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

THE VANGUARD

SEPTEMBER 13, 2014



SATURDAY SEMINAR I

- Seating (small groups, please)
- Agenda for today
- Norms

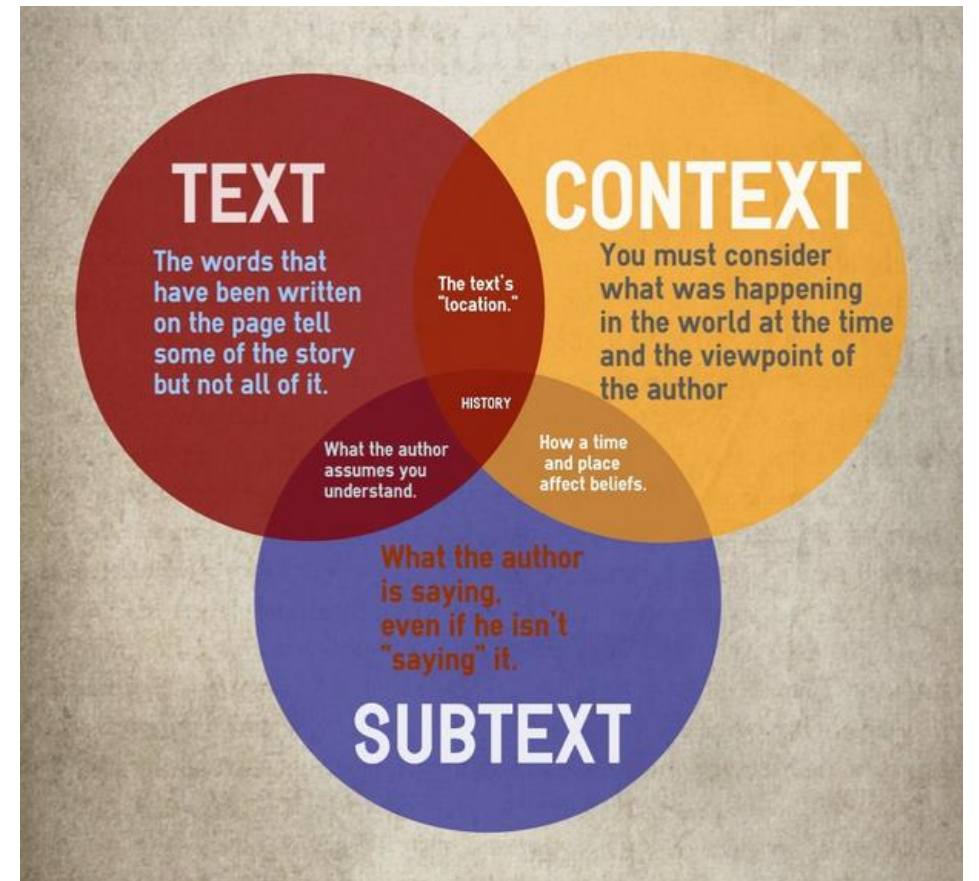
| | |
|-------------|--------|
| 8:00-8:10 | Angela |
| 8:10-8:55 | John |
| 8:55-9:45 | Angela |
| 9:45-9:55 | Break |
| 9:55-10:40 | John |
| 10:40-11:10 | Angela |
| 11:10-11:15 | Break |
| 11:15-12:00 | John |
| 12:00-12:30 | Angela |

DISCUSS AT YOUR TABLE

1. On a scale of one to ten with ten being “highly gifted,” how would you rate your ability to write argumentative or informational texts?
2. Which of the following do you think is most important in becoming a highly gifted writer?
 - A. Innate Intelligence
 - B. Practice, practice, practice
 - C. Direct instruction in writing during your schooling
 - D. Feedback from others and the revision process
 - E. Natural ability to write well
3. Do you have interest in becoming a better writer? Why or why not?

HISTORICAL THINKING SKILLS FOR WRITING

SOURCING
CONTEXTUALIZING
CORROBORATION
CLOSE READING



Writing has the theoretical potential for enhancing reading in three ways. First, reading and writing are both functional activities that can be combined to accomplish specific goals, such as learning new ideas presented in a text (Fitzgerald and Shanahan, 2000). ...Second, reading and writing are connected, as they draw upon common knowledge and cognitive processes (Shanahan, 2006). Consequently, improving students' writing skills should result in improved reading skills. Third, reading and writing are both communication activities, and writers should gain insight about reading by creating their own texts (Tierney and Shanahan, 1991), leading to better comprehension of texts produced by others.

The Recommendations

Writing Practices That Enhance Students' Reading

This report identifies a cluster of closely related instructional practices shown to be effective in improving students' reading. We have grouped these practices within three core recommendations, here listed in order of the strength of their supporting evidence.

- I. HAVE STUDENTS WRITE ABOUT THE TEXTS THEY READ.** Students' comprehension of science, social studies, and language arts texts is improved when they write about what they read, specifically when they
 - Respond to a Text in Writing (Writing Personal Reactions, Analyzing and Interpreting the Text)
 - Write Summaries of a Text
 - Write Notes About a Text
 - Answer Questions About a Text in Writing, or Create and Answer Written Questions About a Text
- II. TEACH STUDENTS THE WRITING SKILLS AND PROCESSES THAT GO INTO CREATING TEXT.** Students' reading skills and comprehension are improved by learning the skills and processes that go into creating text, specifically when teachers
 - Teach the Process of Writing, Text Structures for Writing, Paragraph or Sentence Construction Skills (Improves Reading Comprehension)
 - Teach Spelling and Sentence Construction Skills (Improves Reading Fluency)
 - Teach Spelling Skills (Improves Word Reading Skills)
- III. INCREASE HOW MUCH STUDENTS WRITE.** Students' reading comprehension is improved by having them increase how often they produce their own texts.

WRITING INFORMATIONAL SUMMARIES: SUPPORTING STANDARDS

| Writing History 6-8 | Writing History 9-10 | Writing History 11-12 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 6-8.2a: Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g. headings), graphics (e.g. charts, tables), and multimedia when useful to aiding comprehension. | 9-10.2a: Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g. headings), graphics (e.g. charts, tables), and multimedia when useful to aiding comprehension. | 11-12.2a: Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole ; include formatting (e.g. headings), graphics (e.g. charts, tables), and multimedia when useful to aiding comprehension. |
| 6-8.2b: Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. | 9-10.2b: Develop the topic with well-chosen relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic . | 11-12.2b: Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. |
| 6-8.2c: Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. | 9-10.2c: Use varied transitions and sentence structures to link the major sections of text , create cohesion and clarify the relationships among ideas and concepts. | 11-12.2c: Use varied transitions and sentence structures to link the major sections of text, create cohesion and clarify the relationships among ideas and concepts. |
| 6-8.2.d: Use precise language and domain-specific vocabulary to inform about or explain the topic. | 9-10.2.d: Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers . | 11-12.2.d: Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. |
| 6-8.2.e: Establish and maintain a formal style and objective tone. | 9-10.2.e: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing . | 11-12.2.e: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. |
| 6-8.2.f: Provide a concluding statement or section that follows from and supports the information or explanation presented. | 9-10.2.f: Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g. articulating implications of the significance of the topic) . | 9-10.2.f: Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g. articulating implications of the significance of the topic). |

PRECISE PRÉCIS: A POWER SUMMARY

1. **Source/Claim Sentence:** 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. **Evidence/Reasoning Sentence A:** 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. **Evidence/Reasoning Sentence B:** 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. **Context Sentence:** 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.

WHY ARE WE REVIEWING?

- 18 evaluations cited the need for review; 10 more asked for time to process this strategy
- There was some debate over what information should be included in a summary, which took time away from practicing the writing portion. Today we will do more independent practice, as there is no need to agree.
- It's difficult, and we need practice and reflection to get better.
- Kids must be able to summarize to be College and Career Ready.

REGULAR PRACTICE AND REFINEMENT

1. Source/Claim Sentence
2. Evidence/Reasoning Sentence A & B
3. Context Sentence

During what learning activities that YOU ALREADY implement with students, could you incorporate teaching, modeling, and student writing of one of these types of sentences?
How might you develop “openers” that help students become proficient in these types?

ANNOTATING FOR A PRECISE PRÉCIS: **HOW TO MOTIVATE STUDENTS TO WORK HARDER**

Annotation steps for writing your Precise Précis on the *Motivation* article:

1. Read the text closely and underline the claims (or main ideas) as well as the evidence and reasoning used to substantiate the claims (main ideas).
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 evidence/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.

PRACTICE WITH MARKER VERBS

- Change the marker verb in sentences provided from the article using a synonym or closely related verb.
- Change the tense of the marker verb from the list, if necessary.
- Add or delete a word or two from the sentence, if necessary.

SENTENCE 1 EXAMPLE BASED ON GERSMEHL'S ARTICLE

Sentence 1 – Sourcing/Claim Sentence

- **WRITE:** What is the most important idea stressed by the author (claim, main idea)? Write this idea in a sentence in the space below using a marker verb.

There is great value in learning to closely read maps, and we should have a liberal interpretation of the Common Core Standards so that reading maps to make meaning about complex spatial relationships is included in testing and curriculum.

- **REFINE** (or have a partner refine) this sentence to make it clear, concise, and specific. Take out all unnecessary information. Remember your audience – the reader does not want to read the whole article or learn every detail.

~~There is great value in learning to closely read maps, and we educators and test makers should have a liberally interpretation of the Common Core Standards so that students are expected to closely reading maps to make meaning about complex spatial relationships is included in testing and curriculum.~~

AN EXAMPLE BASED ON GERSMEHL'S ARTICLE

Sentence 1 – Sourcing/Claim Sentence

ADD TO: What sourcing information did you forget?

According to a commentary by Gersmehl (2013) entitled "What do we mean by reading maps?" Educators and test makers should liberally interpret the Common Core Standards so students are expected to closely analyze ~~read~~ maps for ~~to make~~ meaning about complex spatial relationships in both testing and curriculum.

MARKERS

VERBS

*COMMUNICATES

Concludes
Connects
Declares
Implies
Informs
Introduces
Provides
Reports
Reveals
Signifies
States
Suggests

*CONVEYS

Expresses
Relates
Reveals

*REVEALS

Clarifies
Demonstrates
Displays
Illustrates

*ENHANCES

Exaggerates
Reinforces

*EXAMINES

Analyzes
Compares
Contrasts
Explores
Investigates
Questions

*DESCRIBES

Depicts
Explains
Expresses

Illustrates
Portrays

*USES

Employs
Utilizes

*REINFORCES

Adds to
Backs up
Confirms
Defends
Emphasizes
Proves
Stresses
Supports

*RELATES

Depicts
Describes
Expresses
Narrates
Presents
Reports
Reveals
Shows

*DEVELOPS

Expands
Explains

*SYMBOLIZES

Illustrates
Personifies
Represents
Shows
Signifies

*COMMENTS

Asserts
Clarifies
Criticizes
Explains
Mentions
Notes
Points out
Remarks

*CLAIMS

Argues
Asserts
Reasons
States

PRACTICE WRITING A MAIN IDEA/CLAIM SENTENCE

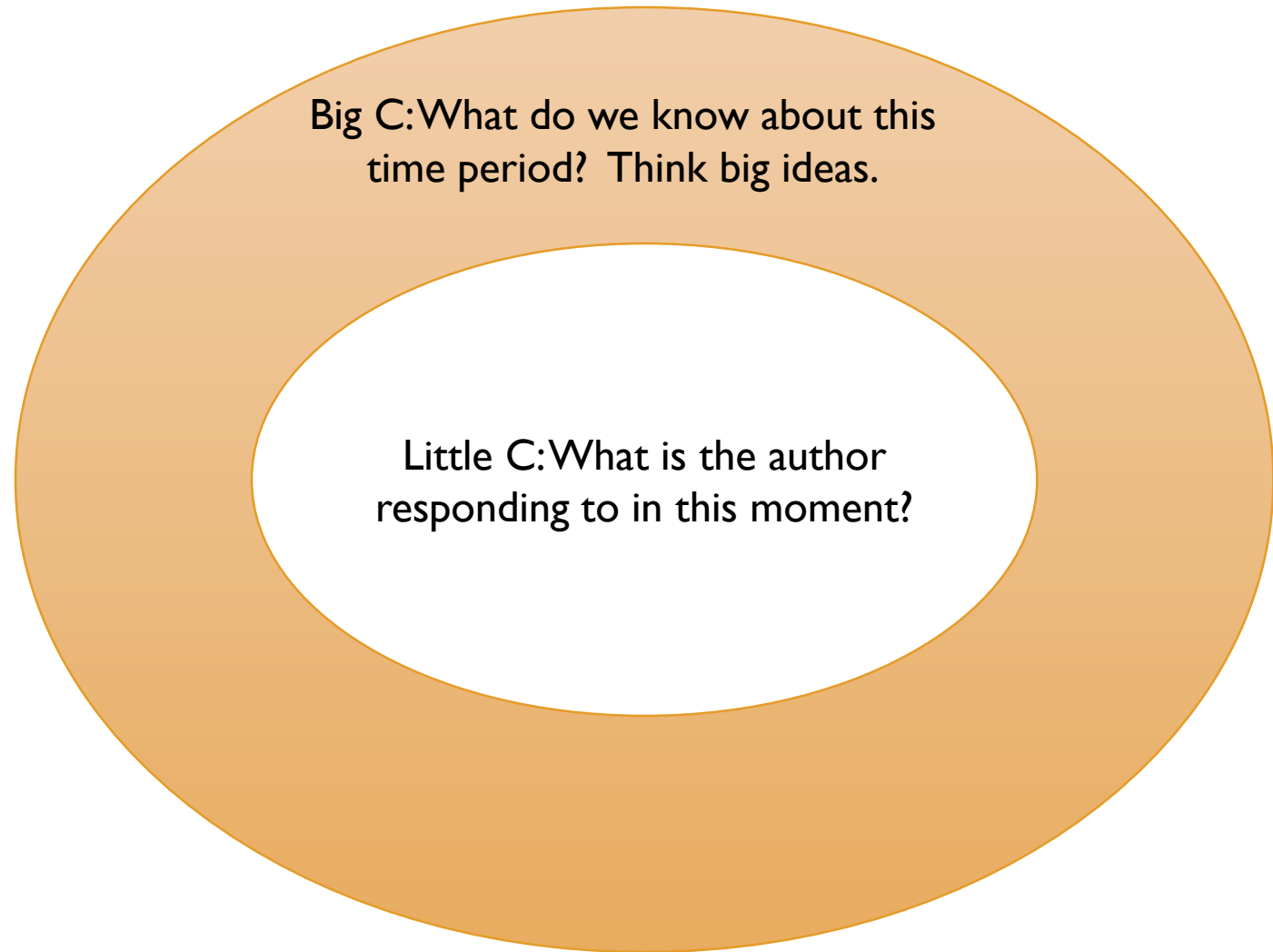
- Based on your own individual reading of *How to Motivate Students to Work Harder*, write a first draft of a main idea/claim sentence. (Save the sourcing for your second draft.)
- Switch papers with a partner. Without discussion, edit your partner's sentence to make it clear, concise, and specific.
- Add the sourcing information and re-draft.

SENTENCE 4 EXAMPLE BASED ON GERSMEHL'S ARTICLE

In the era of high stakes testing and politicized education reform, Gersmehl ties the often ignored geography curriculum to the CCSS, which have been adopted in 46 states, in order to make a case for reading and analyzing maps as complex sources.

PRACTICE WRITING A CONTEXT SENTENCE

- Before adding your evidence sentences, write your final sentence including important contextual elements and the author's perspective / point of view / relationship to the audience.
- Use the graphic to brainstorm before writing.



EVIDENCE OR DETAILS? HOW MANY CAN YOU SPOT?

Over the past five years, more than \$200 million has gone toward launching the new Common Core standards, with the goal of closing achievement gaps in public schools. But for all their meticulous detail about math and language curricula, the standards fail to address one important factor: the psychological barriers that stand between many students and deeper learning. Unless students are motivated to take on the new standards, and persuaded that they're up to the challenge, the Common Core could have the unintended effect of leaving many students even further behind.

EVIDENCE SENTENCE A: EXAMPLE FROM GERSMEHL

WRITE: Based on the context and the author's most important idea, determine which parts of the article to highlight as evidence or support.

- a. Remember, the details you choose must directly support sentence one.
- b. Using a different 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.
- c. Underline the words or phrases you used as details.

He asserts that educators should demand the same level of close, sophisticated reading of maps as traditional text because organizing information and interpreting maps to make meaning is a difficult but essential skill of citizenship because nearly every major issue on the news today requires an understanding of special relationships.

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REFINE (or have a partner refine) this sentence to make it clear, concise, and specific. Take out all unnecessary information. Remember your audience – the reader does not want to read the whole article or learn every detail.

He asserts that educators should demand the same level of close, sophisticated reading of maps and charts as traditional text because organizing and interpreting spatial relationships information and interpreting maps to make meaning is a difficult but essential skill of citizenship because nearly every major issue on the news today requires an understanding of special relationships.

EVIDENCE SENTENCE B: EXAMPLE FROM GERSMEHL

WRITE:

Gersmehl goes on to highlight standardized test questions that treat maps, graphs, and diagrams as mere repositories of information to be decoded in an effort to demonstrate that a liberal reading of the standards should require students to organize concepts and make meaning.

REFINE

In an effort to demonstrate that a liberal reading of the standards should require students to organize conceptual understandings, ~~Gersmehl~~ he goes on to highlight the low level of current standardized test questions that treat maps, graphs, and diagrams as mere repositories of information to be decoded ~~in an effort to demonstrate that a liberal reading of the standards should require students to organize concepts and make meaning.~~

PRACTICE WRITING EVIDENCE SENTENCE A

WRITE: Based on the context and the author's most important idea, determine which parts of the article to highlight as evidence or support.

- a. Remember, the details you choose must directly support sentence one.
- b. Using a different 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.
- c. Underline the words or phrases you used as details.

REVIEW & REFINE EVIDENCE SENTENCE A


- **REFINE** (or have a partner refine) this sentence to make it clear, concise, and specific. Take out all unnecessary information. Remember your audience – the reader does not want to read the whole article or learn every detail.
- Discuss the changes with your partner.



PRECISE PRECIS

PUTTING ALL THE PIECES TOGETHER





According to a commentary by Gersmehl (2013) entitled “What do we mean by reading maps?” educators and test makers should liberally interpret the Common Core Standards so students are expected to closely analyze maps for meaning about complex spatial relationships in both testing and curriculum.

He asserts that educators should demand the same level of close, sophisticated reading of maps and charts as traditional text because organizing and interpreting spatial relationships is a difficult but essential skill of citizenship.

In an effort to demonstrate that a liberal reading of the standards should require students to organize conceptual understandings, he further highlights the low level of current standardized test questions which treat maps, graphs, and diagrams as mere repositories of information to be decoded.

In the era of high stakes testing and politicized education reform, Gersmehl ties the often ignored geography curriculum to the CCSS, which have been adopted in 46 states, in order to make a case for reading and analyzing maps as complex sources.

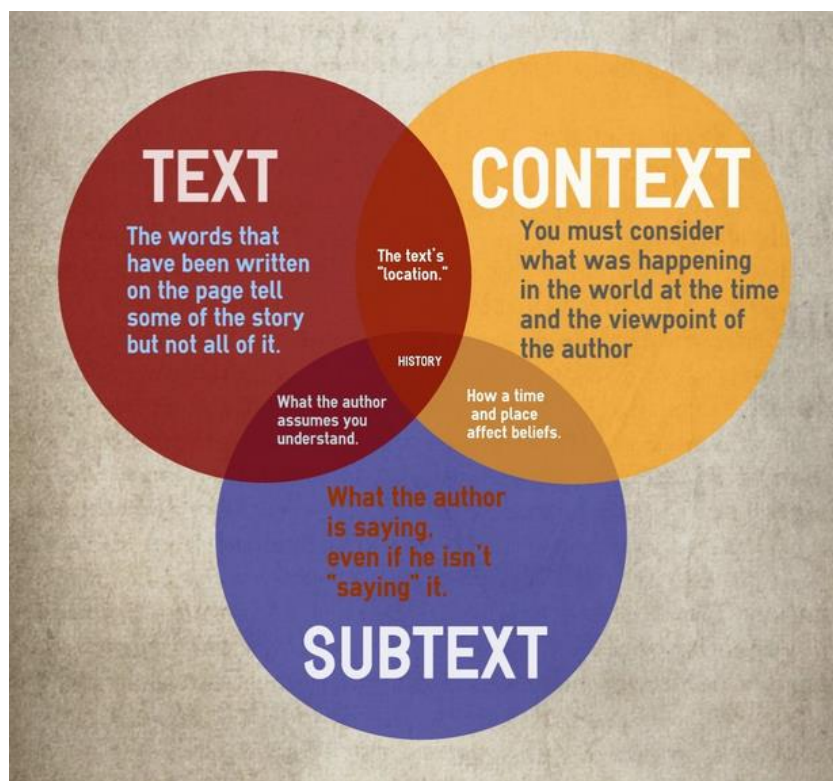
ASSESSING STUDENT SUMMARIES

- You can do more than give points for a turning it in!
- Check out the assessment criteria.
 - Does this align with expectations?
 - Does it provide a way to give detailed feedback?
 - Would this work with self and/or peer assessment?

MY SUMMARY MAKING MINDSET

- I understand how to create a precise précis (power summary) better now than I did this morning. YES / NO
- If I have a better understanding, I attribute it mostly to:
 - Direct instruction on the format
 - Seeing an example
 - Time to practice writing
 - Feedback from my partner
 - Other
- Based on my experience writing today, I will _____ with students?

DISCUSS: HOW CAN WE PREPARE STUDENTS TO BECOME BETTER WRITERS?



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MASTER TEACHERS

- If you would like to lead and facilitate a session at any one of our meetings, you are greatly encouraged to do so. Please let me know a month in advance of your topic and time frame.

OUT STRATEGY TIME COMMITMENT: 8 HOURS

- Independent Research to find of textbook section and “OUT” Documents I: 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.