational).
2. Sentence 2: Using a new marker verb, explain the best support the author provides for the claim/main idea. Include at least three details from the text in your explanation.
3. Sentence 3: Using a new marker verb and a transition (e.g. additionally, to further demonstrate, to illustrate further, etc.) explain the next best support the author provides for the claim/main idea with at least three details from the text.
4. Sentence 4: Identify the context (**Big C – something about the broader time period** or **Little C – what the author is responding to in that moment**), the intended audience, and how the author is relating to that audience to make their point.

M A R K E R S

*COMMUNICATES	*EXAMINES	*RELATES	*COMMENTS
Concludes	Analyzes	Depicts	Asserts
Connects	Compares	Describes	Clarifies
Declares	Contrasts	Expresses	Criticizes
Implies	Explores	Narrates	Explains
Informs	Investigates	Presents	Mentions
Introduces	Questions	Reports	Notes
Provides		Reveals	Points out
Reports		Shows	Remarks
Reveals			
Signifies			
States			
Suggests			
*CONVEYS			*CLAIMS
Expresses			Argues
Relates			Asserts
Reveals			Reasons
			States
		*SYMBOLIZES	
		Illustrates	
		Portrays	
		*USES	
		Employs	
		Utilizes	
*REVEALS			
Clarifies			
Demonstrates			
Displays			
Illustrates			
*ENHANCES			
Exaggerates		*REINFORCES	
Reinforces		Adds to	
		Backs up	
		Confirms	
		Defends	
		Emphasizes	
		Proves	
		Stresses	
		Supports	

Big C:What do we know about this time period? Think big ideas
(PERSIA – political, economic, religious, social, intellectual, area/geography)

Little C:What is the author responding to in this moment?

ANNOTATING FOR A PRECISE PRÉCIS: WHAT DO WE MEAN BY 'READING' MAPS?

Annotation steps for writing your Precise Précis:

1. Read the text closely and underline the claim (or main idea) as well as the evidence and reasoning used to substantiate the claim (main idea).
2. Go back through the text and number the evidence and reasoning according to how well it supports the author's assertions (1 is the most supportive).
3. Circle the details from the top two areas of reasoning and evidence that you want to include in your summary.
4. In the margin, write down what you know about the Big C and Little C context (Big C Context – something about the broader time period or Little C Context – what the author is responding to in that moment) of the time period.

WRITING A PRECISE PRÉCIS: READING MAPS

Sentence 1: Provide the name of the author, the type of text (genre/primary or secondary), the date, and the title of the text followed by a marker verb that introduces the claim (argument) or main idea (informational).

Sentence 2: Using a new marker verb, explain the best support the author provides for the claim/main idea. Include at least three details from the text in your explanation.

Sentence 3: Using a new marker verb and a transition (e.g. additionally, to further demonstrate, to illustrate further, etc.) explain the next best support the author provides for the claim/main idea with at least three details from the text.

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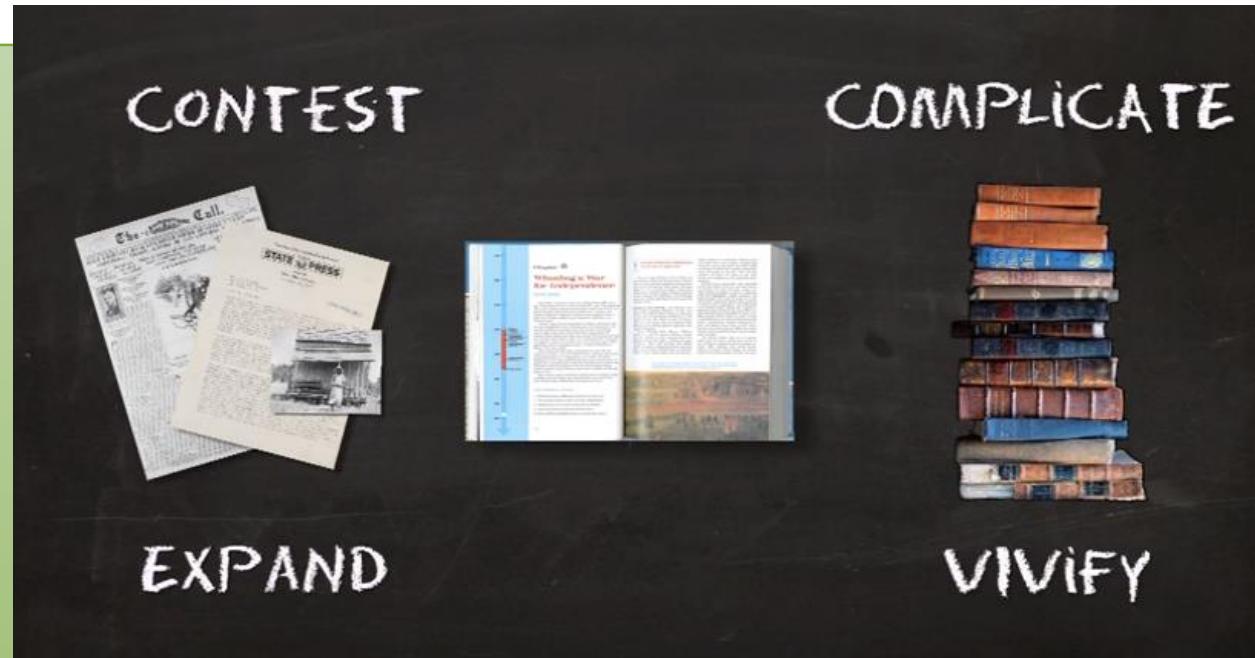
- What skills would be developed by writing a precise précis?
- What pre-teaching of skills would be necessary before the implementation of this type of summarizing?
- How might you be able to use this in class?
- With what sources/assignments would this work well? With what sources/assignments would it not work well?

LESSON DEVELOPMENT OPPORTUNITY: CREATING AN “OUT”

“WHAT,” YOU ASK “IS AN OUT?”



ANOTHER FABULOUS IDEA FROM THE STANFORD HISTORY EDUCATION GROUP



<https://www.youtube.com/watch?v=6vIN7NljKIk>

OUTING THE EUROPEAN SLAVE TRADE

(THE AMERICANS PGS. 75-76)

Student Hat

- Organize yourselves into groups of 4
- Silently Read Source A: annotate for important information and key ideas within the text. Answer the questions.
- In your groups: read, annotate and answer the questions for Sources B-F.
- Writing Prompt: Sketch an outline of what you would include in your written response.

Teacher Hat

- Your thoughts on this activity?
- How could you use it in your classroom?
- In what ways might students benefit from this kind of exercise?

QUALITIES OF AN OUT: ENLARGE, COMPLICATE, CONTEST,VIVIFY

Easy, fill in the blank template to help you articulate what want students to accomplish through the OUT

- OUT texts are complex and include difficult syntax and vocabulary
- Students should annotate
- Students should answer questions collaboratively

Open Up the Textbook (OUT)

Enlarge

Complicate

Contest

Vivify

In this OUT analysis, [grade level] students will study [the topic of] in order to better understand [essential question or recurring theme]. This OUT analysis provides students with documents that are meant to deliberately [choose one or two: enlarge, complicate, contest, vivify] the textbook.

This strategy is implemented most effectively when students collaborate to analyze the texts in small, heterogeneous groups. The texts that accompany the textbook are complex and often include difficult vocabulary and syntax. (For a few words that are likely unknown to students and unidentifiable based upon context clues, helpful synonyms are provided in the footnotes.) Students should first annotate each text and then collaborate to answer the text dependent and specific questions that follow. Questions will highlight sourcing and perspective of the author, close reading of key details from the document that enlarge, complicate, contest, or vivify the textbook, as well as questions that help students corroborate (or not) the accuracy of individual documents. The writing task that follows is an independent activity wherein students will employ evidence from multiple sources to justify their analysis, synthesis, and evaluation.

Source A: The Textbook – [Textbook Name, author, and page #]

[Type text here.]

Source A Questions for Consideration

1.

An independent writing task follows where in students will employ evidence from multiple sources to justify their analysis, synthesis, and evaluation.

The strategy is implemented in collaborative heterogeneous small groups.

TDQ's and TSQ's should highlight sourcing, bias of author, and close reading for details o and close reading of details

TIME COMMITMENT: 8 HOURS

- Independent Research to find of textbook section and “OUT” Documents!: 2.0 Hours
 - Due October 24th at 3:15
- #1 Lab Time @ Matley October 6 (9:30-11:00) 1.5 Hours
- #2 Lab Time @ Matley October 24 (3:15- 4:45): 1.5 Hours
- Independent Work (write, edit, revise) 2.0 Hours
 - Due February 20th at 3:15
- #3 Lab Time @ Matley February 20 (3:15- 4:45): 1.5 Hours
- Independent Work to finalize and submit “OUT” by Monday, April 20th 1.0 Hours

(Choose 2 Lab Times to complete 8 hours)

Outcome: A high quality lesson that explicitly teaches students to think and write historically.



**NEXT MEETING: SEPTEMBER 13TH 8:00 - 12:30
BROWN CENTER**

PLEASE READ TAB NUMBER 1 IN YOUR CROSSING BORDERS READER



EVALUATIONS

THANKS TO EVERYONE AND HAVE A GREAT WEEKEND!