Northern Nevada Social Studies Common Core Aligned Teaching Strategies 2012-2015

Edited by Sarah Brown ©2015

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Dear Colleagues,

Over the past several years, I have had the distinct honor and privilege of facilitating professional learning for a robust, passionate, and highly talented group of over 300 social studies teachers in Northern Nevada. With the advent and adoption of the Common Core State Standards, we recognized a unique opportunity to deepen our commitment to college, career and civic readiness for all students in a manner that aligned with the promotion of historical thinking skills, disciplinary literacy, and nurturing of democratic dispositions.

Although 300 teachers attended at least sixteen hours of learning during this time, a group of approximately 100 teachers dedicated themselves to more than 200 hours of professional learning during a year-long period wherein we studied graduate level social studies content along with pedagogical means of implementing a core-aligned program of study that supported the needs of all students and which met the shifts of instruction necessary to meet CCSS. In order to facilitate this learning, I was provided the opportunity to develop from scratch or to modify well-known methods and strategies to assist teachers in meeting our goals. I would then present these to the teachers who would engage with them as students, reflect upon them as teachers, implement them with their own students in grades 4-12, and reflect again upon ways in which the strategies furthered students learning or could be modified to better suit the needs of students. Engaging in this model of learning allowed us to create a large bank of vetted resources for students, which is available on www.projecttahoe.org.

In early 2015, teachers requested that we compile some of the most beneficial methods and strategies for social studies instruction in a booklet so that they could more purposefully and systematically engage in planning with their Professional Learning Communities (PLCs). I am now happy to report that these methods have been compiled in one place and in a common template, thanks to the great editing and formatting work of Ms. Sarah Brown.

It is important to make a few notes about these methods and strategies. First and foremost, all of the teachers who applied these skillfully in their classrooms believe that their own professional learning prior to implementation was essential to success. We will continue to offer opportunities for teachers to experience this type of learning in action. And, nothing in this booklet is meant to be a worksheet; no graphic organizer is meant to be completed in isolation of interactive learning in a student-centered context; no strategy allows for a teacher to put their feet up and watch magic happen. Please know that these tested and retested methods and strategies are still imperfect and require a skilled teacher to employ his or her craft with as much thoughtfulness as is required on any other deep learning for students. In short, this booklet provides some resources to improve instruction, but it is in no way meant to replace other great teaching techniques or instructional moves.

Most importantly, my sincerest thanks to all of the teachers who provided a great deal of time and energy, positive and constructive feedback, intelligent and thought-provoking pushback, and discussions worth having. I am forever indebted to each and everyone as they have undeniably pushed me to become a better educator. Our community is one of hard work, determination, passionate discourse, and friendship. I will never be able to fully describe the amazing impact of membership in such a talented community. I am eternally grateful and forever humbled.

For those of you who have not yet enjoyed the opportunity to work so closely with colleagues, we hope you will join our community in a manner that suits you. We are incredibly excited to share this resource and hope it will assist you in moving learning forward and increasing student engagement.

Angela Orr

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Close Reading with Text Dependent Questions

Document Based Questions

Argumentative Writing

Research Based Discussion Methods

Four Access Points to the Shifts
for a
Three Year Plan for Professional Learning

SHIFTING INSTRUCTION...	...WITH THE STANDARDS
Shift 1: PreK-5 Balancing Informational and Literary Text	Students read a true balance of informational and literary texts. Elementary school classrooms are, therefore, places where students access the world – science, social studies, the arts and literature – through text. At least 50% of what students read is informational. (CCSS, p. 5)
Shift 2: 6-12 Knowledge in the Disciplines	Content area teachers outside of the ELA classroom emphasize literacy experiences in their planning and instruction. Students learn through domain specific texts in science and social studies classrooms – in referring to the text, they are expected to learn from what they read.
Shift 3: Staircase of Complexity	In order to prepare students for the complexity of college and career ready texts, each grade level requires a "step" of growth on the "staircase". Students read the central, grade appropriate text around which instruction is centered. Teachers are patient, create more time and space in the curriculum for this close and careful reading, and provide appropriate and necessary scaffolding and supports so that it is possible for students reading below grade level. (Anchor Standard 10 and Appendix A)
Shift 4: Text-Based Questions and Answers	Students have rich and rigorous conversations which are dependent on a common text. Teachers insist that classroom experiences stay deeply connected to the text on the page and that students develop habits for making evidentiary arguments both in conversation, as well as in writing to assess comprehension of a text. (Anchor Standards 1 in Reading)
Shift 5: Writing from Sources	Writing needs to emphasize the use of evidence to inform or make an argument. The narrative still has an important role. Students develop skills through written arguments that respond to the ideas, events, facts, and arguments presented in the texts they read. (Anchor Standard 1, 2 and 3 in writing)
Shift 6: Academic Vocabulary	Students constantly build the vocabulary they need to access grade level complex texts. By focusing strategically on comprehension of pivotal and commonly found words (such as "discourse," "generation," "theory," and "principled") and less on esoteric literary terms (such as "onomatopoeia" or "homonym"), teachers constantly build students' ability to access more complex texts across the content areas. (Anchor Standard 6 in Language)

Students who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

(From the Common Core State Standards Introduction, pg. 7)

They demonstrate independence.

Students can, without significant scaffolding, comprehend and evaluate complex texts across a range of types and disciplines, and they can construct effective arguments and convey intricate or multifaceted information. Likewise, students are independently able to discern a speaker's key points, request clarification, and ask relevant questions. They build on others' ideas, articulate their own ideas, and confirm they have been understood. Without prompting, they demonstrate command of Standard English and acquire and use a wide-ranging vocabulary. More broadly, they become self-directed learners, effectively seeking out and using resources to assist them, including teachers, peers, and print and digital reference materials.

They build strong content knowledge.

Students establish a base of knowledge across a wide range of subject matter by engaging with works of quality and substance. They become proficient in new areas through research and study. They read purposefully and listen attentively to gain both general knowledge and discipline-specific expertise. They refine and share their knowledge through writing and speaking.

They respond to the varying demands of audience, task, purpose, and discipline.

Students adapt their communication in relation to audience, task, purpose, and discipline. They set and adjust purpose for reading, writing, speaking, listening, and language use as warranted by the task. They appreciate nuances, such as how the composition of an audience should affect tone when speaking and how the connotations of words affect meaning. They also know that different disciplines call for different types of evidence (e.g., documentary evidence in history, experimental evidence in science).

They comprehend as well as critique.

Students are engaged and open-minded—but discerning—readers and listeners. They work diligently to understand precisely what an author or speaker is saying, but they also question an author's or speaker's assumptions and premises and assess the veracity of claims and the soundness of reasoning.

They value evidence.

Students cite specific evidence when offering an oral or written interpretation of a text. They use relevant evidence when supporting their own points in writing and speaking, making their reasoning clear to the reader or listener, and they constructively evaluate others' use of evidence.

They use technology and digital media strategically and capably.

Students employ technology thoughtfully to enhance their reading, writing, speaking, listening, and language use. They tailor their searches online to acquire useful information efficiently, and they integrate what they learn using technology with what they learn offline. They are familiar with the strengths and limitations of various technological tools and mediums and can select and use those best suited to their communication goals.

They come to understand other perspectives and cultures.

Students appreciate that the twenty-first-century classroom and workplace are settings in which people from often widely divergent cultures and who represent diverse experiences and perspectives must learn and work together. Students actively seek to understand other perspectives and cultures through reading and listening, and they are able to communicate effectively with people of varied backgrounds. They evaluate other points of view critically and constructively. Through reading great classic and contemporary works of literature representative of a variety of periods, cultures, and worldviews, students can vicariously inhabit worlds and have experiences much different than their own.

Social Studies Common Core Aligned Teaching Strategy

Strategy: Annotating Text

Overview: Text annotation provides students the opportunity to dig deeply into rich and rigorous text in order to think critically about authors' intent. The matrix should be used as a resource for both teachers and students. The annotation matrix includes 27 strategies to teach students how to annotate effectively and with purpose. Each strategy focuses on a specific skill set that is aligned to the CCSS reading anchor standards. Teachers will likely assign specific strategies that target desired student outcomes. As students become increasingly proficient, the teacher may allow students to select annotation strategies to meet lesson objectives. The strategies contained do not correlate to reading levels and are not organized according to degree of difficulty. The teacher should select appropriate strategies for their individual students.

CCSS Reading Anchor Standards:

Key Ideas and Details
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
Craft and Structure
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.
Integration of Knowledge and Ideas
7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
Range of Reading and Level of Text Complexity
10. Read and comprehend complex literary and informational texts independently and proficiently.

Implementation Steps:
- Select and excerpt a rigorous and relevant text.
- Determine text complexity and student objectives for understanding text.
- Choose which annotation strategies students will use to achieve objectives.
- Model annotation strategies when first introduced.
- Have students read the excerpt and annotate using the assigned strategy. Students may be completing this individually or in small groups as determined by the teacher and strategy selected. If students are ready, allow them choices within an anchor set.
- Observe and monitor student progress and provide feedback as necessary.
- Conduct a debrief activity to ensure comprehension and that students achieved objectives.

Annotation Matrix

One of the most important skills to acquire in the quest towards independent reading of rich and complex texts is that of annotation. Annotating text (or creating "marginalia") is not an exact science, and as one practices the skill, he/she will naturally begin to acquire his/her own strategies for marking up the text to promote understanding and make meaning. Guided annotation prevents students from marking up or highlighting huge areas of text and promotes cognition of their annotation choices and metacognition of their learning through the reading. There is no right or wrong way to annotate, but providing students with specific guidance for their practice promotes collaboration and discussion of key ideas and details, language use, text structures, and comparison of ideas between texts.

This matrix is designed for teachers to use with students who are learning and practicing annotation for mastery of Common Core State Standards in reading informational text. Text annotation should be used in support of speaking, listening, and writing about and with the text under study. **Be sure to provide students with copies of text that are readable and offer plenty of space to create annotations.** Know that this matrix is not designed in a graduated manner. The options are all of equal value and should be matched with the reading and objectives of the teacher. With small group annotation, you may consider enlarging the text a bit and then taping it on the center of a larger piece of paper so that there is ample margin room and so that students sitting on all sides of the document have their own space to write.

Options for Annotation

Teachers: You may choose to have students focus on any number of anchor standards in a reading. After you know which anchor standards will become your focus in a particular reading assignment, you can assign either individuals or small groups to choose which annotation strategy (options are in the columns) they will complete for each of the standards or you can create your own guide using the strategies you feel are most appropriate for the reading.

CCSS College & Career Ready Reading Informational Text Anchor Standards	A	B	C
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	Make a T-chart labeled Facts / Opinions. Fill it in with phrases from the text. Write one sentence at the bottom about a conclusion you can make from this list.	Underline the two most important or convincing pieces of evidence or reasoning in the text. Write two sentences. In one, paraphrase one piece of evidence. In the other, write a sentence that quotes the evidence directly. Don't forget attribution!	Find two areas where you can make an inference or a conclusion (idea not explicitly stated in the text but supported by the text). Underline the sections and use "!!" to mark these places. Make a note to the side as to your inference/conclusion.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	At the top of the text, write one sentence beginning with "The main idea is..." Choose the three most important supporting details and number each of those sentences at the beginning with a "1," "2," or "3."	Create a visual representation, flow chart, mind map, or timeline of the main ideas and details of this piece on the back of the text or a separate sheet of paper.	Write a 30-50 word summary of the piece using clarity, specificity, and concision. Include important details.
(There are multiple options in the columns related to this standard. For ease, you could point out that 2B2 is the bottom middle segment and 2C1 is in the middle of the right column.)	Write a one sentence paraphrase of each paragraph. Include evidence in each paraphrase. Write one question about the text.	Circle the claim(s) in the text. Single underline the supporting evidence and double underline the author's reasoning.	Highlight the sentences that best express the author's argument. Cross out all non-essential words, redundancies, and unneeded details. Use what's left to create a paraphrase of the argument.

CCSS College & Career Ready Reading Informational Text Anchor Standards	Options for Annotation		
	Teachers: You may choose to have students focus on any number of anchor standards in a reading. After you know which anchor standards will become your focus in a particular reading assignment, you can assign either individuals or small groups to choose which annotation strategy (options are in the columns) they will complete for each of the standards or you can create your own guide using the strategies you feel are most appropriate for the reading.		
	A	B	C
3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.	Create a cause and effect chart based on events or ideas described in the text.	What is the most important idea, individual, or event in this text? Place a square around it. Then, make a list of words/phrases from the text that describes it. Note if the description changes over the text.	Create a graphic organizer to demonstrate the ways in which the main ideas, individuals, and/or events interact over the text.
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.\ \ (There are multiple options in the columns related to this standard. See note for Standard 2.)	Determine the tone of the text. Write a one to three word description in the margin (e.g. authoritative, empathetic, militant, weary, disgusted, etc.). Then, draw lines to three clues (words/phrases) in the reading that led you to this understanding.	Find a word or phrase used in this text in a manner other than its most common use. What clues in the text help you understand that this is a different usage? Explain briefly in the margin.	If you were writing about this reading, what words/phrases would be the most important to use (vocabulary, technical language, phrases to quote). Underline your top three choices and mark them with "imp" or with a *. Briefly explain your choices in the margins/on the back.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.	What words and phrases does the author use to structure the text (e.g. as an example, contrary to, differing, evidence of, etc.)? Double circle these words/phrases. Identify the structure in your own words (e.g. linear argument, compare/contrast, narrative to inform information, etc.)	What type of text is this (e.g. article, poem, letter, speech, supreme court case, memo, law, song, etc.)? What text structures does the author use specifically for this type of text (e.g. repetition in a speech, citation of precedent in a case, etc.)? Note these with "structure" in the margin.	Ask two questions about this text that you would like answered so that you could better evaluate, corroborate or challenge the author's premise or claims.
6. Assess how point of view or purpose shapes the content and style of a text.	Find loaded language, hyperbole, or descriptions that are highly interesting. In the margin describe why the author used these words.	What are the two most emphasized ideas in this text? Mark each with a +. In the margin briefly describe how this demonstrates the author's purpose.	Choose a sentence that clearly demonstrates the author's point of view. In the margin, rewrite the sentence by changing two or more keywords to modify the tone and/or point of view of the piece.

Options for Annotation

CCSS College & Career Ready Reading Informational Text Anchor Standards	*Teachers: You may choose to have students focus on any number of anchor standards in a reading. After you know which anchor standards will become your focus in a particular reading assignment, you can assign either individuals or small groups to choose which annotation strategy (options are in the columns) they will complete for each of the standards or you can create your own guide using the strategies you feel are most appropriate for the reading.*		
	A	**B**	**C**
7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	Find a source that relates to this reading (graph, chart, map, letter, video, music, website, work of art, political cartoon, etc.). Explain the relationship in the margin/on back.	Compare the argument or ideas in this reading with another author's perspective. Find one important similarity or difference. Add a short quote from the second document to your margin notes.	What details are emphasized in this account that differ from others? What is left out from this account? Describe in the margin. Name other sources, if this isn't common knowledge.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	Use a squiggly line to underline the primary argument. Then, highlight the claims and the evidence and reasoning throughout the reading with different colors. Place a "C," "E," or "R" next to each. Or create a three column chart to identify and record the claims, reasoning and evidence.	On the left hand side of the page, write down the most convincing aspect of the argument. On the right hand side of the page write down the least convincing aspect. Explain why you are not quite convinced.	In the margins, write "CC" (for counterclaim). Then, write an appropriate counterclaim and find one piece of evidence to support your idea.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	Compare this document to a secondary source (or primary source) on the same topic. How do the authors' differ in the way they address the topic? Highlight the area that you focus on and briefly describe your ideas next to the highlighted area.	How can you relate the theme of this work to something you have learned previously? Perhaps it is not closely related or it is from a different time period, but you are able to make a connection. Draw a double headed arrow and explain your connection.	Compare this text to the same topic or theme in your textbook. Note three areas of difference in the way the authors handle the topic. Place a question mark (?) next to these areas in the text and write a short quote from the textbook in the margin.
10. Read and comprehend complex literary and informational texts independently and proficiently.	*As this standard represents the primary goal in reading for ALL learners, teachers should strategically employ practices that promote building confidence in annotating complex texts so that they can create the necessary time and space for close reading and promote the growth mind-set necessary for independent practice with complex texts. Productive struggle in small cooperative learning groups provides a perfect starting place for annotation.*		

Social Studies Common Core Aligned Teaching Strategy

Strategy: Argumentative Writing – Stems

Overview: This list of argumentative writing stems was designed to help students become proficient in a variety of ways to present their evidence and reasoning. The advantage of providing a list of writing stems is that it helps young writers develop and practice alternative ways of presenting evidentiary support and explanations. These stems also help students to outline their arguments and serve as triggers to remind them that they need to integrate evidence and reasoning into their arguments. Students may have compiled relevant evidence but struggle to incorporate it into their writing. Allowing students regular practice with these writing stems promotes confidence and improves the organization and quality of an argument.

CCSS Writing Anchor Standards:

Text Types and Purposes
1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
Production and Distribution of Writing
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
Range of Writing
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Implementation Steps and/or activities:
- The teacher may choose to provide copies of the writing stem list to each student or create a poster that is displayed in the classroom. It may be helpful to laminate lists that are taped to student desks for frequent reference.
- Writing activities should require frequent use of the stems.
    a. Create groups of evidence and/or reasoning statements that do not include the stems. Ask students to modify the sentence using an appropriate stem from the list.
    b. Require students to use a minimum number of stems on specific writing tasks.

Argumentative Writing Stems

Claims	Introducing *Evidence*	*Reasoning* or Connecting Evidence to Claim:
The central issue is. . .	For example,	This shows...
One of the most	Another example from the documents,	This demonstrates...
important/controversial/interesting	According to the documents,	This evidence suggests
issues/problems is . . .	In document A it states	This evidence contributes
This is to show/explain/discuss. . .	As found on document B,	This evidence supports
It can be claimed/asserted. . .	As document (author)...states,	This evidence confirms
It is maintained that. . .	Evidence for this can be seen on ...	It is apparent this evidence caused
	...(author) emphasizes	Considering this evidence, it can be concluded
Counter-claims	...(author) states/asserts	Based on the... it can be argued that
Some may argue that. . .	...notes/clarifies/ justifies	According to...
In contrast. . .	The text says. . .	The connection
On the other hand. . .	The text states. . .	Hence,
One may argue _____; however . . .	The evidence suggests. . .	This proves....
Some feel that _____; however. . .	This can be explained by. . .	This highlights...
		This is important because. . .
		In examining the evidence. . .
		This is significant because. . .
		An example of this is. . .
		This illustrates. . .

Social Studies Common Core Aligned Teaching Strategy

Strategy: Art and Argument (CER- Evidence, Claims, Reasoning)

Overview: Social Studies teachers frequently rely on images in place of written text to deepen students understanding of historical events and contexts. This strategy can be used to analyze and evaluate a variety of images including paintings, photographs, political cartoons, and objects. This method allows students of varying ability levels to engage in rich and relevant analysis. Students begin identifying evidence they see in an image. They then develop claims and support those claims with reasoning. This strategy works well as both an introduction to new content and as a review of challenging content.

CCSS Reading Anchor Standards:

Key Ideas and Details
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
Craft and Structure
6. Assess how point of view or purpose shapes the content and style of a text.
Integration of Knowledge and Ideas
7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

CCSS Writing Anchor Standards:

Text Types and Purposes
1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
Research to Build and Present Knowledge
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
Range of Writing
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Implementation Steps:
- Select a rich and relevant image (painting, map, graph, political cartoon, photograph, etc.).
- Students complete the Art and Argument worksheet. First, students will identify evidence seen in the image. Second, students will develop claims supported by at least three pieces of evidence they identified in the image. Lastly, students will explain their reasoning by linking the evidence in support of the claim.
- This strategy may be used in a whole group, small group, partner, or individual setting.
- The teacher should encourage discussion during each of the three segments.

Name of Image

Evidence From Text: "What I see"	Claims: "What I Think"	Reasoning: "How I know"
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		
16.		

"American Progress," John Gast, 1872

Evidence From Text	Claims	Reasoning
1. Movement from East to West (right to left). 2. East: development and Industry (ships bridges, railroads, telegraph lines) 3. West: unsettled, rough, mountainous, an ocean at far left 4. Woman: angel, Lady Liberty, America 5. She is holding a book (education, literacy), bringing the telegraph (communication/progress) with her, and has a star on her forehead.	As settlers move west, Native Americans and wild animals are being forced from their homes. They are fearful of her and what follows. (Based on evidence 8,9,10,11)	• The painting shows Native Americans travelling by horse and foot, carrying their belongings and looking backwards as though they are fearful of the woman's presence. • In the painting buffalo, deer, and a bear are shown running away from the woman and everything that follows her. • Finally, there are no Native Americans or wild animals behind her. They have already been removed from the developed part of the landscape.
6. Various Landscapes: flat land, rolling hills, mountains (the Rockies). 7. A substantial river: (The Mississippi) 8. Native Americans are dressed in traditional clothing, animal skins, 9. NA travelling by horse and on foot with some belongings. 10. They are moving away from the woman and all that follows her. 11. Buffalo, bears, deer and other wildlife are also moving away from the woman. There is no wildlife behind her.	The painting represents a contrast between the developed and undeveloped parts of the United States. (Based on evidence 1,2,3,16, 17,18)	• The right side of the painting illustrates various accomplishments in the United States such as shipping, bridge construction, the proliferation of the railroad, covered wagons, the stagecoach, a pony express rider, and the expansion of communication via the telegraph while the left side shows rugged snowy mountains and a herd of buffalo. • The farming settlement in the bottom right of the painting with a permanent home, protective fencing, and farmers plowing fields is contrasted with nomadic natives running with specific place to go. • Additionally, the right side of the painting is illuminated by a rising sun and light "heavenly" clouds while the left side of the paining is darkened by storm clouds and a foreboding, mountainous landscape.
12. Single horseback rider: The Pony Express? 13. People: All men (Farmers, pioneers, miners). 14. Men in front are carrying guns. 15. Transportation: wagons, stagecoaches, railroads on the right with ships, wagon train in background. 16. Settlement: farming, fences, a home 17. The painting is light and illuminated on the right, or where the woman passed by. The sun is rising and the clouds are bright and heavenly. 18. On the left, where she has not yet been, the painting is dark. The land is foreboding and the clouds are dark and stormy. 19. The painting is titled "American Progress."	The woman (central figure) in the painting represents American progress and westward expansion in the 19th Century. (Based on evidence 1,2,3,4,5,17,18,19)	• Because the painting is titled "American Progress" and the woman is the central figure within it, she represents the idea of American progress. • The woman is illuminated and carrying two important items. • First, she carries a book, which represents literacy/education/ enlightenment. The book points out the significance of education as an essential quality of American progress. • Second, she is travelling with telegraph wire which is being planted behind her. The telegraph was a revolutionary breakthrough in technology because it allowed people in separate places to communicate much more quickly than through the postal service. It enabled communication across long distances. • As she moves westward, across continental landscape, the nation is illuminated. Her influence alters the landscape from one that is unsettled, rough, unknown, and "other" to one that is civilized through settlement, education and advances in transportation and communication.

Social Studies Common Core Aligned Teaching Strategy

Strategy: Essay Formatting: Chicken Foot Outline

Overview: The Chicken Foot Writing Outline method can be a useful organizational strategy for students when writing argumentative or informational essays. Students often struggle with format and presenting clear and logical arguments. This strategy facilitates the creation of claims with three supporting arguments. Students create claims, select supporting evidence, and develop reasoning statements to explain or connect the evidence to the claim. The strategy provides a skeleton for an essay so that students can write confidently. College and career ready students will have a variety of strategies in their repertoire. It is important to promote independent writing development as writing matures.

CCSS Writing Anchor Standards:

Text Types and Purposes
1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
Production and Distribution of Writing
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
Research to Build and Present Knowledge
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
Range of Writing
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Implementation Steps:
Chicken Foot Outline
- The teacher will likely present the Chicken Foot Outline early in the writing process. It is recommended that students have prior experience developing claims and selecting and ranking appropriate evidence prior to using the outline model.
- It is essential the teacher model for students how to use the outline.
- After using the outline model with the whole class the teacher may choose to have students work individually or in pairs in the future. The outline step should occur prior to writing the actual essay. It should serve as an opportunity for teachers to evaluate claim development and selection of relevant evidence.
- Teacher may choose to have partners peer edit outlines.
- The teacher may also choose to enlarge the template (separate paragraphs onto separate pages) to allow for sufficient student writing.

Note: This strategy is adapted from various similar outlines including the "chukar foot" model.

Name _____

Chicken Foot Essay Writing

On this "chicken foot" write your SUPER claim (argument) to the question and three mini-claims to support your answer. (Introductory Paragraph)

1

_____ 2

3

Now, take the top line (#1) from above and rephrase it on the line below. Give two pieces of evidence to support your claim on top of the lines and under the lines explain (reasoning) how the evidence proves your mini-claim. (Paragraph 2)

1

_____

Repeat with your second mini-claim. (Paragraph 3)

2

_____

Repeat with your third mini-claim. (Paragraph 4)

3

_____

Your conclusion will be a restatement or paraphrasing of your introductory paragraph. Advanced writers should include counter arguments here.

Social Studies Common Core Aligned Teaching Strategy

Strategy: Claim – Evidence Sort

Overview: The Claim-Evidence Sort strategy is designed to strengthen reading comprehension by increasing students' ability to access complex text and determine the components of an author's argument including claim, evidence, and reasoning. The strategy focuses on a relevant and complex text chosen by the teacher. Students sort evidence and reasoning statements selected from the text by the teacher that support the author's main claims. Students must determine if the statements indicate evidence or reasoning and then must accurately connect them to the corresponding claim. This strategy will require a substantial amount of preparation by the teacher.

CCSS Reading Anchor Standards:

Key Ideas and Details
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
Integration of Knowledge and Ideas
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
Range of Reading and Level of Text Complexity
10. Read and comprehend complex literary and informational texts independently and proficiently.

Implementation Steps:
- Select and excerpt a rigorous and relevant text. Line numbers should be used for quick reference.
- Teacher will determine and paraphrase three claims that the author makes. The teacher must then locate two pieces of evidence and two examples of reasoning that support each claim. **NOTE: This will not work with every text.**
- Create a worksheet (following the format provided) and lists of evidence and reasoning statements. The evidence and reasoning statements should not be identified and should be mixed up requiring the students to sort them. It is recommended that the teacher create a key for him or herself.
- Each student or pair of students should receive one worksheet and one set of evidence and reasoning statements. The teacher may choose to cut each evidence and reasoning statement apart and place in an envelope to allow students to move the strips around and sort. Or the teacher may choose to provide a list of the statements.
- Students will first chose whether the statements represent evidence or reasoning. They will then match the evidence to the correct claim and match the reasoning to the correct evidence and claim.
- Students may write or glue the statements on the worksheet.

Example template follows.

Overarching Argument (Super Claim):
Violent video games do, in fact, contribute to youth violence.

Claims (One per paragraph)	Evidence	Reasoning
Violent video games desensitize players to real-life violence.	• •	
Playing violent video games increases violent behaviors and scripts (or repetitive procedures in reactions to events).	• •	
Playing violent video games leads to a lower level of empathy for others.	• •	
Counter-Claim	**Counter-Evidence** (evidence for counterclaim)	**Counter-Reasoning** (why this evidence is weak, inaccurate, or should be discarded)
Violent juvenile crime in the United States has been declining as violent video game popularity has increased.		

Evidence and Reasoning Statements (in Random order):

Studies suggest that when violence is rewarded in video games, players exhibit increased aggressive behavior compared to players of video games where violence is punished.

In a 2005 study, violent video game exposure has been linked to reduced P300 amplitudes in the brain, which is associated with desensitization to violence and increases in aggressive behavior.

Being rewarded for violence leads to players linking violence with good feelings.

Players are desensitized because their aggressive and violent behavior in games often results only in the killed or hurt characters disappearing from the screen instead of dying and the grief of loved ones is absent.

A 2009 study found that it takes up to four minutes for the level of aggressive thoughts and feelings in children to return to normal after playing violent video games. It takes five to ten minutes for heart rate and aggressive behavior to return to baseline.

Funk (2006) determined that young people develop scripts from playing video games that tell youth to respond aggressively in certain situations. Scripts are repetitive procedures and reactions to events (like buckling a seat belt before driving).

In a 2004 study of 150 fourth and fifth graders by Professor Jeanne Funk, violent video games were the only type of media associated with lower empathy.

A 1998 study found that 21% of games sampled involved violence against women and that exposure to these games increased violence towards women and false attitudes about rape.

This demonstrates that directly after playing video games, children are likely to be more violent and aggressive. It stands to reason that over a prolonged period of time playing games, it would take more time to stop violent feelings.

The arrest rate for juvenile murders has fallen 71.9% between 1995 and 2008. The arrest rate for all juvenile violent crimes has declined 49.3%. In this same period, video game sales have more than quadrupled.

A decline in violence can be attributed to higher numbers of law enforcement along with record-high employment and standards of living. There is no direct correlation here. The high number of game sales should be worrisome in light of the studies that link them with violence.

Violence in video games may lead to real world violence when scripts are automatically triggered in daily life, such as being nudged in a school hallway.

Empathy, the ability to understand and enter into another's feelings, plays an important role in the process of moral evaluation and is believed to inhibit aggressive behavior and violence.

Violent video game players lose empathy for women who are raped and violated, because video games often portray women as either inciting rape or desiring it.

Social Studies Common Core Aligned Teaching Strategy

Strategy: Close Reading of Maps and Informational Images

Overview: In the social studies curriculum, complex and relevant texts come in a variety of formats including maps. Information and arguments presented by maps can be incredibly telling and interesting for students. Interpreting maps can be uniquely challenging for students who rarely have opportunities to explore and analyze them. Maps, like other texts, often present claims and perspectives that can enhance or illuminate a topic or event in class. This strategy applies the Close Reading method to maps. Students will be given a map set selected by the teacher and guided through a deep analysis of the information and arguments presented. As in the development of a Close Read for a text, this strategy will require preparation by the teacher.

CCSS Reading Anchor Standards:

Key Ideas and Details
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
Craft and Structure
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.
Integration of Knowledge and Ideas
7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
Range of Reading and Level of Text Complexity
10. Read and comprehend complex literary and informational texts independently and proficiently.

Implementation Steps:
- Select a set of complex and relevant maps. The maps or informational images should require deep critical thinking and present information that does not immediately stand out to the viewer. For example, you may choose maps or informational images that are not labeled and/or titled.
- Interpret the maps or informational images and determine what information and connections you would like your students to make.
- Students will work to synthesize the information on the maps or informational images as they complete the corresponding chart. First they will note observations from the maps. Next they will make claims about the maps and support those claims using evidence from the map set.
- The teacher will then guide students through a whole class discussion of the maps or informational images and clarify misconceptions.
- Students will complete the final column on the worksheet by recording new ideas they have about the maps or informational images and what evidence supports or contradicts the claims made by the expert or creator of the maps or informational images.

Examples and templates follow.

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? (Phil Gersmehl)

	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)?
Topic of 1st Map/Informational Image: Details I Notice		
Topic of 2nd Map/Informational Image: Details I Notice		
Topic of 3rd Map/Informational Image: Details I Notice		
Topic of 4th Map/Informational Image: Details I Notice		

What ideas are communicated in this visual information set?

What will you title your set?

_____

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

Topic of 1st Visual Source:

Details I Notice

Topic of 2nd Visual Source:

Details I Notice

Topic of 3rd Visual Source:

Details I Notice

Topic of 4th Visual Source:

Details I Notice

Social Studies Common Core Aligned Teaching Strategy

Strategy: Concept Claim Cards Strategy

Overview: Claim Cards provide a formative practice that allows students to make an argument (claim with evidence and reasoning) about a concept using an example/non-example. The strategy provides teachers an opportunity to listen to student ideas about an often confusing or nuanced concept so they can better understand student misconceptions and help clarify and deepen understanding. Claim cards allow students to practice argumentation in a low-risk environment that supports discussion, analysis, and synthesis of many ideas and perspectives. A non-exhaustive list of possible social studies concepts appears below

war	imperialism	nationalism	colonialism
justice	nation	civilization	democracy
racism	capitalism	socialism	revolution
terrorism	genocide	totalitarianism	freedom

CCSS Speaking and Listening Anchor Standards:

Comprehension and Collaboration
1. Initiate and participate effectively in a range of collaborative discussions (one- on- one, in groups, and teacher-led) with diverse partners on *grades 11–12 topics, texts, and issues,* building on others' ideas and expressing their own clearly and persuasively.   2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.   3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
Presentation of Knowledge and Ideas
4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.   6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Implementation Steps:
- Determine the concept that is important to your unit/year. Create a definition for the concept that is not confined to a single setting, relationship, or context but that is narrow enough that different examples can be argued to fit the concept.
  a. For example: ***Terrorism - the use of violence for political purposes and the attempt to influence politics through violence and intimidation, usually the resort of groups who are outside the political process.***
  b. Provide for a whole class discussion on the critical characteristics of the concept.
  c. Create a graphic organizer that includes the definition and space for groups to take notes during the process of using the claim cards (see example that follows).
- Provide the concept definition to the class. Then, provide each student in the class with an example/non-example (or maybe one that defies categorization) of the concept printed on index cards. You can write these as single words, phrases, or lengthier (but still fairly short) case studies.
  d. Examples for terrorism might include: Reign of Terror, Tar and Feathering of Tax Collectors during American Revolution.

- Provide time for individual students (or pairs) to brainstorm what they know about their topic (facts they've learned) and to think about if their example meets the critical characteristics of the concept and to write notes on their reasoning and evidence from their learning that helped them make the claim that the example did or did not meet the conceptual definition.
- Place students in small groups (3-4 students if students worked individually in step three or 6 students if they worked in pairs). All students should have their own example card as well as a graphic organizer on which to take notes as the students share their ideas.
- Ask one student to start the example share by:
  - e. Explaining the example they were provided:
  - f. Discussing their claim (does/does not fit with concept).
  - g. Supporting the claim with their reasoning (usually based on evidence they have learned in class compared with the critical characteristics of the concept).
  - h. NOTE: The students will not comment on the sharing student's claim or reasoning at this point. They will instead take notes on the graphic organizer.
- The other group members will follow suit, sharing their examples with reasoning while the group members take notes.
- When all members of the group have completed the sharing portion, the group will then discuss each example and reasoning together. Students will be encouraged to probe one another's thinking, ask questions for clarification, respectfully disagree with their group member's thinking based on evidence and reasoning, and come to consensus when possible.
  - i. Discussion stem examples follow which can be used as a scaffold for students.
  - j. All students are responsible for asking two questions.
- The groups report out on their examples. One interesting way to see the examples is to have them placed on a spectrum rather than into two categories (see below).

_____

Does not meet   Meets all aspects
concept definition   of concept definition

- Debrief student learning around the concept. Ask students to explain why and how the concept is nuanced or tricky.
- Ask students to complete the Reflection and Self-Assessment.

Example templates follow.

Concept Claim Information Organizer

Concept & Definition
(underlined words and phrases represent critical characteristics)

Example 1 with Claim	Example 1 Reasoning & Evidence	Questions to Ask/Ideas to Share to Clarify Group Thinking about this Concept
Name:		

Example 2 with Claim	Example 2 Reasoning & Evidence	Questions to Ask/Ideas to Share to Clarify Group Thinking about this Concept
Name:		

Example 3 with Claim	Example 3 Reasoning & Evidence	Questions to Ask/Ideas to Share to Clarify Group Thinking about this Concept
Name:		

Claim Card Discussion Stems

Is this a good non-example? Why?

What critical characteristics specifically does your example meet?

Does the time period or culture of the time matter to this example at all? Should that be taken into consideration?

How is your example similar to this other example? How are they different?

Where on a spectrum between fully meeting the critical characteristics and not meeting the concept characteristics would we place this example? Why?

What is the most difficult aspect of this example?

Can you please clarify why...?

Could you think of that example in a different way if...?

How are you defining...?

What made you think of that?

I'm a little lost in your reasoning. Could you please say it in a different way?

If you added the idea of _____ to your reasoning, how might your claim change?

What if the example were flipped and this _____ was _____?

Are you making the claim that your example meets all of the critical characteristics or just some?

Claim Card Reflection and Self-Assessment

Name: _____   Concept: _____

Example: _____

	What was the most interesting idea that came up in your group discussion?
	How has your understanding of this concept shifted or changed?
	What was the most difficult part of this process for you?

Criteria	4 – 3 – 2 – 1 Why?
I clearly stated a claim about my example and concept.	
I provided reasoning and examples for my claim.	
I listened intently to my group members as they spoke.	
I took notes on the examples, claims, and reasoning provided by other group members.	
I asked two or more questions and clarified ideas that helped the whole group better understand the concept and examples.	
I was respectful in my interactions with my group.	

Social Studies Common Core Aligned Teaching Strategy

Strategy: Discussion Self-Assessment Strategies

Overview: Self-assessment and reflection is a critical component to becoming an effective and confident communicator in discussion based strategies. Just as student's edit and reflect on their writing, they should review and reflect on their participation in discussions and growth over time. There are a variety of different strategies and approaches that help build confidence as students become more proficient engaging in discussion. The increased proficiency in discussion will correlate to improved expression of ideas and arguments in writing.

CCSS Speaking and Listening Anchor Standards:

Comprehension and Collaboration
1. Initiate and participate effectively in a range of collaborative discussions (one- on- one, in groups, and teacher-led) with diverse partners on *grades 11–12 topics, texts, and issues,* building on others' ideas and expressing their own clearly and persuasively. 2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
Presentation of Knowledge and Ideas
4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. 6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Implementation Steps:

- Select one of the following self-assessment templates to have students complete at the end of a discussion. **NOTE: The first template requires class to collaborate to determine criteria of a discussion ahead of time.**
- Consider having students maintain discussion portfolios or sections in their class binder to monitor their improvement in discussions and make goals for future discussions.

Three different templates follow.

Discussion Self-Assessment

Name:

Discussion Topic:

Did I meet the criteria for a powerful discussion? (4-3-2-1)	Reflection Questions *(How did we contribute to a powerful discussion?)*	Feedback on the Process to My Teacher *(What worked well and what could be improved for our next discussion?)*
My personal goal for this discussion:		

My goals for the next discussion are

Criteria	4	3	2	1	Specific Feedback

Evaluation of Discussion Participation
Place an "X" on each of the continuum lines to indicate your level of participation during the discussion.

YES ——————————————→ NO

Spoke loudly and clearly.

YES ←————————————→ NO

Supported classmates and encouraged participation.

YES ←————————————→ NO

Used accountable phrases.
(I agree with you because ...)

YES ←————————————→ NO

Cited evidence to support claims.

YES ←————————————→ NO

Listened to others respectfully.

YES ←————————————→ NO

Used documents and text for support.

YES ←————————————→ NO

Made eye contact.

YES ←————————————→ NO

Asked questions to clarify confusion.

YES ←————————————→ NO

Avoided hostile exchanges.

YES ←————————————→ NO

Made connections to modern issues.

Write 2 goals you have for our next class discussion.
1.

2.

Scoring Your Effectiveness

Directions: Read each statement in the chart. If it applies to you write the point value in the "# of points" column. Write the total number of positive and negative points where indicated. Subtract the total number of negative points from positive points and write where indicated.

Positive Discussion Attributes	# of points
Making a relevant comment (1)	
Using a probing question to elicit information or to get someone involved in the discussion (1)	
Using evidence to support a statement (1)	
Challenging the relevancy of a person's comment or use of evidence (2)	
Using evidence form personally gathered sources to support a statement (2)	
Summarizing the discussion (2)	
Recognizing a contradiction in someone's position (2)	
Making a stipulation (2)	
Making a concession (3)	
Making a clear transition to a relevant issue (3)	
Total Positive Points	
Negative Discussion Attributes	
Making an irrelevant comment (1)	
Not paying attention (1)	
Interrupting another discussant to prevent him/her from participation (2)	
Lack of or inappropriate use of evidence when making a factual statement (2)	
Monopolizing/dominating a discussion so as to prevent others from participating (3)	
Making a personal attack (4)	
Total Negative Points	
Total Score (Subtract the total negative points from the total positive points.)	

Write ONE goal you will try to achieve in the next class discussion.

_____

Social Studies Common Core Aligned Teaching Strategy

Strategy: Evidence Ranking Strategy

Overview: Identifying appropriate and relevant evidence to support a claim can be challenging for students. Proficient readers can judge an author's claim as they read by assessing the value and credibility of evidence the author is using. The ability to select the most important and relevant evidence is a crucial skill that writers must develop as well in order to present more effective arguments. Too often student writers select evidence that is irrelevant or less important and therefore do not successfully support their claims. The goal of this strategy is to have students practice ranking evidence from a piece of complex text selected by the teacher to become more proficient readers and writers.

CCSS Reading Anchor Standards:

Key Ideas and Details
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
Integration of Knowledge and Ideas
7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
Range of Reading and Level of Text Complexity
10. Read and comprehend complex literary and informational texts independently and proficiently.

CCSS Speaking and Listening Anchor Standards:

Comprehension and Collaboration
1. Initiate and participate effectively in a range of collaborative discussions (one- on- one, in groups, and teacher-led) with diverse partners on *grades 11–12 topics, texts, and issues,* building on others' ideas and expressing their own clearly and persuasively. 2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
Presentation of Knowledge and Ideas
4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. 6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Implementation Steps:

- Teacher selects and excerpts a rigorous and relevant text. Line numbers should be used for quick reference.
- The teacher will identify one of the main claims in the text and will select eight pieces of evidence from the text.
- The teacher will create a handout based on using the template provided that lists the claim and the eight pieces of evidence in random order.
- After reading and analyzing the text, student will be asked to complete the evidence ranking worksheet.
- The teacher should discuss the *Questions to Consider*.
- Students will then paraphrase each piece of evidence to demonstrate their comprehension of the evidence.
- Next, students will rank each piece of evidence from 1-8 (1 being the best).
- Students will provide a reasoning statement for each of their top three pieces of evidence.
- The teacher should debrief at the end of the lesson using some of the *Questions to Consider* at the end of the worksheet.

Three example templates follow. Readings not included.

Claim: The Union's emphasis on the immorality of slavery and the slave trade had major international repercussions.

Possible Evidence	What is this text saying? (in your own words)	Ranking 1-8 (1=best)	Choose your three (3) top ranked pieces of evidence. Write out the REASONING to demonstrate why this piece of evidence supports the claim. Be clear and specific.
"What developed was not an expected debate over the morality of slavery but a deep fear among British leaders that the president's move would stir up slave rebellions. The result, they predicted, would be a race war that crossed sectional lines and, contrary to Lincoln's intentions, forced other nations to intervene." (p. 120, 1st full P)			
"Adams praised this recommendation as Lincoln's most important step in the war and thought Europeans would agree....From London, Hotze happily wrote of the widely unpopular reception given Lincoln's plan; it had 'vastly brightened the prospects of speedy recognition.'" (p. 122, top P)			
"The Lincoln administration considered the Seward-Lyons treaty a significant milestone in the Civil War. It illustrated the inseparability of domestic and foreign events..." (p. 122, 1st full P)			

Possible Evidence	What is this text saying? (in your own words)	Ranking 1-8 (1=best)	Choose your three (3) top ranked pieces of evidence. Write out the REASONING to demonstrate why this piece of evidence supports the claim. Be clear and specific.
"Yet the treaty reiterated the Union's longtime opposition to the slave trade and made it more difficult for the British to consider recognition of the slaveholding Confederacy. But they remain unconvinced that the president's antislavery efforts were sincere, leaving them bitterly suspicious that his only motive was to stir up slave insurrections in a desperate effort to win the war." (p.122 bottom – p.123 top)			
"Six days later, on April 16, the president signed another bill promoting emancipation. It authorized compensation and colonization for slaves declared free in the District of Columbia." (p.123, 1st full P)			
"In January 1862, he [Carl Schurz] talked with Lincoln about taking a public stand against slavery as a key step toward preventing intervention. The president pondered the matter before replying: *'You may be right. Probably you are. I have been thinking so myself. I cannot imagine that any European power would dare to recognize and aid the Southern Confederacy if it became clear that the Confederacy stands for*			

Possible Evidence	What is this text saying? (in your own words)	Ranking 1-8 (1=best)	Choose your three (3) top ranked pieces of evidence. Write out the REASONING to demonstrate why this piece of evidence supports the claim. Be clear and specific.
slavery and the Union for freedom." (p. 123, 2nd full paragraph)			
"Lincoln's carefully articulated stance on slavery at the war's beginning came at a heavy cost to his foreign policy. He believed slavery the root of the conflict, but could not say so because of domestic and foreign consideration....Lincoln had wrongly assumed that the British and French would recognize slavery as the chief cause of the war and distance themselves from the Confederacy. Instead, he had been partly responsible that slavery was not the core issue, inadvertently leaving the way open for an intervention in American affairs ...." (p. 124, 1st full P).			
"Finally, the administration's move against slavery, no matter how hesitant and expedient it appeared to observers thousands of miles away in Europe, indelibly inked the Confederacy as the chief practitioner of human bondage in a world that had turned away from such medieval concepts." (p. 124, 2nd full P)			

Questions to Consider When Choosing the Best Pieces of Evidence to Support a Claim

- Do my chosen pieces of evidence make sense in the following equation:

   evidence & reasoning + evidence & reasoning + evidence & reasoning = well supported claim

   *Hint: If any of your pieces of evidence contradict one another and this contradiction is not easily reconciled with your reasoning, you may need to choose a different combination of evidence.

- What comes right before and right after this evidence in the text? That is, what is the context for this piece of evidence? Is the context important? Is the date or background important to understanding this evidence?

- Does this evidence link directly to my claim? Or, am I trying to force a fit with my claim?

- Can I explain my reasoning concisely? Can I explain why this piece of evidence is important?

- Are there important details, explanations, and elaborations (to enhance my reasoning) I can make from this evidence to strengthen my claim?

- If there are two related pieces of evidence, which seems most powerful? Why?

- What information would I need to use to introduce this piece of evidence?

- Is there a quotable piece of this quote? If so, what is the quotable piece? How would I attribute it? (Who said it?) Or, is this piece of evidence better as a paraphrase? How do I know?

- Does any of this evidence seem to better serve the counterclaim? Explain.

Claim: Corn has become "king" of the American diet.

Below are many quotes from the reading, "The Omnivore's Dilemma." ***Based on your understanding of the text, please work in your group to rank the following pieces of evidence from 1 (best supports the claim) to 8 (not highly supportive).*** As you discuss your rankings, notice that you are using "reasoning" to support your thinking. Keep track of your ideas for why your best pieces of evidence support the claim. This is your reasoning.

Evidence:

A) "There are some forty-five thousand items in the average American supermarket and more than a quarter of them now contain corn. This goes for the non-food items as well—everything from toothpaste and cosmetics to disposable diapers, trash bags and even batteries."

B) "You are what you eat, it's often said. If this is true, then what we are today is mostly corn. This isn't just me being dramatic—it's something that scientists have been able to prove… by tracing the element carbon as it goes from the atmosphere into plants, then into our food, and finally, into us."

C) "Plants take the carbon out of carbon dioxide and use it to make food—*carbo*hydrates. They do this through a process called photosynthesis. In photosynthesis, plants use the energy of the sun (*photo* means light) to *synthesize* (make) food."

D) "Read the label on any bag of chips, candy bar or frozen snack. How many ingredients do you recognize? *Maltodextrin? Monosodium glutamate? Ascorbic acid? What are those things?* What about *lecithin and mono-, di-,* and *triglycerides?* They are all made from corn."

E) "Corn is what feeds the steer that becomes your steak. Corn feeds the chicken and the pig. Corn feeds the catfish raised in a fish farm. Corn-fed chickens laid the eggs. Corn feeds the dairy cows that produce the milk, cheese, and ice cream…."

F) "So the plants take carbon and make it into food. Then we eat the plants, or we eat animals that have eaten the plants. That's how the carbon winds up in our cells."

G) "Americans don't think of themselves as corn eaters. Our bread is made from wheat flour. We don't eat a lot of corn on the cob."

H) "Corn has managed to become the most widely planted crop in America—more than 80 million acres of farmland are planted with corn every year. Today it covers more acres of the country than any other living species, including human beings. It has pushed other plants and animals off the American farm."

Group Follow-Up: Can you find an even better piece of evidence from the reading to support this claim? Can you work with your group to paraphrase (put into your own words) the top three pieces of evidence?

Claim: Rosa Parks should be considered "the Mother of the Civil Rights Movement" because of her sacrifices and leadership.

Below are many quotes from the reading, "If a Bus Could Talk: The Story of Rosa Parks." *Based on your understanding of the text, please work in your group to rank the following pieces of evidence from 1 (best supports the claim) to 9 (not highly supportive).* As you discuss your rankings with a classmate, notice that you are using "reasoning" to support your thinking. Keep track of your ideas for why your best pieces of evidence support the claim. This is your reasoning.

Evidence:

I) The people on the bus all said, "This used to be the Cleveland Avenue bus, but now it's the Rosa Parks bus. She is the patron saint of the Civil Rights Movement."

J) When she was a child, "There were times when Rosa's family slept in their clothes so they could run if the Klan decided to burn their house down in the middle of the night."

K) Even after her case reached the Supreme Court and segregation was illegal, "Rosa lost her twenty-five-dollar-a-week job at the Montgomery Fair department store, and she continued to receive threatening phone calls and letters."

L) "For 381 days – more than a year – black people in Montgomery either walked or arranged their own car pools instead of taking the busses. Without the black passengers, the buses were almost empty, and the city lost a lot of money. The Montgomery Bus Boycott was working!"

M) After Rosa Park's arrest black people gathered at the Dexter Avenue Baptist Church and Dr. Kings said, "We are tired of being segregated and humiliated, tired of being knocked about by the brutal feet of oppression."

N) "Rosa knew that the segregation laws were unfair and, right then and there, she decided to do something about it. She told the driver she would not give up her seat." She was arrested.

O) "She was awarded the Spingarn Medal, the Martin Luther King, Jr. Nonviolent Peace Prize, the Eleanor Roosevelt Woman of Courage Award, and the Presidential Medal of Freedom."

P) Rosa became a member of the National Association for the Advancement of Colored People and "she was appointed secretary of the Montgomery branch and could use her education to help her people. She also served as youth leader and organized a city-wide youth conference."

Q) "Rosa married a very nice man named Raymond Parks…he demanded to be treated with respect [by whites]…he had been taught to read and write by his mother…and was well spoken and well read on the important issues affecting his people."

Practice Paraphrasing

Now that you have chosen the three pieces of evidence that best support the claim, "**Rosa Parks should be considered "the Mother of the Civil Rights Movement" because of her sacrifices and leadership,**" please paraphrase (put into your own words) each piece of evidence.

Rules for Paraphrasing

1. Think about the main idea of the sentence(s). Say it aloud to your group using your own words.
2. Change the beginning and end of the sentence(s) that you are paraphrasing. Then, change the actual words to ensure that your thought is your own.
3. Check – do you have any groupings of two or more words that match the original that could be changed and keep the meaning the same?

Evidence #1 Paraphrase:

> **Reasoning:** How does this evidence help support the claim? Why is this evidence important?

Evidence #2 Paraphrase:

> **Reasoning:** How does this evidence help support the claim? Why is this evidence important?

Evidence #3 Paraphrase:

> **Reasoning:** How does this evidence help support the claim? Why is this evidence important?

CLAIM: Taxpayers should fund a national monument to honor the great work and sacrifices of the Chinese who helped build the Transcontinental Railroad.

Pieces of evidence from the reading, *Chinese Railroad Workers* (Stanford University North America Project), are found below. **Based on your understanding of the text, please work in a group to rank the pieces of evidence from 1 (best supports the claim) to 9 (not highly supportive).** As you discuss your rankings, notice that you are using **reasoning** to support your thinking. Keep track of your reasoning for why your best pieces of evidence support the claim.

	"The precise number of Chinese who worked on the railroad is not clear; records are incomplete and inexact....As Leland Stanford reported to Congress in 1865, 'The greater portion of the laborers employed by us are Chinese, who constitute a large element of the population of California. Without them it would be impossible to complete the western portion of this great national enterprise...'" (p. 1)
	"Railroad workers recruited by labor contractors came mostly from Guangdong province...These counties suffered from extreme poverty and civil unrest, and the area was close to Hong Kong as a point of departure. Desperate for work, workers boarded ships for California and other parts to support their families." (p. 3)
	Chinese workers were initially paid $24-$31 per month. "Their pay eventually rose to $35 per month, which was roughly the same as for workers of European descent. However, Chinese workers worked longer hours and had to pay their headmen or contractors for their own lodging and food and even for their tools; on the other hand, the railroads provided white workers accommodations, food, and tools without additional cost. One historian calculates that Chinese labor cost the railroad companies two thirds of what was paid to white workers." (p. 3)
	The most difficult building was in the high elevations of the Sierra Nevada at Summit Tunnel. "Progress was very slow, with many kegs of black powder used each day, but to little effect in the hard rock. Nitroglycerine was mixed onsite by a chemist, but it was too unstable, causing many accidental explosions, and its use was abandoned....Work continued thought two of the worst winters on record. Snow from fierce blizzards often blocked tunnel entrances, and avalanches would sweep away camps of Chinese workers, carrying many to their death." (p. 4)
	"On April 28, 1869 ten miles and fifty-six feet of track was laid in one day....A squad of eight Irish rail-handlers and a small army of 4000 workers, mostly Chinese, accomplished the feat, working between 5 a.m. and 7 p.m. with a mid-day break after laying six miles of track. In the end 25,800 ties, 3,520 rails (averaging 560 lbs. each), 55,080 spikes, 14.050 bolts, and other materials, totaling in weight 4,462,000, were laid down....The accomplishment has not been matched even in modern times." (p. 5)
	"The names of the eight Irish workers [who helped lay the 10 miles of track in one day] were recorded by the railroad, and they were hailed in a parade in Sacramento. None of the Chinese worker's names were recorded; they were forgotten so they remain nameless."
	There are conflicting reports of Chinese deaths. "One newspaper article ...on June 30, 1870 in the Sacramento Reporter reported that 'about 20,000 pounds of bones' dug up from shallow graves were taken by train for return to China, calculating that this amounted to 1,200 Chinese. Another article...states that only the bones of about 50 Chinese were on the train. Others believe that some Chinese must have also died in a smallpox outbreak...and there were reports of Chinese workers being killed in Nevada as the result of Indian raids. Charles Crocker...acknowledged that a great many men were lost during construction – and most of these workers were Chinese." (p. 6)
	"On June 25, 1867, Chinese workers went on strike. Five thousand workers...put down their tools and returned to camp. ...The workers demanded $40 per month, reduced workdays from eleven to ten hours, and shorter shifts digging in the cramped, dangerous tunnels....As the Sacramento Union reported, the workers protested 'the right of the overseers of the company to either whip them or restrain them from leaving the road when they desire to seek other employment.'" (p. 7)
	To end the strike, "Charles Crocker cut off food and other supplies. After eight days of increasing privation, Crocker confronted the starving workers [with a] contingent of deputized white men, insisting that he would make not concessions and threatened violence to anyone preventing workers from returning to the job. Facing starvation and coercion, the workers ended the strike." (p. 7)

Practice Paraphrasing Evidence & Reasoning

Now that you have chosen the three pieces of evidence that best support the claim, "**Taxpayers should fund a national monument to honor the great work and sacrifices of the Chinese who helped build the Transcontinental Railroad,**" please paraphrase (put into your own words) each piece of evidence.

Rules for Paraphrasing
1. With a partner, underline the most important ideas in the piece of evidence.
2. Jot down some synonyms or replacement words/phrases for these important ideas in the evidence.
3. Now say the main idea of the evidence in your own words aloud to your partner.
4. Change the beginning and end of your paraphrase so that you do not start or end the same way as the quote from the text.
5. Check your work, do you have any more than two words that match the original document?
6. If needed, you can quote the original text if your quote is a) introduced in your own words, b) explained in your own words, c) no more than 8 words long.

Evidence #1 Paraphrase:

Reasoning: How does this evidence help support the claim? Why is this evidence important?

Evidence #2 Paraphrase:

Reasoning: How does this evidence help support the claim? Why is this evidence important?

Evidence #3 Paraphrase:

Reasoning: How does this evidence help support the claim? Why is this evidence important?

Social Studies Common Core Aligned Teaching Strategy

Strategy: Jigsaw Seminar Strategy

Overview: The Jigsaw Seminar strategy encourages students to dig deeply into rich and complex text and then make connections between additional texts. After analyzing different texts, students will work collaboratively to answer overarching questions that facilitate critical analysis of multiple perspectives.

CCSS Speaking and Listening Anchor Standards:

Comprehension and Collaboration
1. Initiate and participate effectively in a range of collaborative discussions (one- on- one, in groups, and teacher-led) with diverse partners on *grades 11–12 topics, texts, and issues,* building on others' ideas and expressing their own clearly and persuasively.   2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.   3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
Presentation of Knowledge and Ideas
4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.   6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

CCSS Reading Anchor Standards:

Key Ideas and Details
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.   2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.   3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
Craft and Structure
6. Assess how point of view or purpose shapes the content and style of a text.
Integration of Knowledge and Ideas
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.   9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
Range of Reading and Level of Text Complexity
10. Read and comprehend complex literary and informational texts independently and proficiently.

Implementation Steps:
- Find three to five articles on a topic of curricular importance. Ensure that the articles are interesting, at an appropriate complexity, and offer different perspectives (not necessarily opposite or contrary ideas).
- Articles should be the same approximate length and should be line numbered. Label each article with a number. Copy the articles and staple them together, so that all students have access to all articles.
- HINT: If you have a class with diverse reading levels, it is possible to level the texts to best meet the needs of your students.

- Write overarching questions that can be answered with evidence from every article. These questions should be open-ended and allow students to dig deeply into the content.
- Split the class into 3-5 groups (to match the number of articles), allow students time for individual reading, and then provide each member of the group with the Source Summary sheet to fill out together. (If groups are too large, consider splitting each group in half.)
- When students have finished analyzing the article in their expert groups, jigsaw students into small groups of 3-5 students to discuss all articles with the overarching discussion questions.
- Introduce norms.
- At the conclusion of the seminar, students will complete the individual Jigsaw Seminar Metacognitive Wrapper as a way to reflect on both the content and the process/skills utilized in the discussion.
- The teacher can assign a short informational or argumentative writing assignment based on one of the discussion questions.

Jigsaw Seminar Student Directions

Expert Group (Reading & Summarizing)	Jigsaw Group (Discussion)

1. Read the same article.
2. Discuss article:
    a. What are the main ideas?
    b. How is this supported? What textual evidence is most compelling?
    c. What are the most interesting aspects of the article that I would want to share?
3. Identify a 35-60 word summary of your article to share with your discussion group. All members of the expert group should have the same summary.
	1. Meet in a group of 3-5 (representing the different articles).
	2. Each person will individually direct their group to look at their article and will provide a summary while the others take a brief note at the top of the article.
	3. The group will discuss each of the seminar questions.
	    • Each person must "speak" at LEAST once for each seminar question, noting something from their article that is related to the question.
	    • People can speak generally (from their own experiences) about the topic after they have shared textual evidence.

Jigsaw Expert Group Source Summary

Name of Source: _____

What are the **3 – 5 most important ideas** in the text?   Cite text evidence and line numbers.

-
-
-
-

Write a **summary paragraph** of the text which includes all of the ideas and details recorded above. This is a group effort, and all members of the group should have the SAME summary. Discuss in your group how to best form sentences that combine multiple ideas and/or ideas with details.

Jigsaw Seminar Metacognitive Wrapper

Name:

_____

Expert Group Article/Documents:

_____

Evidence and Reasoning I Shared (2 examples)

On a scale of 1-5 (five being great), I rate my participation in this discussion a _____ because _____

_____.

Which of the following is an area in which you can improve in the next discussion of a text? Circle and explain your choice in the box below.

- Listening attentively to others
- Staying focused on the point of the discussion
- Articulating your own thoughts clearly and concisely
- Responding directly to other students' points
- Asking great probing questions
- Explaining the text evidence/reasoning clearly

The most interesting idea presented in our discussion was _____

_____.

 A quote/piece of evidence from another document that I most want to remember is from text #_____ on line _____. The author states: _____

_____

_____

LESSON FROM A FORTUNE COOKIE

You have the ability to go back in history to provide a tiny piece of advice to a historical figure in the days or minutes before a momentous event. Your advice will fall into this person's lap via a fortune cookie.

Steps for Fortune Cookie Telling

1. Provide a 1-3 sentence context for the historical situation.
2. Name the historical figure that will receive the fortune.
3. Write the fortune in no more than 10 words.
   a. Sound wise.
   b. State the obvious in a new way.
   c. Don't be afraid of puns, word play, or humor.
4. Provide evidence from texts you've read about the time period to support you wording in the fortune.

Context:

Fortune Receiver:

Fortune:

Evidence:

Sample Lesson from a Fortune Cookie

Brief Context: It's Salem Town in 1692. The little town, filled with internal political, social, and religious struggles, is about to embark on a frenzy and accuse many townspeople of witch craft. The first to be accused will be Sarah Good, Sarah Osborne, and Tituba.

Magical Fortune Cookie Receiver: Sarah Osborne

Fortune: Beware of *extreme* sport in the *super natural environment*.

Evidence to Support Wording in Fortune:

- *Extreme*: Religious beliefs and social mores were extreme in New England at this time.
- *Super-natural*: There was a general belief in the supernatural in 17th century America, and many believed Satan was active and present on Earth.
- *Environment*: Salem Town and Salem Village were very isolated environments with a lot of infighting or feuding.

Modified Fishbowl Strategy

1. Provide a common reading(s) and background/vocabulary on an unresolved, controversial, or difficult issue to the class. Utilize a reading strategy to help students to access the text. Provide vocabulary instruction in the most important Tier 2 and Tier 3 words. Have students write down their interesting facts and quotes that help them understand the issue on post-it notes or small pieces of paper.

2. Make two to three circles in your classroom with +/- 5 chairs in each. The chairs will face inwards. Outside of each circle, make another circle of chairs.
   a. The inner circle of chairs is the fishbowl and students in these chairs are very talkative, intelligent and scholarly fish.
   b. The outer circle represents people who love to learn from their fish and provide them "fish food for thought" when they wish they were in the fishbowl themselves or want to assist the fish.
   c. The teacher will choose one person from the outside circle to be the "fish trainer." This person interjects only if the conversation gets off track. This person will rephrase the question and ask the fish to go back to their discussion.

3. RULE: Only students in the fishbowl (inner circle) are allowed to speak during this activity.
   a. Students in the fishbowl engage in discussion or deliberation on an issue presented, as an open-ended question, by the teacher.
   b. All participants must abide by the rules of civic discussion and common courtesy (accountable talk).

4. The outside circle has a responsibility of providing "food for thought" (strip of paper/post-it) with relevant information that can be used by the fish. For this reason, it can be very positive to pair students on the inside/outside of the circle so that someone with great confidence is on the outside helping the less confident "fish" on the inside.

5. Once a student in the circle has spoken twice, a student from outside the circle may tap that student on the shoulder and switch places with the student. The student on the outside MUST TAP IN after their inside partner has spoken four times. The student in the circle will exit to the outside observation seats. This process can continue throughout the discussion.

6. The teacher <u>does not</u> participate in the discussion except to provide a new question or to terminate an irrelevant, or inappropriate, line of discussion.

7. It is highly effective to have two to four separate (but related) discussion questions. After you have completed a fishbowl on one question, you can begin the next question by reversing the original groups. Fish become fish feeders and feeders become fish.

8. Including a written reflection piece alongside an evidence piece is a great way to assess student learning.

Basic Discussion Rubric

Discussion Rubric	3	2	1	0
Substantive				
States and identifies issues.	Accurately states and identifies issues.	Accurately states an issue.	States a relevant factual, ethical, or definitional issue as a question.	Does not state any issues.
Uses foundational knowledge.	Accurately and expresses completely relevant foundational knowledge pertaining to the issues raised during the discussion.	Accurately expresses mostly relevant foundational knowledge pertaining to issues raised during the discussion.	Accurately expresses somewhat relevant foundational knowledge pertaining to an issue raised by someone else.	Does not express any relevant foundational knowledge.
Elaborates statements with explanations, reasons, or evidence.	Pursues an issue with more than one elaborated statements.	Pursues an issue with one elaborated statement.	Elaborates a statement with an explanation, reasons, or evidence.	Does not elaborate any issues.
Procedural				
Invites contributions from, and acknowledges statements of, others.	Engages others in the discussion by inviting their contributions and acknowledging their contributions.	Invites comments from others and does not acknowledge their statements.	Does not invite comments from others but allows others to speak. Does not acknowledge contributions from others.	Does not invite comments from others nor acknowledge their statements.
Challenges the accuracy, logic, relevance, or clarity of statements.	Constructively challenges the accuracy, clarity, relevance, or logic of statements made.	Responds in a civil manner to a statement made by someone else by challenging its accuracy, clarity, relevance, or logic.	Responds in a civil manner but does not challenge the accuracy, clarity, relevance, or logic of statements.	Does not respond in a civil manner in all conversations. Does not challenge the accuracy, clarity, relevance, or logic of statements.

Social Studies Common Core Aligned Teaching Strategy

Strategy: Modified Fishbowl Discussion Strategy

Overview: The modified fishbowl strategy is a variation of a Socratic Seminar discussion based strategy. The fishbowl method itself can be conducted in a variety of ways to foster active speaking and listening. Generally, students in the "fishbowl" will share opinions and ask questions while the students on the outside of the circle will actively listen and can contribute ideas. The roles will reverse half way through the discussion. The strategy helps improve participation in whole class discussion and can serve as an effective pre-writing activity.

CCSS Listening and Speaking Anchor Standards:

Comprehension and Collaboration
1. Initiate and participate effectively in a range of collaborative discussions (one- on- one, in groups, and teacher-led) with diverse partners on *grades 11–12 topics, texts, and issues,* building on others' ideas and expressing their own clearly and persuasively. 2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
Presentation of Knowledge and Ideas
4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. 6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Implementation Steps:
- The teacher selects and excerpts complex and relevant text(s) that relate to a common topic or question. The selected text(s) should allow for multiple perspectives and opinions.
- The students will read and analyze the text(s).
- For the fishbowl strategy, teachers will organize desks to form a circle. The teacher may choose to have enough desks for half of the students or limit the number of desks and have more rotations during the discussion. There should be an outer circle of desks for the other half of the students, essentially forming two concentric circles. You may choose to have multiple fishbowls for smaller groups.
- After students have prepared for the discussion the teacher should review the rules for the fishbowl strategy with the class before beginning the discussion.
- The teacher will facilitate the discussion, but limit contributions to guiding or probing questions.
- After all students have rotated into the fishbowl the teacher may conclude the discussion and complete a debriefing activity with the students.
- If comfortable, the outside circle can tweet ideas that stream on a smartboard.

More detailed instructions and sample lesson follow.

Modified Fishbowl Strategy

1. Provide a common reading(s) and background/vocabulary on an unresolved, controversial, or difficult issue to the class. Utilize a reading strategy to help students to access the text. Provide vocabulary instruction in the most important Tier 2 and Tier 3 words. Have students write down their interesting facts and quotes that help them understand the issue on post-it notes or small pieces of paper.

2. Make two to three circles in your classroom with +/- 5 chairs in each. The chairs will face inwards. Outside of each circle, make another circle of chairs.
   a. The inner circle of chairs is the fishbowl and students in these chairs are very talkative, intelligent and scholarly fish.
   b. The outer circle represents people who love to learn from their fish and provide them "fish food for thought" when they wish they were in the fishbowl themselves or want to assist the fish.
   c. The teacher will choose one person from the outside circle to be the "fish trainer." This person interjects only if the conversation gets off track. This person will rephrase the question and ask the fish to go back to their discussion.

3. RULE: Only students in the fishbowl (inner circle) are allowed to speak during this activity.
   a. Students in the fishbowl engage in discussion or deliberation on an issue presented, as an open-ended question, by the teacher.
   b. All participants must abide by the rules of civic discussion and common courtesy (accountable talk).

4. The outside circle has a responsibility of providing "food for thought" (strip of paper/post-it) with relevant information that can be used by the fish. For this reason, it can be very positive to pair students on the inside/outside of the circle so that someone with great confidence is on the outside helping the less confident "fish" on the inside.

5. Once a student in the circle has spoken twice, a student from outside the circle may tap that student on the shoulder and switch places with the student. The student on the outside MUST TAP IN after their inside partner has spoken four times. The student in the circle will exit to the outside observation seats. This process can continue throughout the discussion.

6. The teacher does not participate in the discussion except to provide a new question or to terminate an irrelevant, or inappropriate, line of discussion.

7. It is highly effective to have two to four separate (but related) discussion questions. After you have completed a fishbowl on one question, you can begin the next question by reversing the original groups. Fish become fish feeders and feeders become fish.

8. Including a written reflection piece alongside an evidence piece is a great way to assess student learning.

Name _____   Date _____   Period _____

The NYC soda ban … should government decide social policy?

Task: Debate whether or not the government has the right to create social policy that limits soda consumption. You will now have the opportunity to discuss and debate this question with your classmates in a Socratic "Fishbowl" Seminar. Your claims during the discussion must be supported by evidence and reasoning. You must speak at least once and follow appropriate discussion etiquette.

Preparing for Discussion: <u>INSIDE FISHBOWL</u>

Questions to consider & generate ideas:

Why is NYC attempting to limit soda consumption?   Who would benefit from the ban?

Who would be negatively impacted by the ban?   Are there social issues the government should
decide?

Claims	Evidence
The government should/should not decide social policy by limiting soda consumption because …	The evidence that supports my claim is … (Perhaps cite examples from history about social policy)

Write two questions regarding social policy that you would like answered or might be interesting to discuss. You may use these questions to generate discussion or change the topic during our seminar. Consider "what if" questions, questions about historical events, or links to modern day.

1.

2.

Listening to the Discussion: <u>OUTSIDE FISHBOWL</u>

1. **List the <u>claims and evidence</u> presented by your classmates.**

2. **List questions that you have and topics that were not addressed.**

Social Studies Common Core Aligned Teaching Strategy

Strategy: Peer Editing Argumentative Writing

Overview: The process of peer editing provides students with the opportunity to evaluate writing to help each other improve. Through the collaborative editing process, students identify effective writing and improve ineffective writing leading to tremendous individual growth. The attached peer editing guide provides the framework for the peer editing process in the classroom. The guide was designed to serve as a checklist for students as they complete peer editing activities. Through the process of peer editing, students will work to identify effective development and use of claims, evidence, and reasoning. After evaluating peer writing samples students can apply the same process to their own writing.

CCSS Writing Anchor Standards:

Production and Distribution of Writing
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
Range of Writing
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Implementation Steps:
- Provide a Peer Editing Checklist for each student.
- Review and model the Peer Editing Checklist using a student sample.
- Students complete the Peer Editing Checklist as they evaluate another students' writing sample.
- Observe and monitor as students complete the activity.
- Students return the Peer Editing Checklist with the writing sample to the author.
- Students make corrections to their writing based on suggestions by their peers.
- Students submit original writing sample, Peer Editing Checklist, and the revised writing sample.
- Provide feedback to both the author and the editor.

How to Peer Edit a Short Argumentative Writing Piece

Each ☐ is a step that must be completed by the peer editor

Claim	Evidence	Reasoning	Counterclaim	Conclusion
Claim is clearly stated.	**Three pieces of evidence have been chosen and quoted or paraphrased.**	**Each piece of evidence has reasoning.**	**A clear counterclaim is evident.**	**The conclusion ties it all together and restates the claim.**
☐ The claim is _____ _____ _____	☐ Highlight each piece of evidence: _____ Color	☐ Highlight each reasoning: _____ Color	☐ Highlight counterclaim: _____ Color	☐ Underline the conclusion twice.
☐ It is clear which side they chose to argue.	☐ Evidence is cited with document (ex. Doc. B) and/or line numbers.	Or	Or	Or
The claim is a power sentence:		☐ Reasoning is missing.	☐ Is it clear and easy to tell it's the opposite side? If so place a ☺ by the counterclaim.	☐ Conclusion does not tie it all together and may or may not restate the claim.
☐ Concise	☐ Place a star by each citation.	☐ Identify/rate each piece of reasoning with a 1, 2, or 3. Write it on the document next to the piece of evidence. You may have more than one of each.	Or	Or
☐ Clear	Or		☐ Counterclaim is missing.	☐ Conclusion is missing or states the claim in the same words.
☐ Specific	☐ Evidence is missing.	1. Clearly explains the evidence and strongly connects it to the claim.	Or	
Or	☐ Identify/rate each piece of evidence with a 1, 2, or 3. Write it on the document next to the piece of evidence. You may have more than one of each.	2. Explains the evidence but may/may not connect it to the claim.	☐ I made changes to counterclaim.	
☐ I have edited the sentence to be a better power sentence.	1. Strongly fits the claim and definitely proves the point.	3. Reasoning does not connect the evidence to the claim or is missing.	☐ The reason the counterclaim is not as strong as the claim is clearly stated.	
	2. Fits the claim. Proves the point.			
	3. Does not fit the claim.			

Social Studies Common Core Aligned Teaching Strategy

Strategy: Philosophical Chairs Discussion Strategy

Overview: This discussion strategy emphasizes deep understanding of complex text to support arguments in a whole class discussion regarding a controversial issue. In addition to helping students create effective claims and find supporting evidence, students will engage in discussion that facilitates the development of reasoning statements. This discussion method can be a useful step in helping students develop their argument in anticipation of a writing assessment. Emphasis on careful listening and mastery of diverse points of view are also key components to this strategy.

CCSS Speaking and Listening Anchor Standards

Comprehension and Collaboration
1. Initiate and participate effectively in a range of collaborative discussions (one- on- one, in groups, and teacher-led) with diverse partners on *grades 11–12 topics, texts, and issues,* building on others' ideas and expressing their own clearly and persuasively. 2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
Presentation of Knowledge and Ideas
4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. 6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

CCSS Reading Anchor Standards:

Key Ideas and Details
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
Craft and Structure
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. 6. Assess how point of view or purpose shapes the content and style of a text.
Integration of Knowledge and Ideas
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
Range of Reading and Level of Text Complexity
10. Read and comprehend complex literary and informational texts independently and proficiently.

Implementation Steps:

- The teacher will determine a controversial question of curricular importance to focus on.
- The teacher will select and excerpt a set of rigorous and relevant sources that support multiple perspectives in response to the controversial question.
- Students will first read, annotate, and analyze each of the documents in the source set.
- Student will choose which side of the question they agree with and begin preparing for the philosophical chairs discussion. (Pass out the handout.)
- After students have prepared their claims, evidence, and reasoning for the discussion review the formal discussion rules and rubric. It may be beneficial to do a practice round and perhaps modeling the first time students are exposed to this strategy. Ultimately, the goal is for the teacher to have very little to no involvement in the discussion itself.
- Begin the discussion. Have students record notes on the note taker. This will help them remember key points to bring up later in the discussion when they have the opportunity to speak.

Example template follows.

Philosophical Chairs Discussion

Philosophical Chairs is a discussion model that we will use throughout the year to examine and debate controversial questions in history. By participating in these discussions you will learn how to use evidence to back up your arguments as well as learn to articulate your arguments like a scholar!

Guidelines for Philosophical Chairs Debate:
- ✓ The room will be set up in a U formation. One side will be in agreement, the opposite side will be in disagreement. The section in between will be the neutral zone.
- ✓ The Pro side will begin the discussion and then it will be the Con side's turn. A person who speaks on either side must wait until two people on their side have spoken before they can speak again.
- ✓ Students in the neutral section may move to either side based on which side of the argument they agree with, however, they must explain to the class why they have decided to take a certain side.
- ✓ Students on the Pro and Con sides may also move to other sections of the room as the discussion progresses, those students will also need to explain their reasons for doing so.
- ✓ While in the neutral section students should be taking notes on both sides of the discussion. They may also ask students on either the pro or con side to clarify their arguments.
- ✓ Students may not raise their hands to speak while someone else is speaking, they must wait until the speaker has finished.
- ✓ At the end of the discussion, each side takes 1 minute to summarize the main arguments and make a final statement.
- ✓ While another student has the floor, all other students need to remain silent and practice listening.
- ✓ **Arguments need to be based on textual evidence and sound reasoning!**

Philosophical Chairs Grading Rubric

35-32 Points	31-28 Points	27-25 Points	24-21 Points	20-0 Points
Student completed all work prior to discussion.	Student completed all work prior to discussion.	Student completed at least half of the work prior to discussion.	Student completed less than half of the work prior to discussion.	Student did not complete work leading up to discussion.
Student spoke at least twice during discussion.	Student spoke at least twice during discussion.	Student spoke at least once during discussion.	Student spoke at least once during discussion.	Student did not speak during discussion or only spoke once.
Student's arguments were connected to the text.	Arguments were mostly connected to text.	Arguments were mostly connected to text.	Arguments were sometimes connected to the text.	Arguments were not connected to text.
Student took detailed notes that informed their argument.	Student took notes.	Student took limited notes.	Student took limited and vague notes.	No notes were taken.
Student followed all norms of the strategy.	Student followed norms regularly.	Student followed norms regularly.	Students mostly followed norms.	Student mostly did not follow norms.

Name:_____Date:_____Period:_____

Philosophical Chairs Discussion: NOTE TAKER

<u>Directions:</u> As you listen and participate in debate, take notes using this note.

Controversial Question……	
Pro	Con

Preparing for Discussion

Name _____ Date _____ Period _____

Directions: Using your notes from your analysis of the documents and your DBQ, determine [question here]. Prepare for the debate by brainstorming your claims, evidence, and reasoning below. Be sure to **cite specific documents** and examples in your brainstorm.

Controversial Question .....

Claim –What do you intend to prove?	Evidence – What is your proof? **Cite Documents**	Reasoning – How does your evidence prove your claim?

Social Studies Common Core Aligned Teaching Strategy

Strategy: Power Sentences

Overview: Students frequently struggle to write with clarity and concision. This strategy aims to improve students' ability to write clear, concise, and specific power sentences. Students will learn that: every sentence has a job; a sentence's job should be clear; if a sentence isn't doing its job, it needs to be modified.

CCSS Writing Anchor Standards:

Production and Distribution of Writing
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCSS Language Anchor Standards

Vocabulary Acquisition and Use
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies. 6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Implementation Steps:
- Ask students to practice creating a power claim sentence based on previous reading/learning.
- Students identify the author's claim and then write one sentence that articulates that claim.
- Students (or partners) refine the claim sentence to make it clear, concise, and specific by removing any unnecessary information or words. They should adhere to the following rules:

Clarity: there is no question about the meaning of your words; you address the question, topic, claim, etc. without going on tangents.

Concision: all "unnecessary" words and phrases are removed; long sentences are fine if written with concision. Remove pieces of the sentence if they are unnecessary to the meaning. Try not to be repetitive (e.g. Many uneducated citizens who have never attended school continue to vote for better schools; "true fact," "twelve noon," "I saw it with my own eyes"). Use the shortest, clearest way to say something (e.g. period of five days v. five days, in spite of the fact that v. although).

Specificity: when appropriate, all words and ideas are definable (or have a clear antecedent) – e.g. not "thing," "they," "some people," "in history," "over time," "factor," "situation," etc. Use the correct academic vocabulary instead of general language (e.g. Senate v. government, elect v. choose).

- Teacher may ask students to continue to practice writing power sentences by creating evidence sentences that are paraphrases of text evidence and follow the above rules.

Power Sentences

Every sentence has a job. A sentence's job should be clear. If a sentence isn't doing its job, it needs to be fired or retrained.

Power Sentences are clear, concise, and specific.

- ✓ **Clarity:** there is no question about the meaning of your words; you address the question, topic, claim, etc. without going on tangents.

- ✓ **Concision:** all "unnecessary" words and phrases are removed; long sentences are fine if written with concision. Remove pieces of the sentence if they are unnecessary to the meaning meaning. Try not to be repetitive (e.g. Many uneducated citizens ~~who have never attended school~~ continue to vote for better schools; "true fact," "twelve noon," "I saw it with my own eyes"). Use the shortest, clearest way to say something (e.g. period of five days v. five days, in spite of the fact that v. although).

- ✓ **Specificity:** when appropriate, all words and ideas are definable (or have a clear antecedent) – e.g. not "thing," "they," "some people," "in history," "over time," "factor," "situation," etc. Use the correct academic vocabulary instead of general language (e.g. Senate v. government, elect v. choose).

Checklist for Argument Power Sentences:

- ☐ Is this either a claim/reasoning sentence or an evidence/reasoning sentence? Underline the aspects of this sentence and annotate (C, R, or E)

- ☐ Can you tell, from the sentence alone, what the question or topic is? If not, change the sentence to make it clear.

- ☐ Edit any words or phrases that could be edited to make the sentence more concise.

- ☐ Change vague or general words to more specific words. Add important vocabulary.

Vocabulary Power Sentences

For each vocabulary word, write three different types of power sentences which include *appropriate context clues.*

1. Statement Sentence

2. Question Sentence

3. Exclamation Sentence

Context clues exist in the words and phrases that appear near a more difficult vocabulary term. These words provide clues for you to make a logical guess about the meaning of the word in its context. Context clues are helpful in reading, and they can be equally helpful in developing your writing. They can add detail to make your sentences more **clear** and **specific**.

Context Clues Examples for CORONER

<u>Statement:</u> The *coroner investigated* the *dead body* and *determined the cause of death.*

<u>Question:</u> What *evidence* did the *coroner* use to *confirm this death as a suicide*?

<u>Exclamation:</u> "Holy *etymology,*" exclaimed the *coroner* during the *autopsy,* as she found hundreds of *blowfly larvae.*

Vocabulary Words for Your Power Sentences (3 per word)
(Make sure to refer back to your readings to find context clues.)

1. _____
   a. Statement
   b. Question
   c. Exclamation

2. _____
   a. Statement
   b. Question
   c. Exclamation

3. _____
   a. Statement
   b. Question
   c. Exclamation

Social Studies Common Core Aligned Teaching Strategy

Strategy: Precise Précis: A Highly Structured Power Summary

Overview: The goal of this strategy is to promote critical analysis, ranking evidence, and the ability to paraphrase informational and argumentative texts. This strategy works best with rich texts that are no more than three pages in length. It also provides students with a shorthand for writing with historical thinking about sourcing and contextualization.

CCSS Reading Anchor Standards:

Key Ideas and Details
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCSS Writing Anchor Standards:

Text Types and Purposes
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Production and Distribution of Writing
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Research to Build and Present Knowledge
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Implementation Steps:
- Select and excerpt a rigorous and relevant informational and argumentative text(s).
- Model the strategy the first time.
- Have students work in pairs or individually.
- Students 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).
- Students then go back through the text, choose the most important claim/idea and number the evidence and reasoning according to how well it supports the author's assertion (1 is the most supportive).
- Next students will circle the details from the top two areas of reasoning and evidence that they want to include in your summary.
- Finally, students will write down, in the margin, what they 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.
- Teacher should be monitoring and evaluating this process.

Detailed instruction sheet and template follow.

Precise Précis

A Highly Structured Power Summary

This strategy works best with rich texts that are no more than three pages in length. It promotes critical analysis, ranking of evidence, and the ability to paraphrase. It also provides students with a shorthand to write with historical thinking about sourcing and contextualization.

<u>Annotation steps to take before writing your Precise Précis</u>
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, choose the most important claim/idea and number the evidence and reasoning according to how well it supports the author's assertion (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.

In four power sentences, create a Precise Précis using the following formula:

<u>Sentence 1</u>: 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).

<u>Sentence 2</u>: Using a new marker verb, explain the best support the author provides for the claim/main idea. Include three details (evidence) from the text in your explanation.

<u>Sentence 3</u>: 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 three details (evidence) from the text.

<u>Sentence 4</u>: Identify the context (Big C Context – something about the broader time period or Little C Context– 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.

Power Sentences for a Precise Précis

Every sentence has a job. A sentence's job should be clear. If a sentence isn't doing its job, it needs to be fired or retrained. Power Sentences are clear, concise, and specific.

✓ **Clarity:** there is no question about the meaning of your words; you address the question, topic, claim, etc. without going on tangents.

✓ **Concision:** all "unnecessary" words and phrases are removed; long sentences are fine if written with concision. Remove pieces of the sentence if they are unnecessary to the meaning. Try not to be repetitive (e.g. Many uneducated citizens ~~who have never attended school~~ continue to vote for better schools; "true fact," "twelve noon," "I saw it with my own eyes"). Use the shortest, clearest way to say something (e.g. period of five days v. five days, in spite of the fact that v. although).

✓ **Specificity:** when appropriate, all words and ideas are definable (or have a clear antecedent) – e.g. not "thing," "they," "some people," "in history," "over time," "factor," "situation," etc. Use the correct academic vocabulary instead of general language (e.g. Senate v. government, elect v. choose).
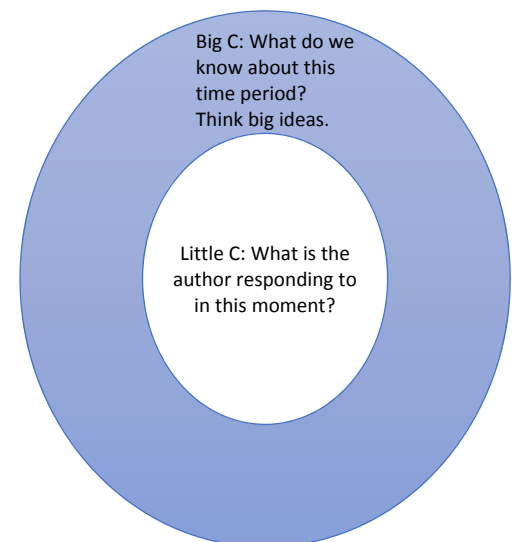
Sentence 1 – Sourcing/Claim Sentence

1. <u>WRITE</u>: 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.

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

3. <u>ADD</u>: What sourcing information did you forget (author, date, type of text, short title of text)? Add it to the sentence you have just written using the least amount of words possible.
   a. Consider using just the author's last name, placing the year in parentheses and shortening a lengthy title.
   b. If your title includes information that you already included, consider cutting that information from your sentence.

Sentence 4 – Context Sentence

4. <u>WRITE:</u> 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.
   a. Use the graphic to brainstorm before writing.

Big C: What do we know about this time period? Think big ideas.

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

<u>Sentence 2 – Evidence Sentence A</u>

5. <u>WRITE:</u> 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.

6. <u>REFINE</u> (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.

<u>Sentence 3 – Evidence Sentence B</u>

7. <u>WRITE</u> 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.

8. <u>REFINE</u> (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.

9. Place your refined sentences in order (sourcing/claim, evidence, evidence, context).

Sentence 1 – Sourcing/Claim Sentence

10. <u>WRITE:</u> 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.

11. <u>REFINE</u> (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 interpret ~~ation of~~ the Common Core Standards so ~~that~~ students are expected to closely read~~ing~~ maps to make meaning about complex spatial relationships ~~is included~~ in testing and curriculum.

12. <u>ADD TO:</u> What sourcing information did you forget (author, date, type of text, short title of text)? Add it to the sentence you have just written using the least amount of words possible.
    a. Consider using just the author's last name, placing the year in parentheses and shortening a lengthy title.
    b. If your title includes information that you already included, consider cutting that information from your sentence.
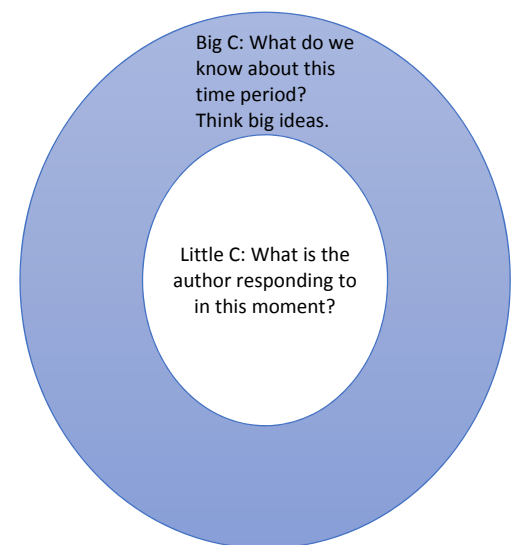
According to a commentary by Gersmehl (2013) entitled "What do we mean by reading maps?" ~~eE~~ducators and test makers should liberally interpret the Common Core Standards so students are expected to closely analyze ~~read~~ maps for ~~to make~~ meaning about complex spatial relationships in both testing and curriculum.

Sentence 4 – Context Sentence

13. <u>WRITE:</u> 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.
    a. Use the graphic to brainstorm before writing.

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.

Big C: What do we know about this time period? Think big ideas.

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

Sentence 2 – Evidence Sentence A

14. <u>WRITE:</u> 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 <u>close, sophisticated reading of maps</u> as traditional text because <u>organizing information and interpreting maps to make meaning is a difficult</u> but <u>essential skill of citizenship because nearly every major issue on the news today requires an understanding of special relationships</u>.

15. <u>REFINE</u> (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 <u>close, sophisticated reading of maps</u> **and charts** as traditional text because <u>organizing</u> **and interpreting spatial relationships** ~~information and interpreting maps to make meaning~~ <u>is a difficult</u> but <u>essential skill of citizenship</u> ~~because nearly every major issue on the news today requires an understanding of special relationships~~.

Sentence 3 – Evidence Sentence B

16. <u>WRITE:</u> Based on the context and the author's most important idea, determine which parts of the article to highlight as evidence or support.
    d. Remember, the details you choose must directly support sentence one.
    e. 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.
    f. Underline the words or phrases you used as details.

Gersmehl goes on to highlight standardized test questions which 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.

17. <u>REFINE</u> (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.

In an effort to demonstrate that a liberal reading of the standards should require students to organize conceptual understandings, ~~Gersmehl~~ he ~~goes on to~~ 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 an effort to demonstrate that a liberal reading of the standards should require students to organize concepts and make meaning~~.

18. Place your refined sentences in order (sourcing/claim, evidence, evidence, context).

Precise Précis

A Highly Structured Power Summary

	Summary Components	Points & Feedback
Sentence 1: Sourcing/Claim	Includes author, the type of text, date, and the title	
	Includes an appropriate marker verb	
	The claim/main idea is highly relevant to the piece	
	Sentence is clear, concise, and specific	
Sentence 2: Evidence A	Includes appropriate and new marker verb	
	Explains how the author supports the claim/main idea	
	Includes three underlined details (evidence) from the text	
	Sentence is clear, concise, and specific	
Sentence 3: Evidence B	Includes appropriate and new marker verb	
	Includes a transition word or phrase	
	Explains how the author supports the claim/main idea	
	Includes three underlined details (evidence) from the text	
	Sentence is clear, concise, and specific	
Sentence 4: Context	Identifies two pieces of context from the overall time period	
	Identifies one piece of context the author is responding to	
	Notes or describes the intended audience	
	Restates main idea in new words in relation to the audience	
	Sentence is clear, concise, and specific	

Writing Goal: Based on this feedback, in my next summary I will pay close attention to improving

_____

_____

Social Studies Common Core Aligned Teaching Strategy

Strategy: QCQ (Question, Comment, Quotes): Independent Reading & Text Analysis

Overview: This strategy aims to help students comprehend and think critically about complex text independently. This strategy should be used in conjunction with a complex text that the teacher has selected and excerpted appropriately. Students will be required to ask questions, provide specific and focused feedback regarding themes and the author's point of view, and select relevant quotes that are essential to the author's argument.

CCSS Reading Anchor Standards:

Key Ideas and Details
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
Craft and Structure
6. Assess how point of view or purpose shapes the content and style of a text.
Integration of Knowledge and Ideas
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
Range of Reading and Level of Text Complexity
10. Read and comprehend complex literary and informational texts independently and proficiently.

CCSS Writing Anchor Standards:

Text Types and Purposes
1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
Research to Build and Present Knowledge
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
Range of Writing

Implementation Steps:
- Select and excerpt a rigorous and relevant text.
- Students read the text and complete the QCQ worksheet as they read. This may be completed as a homework assignment or in class.
- Review each worksheet and provides feedback by responding to student questions and comments. This may be done as students are completing the activity in class or at the beginning of the class period after students completed the activity for homework.
- Facilitate small or whole group discussion regarding the text.
- Students complete the writing extension portion.

QCQ Independent Reading & Text Analysis

QUESTIONS

This space if for your questions concerning the reading. Please write two questions. Reference the page and paragraph(s) that prompted your questions. The teacher feedback section will allow me a chance to answer or send you to a source that can.

Question:

Teacher Feedback:

Question:

Teacher Feedback:

COMMENTS

This space is provided for you to comment on any of the following: a) inferences you make from the text, b) themes that relate to past studies, c) the author's point of view or use of specific use of words & phrases, d) evaluation of an author's claim and validity of evidence.

Your brief text citation (page/paragraph or line number) should be followed by your interesting commentary.

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QUOTES

Please choose two quotes from the reading that stand out to you for any reason. Copy them in the boxes below and describe why you chose these quotes. Be detailed in your reasoning.

Chosen quote and reasoning:

Chosen quote and reasoning:

Writing Exercise On the back of this page, please make one claim (an assertion) about an aspect of the reading (e.g. Although Martin Luther King is given substantial credit for the Civil Rights Movement, it was much more a grass roots effort.). In a paragraph, inform your claim with two to three pieces of evidence from the reading (use quotes and/or cite line or page numbers). Use reasoning to link the pieces of evidence to the claim. That is, explain how the evidence helps defend your claim.

Angela Orr, Teaching American History Project, 2011

Social Studies Common Core Aligned Teaching Strategy
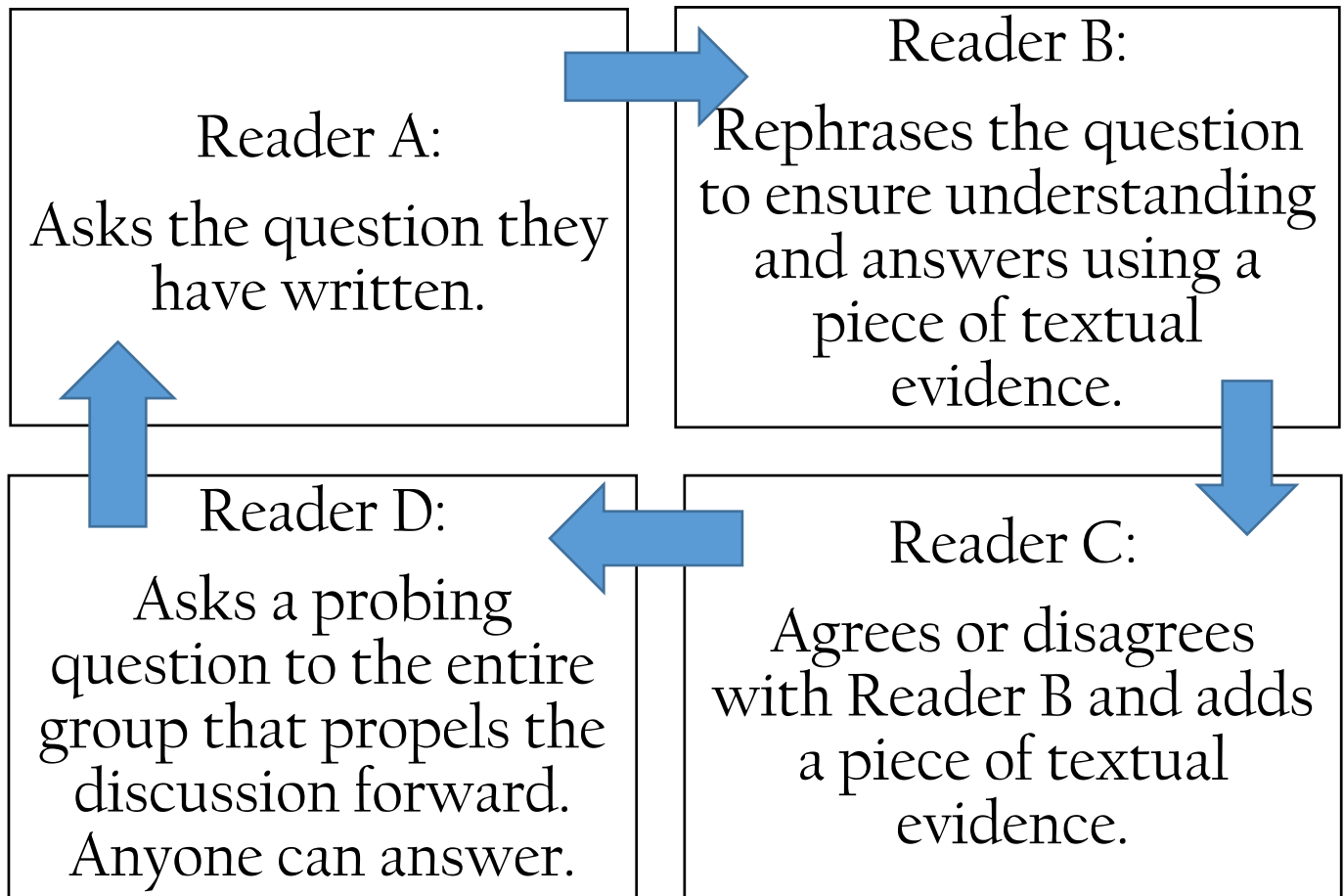
Strategy: Question Quads Strategy (Modified)

Overview: The Question Quad Strategy is a reading and discussion based method designed to promote reading comprehension and encourage students to dig deeply into complex texts. Students will analyze the same text and be prompted to develop two questions about the text using selected question stems. Taking turns to discuss ensures participation and fosters a collaborative spirit in a small group setting.

CCSS Reading Anchor Standards:

Key Ideas and Details
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
Craft and Structure
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.
Integration of Knowledge and Ideas
7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
Range of Reading and Level of Text Complexity
10. Read and comprehend complex literary and informational texts independently and proficiently.

Implementation Steps:
- Develop a set of question stems (see examples) that students can use with the text at hand. Place them on notecards or a handout.
- Choose a text that is complex but not overly complex. Students should be able to understand it well enough to ask questions about it.
  - Consider using this strategy with a set of small texts (like a DBQ).
- Place students in groups of four readers (A, B, C, D) and provide them with the stem cards.
- Ask each student to pick a stem card and write two questions about the text using the stem.
  - Readers write two different questions in case someone who asks a question before them has written something similar.
- Explain and ensure everyone understands the question quad protocol. (See graphic.)
- Begin the protocol. There is no cross talk as Readers A-C go through the protocol. Repeat the protocol (clockwise) so that each reader gets to ask a question.
  - Note: During the probing question section (Reader D), everyone can speak. Crosstalk is allowed during this section. There is a 90 second limit to this part of the conversation.
- Allow students to reflect their understanding of the reading and their speaking and listening participation through a self-assessment.

Reader A:

Asks the question they have written.

Reader B:

Rephrases the question to ensure understanding and answers using a piece of textual evidence.

Reader D:

Asks a probing question to the entire group that propels the discussion forward. Anyone can answer.

Reader C:

Agrees or disagrees with Reader B and adds a piece of textual evidence.

Question Quads Stems
What text (graphics) help you to understand...
Why does the author include...
What examples does the author provide for the claim...
Why do you think the author...
What evidence is most (or least) credible? Why?
How does the author relate...
What structures does the author use to...
What words (visuals and graphics) stick out to you in terms of...
What evidence from the text shows...
What is the most effective...

Question Quads: Possible Probing Stems
You can ask any probing question. These are just a few ideas.
It seems like many of us talked about _____, but we didn't really look at _____. Why is that?
If the (choose one) context/time period/country/figure involved were different (provide example), how might our ideas shift?
How does this evidence seem to contradict _____?
What other information would you like to know to_____?
How did this evidence/quote/etc. that we discussed impact your personal ideas/beliefs?
If you could ask the author a question, what would it be? Why?

Question Quad Reflection

Name:_____

Article/Documents:_____

Author(s):_____

The Questions I Prepared:

On a scale of 1-5 (five being great), I rate my participation in this activity a _____ because _____

_____.

Which of the following is an area in which you can improve in the next discussion of a text? Circle and explain your choice in the box below.

- Listening attentively to others
- Staying focused on the point of the discussion
- Articulating your own thoughts clearly and concisely
- Responding directly to other students' points
- Asking great probing questions
- Other: _____

The most interesting idea presented in our discussion was

_____
_____.

 The quote from this article/document that I most want to remember is:

_____
_____
_____
_____

Social Studies Common Core Aligned Teaching Strategy

Strategy: Quoting or Paraphrasing?

Overview: This strategy helps students develop the skills to quote and paraphrase appropriately. Students often struggle understanding how to include evidence to support their arguments in their writing. Many use quotes ineffectively or lack the ability to paraphrase. This strategy will help them learn when it is appropriate to quote or paraphrase and how to do it well.

CCSS Reading Anchor Standards:

Key Ideas and Details
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCSS Writing Anchor Standards:

Production and Distribution of Writing
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
Research to Build and Present Knowledge
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Implementation Steps:
- Select a passage from a rigorous and relevant text and presents the claim that information in the passage supports.
- Based upon the claim, students will determine the two pieces of textual evidence that provide support. They will quote one piece and paraphrase the other.
- The teacher may repeat this activity with multiple passages.

Example template follows.

THE SHAME OF COLLEGE SPORTS

TAYLOR BRANCH

PASSAGE FROM ARTICLE

The United States is the only country in the world that hosts big-time sports at institutions of higher learning. This should not, in and of itself, be controversial. College athletics are rooted in the classical ideal of *Mens sana in corpore sano*—a sound mind in a sound body—and who would argue with that? College sports are deeply inscribed in the culture of our nation. Half a million young men and women play competitive intercollegiate sports each year. Millions of spectators flock into football stadiums each Saturday in the fall, and tens of millions more watch on television. The March Madness basketball tournament each spring has become a major national event, with upwards of 80 million watching it on television and talking about the games around the office water cooler. ESPN has spawned ESPNU, a channel dedicated to college sports, and Fox Sports and other cable outlets are developing channels exclusively to cover sports from specific regions or divisions.

With so many people paying for tickets and watching on television, college sports has become Very Big Business. According to various reports, the football teams at Texas, Florida, Georgia, Michigan, and Penn State—to name just a few big-revenue football schools—each earn between $40 million and $80 million in profits a year, even after paying coaches multimillion-dollar salaries. When you combine so much money with such high, almost tribal, stakes—football boosters are famously rabid in their zeal to have their alma mater win—corruption is likely to follow.

WRITING ACTIVITY

Based upon the claim, "college sports has become Very Big Business," determine the two pieces of textual evidence that provide support. Quote one piece and paraphrase the other.

QUOTE
- Consider: What words or phrases should the author be noted for because they are unique or written in a way that paraphrasing could not appropriately capture?
- Introduce your quote.
- Do not quote more than 10 words.

PARAPHRASE
- What is the best information to support this claim?
- First, change the structure of the sentence(s) – start and end in a different way.
- Then, change the actual words to ensure that your thought is your own.
- Check – do you have any groupings of words that match the original that could be changed and keep the meaning the same?

PASSAGE FROM ARTICLE	WRITING ACTIVITY
The debates and commissions about reforming college sports nibble around the edges—trying to reduce corruption, to prevent the "contamination" of athletes by lucre, and to maintain at least a pretense of concern for academic integrity. Everything stands on the implicit presumption that preserving amateurism is necessary for the well-being of college athletes. But while amateurism—and the free labor it provides—may be necessary to the preservation of the NCAA, and perhaps to the profit margins of various interested corporations and educational institutions, what if it doesn't benefit the athletes? What if it hurts them?	**PARAPHRASE THE PARAGRAPH:** • What is the most important idea/information in this paragraph? Start a sentence with your own words to describe that idea, and then elaborate or explain with one more detail.
"The Plantation Mentality" "Ninety percent of the NCAA revenue is produced by 1 percent of the athletes," Sonny Vaccaro says. "Go to the skill positions"—the stars. "Ninety percent African Americans." The NCAA made its money off those kids, and so did he. They were not all bad people, the NCAA officials, but they were blind, Vaccaro believes. "Their organization is a fraud." … "Scholarship athletes are already paid," declared the Knight Commission members, "in the most meaningful way possible: with a free education." This evasion by prominent educators severed my last reluctant, emotional tie with imposed amateurism. I found it worse than self-serving. It echoes masters who once claimed that heavenly salvation would outweigh earthly injustice to slaves. In the era when our college sports first arose, colonial powers were turning the whole world upside down to define their own interests as all-inclusive and benevolent. Just so, the NCAA calls it heinous exploitation to pay college athletes a fair portion of what they earn.	Explain the "plantation mentality" in your own words in the apace below (no statistics…just a basic description). Write out the entire quote from Sonny Vaccaro, without the textual interruptions of the author. Now quote Vacarro in your own sentence with an introduction and ending. Use only the "meat," the most important part of the quote, in your sentence.
*lucre: monetary gain	

PASSAGE FROM ARTICLE

A deeper reason explains why, in its predicament, the NCAA has no recourse to any principle or law that can justify amateurism. There is no such thing. Scholars and sportswriters yearn for grand juries to ferret out every forbidden bauble that reaches a college athlete, but the NCAA's ersatz courts can only masquerade as public authority. How could any statute impose amateur status on college athletes, or on anyone else? No legal definition of amateur exists, and any attempt to create one in enforceable law would expose its repulsive and unconstitutional nature—a bill of attainder, stripping from college athletes the rights of American citizenship.

For all our queasiness about what would happen if some athletes were to get paid, there is a successful precedent for the professionalization of an amateur sports system: the Olympics. …The International Olympic Committee expunged the word *amateur* from its charter in 1986. Olympic officials, who had once disdained the NCAA for offering scholarships in exchange for athletic performance, came to welcome millionaire athletes from every quarter, while the NCAA still refused to let the pro Olympian Michael Phelps swim for his college team at Michigan.

This sweeping shift left the Olympic reputation intact, and perhaps improved. Only hardened romantics mourned the amateur code. "Hey, come on," said Anne Audain, a track-and-field star who once held the world record for the 5,000 meters. "It's like losing your virginity. You're a little misty for awhile, but then you realize, Wow, there's a whole new world out there!"

Without logic or practicality or fairness to support amateurism, the NCAA's final retreat is to sentiment. The Knight Commission endorsed its heartfelt cry that to pay college athletes would be "an unacceptable surrender to despair." Many of the people I spoke with while reporting this article felt the same way. "I don't want to pay college players," said Wade Smith, a tough criminal lawyer and former star running back at North Carolina. "I just don't want to do it. We'd lose something precious."

*bauble – small trinket
*ersatz – artificial substitute

WRITING ACTIVITY

In this section of text, Branch tackles a counterclaim. Paraphrase in your own words the counterclaim? *Remember, that Branch's claim, in short, is that college athletes should be paid.*

A summary is a shortened version of a longer segment of text into one's own words. Summarize these four paragraphs, which represent Branch's argument against the counterclaim in two sentences. How do you summarize. Agree on the four main points. Write four short (not complex) sentences. Combine sentences.

Reading & Discussing Models of Writing to Become a Better Writer

"Teaching a student to write is like teaching a student to play basketball. The student needs to see how "real" players dribble, pass, shoot, set screens, defend, rebound, and move their feet. Coaches who stand on the sideline and scream, "Pass the ball better!" are coaches who are not really helping their players develop. Coaches who step the practice, gather the players around, and demonstrate how, when passing, the ball should come off of the fingertips are coaches who help their players. Coaches who model the passing technique and *then have the players practice the skill twenty more times* are the coaches who help their players the most."

Gallagher, K. (2011). *Write like this: Teaching real-world writing through modeling and mentor texts.* Portland, Maine: Stenhouse Publishers.

"Proponents of collaborative learning claim that the active exchange of ideas within small groups not only increases interest among the participants but also promotes critical thinking. According to Johnson and Johnson (1986), there is persuasive evidence that cooperative teams achieve at higher levels of thought and retain information longer than students who work quietly as individuals. The shared learning gives students an opportunity to engage in discussion, take responsibility for their own learning, and thus become critical thinkers (Totten, Sills, Digby, & Russ, 1991)."

Gokhale, A. A. (1995). Collaborative learning enhances critical thinking. *Journal of Technology Education 7*(1).

"So we read to experience the mediocre and the outright rotten; such experience helps us to recognize those things when they begin to creep into our own work, and to steer clear of them. We also read in order to measure ourselves against the good and the great, to get a sense of all that can be done. And we read in order to experience different styles."

...Can I be blunt on this subject? If you don't have time to read, you don't have the time (or the tools) to write. Simple as that."
Stephen King, 2009

Social Studies Common Core Aligned Teaching Strategy

Strategy: Relationship Maps

Overview: The relationship map strategy can be used as a comprehensive review activity. Students will work collaboratively to create a visual representation or diagram that demonstrates relationships between the *most important* concepts, figures, places, events, cases, etc. from a unit or course of study. In this strategy students will work to build consensus while being held accountable as they discuss the connections between important information.

CCSS Speaking and Listening Anchor Standards:

Comprehension and Collaboration
1. Initiate and participate effectively in a range of collaborative discussions (one- on- one, in groups, and teacher-led) with diverse partners on *grades 11–12 topics, texts, and issues,* building on others' ideas and expressing their own clearly and persuasively.
2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
Presentation of Knowledge and Ideas
4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Implementation Steps:
- Make a comprehensive list of the *most important* concepts, figures, places, events, cases, etc. from the units that will be assessed. Do not include ideas which do not address your essential questions/understandings or about which students have not previously spent time reading, discussing, and writing. This is difficult. To confine your list enough for the activity, you will have to leave some things out.
- Discuss the merits of visual sources meant to educate. What do they have in common? How are they powerful? What information might you want to know that is not provided?
  - Provide some visual examples, e.g. diagram of internal human body in doctor's office, political map of natural and human resources in world region, global incident map of disease outbreaks, strategic network maps.
  - Demonstrate with visuals how systems can be mapped and provide examples, e.g. water cycle, how a bill becomes a law, ecosystem relationships.
- Discuss group norms for completing the project.
  - Consensus building;
  - Encouraging students to look up information they do not know off the top of their heads;
  - Group accountability;
  - Individual accountability (different colors of markers);
  - Group assessment of work.
- Create heterogeneous groups of students (3-4 students) and provide each group with:
  - Butcher paper,
  - A set of multi-colored markers,

- o   The instruction sheet (see template below).
  - o   Textbooks, binders, etc. with work from past units.
- Provide adequate time for students to come up with a plan of action before beginning the marker to paper process. A rough draft is not required, but a concrete idea of where to start is.
- Allow for time for students to share and reflect. Encourage students to take pictures of their maps to take home with them as a study aid.

Building a Relationship Map: Student Instructions

Collaboratively create a creative an accurate relationship map to demonstrate your understanding of the review units.

Ideas to Keep in Mind

- It might be a good idea to elect a project manager. This person is not in charge of all of the work, but rather ensures that the group meets all of the requirements and encourages equal participation amongst members.

- Relationships maps are not meant to look perfect. Relationships are messy, as we all know. Your drawings will likely cross and zig-zag and go in directions that do not always "stay in the lines." This is okay. You are demonstrating knowledge of our previous study and your intellectual ability to connect big ideas, NOT your ability to create a perfect, awe-inspiring wall hanging.

- Use color, symbols, and neat handwriting to create a map that helps others understand the most important ideas we studied.

- This is not a quiet activity, but it's also not an obnoxiously loud activity. Rich discussion is required. But discussion should remain focused on the mapping task. Try to remain aware of your surroundings: Is your discussion too loud or robust that it is distracting another group?

Steps

1. Spend a few minutes processing all of the concepts, figures, places, events, cases, etc. required in your relationship map.

2. Brainstorm a strategic way to work with these ideas. Will you use a "systems map" or a looser mind map that starts in one location and ends in an entirely different place? As an example, other students have created a garden map with below soil views all the way up to atmosphere/cloud views to show relationships. Other groups have just used boxes, circles, triangles around their assigned words to differentiate between types of ideas. This is a choice your group should make.

3. Assign a color of marker to each person in the group. Write your names in this color. This color and handwriting will be used to track your equal participation in creating the relationship map.

4. Find one concept, figure, or event that ties many of the ideas together and place this idea on the map. Then begin drawing your relationships.

5. Use arrows to show relationships between ideas. On the line of every arrow, write a 7-12 word description of the relationship (e.g. "gives Hitler a political opening to invade Denmark"). There will often be several arrows attached to a single idea.
   - As you add each idea to your map, rotate the person responsible for writing.
   - Come to consensus as to the description to add to the arrow before writing it on the map.
   - Check your work regularly. Are you including all of the necessary pieces?

6. Title your map. This might be a good time to add some creativity.

7. Complete the group assessment of your work. Be honest. Be kind. Be proud of accomplishments and aware of ways to improve.

Building a Relationship Map: Sample Idea List

U.S. History 1945-1980

Concepts	✓	Figures	✓	Events	✓	Places/Cases/Texts	✓
Suburbanization		President Eisenhower		Little Rock HS integration		NOW founded	
Liberalism		President Kennedy		Israel created		Brown v. Board of Ed.	
Cold War		President Johnson		Tet Offensive		Levittown	
Containment		President Nixon		Iranian Revolution		Disneyland	
Inflation		President Carter		Cuban Missile Crisis		Nevada Atomic Test Site	
Baby boom		Harvey Milk		Watergate		Cambodia	
War on Poverty		Martin Luther King		Montgomery Bus Boycott		Bakke v. University of CA	
Domino Theory		Betty Friedan		Alcatraz occupation		Endangered Species Act	
Middle class		Moral Majority		Vietnam War		Feminine Mystique	
Segregation		Mao Zedong		Camp David Accords		Equal Rights Amendment	
Communism		McCarthy		Interstate Hwy system		Marshall Plan	
Black Nationalism		Thurdood Marshall		Sputnick		GI Bill	
Environmentalism		Phyllis Schlafly		Three Mile Island		Roe v. Wade	

Social Studies Common Core Aligned Teaching Strategy

Strategy: Save the Last Word Strategy

Overview: The Save the Last Word Strategy is a reading and discussion based method designed to encourage students to dig deeper into complex texts and practice active listening and speaking. Students will analyze the same text and be prompted to select three quotes of significance from the text. Students will take turns sharing their quotes and discussing following a very structured process.

CCSS Reading Anchor Standards:

Key Ideas and Details
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
Craft and Structure
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.
Integration of Knowledge and Ideas
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
Range of Reading and Level of Text Complexity
10. Read and comprehend complex literary and informational texts independently and proficiently.

CCSS Speaking and Listening Anchor Standards:

Comprehension and Collaboration
1. Initiate and participate effectively in a range of collaborative discussions (one- on- one, in groups, and teacher-led) with diverse partners on *grades 11–12 topics, texts, and issues,* building on others' ideas and expressing their own clearly and persuasively.
2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
Presentation of Knowledge and Ideas
4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Implementation Steps:

- Choose a text that is complex but not overly complex. Students should be able to understand it well enough to ask questions about it.
- Ask student to select three quotes of significance as they read the text. On the worksheet, they will write down each quote and explain why they selected them.
- Students will be placed in groups of three, labeling them A, B, and C.
- Student A will read their quote first. They will not discuss it yet. Students B and C will discuss the quote. Student A will get the "last word" to discuss.
- The group will rotate to Student B and continue the process.
- After all group members have shared and discussed their quotes, students will reflect individually by responding to the question at the bottom of the worksheet.

Name _____   Date_____

Save the Last Word for Me

Title of passage: _____

Fill in the boxes below with quotes that you find interesting from the text. Make sure to copy the quote exactly and note the page where the quote is found. Then, below each quote, write why the quote interested you or what it made you think about. Be prepared to share your quotes with your group.

	Page or line #
First Quote: Reason for selecting this quote: 	
Second Quote: Reason for selecting this quote: 	
Third Quote: Reason for selecting this quote: 	

Reflection: In what way did others in your group view this topic/concept/reading differently than you? Why is this important to notice?

Social Studies Common Core Aligned Teaching Strategy

Strategy: Socratic Seminar

Overview: The purpose of the Socratic Seminar is to facilitate a deeper understanding of the ideas and values in the text through shared discussion. Students are required to analyze complex text to inform their arguments and engage with classmates using evidence from the text. Students should therefore start the discussion with the same basic information so that everyone can participate.

CCSS Speaking and Listening Anchor Standards

Comprehension and Collaboration
1. Initiate and participate effectively in a range of collaborative discussions (one- on- one, in groups, and teacher-led) with diverse partners on *grades 11–12 topics, texts, and issues,* building on others' ideas and expressing their own clearly and persuasively.   2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.   3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
Presentation of Knowledge and Ideas
4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.   6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

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Craft and Structure
6. Assess how point of view or purpose shapes the content and style of a text.
Integration of Knowledge and Ideas
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.   9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
Range of Reading and Level of Text Complexity
10. Read and comprehend complex literary and informational texts independently and proficiently.

Implementation Steps:
- The teacher selects and excerpts complex and relevant text(s) that relate to a common topic or question. The selected text(s) should allow for multiple perspectives and opinions.
- The students will read and analyze the text(s). The teacher might have students complete a discussion preparation worksheet to prepare arguments for the discussion.
- Move desks into one large circle so that every student is included in the discussion

- Review discussion norms with students: listen carefully, don't raise hands, address one another respectfully, base opinions on the text, address comments to the group (no side conversations), use sensitively, don't interrupt, monitor 'air time', be courageous in presenting ideas and flexible and willing to change your mind.
- Begin the discussion.
  - ✓ Try not to intervene often. Only redirect with a new question or clarify misconceptions.
  - ✓ Keep track of student participation for accountability or require students to submit pre and post work.

Social Studies Common Core Aligned Teaching Strategy

Strategy: Structured Academic Controversy Discussion

Overview: The Structured Academic Controversy strategy provides an opportunity for students to discuss and debate claims on controversial topics using evidentiary support in a small group setting. Students analyze text to inform their own arguments. Working with a partner, students are assigned a position on the controversial issue and develop claims supported by evidence from the text. Partners debate another pair in a very structured process, led by the teacher. This small group discussion strategy fosters a safe classroom environment where students are more likely to participate. The final step of the discussion strategy requires students to collaborate and come to consensus on the issue. Through this process students are practicing articulating their claims and reasoning contributing to stronger written arguments.

CCSS Reading Anchor Standards:

Key Ideas and Details
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
Integration of Knowledge and Ideas
7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

CCSS Writing Anchor Standards:

Text Types and Purposes
1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
Production and Distribution of Writing
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Research to Build and Present Knowledge
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS Speaking and Listening Anchor Standards

Comprehension and Collaboration
1. Initiate and participate effectively in a range of collaborative discussions (one- on- one, in groups, and teacher-led) with diverse partners on *grades 11–12 topics, texts, and issues,* building on others' ideas and expressing their own clearly and persuasively. 2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
Presentation of Knowledge and Ideas
4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. 6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Implementation Steps:
- Select a controversial topic or question for students to evaluate.
- Selects and excerpt an appropriate text for students to analyze and use to develop claims and reasoning, and provide supporting evidence.
- Provide students with the SAC handouts and reviews the process.
- Students analyze texts provided.
- Split the class in half, one side arguing in support and the other in opposition to the question.
- Students work in pairs or groups of four to develop claims and find evidence in the texts for their side.
- Re-groups pairs to form groups of four with one pair supporting and the other opposing.
- Review the discussion format and process.
- Guide students through the discussion as detailed on the student handout.
- Students discuss the controversial question, taking notes.
- After both sides have presented arguments, they work to reach consensus.
- Teacher may choose to include an extended writing component.

Formalities of the Structured Academic Controversy

I. Divide Students into groups of 4.
   A. Split each group into two pairs. Each group is assigned one side of the Argument (The Super claim).
II. Read Documents: Each pair studies one side of the argument by reading the background material, their side of the issue, or the entire article.
   A. Each pair identifies claims, reasoning, and evidence within the text to support their position.
III. Discussion:
   A. Pair #1 advocates their position while Pair #2 takes notes citing specific claims.
      1. Pair #2 shares back what they learned and ask clarifying questions about information presented.
      2. Students DO NOT exchange papers to complete this task.
   B. Pair #2 advocates their position while Pair #1 takes notes citing specific claims.
      1. Pair #1 shares back what they learned and ask clarifying questions about information presented.
      2. Students DO NOT exchange papers to complete this task
IV. Common Ground and Further Questions
   A. Students work together as a group of four to synthesize the ideas and come to consensus on at least on major point.
   B. Students should also identify at least one area where they agree there is a need for more information or clarification.
V. Whole Class Debrief/Reflection
   A. Reflect upon content
   B. Reflect upon process

HELPFUL HINTS:
- Allow students to review material prior to SAC (if assigned for homework etc.).
- Provide some type of literacy strategy- (annotation, note taker, highlighting, etc.).
- Build comprehension around background knowledge, vocabulary, and layout of documents.
- USE A TIMER. HAVE BREAKDOWN OF TIME SEQUENCE AVAILABLE FOR STUDENTS TO SCAN.
- When students are teaching the argument to each other, have them flip their handouts over. They should have to explain, rather than read their most compelling reasons. They cannot just exchange papers.
- Designate a lead facilitator.
- WHOLE GROUP DEBRIEF!!! Make time for this!

Structured Academic Controversy

Question:

My argument: _____

Background Reading	
Vocabulary terms/meanings I should know and use when I speak	**Important facts from background reading that support my side**

Preparing My Argument	
My Claims (statements that support my argument)	**My Evidence and Reasoning to Support My Claims**
1.	
2.	
3.	

The Other Side of the Argument	
Opposing Claims	**Opposing Evidence and Reasoning**
1.	
2.	
3.	

Common Ground & Further Questions	
We can agree that…	**We need further clarification on…**
1.	1.
2.	2.

What is your final personal (not assigned) position on the issue? Explain using at least three pieces of evidence.

Reflection & Self-Assessment

Reflect on your participation in the discussion. What did you do well? What will you improve upon in future discussions?

Stating my points/claims clearly:

Using evidence from the text:

Using reasoning with my evidence to describe it in my own words:

Working with my partner:

Using eye contact:

Speaking loudly enough for my group to hear me:

Staying focused:

Listening and learning from the other side:

Helping the group to come to consensus:

Other:

I would assess myself with a _____/25 for my participation in the discussion today.

Who was the more effective president: JFK or LBJ?

✓ You will be placed in groups of 4.

✓ 2 of you will be on Team A and will discuss and provide evidence to support the opinion that JFK was more effective.

✓ 2 of you will be on Team B and will discuss and provide evidence to support the opinion that LBJ was more effective.

✓ We will first discuss what obligations and expectations we have for the executive branch.

✓ Next, you will work with your partner to read and analyze the documents contained in the packet.

✓ Then you will prepare your argument by locating historical facts and evidence to support your claims from the documents (cite specific documents), reading guides, textbook, and video notes.

✓ I will then guide you through the discussion. Team A will present their claims, reasons, and evidence first. Team B will then present their claims, reasons, and evidence. Short rebuttal will follow after both sides have presented. During the discussion you will both present your opinions **and** write down the opinions and evidence from the opposing side. You will need to cite specific documents. Every student is expected to speak.

✓ After both teams have presented their side of the issue you will discuss together as a whole group what you can agree on about the effectiveness and ineffectiveness of each president. You will also determine what criteria should be used to evaluate the effectiveness of a president.

✓ The final reflection step is to write a complete introductory paragraph with a claim supported by arguments.

What are the responsibilities of the president? What are our expectations for the president? Brainstorm a response.

I am on Team _____ (A or B) arguing in favor of _____ JFK or LBJ.

Preparing My Argument for the S.A.C.

My Claims (Arguments) He was effective because…	My Evidence (Examples from the documents & reasoning or explanation about how those documents prove my claim.)

List any additional historical evidence from the textbook, Reading Guides, or video notes that might help you argue your claims.

S.A.C. Discussion: Who was the more effective president: JFK or LBJ?

The Opposing Argument

Opposing Claims	Evidence & Examples from the documents

Coming to Consensus

Can both sides agree on any examples of **effectiveness** for either JFK or LBJ?

Can both sides agree on any examples of **ineffectiveness** for either JFK or LBJ?

What criteria did your group use to determine whether or not a president was effective or ineffective?

What do you think is the most important thing to consider when determining the effectiveness of a president?

S.A.C. Discussion: Who was the more effective president: JFK or LBJ?

S.A.C. Reflection

Who was the more effective president: JFK or LBJ?

Write your introductory paragraph including a claim supported by arguments.

Social Studies Common Core Aligned Teaching Strategy

Strategy: Super Annotator

Overview: Learning how to annotate effectively is a crucial step in the process of becoming an exceptional reader. Annotations help students dig deeply into rich and complex text, think critically about what they are reading, and become active rather than passive readers. This strategy is effective for longer readings such as textbooks or informative articles or secondary sources. Practicing consistent annotations also helps students build confidence in the process and internalize the steps so that annotating while reading becomes a habitual practice.

CCSS Reading Anchor Standards:

Key Ideas and Details
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
Craft and Structure
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.
Integration of Knowledge and Ideas
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
Range of Reading and Level of Text Complexity
10. Read and comprehend complex literary and informational texts independently and proficiently.

Implementation Steps:
- Select a complex and relevant text. The text may be excerpted if necessary.
- Determine what makes the text complex or challenging and what information you want students to get from reading the text. Review the Super Annotator handout and modify it if necessary to target the needs and outcomes you desire for your students.
- Model annotating for your students the first several times you ask them to practice the strategy. Consider sharing student exemplars with the whole class. Consider having students evaluate and discuss each other's annotations by completing a pair share or carousel walk.

HINT: Change annotation guide to match readings and objectives.

It's a bird! It's a plane! IT'S SUPER ANNOTATOR!

She can analyze, synthesize, evaluate! But most of all, she can ANNOTATE!

Don't let her witty charm fool you! She is the leader of a gang of superheroes who regularly risk their lives in the great Textbook Jungle!

LET'S GO SUPERHEROES! IT'S TIME TO SUPER-ANNOTATE!

Common Core Anchor Standard	Annotation Guide (If different colors help you organize your thoughts, please use them!)
Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings.	Circle words that are unknown or that might need explanation.\n\nDouble circle words that might have a unique connotation or meaning. Look up the definition or use context clues to understand the meaning, comment in the margins.
Read closely to determine what the text says explicitly and make inferences from it.	Consider this the "huh, what?" section. Put a ? next to areas where you are confused. In the margin write your question or a brief description of your inference.
Determine central ideas of a text and summarize the key details and ideas.	At the end of each blue section write a short one to two sentence summary explaining the main idea.\n\nAt the end of each **bold black** section write a short one to two sentence summary explaining the main idea.
Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevancy and sufficiency of the evidence.	<u>Underline</u> each specific argument or claim in the text. Number each piece of evidence that supports that argument or claim (1, 2, 3, …). Put a circle around the number representing the best piece of evidence provided. ① 2, 3 …
Analyze how two or more texts address similar themes or topics in order to compare the approaches of the authors.	Does this relate to something else you know? If so, place a ★ next to the section and write the connection in the margin.\n\nDoes this relate to something else in the section? If so, draw arrows ⟷ to connect the information.

ACCOUNTABILITY: I WILL SPOT CHECK RANDOM PAGES OF ASSIGNED READINGS. REMEMBER TO BE THOROUGH. ☺

WCSD Vertical History Team Teaching Strategy

Strategy: Using Quotes Effectively

Overview: Writing from sources requires students to use relevant evidence effectively to support ideas. Students often struggle to determine what evidence is most essential in a text and how to use that evidence effectively. Students who try to quote often select irrelevant passages or don't present the passage in a way that supports their ideas. They tend to "quote plop" rather than select meaningful passages that are critical to convey their argument. This strategy engages students in quote selection as well as using quotes effectively with context and attribution.

CCSS Reading Anchor Standards:

Key Ideas and Details
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
Integration of Knowledge and Ideas
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

CCSS Writing Anchor Standards:

Text Types and Purposes
1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
Production and Distribution of Writing
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
Research to Build and Present Knowledge
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Implementation Steps:
- Teacher selects and excerpts a rigorous and relevant text.
- Students work individually or in small groups to determine the most relevant and important information from the text. This is the part they will quote.
- Students will decide how they will attribute the quote (who and when).
- Students will determine what context is necessary to set up the quote.
- Students will write a power sentence (or two) that includes the short quote, context, and attribution. The quote should be no more than nine words.
- Students and teacher should check to ensure that work is clear, specific, and concise.
- Teacher may ask students to share sentences or do a carousal walk to review and edit sentences.

Handout that follows can be modified to include a short reading for your class.

NON-PLOP, SHORT & SWEET QUOTES
Using Quotation Evidence Effectively in Your Writing

1. In your small group, determine what the "juicy meat" of the evidence is from the following excerpt. What really matters from this passage? This is the part you will quote.

2. Decide how you will attribute the quote (say who said it and when it was said).

3. Decide what context is necessary to set up the quote.

4. Write a power sentence (or two) that includes the short quote – not more than nine words in length – as well as context and attribution. Check to ensure that your work is **clear, specific, and concise**.

_____

The trouble with a visual approach, however, is that looking at pictures can be deceptively difficult. Students of history are trained and accustomed to reading the written documents pertaining to their field and gleaning from them both the explicitly stated facts and opinions as well as the more nuanced subtleties one obtains from 'reading between the lines.' Historians interested in what works of art can reveal about a particular period need, in a sense, to learn how to read between the brush strokes. As theorist Hayden White suggests, "modern historians ought to be aware that the analysis of visual images requires a manner of 'reading' quite different from that developed for the study of written documents." Indeed, images that represent "historical events, agents and processes" must be consulted in terms of their specific "lexicon, grammar and syntax," what White calls "a language and discursive mode," which differs from the verbal discourse through which we conventionally approach our study of the past. Drawing historical insight from a letter, diary, newspaper article or government report requires a certain approach to the material and the use of works of art poses much the same challenge.

In a general sense, historians ask the same questions of their visual sources as they would of any written document. What information does its content reveal? One social historian, for example, argues that he can observe seventeenth century Dutch painting in ways that provide insight into people's daily interaction with the military. He focuses on specific items like officers' clothing and equipment and draws on his own understanding of military history to explain how these elements in the painting represent significant aspects of people's daily lives. Other questions historians ask with respect to their sources touch on their background and context. By getting at the purpose of a work of art's production, by looking at who made it and with whose collaboration, as well as at the political purposes motivating its creators, historians can obtain a fuller understanding of the meaning about the past in their artistic sources.

*Capitalize the first letter of a direct quote when the quoted material is a complete sentence.
Mr. Johnson, who was working in his field that morning, said, "The alien spaceship appeared right before my own two eyes."

*If a direct quotation is interrupted mid-sentence, do not capitalize the second part of the quotation.

"I didn't see an actual alien being," Mr. Johnson said, "but I sure wish I had."

*Do not use a capital letter when the quoted material is a fragment or only a piece of the original material's complete sentence.
Although Mr. Johnson has seen odd happenings on the farm, he stated that the spaceship "certainly takes the cake" when it comes to unexplainable activity.

*If the original quote is too long and you feel not all the words are necessary in your own paper, you may omit part of the quote. Replace the missing words with an ellipsis.
Original Quote: *The quarterback told the reporter, "It's quite simple. They played a better game, scored more points, and that's why we lost."*
Omitted Material: *The quarterback told the reporter, "It's quite simple. They . . . scored more points, and that's why we lost."*

Make sure that the words you remove do not alter the basic meaning of the original quote in any way. And only quote the most important part of the evidence.
*Use single quotation marks to enclose quotes within another quotation.
The reporter told me, "When I interviewed the quarterback, he said they simply 'played a better game.'"

Reading Between The Brushstrokes: Art As A Primary Source In History, by Nicolas Kenny, 2002