**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 Jungle of Primary Sources!**

**It’s a bird! It’s a plane! IT’S SUPER ANNOTATOR!**

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She can analyze, synthesize, evaluate!

But most of all, she can ANNOTATE!

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| **CCSS Shifts in Instruction** | **Common Core**  **Anchor Reading Standards** | **LOCHNER V. NEW YORK**  **Annotation Guide**  **(If different colors help you organize your thoughts, please use them!)** |
| Teachers must shift instructional practices to really move students towards College and Career Readiness. The following explains how annotating and discussing this document meets the six recognized instructional shifts.  SHIFT 1: *Elementary teachers increase use of informational text to 50% of reading.*  SHIFT 2: *Build knowledge in social studies by building literacy skills using primary sources. Provide* ***excerpted*** *sections of primary sources, like Supreme Court decisions, on which you can spend ample time.*  SHIFT 3: *Provide concrete tools and scaffolding to help students to access difficult texts. Read documents multiple times and in multiple ways.*  SHIFT 4: *Prepare students for rich and rigorous conversations around a common text. Ask questions and expect answers linked explicitly to the text.*  SHIFT 5: *Provide examples of argument (like a court decision) so that students can see how claims, evidence, and reasoning are used to write a logical argument.*  SHIFT 6: *Work with students on strategies (like using context clues) for understanding vocabulary in difficult texts.* | 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. Double circle words that are difficult but can be figured out with context clues (and then draw arrows to the context clues, which you will highlight).  word |
| 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 say, “huh, what?” and write a brief description of your inference (best guess based on your knowledge) in the margin. |
| Determine central ideas of a text and summarize the key details and ideas. | 1) At the top, write down a 4-10 word “central idea” of the opinion of the case. Place a number (1, 2, 3) in the margin next to each of the three key details related to this central idea.  2) At the bottom, write a 4-10 word “central idea” of the dissent. |
| Analyze how two or more texts address similar themes or topics in order to compare the approaches of the authors. | 1) Draw arrows between the opinion of the court and the dissent when there is a connection. Write a phrase that describes the connection near your arrow in the margin.  2) In one sentence, describe succinctly what the main disagreement is. (Consider competing values.) |

TEXT DEPENDENT QUESTIONS

RE: Lochner v. New York

1905

1. According to Justice Peckham (lines 7 & 8), the 14th Amendment of the Constitution cannot prevent states from prohibiting what type of contract?
2. Justice Peckham states that “it becomes of great importance to determine” which right will prevail, or win in the dispute (line 14).
   * 1. What right does he say an individual has?
     2. What right does the state have?
     3. Explain how these rights conflict.
3. Using clues in the document, what do you think the word efficacy means (line 18)?

Look to lines 17 & 18 to determine what Justice Peckham believes would make the 14th Amendment have NO efficacy. Explain what he is saying.

1. Restate in your own words the Constitutional question (that which the Supreme Court must decide) from lines 23-28. Do so in less than 15 words.
2. Why does Justice Holmes believe that the Constitution should not embody (express) a particular economic theory (lines 41-43)?
3. According to Justice Holmes, a reasonable man might think that the statute limiting hours of bakers was good for what reason?