

# AF Middle School History Fundamentals of Instruction



## Overview

The purpose of this document is to clarify the approach to lesson design and execution for the Achievement First Middle School History Program by delineating lesson types and articulating the relationships between different lesson types. This detailed version of the Fundamentals of Instruction is designed for teachers, academic deans, and teacher coaches.

## Part 1: Fundamentals of Instruction Overview

### Alignment to our Mission

Public education is historically rooted in civic education. This commitment to the academic and character preparation of young citizens is at the heart of Achievement First's mission. The History classroom is a prime place to pursue this mission: a content rich and intensive literacy environment aligns to our commitment to a rigorous college-ready education, and the nature and approach to content in the classroom powerfully integrates character education in the history classroom. As we express to our scholars, "In order to change the world, we must first understand it." The history classroom is a prime place to build this understanding on the behalf of our future leaders.



*Backwards-designed, rigorous content paired with college-ready skills aimed at developing socially active young learners.*

# AF Middle School History Fundamentals of Instruction



## Introduction to History Lesson Types

This introduction is structured around the most important recurring questions asked about history lesson types, i.e. frequently asked questions. Reviewing these questions and answers in the order in which they occur should provide a basic overview of each of the lesson types, their purposes, and the relationship between lesson types.

### What are the History lesson types?

There are seven major lesson types in middle school history; a basic overview of each lesson type is provided in the chart below:

Lesson Type	Purpose(s)	Major Components	Pitfalls to Avoid
<b>Reading to Learn</b>	<ul style="list-style-type: none"> <li>Students acquire new content by reading nonfiction text</li> <li>Students practice/hone in key nonfiction reading skills</li> <li>Students master new content by applying it in discussion and writing</li> </ul>	<ul style="list-style-type: none"> <li><b>Teach:</b> Frontload key content/ vocabulary</li> <li><b>Read:</b> Brief think aloud, guided practice, ind. reading</li> <li><b>Say:</b> Scaffolded discussion of key content</li> <li><b>Do:</b> Written application of key content as assessment</li> </ul>	<ul style="list-style-type: none"> <li>Spending too much time frontloading/ modeling</li> <li>Selecting appropriate text difficulty &amp; length</li> <li>Accurately assessing the demands of the text</li> <li>Planning and executing an effective and efficient think-aloud aligned to text demands</li> <li>Running out of time for discussion</li> </ul>
<b>Simulations/5E</b>	<ul style="list-style-type: none"> <li>Grasp key social science concepts, ex. inflation, social contract, checks +balances</li> <li>Make highly abstract/foreign content more concrete for students</li> <li>Connect concepts to history through reading, discussion, and analysis</li> </ul>	<ul style="list-style-type: none"> <li><b>Engage:</b> Activate prior knowledge, frame experience</li> <li><b>Explore:</b> Experience/ Simulation</li> <li><b>Explain:</b> Process the experience</li> <li><b>Elaborate:</b> Teach/Read to learn more</li> <li><b>Evaluate:</b> Clarify key points, assess</li> </ul>	<ul style="list-style-type: none"> <li>Confusing the activity with the aim, i.e. the simulation is a means to an end</li> <li>Pacing: spending too long setting up and experiencing, not enough processing</li> <li>Failing to provide clear expectations for all scholars during the experience</li> <li>Appropriately managing behavior while not controlling the experience too much</li> <li>Spending too long on the fanfare and not enough time making necessary connections</li> <li>Undermining effective processing by failing to ask the right questions</li> </ul>

# AF Middle School History Fundamentals of Instruction



Lesson Type	Purpose(s)	Major Components	Pitfalls to Avoid
<b>Close Reading</b>	<ul style="list-style-type: none"> <li>▪ Deeply grapple with a seminal historical text (ex. Declaration of Sentiments, Gettysburg Address)</li> <li>▪ Build Common Core aligned reading skills through multiple reads of a complex text</li> <li>▪ Develop college ready dispositions by building grit, resilience, &amp; joy in challenge</li> </ul>	<ul style="list-style-type: none"> <li>▪ Judicious Frontloading</li> <li>▪ Strategic Modeling</li> <li>▪ Read 1: Comprehension</li> <li>▪ Read 2: Analysis/Evaluation</li> <li>▪ Assessment</li> </ul>	<ul style="list-style-type: none"> <li>▪ Spending too much time frontloading/ modeling, giving away the meaning of text</li> <li>▪ Selecting appropriate text length</li> <li>▪ Accurately assessing the demands of the text</li> <li>▪ Planning and executing an effective and efficient think-aloud aligned to text demands</li> <li>▪ Failing to release students into independence</li> </ul>
<b>Reading to Write</b>	<ul style="list-style-type: none"> <li>▪ Students acquire new content by reading nonfiction text</li> <li>▪ Students practice/hone in key nonfiction reading and writing skills</li> <li>▪ Students master new content by applying it in discussion and writing</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Teach:</b> Frontload key content/ vocabulary</li> <li>▪ <b>Read:</b> Briefly present exemplar, indep. reading</li> <li>▪ <b>Say:</b> Scaffolded discussion of key content</li> <li>▪ <b>Do:</b> Efficient teacher modeling of key writing skill, student application</li> </ul>	<ul style="list-style-type: none"> <li>▪ Selecting appropriate text length and type so that students can independently read</li> <li>▪ Failing to articulate key reading / annotation expectations</li> <li>▪ Pacing: Failing to get to the efficient modeling and student application in “Do”</li> </ul>
<b>Rigorous Discussion</b>	<ul style="list-style-type: none"> <li>▪ Students analyze, synthesize, &amp; evaluate key content through collecting and verbally processing evidence</li> <li>▪ Students develop proficiency in key college-ready, CCSS-aligned speaking and listening skills</li> <li>▪ The “mind to mouth to paper” connection is facilitated by discussing prior to writing</li> </ul>	<ul style="list-style-type: none"> <li>▪ Student Preparation</li> <li>▪ Framing &amp; Expectations</li> <li>▪ Scaffolded Discussion</li> <li>▪ Written Assessment</li> </ul>	<ul style="list-style-type: none"> <li>▪ Ineffective student preparation</li> <li>▪ Not enough or too much structure</li> <li>▪ Lack of alignment between text and questions</li> <li>▪ Poorly articulated or sequenced questions</li> <li>▪ Too much teacher intervention in discussion</li> <li>▪ Lack of accountability/assessment</li> </ul>
<b>Evidence-Based Writing</b>	<ul style="list-style-type: none"> <li>▪ Students formalize their learning over the course of a lesson sequence by composing a written assessment</li> <li>▪ Students develop key college-ready, CCSS-aligned argumentative and expository writing skills</li> </ul>	<p><i>TBD for SY 13-14: This is our key priority for the year, and we'll launch this in August</i></p>	<ul style="list-style-type: none"> <li>▪ Biting off the right “chunk” of the writing product/process for a lesson</li> <li>▪ Selecting and effectively using exemplars and non-exemplars</li> <li>▪ Appropriate scaffolding: Not too much, not too little</li> <li>▪ Providing targeted, efficient feedback to students</li> </ul>

# AF Middle School History Fundamentals of Instruction



Lesson Type	Purpose(s)	Major Components	Pitfalls to Avoid
<b>I-We-You/ “Default”</b>	This lesson structure is reserved for designing lessons that do not fit within the structure of other lesson types. These kinds of lessons are typically skill-based (e.g. analyzing political cartoons, interpretation graphs and charts) or driven by content or learning objectives that have unique demands, e.g. integrating information from multiple sources (text, visual, media).	<ul style="list-style-type: none"> <li>▪ Hook/Activate Prior Know.</li> <li>▪ Intro. to New Material</li> <li>▪ Application</li> <li>▪ Assessment</li> </ul>	<ul style="list-style-type: none"> <li>▪ Maintaining rigor and cohesion despite more flexible lesson structure</li> <li>▪ Continuing to aggressively build nonfiction literacy skills while teaching content</li> </ul>

Of these seven lesson types, we’ve spent the most time and energy designing and implementing Reading to Learn, Close Reading, and Rigorous Discussion, as these three lesson types are most closely connected to the complexities of reading rigorous primary and secondary sources. For the school year 2013-14, we’ll be continuing to prioritize Close Reading while also fleshing out our vision of excellence for Evidence-Based Writing.

## Why define lesson types? Isn’t every lesson ultimately different?

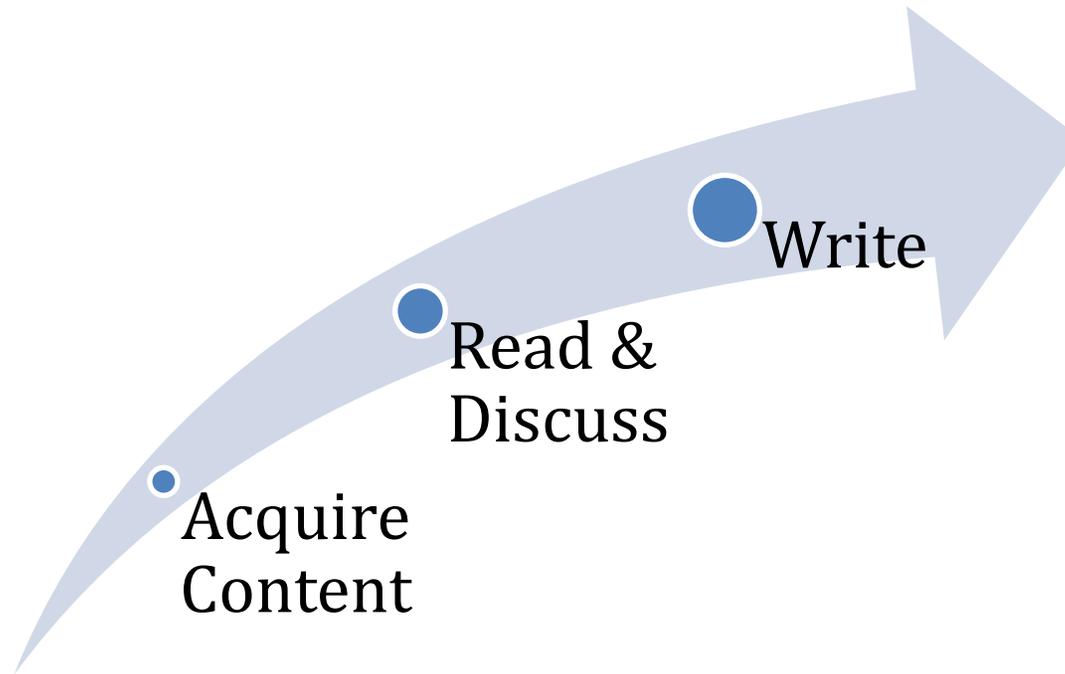
While it is ultimately true that each lesson is unique, identifying a core set of lesson types in History class helps to define what rigorous instruction looks like and establish a common language about how to design and deliver effective instruction. Over the years, we’ve been able to identify key instructional purposes in the history classroom, articulate student learning outcomes aligned to these purposes, and then design frameworks for planning and executing lessons that fulfill these goals in as rigorous a manner as possible. The lesson types have emerged as the product of this work, and we continue to further define and refine these types over the course of the program’s development.

## Why are there so many lesson types in the MS History Program? Can’t there be just one?

A comprehensive History program needs to fulfill a number of important goals: teach conceptual structures so that students can grasp patterns across time and place; teach important content related to the history of the world and the United States; teach geographic, economic, civic, political, and anthropological concepts, content, and practices in addition to history; and teach students to read, write, and speak about complex informational texts, both primary and secondary. Given the multiple important priorities addressed in a comprehensive instructional program, no single lesson structure fulfills all of these important goals at once. Instead, certain lesson types fulfill one or more key instructional goals in their design. For example, Rigorous Discussions help students process content in the higher realms of Bloom’s taxonomy so that they can begin to articulate key concepts and patterns across history; all the while, students are developing key speaking, listening, and evidence citation skills. On the other hand, Reading to Learn lessons help students acquire new content knowledge while developing important reading skills.

### What is the relationship between lesson types? Do History teachers simply teach the lesson types in any order, or do lessons follow a particular pattern?

Although there is no single formula for the sequence of lesson types, there is a clear pattern that lessons typically follow: acquiring content as background knowledge, reading more deeply and discussing to process learning and deepen understanding, and writing to demonstrate knowledge and understanding. The graphic below shows this core pattern of history lesson types, which is called the “lesson loop”:



One-third to one-half of lessons focus on reading text to acquire information. Once student content understanding has progressed to a certain level, they engage in rigorous text-based discussion in order to grapple with higher-order questions about content (in the form of scaffold essential questions), and then compose an evidence-based written argument as a final performance assessment.

## AF Middle School History Fundamentals of Instruction



The chart below articulates the relationship between lesson types within a lesson loop in a greater degree of detail by clarifying instructional purposes and aligning literacy domains and lesson types to these purposes:

Content Purpose	Aligned Literacy Domains	Aligned Lesson Types	Sequence
<b><i>Acquire Foundational Content &amp; Grasp Essential Concepts</i></b>	<ul style="list-style-type: none"> <li>Reading primary &amp; secondary sources to acquire new information</li> <li>Speaking &amp; listening: Talking to process new content &amp; concepts</li> <li>Writing to process &amp; demonstrate learning</li> </ul>	<b>Reading to Learn</b>  <b>Simulations</b>  <b>Reading to Write</b>	<b>Beginning:</b> First 2 to 5 instructional days in a power standard/ aims sequence
<b><i>Deepen Content Knowledge &amp; Conceptual Understanding Across Multiple Aims</i></b>	<ul style="list-style-type: none"> <li>Close analytic reading of seminal primary sources aligned to key content/ concepts</li> <li>Gather and organize evidence from multiple sources/ days of instruction</li> <li>Speaking &amp; listening: Engage in more sustained evidence-based discussions driven by high-level questions</li> </ul>	<b>Close Reading</b>  <b>Rigorous Discussion</b>	<b>Middle:</b> Instructional days in the middle of a power standard/ aims sequence
<b><i>Demonstrate Mastery of Key Content &amp; Concepts Across Multiple Aims</i></b>	<ul style="list-style-type: none"> <li>Writing: Plan and compose evidence-based arguments (robust paragraphs, essays, DBQ's, PBA's)</li> </ul>	<b>Writing</b>	<b>End:</b> Instructional day(s) at the end of a lesson loop

## AF Middle School History Fundamentals of Instruction



Each unit of instruction is broken down into a series of lesson loops (usually 3-6 in the middle school curriculum). Each lesson loop is aligned to a unit subtopic, and a historical question is generated to drive the instruction of that loop. For example, in Great Depression and World War II unit of 8<sup>th</sup> grade, there are five total lesson loops, each with a question that drives toward the larger essential question:

<b>Unit Essential Question: <i>At what point is a government responsible for intervening in domestic and foreign crises?</i></b>	
Content Power Standards	Scaffold Essential Question
<b>8.15 The Great Depression:</b> SWBAT analyze the economic and social effects of the Great Depression on Americans and assess the extent to which the government was responsible for causing the Great Depression.	<i>How did the Great Depression affect Americans? To what extent did government intervention (or lack thereof) cause the Great Depression?</i>
<b>8.16 FDR's New Deal:</b> SWBAT evaluate arguments for and against FDR's New Deal Program.	<i>What amount of government intervention is appropriate during a domestic crisis such as the Great Depression?</i>
<b>8.17 The Road to World War II:</b> SWBAT describe and assess the major causes of WWII.	<i>Who/what was primarily responsible for World War II?</i>
<b>8.18 US Involvement in WWII:</b> SWBAT evaluate major U.S. decisions surrounding WWII.	<i>To what extent was the United States responsible for preventing WWII? At what point is a government responsible for intervening in foreign crises?</i>
<b>8.19 Government Intervention Now and Then:</b> SWBAT take and defend a position on the responsibility of the United States to intervene in foreign crises such as genocides.	<i>At what point is a government responsible for intervening in foreign crises?</i>

The unit resource matrix excerpt on the following pages shows the series of lessons across the second loop of this unit (FDR's New Deal):

# AF Middle School History Fundamentals of Instruction



9	<p>SWBAT articulate the philosophy behind and arguments against FDR's New Deal programs.</p>	<p>Analyze how two or more texts address similar themes or topics to build knowledge or to compare the approaches the authors take. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning and the relevance and sufficiency of the evidence. Read closely to determine what the text says explicitly and to make logical references from it, and cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>	<p>Citing textual evidence, SWBAT articulate the arguments for and against intensive government intervention in the Great Depression.</p>	<p>History Alive: The United States, chapter 28 <i>The Roaring Twenties and the Great Depression</i> (pp. 408-412) + see primary sources link on arguments for and against Great Depression intervention</p>	<p>US History: Civil War to present, chapter 25 <i>The Great Depression</i> (pp. 784-785)</p>	<p><b>Reading to Learn.</b> Whereas scholars will delve into historical arguments against the New Deal on Day 12, today is a larger philosophical/framework day (see content notes to the right). As scholars work through the reading, they should be generating notes on the different arguments for and against intensive government intervention in the Great Depression. As a class, scholars should discuss the arguments for and against intensive government intervention in the Great Depression; this discussion/ argument can certainly expand more broadly into the realm of what, in fact, is the appropriate role of government. At the end of class, we suggest having scholars write a summary synthesizing both sides of the argument.</p>
10	<p>SWBAT identify major priority areas of New Deal efforts and evaluate the lasting impact of the following New Deal reforms: FDIC, SEC, and the Social Security Act.</p>	<p>SWBAT extrapolate key information from primary and secondary sources, both in accordance with pre-established questions, i.e. DBQ's, and in accordance with a broader purpose, i.e. compiling research.</p>	<p>SWBAT identify major priority areas of New Deal efforts and describe major New Deal programs including the FDIC, SEC, and the Social Security Act.</p>	<p>History of US: War, Peace, and All That Jazz, chapter 25 <i>President Roosevelt</i> (pp.106-110) + Library of Congress Primary Sources (links also above): <a href="http://www.loc.gov/teachers/classroommaterials/primarysourcesets/new-deal/">http://www.loc.gov/teachers/classroommaterials/primarysourcesets/new-deal/</a></p>	<p><b>Reading to Learn.</b> Scholars should complete the pre-reading in History of US to get an overview of the New Deal; since the Hakim text is quite accessible, the work can be placed on students to generate the key teaching points here. Then scholars can dig into the primary sources (see Library of Congress links) to extrapolate key aims-aligned information (model briefly, check for understanding, and then set scholars to work). The discussion should be carefully scaffolded up Bloom's, beginning with identifying the key priority areas of the New Deal reforms, explaining the most important reforms, and then connecting to programs still in place today. A series of multiple choice questions and perhaps a short response question as well should be assigned in order to have a robust content assessment.</p>	

# AF Middle School History Fundamentals of Instruction



11	<p>SWBAT explain how African Americans and women were affected by the Great Depression and subsequently “left out” of New Deal reforms.</p>	<p>Determine central ideas or themes of a text and analyze their development, and summarize the key supporting details and ideas. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>Citing textual evidence, SWBAT explain how African Americans and women were affected by the Great Depression and subsequently “left out” of New Deal reforms.</p>	<p>The New Deal for African Americans and Women handout</p>	<p><b>Reading to Learn.</b> Today is a day for delving deeper into the impact of the New Deal reforms: exactly who did these reforms benefit? Did all Americans benefit, or was this disproportionate depending on race, class, gender, etc.? The "Teach" portion of the lesson can be brief today, since scholars have plenty of background information at this point. After modeling briefly to establish the annotation and notes structure for the reading, provide ample time for scholars to dig into the text. Be sure to also reserve time for discussion, since this material has moral implications. Finally, scholars should compose a robust written assessment with plenty of evidence from the texts.</p>
12	<p>SWBAT assess the major arguments against the New Deal.</p>	<p>Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning and the relevance and sufficiency of the evidence. Assess how point of view or purpose shapes the content and style of a text.</p>	<p>SWBAT assess arguments against the New Deal by delineating and evaluating the argument and specific claims made by Father Coughlin in a 1937 speech.</p>	<p><a href="#">Father Coughlin Anti-New Deal Speech</a></p>	<p><b>Close Reading.</b> After some brief historical context about Father Coughlin, play the audio clip once all the way through while students read along with a transcript (I tried to find a transcript but had no luck: we may need to put in the woman/man power to generate this ourselves - I'd suggest providing definitions of key terms like capitalism, communism, and socialism in the margins to save time). Then re-read a key section of the radio broadcast (with text in hand) to model for scholars how to read to delineate a key part of Coughlin's argument. Once the argument is paraphrased, then use evaluation criteria to evaluate the claim (it is based on accurate historical evidence? Is the evidence relevant to the claim? Is there sufficient evidence? Ultimately, are you convinced - why or why not?). Progress through additional gritty reading lesson loops in order to delineate and assess the remainder of Coughlin's key arguments (see content notes to the right for key arguments). For extension homework, scholars could read criticisms of the way that Obama dealt with the recession to draw out similarities and differences in the critiques.</p>

# AF Middle School History Fundamentals of Instruction



13	<p>SWBAT evaluate the arguments for and against FDR's New Deal Program.</p>	<p>SWBAT enhance classroom discussion by presenting claims and raising questions that are insightful and original, thereby raising the level of discussion amongst the participants.</p>	<p>SWBAT evaluate arguments for and against FDR's New Deal program by engaging in evidence-based discussion. SWBAT evaluate the extent to which the government is responsible for intervening in domestic crises such as the Great Depression by engaging in evidence-based discussion.</p>	<p><i>Assemble key texts from the this power standard and the last for students to reference as supporting evidence. Ideally, students should re-read these and prepare arguments and evidence both for and against the New Deal as homework so that class time can be spent discussing/debating.</i></p>	<p><b>Discussion/Debate.</b> We suggest either a structured debate or a Socratic seminar discussion. There are a few key questions to incorporate in seminar/debate today: What were the major arguments for the New Deal? What were the major arguments against the New Deal? To what extent did the New Deal programs effectively deal with the problems of the Great Depression? Ultimately, is the government's responsibility to intervene in domestic crises such as the Great Depression? Why or why not? Towards the end of class, scholars can synthesize the arguments and evidence in a robust paragraph response (we shouldn't engage in too much writing on this exact question since this will serve as the IA4 DBQ prompt).</p>
14	<p>SWBAT evaluate the arguments for and against FDR's New Deal Program.</p>	<p>Cite specific textual evidence to support analysis of primary and secondary sources. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. 9. Analyze the relationship between a primary and secondary source on the same topic.</p>	<p>SWBAT evaluate the effectiveness of FDR's New Deal by analyzing a series of documents and outlining a DBQ essay.</p>	<p>Scholars should be referring back to texts and notes from previous classes.</p>	<p><b>Writing (DBQ Day 1).</b> Today's DBQ focus should be on annotating and diagramming the prompt; using a separate DBQ prompt example, model this process for scholars and then have them apply this to today's DBQ with targeted feedback. Then release scholars to read and annotate the documents and then plug key information into their diagrams in order to prepare to write tomorrow's DBQ essay.</p>

## AF Middle School History Fundamentals of Instruction



**What kinds of resources are available to help teachers design and execute the different lesson types?**

**Where, particularly, should new teachers begin in the process of learning how to effectively plan and teach each type?**

The history curriculum, in the form of Unit Resource Matrices, is clearly structured to align to the lesson types and the pattern of lesson types articulated in a lesson loop (see the rightmost column of the 8<sup>th</sup> grade Unit 2 Resource Matrix sample on the previous pages, which clearly articulates a lesson type for each day of instruction). There are also detailed planning guides and lesson planning templates on Better Lesson for each lesson type so that teachers have a clear picture of excellence for how content and skill integration should look for each lesson. A direct link to these planning guides is below (if the link doesn't work, be sure to join the AF Middle School History Network):

<http://betterlesson.com/course/8872/lesson-plan-structures>

Finally, teachers also engage in professional development (model lessons, supported planning, key skill and knowledge building aligned to one or more lesson types, etc.) and ongoing collaborative planning in order to develop the knowledge and skills necessary to both plan and execute these lesson types. A direct link to the MS History Professional Development Archive is below (again, join the AF Middle School History Network on Better Lesson if the link doesn't work):

<http://betterlesson.com/course/19336/professional-development-archive>

Teachers need to acquire a great deal of knowledge and skills in order to be able to effectively design/revise and execute these lesson types, and it takes time for teachers to hone their practice. When a teacher is new to the History program, the first lesson type they learn about is Reading to Learn. There are multiple reasons for this: Reading to Learn lessons occur most frequently in the Middle School History Program, these lesson types integrate vital content and skill instruction, and they require intentional design and delivery in order to avoid multiple potential pitfalls of this lesson type. During their content-specific New Staff Training time, History teachers are introduced to this lesson structure and practice key skills related to this lesson structure. There is also Reading to Learn "tune up" PD session each year for History teachers to build their knowledge and skills. Finally, new and developing teachers are encouraged to work with more experienced teachers at their schools and on their grade teams in order to obtain additional support.

# AF Middle School History Fundamentals of Instruction



## Beyond those embedded in the lesson types, what additional instructional best practices should teachers implement to drive student achievement?

There are a number of best practices that cut across the lesson types. These include, but are not limited to the following:

- **Secondary source reading for homework *before* class** (6<sup>th</sup>-8<sup>th</sup> grade)
- **Oral drill/pepper**
- **Annotation**
- **Note-taking** (beyond cloze notes)
- **Student study habits** – a sample vertical articulation is provide below:

	IA1	IA2	IA3	IA4	IA5
5 <sup>th</sup>	○ <b>Organization</b>	○ Organization ○ <b>Finding information</b>	○	○	○
6 <sup>th</sup>	○ <b>Quizzing yourself (memorizing)</b>	○ <b>Creating flashcards</b> ○ Quizzing yourself (memorizing)	○ <b>Given standard list</b> ○ <b>Identifying what to study (study diagnostic)</b> ○ Creating flashcards ○ Quizzing yourself (memorizing)	○ Given standard list ○ Identifying what to study (study diagnostic) ○ Creating flashcards ○ Quizzing yourself (memorizing)	○ Given standard list ○ Identifying what to study (study diagnostic) ○ Creating flashcards ○ Quizzing yourself (memorizing) ○ <b>Creating a study schedule</b>
7 <sup>th</sup>	○ Given standard list ○ <b>Identifying what to study (self – diagnostic)</b> ○ Creating flashcards ○ Quizzing yourself (memorizing) ○ Creating a study schedule	○ Given standard list ○ Identifying what to study (self – diagnostic) ○ Creating flashcards ○ Quizzing yourself (memorizing) ○ Creating a study schedule	○ <b>Creating own standard list</b> ○ Identifying what to study (self – diagnostic) ○ Creating flashcards ○ Quizzing yourself (memorizing) ○ Creating a study schedule	○ Creating own standard list ○ Identifying what to study (self – diagnostic) ○ Creating flashcards ○ Quizzing yourself (memorizing) ○ Creating a study schedule	○ Creating own standard list ○ Identifying what to study (self – diagnostic) ○ Creating flashcards ○ Quizzing yourself (memorizing) ○ Creating a study schedule
8 <sup>th</sup>	○ Creating own standard list ○ Identifying what to study (self – diagnostic) ○ Creating flashcards ○ Quizzing yourself (memorizing) ○ <b>Preparing for an essay</b> ○ Creating a study schedule	○ Creating own standard list ○ Identifying what to study (self – diagnostic) ○ Creating flashcards ○ Quizzing yourself (memorizing) ○ Preparing for an essay ○ Creating a study schedule	○ Creating own standard list ○ Identifying what to study (self – diagnostic) ○ Creating flashcards ○ Quizzing yourself (memorizing) ○ Preparing for an essay ○ Creating a study schedule	○ Creating own standard list ○ Identifying what to study (self – diagnostic) ○ Creating flashcards ○ Quizzing yourself (memorizing) ○ Preparing for an essay ○ Creating a study schedule	○ Creating own standard list ○ Identifying what to study (self – diagnostic) ○ Creating flashcards ○ Quizzing yourself (memorizing) ○ Preparing for an essay ○ Creating a study schedule

# AF Middle School History Fundamentals of Instruction



## Part 2: Detailed Information for Lesson Types

This section contains detailed planning guides and exemplar lessons for the lesson types that we’ve most highly prioritized for the MS History Program, from SY 10-11 through SY 12-13: Reading to Learn, Simulations, and Rigorous Discussion. After a year of piloting, we’ll be developing a detailed planning guide for Close Reading for SY 13-14 (to be launched in August PD). For now, a couple lesson samples are contained here: a sequence of two days of close reading for 6<sup>th</sup> grade and a single close reading lesson with a smaller chunk of text for 7<sup>th</sup> grade. We will also develop detailed planning guides and accompanying exemplar lesson plans for Reading to Write and Evidence-Based Writing for SY 13-14 (also to be launched in SY 13-14).

### Reading to Learn Planning Guide

Component	Sub-Component	Notes/Rationale	Plan
Teach	Activate Prior Knowledge/ Hook	<ul style="list-style-type: none"> <li>- <b>APR:</b> Research continues to indicate that this is perhaps the single-most important factor in learning, which relates right back to the importance of background knowledge.</li> <li>- <b>Hooks:</b> Use hooks discriminately if scholars are being introduced to particularly new or foreign material.</li> </ul>	<ul style="list-style-type: none"> <li>• Determine which of these components best fits your purposes: <b>APR</b> if you are building on previous content and <b>hook</b> if you are introducing new, abstract, or otherwise foreign material.</li> <li>• Be sure to carefully think through the prior knowledge/the hook. With regard to prior knowledge, be aware of how prior knowledge may both <i>positively</i> and <i>negatively</i> impact, i.e. <b>distort</b>, learning. With regard to hooks, think through the <b>implications</b>, i.e. try to avoid setting up future misconceptions.</li> <li>• Plan for <b>efficiency</b>: this should take three minutes or less. If you feel that more prior knowledge is necessary, assign this as homework for the night before.</li> </ul>
	Frontload Key Content	<ul style="list-style-type: none"> <li>- According to research, if scholars only encounter material through reading (with no instruction beforehand or processing/ application afterwards, they will retain only about 10% of the material.</li> <li>- There is only controversial research backing the use of context clue strategies for</li> </ul>	<p><u>When determining which material to frontload, consider the following:</u></p> <ul style="list-style-type: none"> <li>- What <b>new content</b>/which <b>concepts</b> are important enough to highlight/preview ahead of time?</li> <li>- What <b>new vocabulary</b> will scholars encounter? Which is the <b>most essential</b>, i.e. aims-aligned, and thereby important to spend time on? Which terms should I simply supply definitions for?</li> <li>- <b>Read</b> the text(s) (primary or secondary!) over very carefully. What <b>misunderstandings</b> may occur, and what can I do instructionally to <b>prevent</b> these from happening?</li> </ul> <p><u>Now think through a notes structure, with the following in mind:</u></p>



## AF Middle School History Fundamentals of Instruction



and telling: avoid confusing explaining, i.e. telling scholars how to comprehend the text, with SHOWING them how to comprehend the text. The latter is the key!

this may vary to some degree depending on the composition of your classes, so you may need to differentiate to meet scholars where they are.

Second, once you've determined what you're going to model, you need to plan HOW you are going to clearly and efficiently model the strategy for your students. Planning is critical here. All teachers, from those who are new to think-alouds to the pros, need to do some planning ahead of time in order to be clear and concise in their modeling.

1. **Work through the Task:** Think thoroughly through what you are asking the scholars to do, physically or mentally making note as you work through the entire text using the strategy. Note where you needed to use the reading skill/strategy and where the text became particularly complex.
2. **Choose a Section of Text to Model:** Choose a short section of the text to model with that appropriately matches the overall complexity of the task. Ideally, you'll be able to do this starting at the beginning of the text, but note that you may not be able to do so since this may be the introduction.
3. **Script Modeling, Create Standard of Excellence:** Script out exactly how you are going to model for the scholars, completing a section of the assignment as a standard of excellence for the assignment. Keep in mind a critical distinction: this is NOT about explaining how to fill out the graphic organizer; it's about SHOWING them how an expert reader/thinker uses the strategy, i.e. making your thinking as a proficient reader/historian transparent to them.

# AF Middle School History Fundamentals of Instruction



Component	Sub-Component	Notes/Rationale	Plan
Read	<p><b>Check for Understanding</b></p>	<p>As well all know, it's vital – both academically and managerially - to get an accurate read whether scholars will be able to independently apply the reading strategy/skill that you modeled for them. At the same time, it's one thing to give air time to the importance of checking for understanding (a la guided practice) and an entirely different phenomenon to put it into practice artfully. This is where teachers and students fall down again and again. How can you strategically plan and execute checks for understanding in a way that creates a real live dialogue of understanding in the classroom? It means that you have to have hawk-like observation and assessment skills to get a rapid and accurate pulse on where students are. It also means that you have to thoughtfully plan key questions and chunks of guided practice... and yet be entirely ready to deter from your original course based on the level of confusion in the classroom in real time. Now that's a challenge!</p>	<ul style="list-style-type: none"> <li>▪ Allow scholars to ask you <b>clarifying questions</b> about what you just modeled; it's key that they have a clear understanding of what you were trying to show them and why it's important.</li> <li>▪ <b>Assign</b> them another <b>short section</b> of text to try that matches the difficulty of what you modeled. You can either have scholars complete the guided practice on their own or in pairs; whichever format you choose should be informed by classroom management realities and the complexity of the text, i.e. the more complex the text, the more helpful it will be to strategically pair readers to work through it together.</li> <li>▪ <b>Circulate strategically</b> through the room to check for understanding as scholars work (this is another reason why a structured graphic organizer is important; you need to have some external data point on what they're thinking – otherwise, if scholars are just reading, it's really tough to tell what they're comprehending!).</li> <li>▪ <b>Debrief</b> the practice, sharing exemplary student work and <b>correcting misunderstandings</b> (both are equally important: making clear what to do and what NOT to do). The <b>doc cam</b> is a great tool here!</li> <li>▪ <b>Based on their performance, determine whether scholars need more guidance or not.</b> If the amount of <b>confusion is high</b> (think red light), take a step back and consider modeling with another section of the text. If the amount of <b>confusion is moderate</b> (think yellow light) and there are some clear trends in that confusion, guide students further through a short burst of instruction focused on the work they produced, and then set them to work with another short section of text. Circulate like crazy, debrief again, and assess readiness again. Once the amount of <b>confusion is mild</b> (which is normal when something is new and challenging, so think green light), it's time to practice independently.</li> </ul>
		<p>This is the place where scholars get to practice applying the</p>	<p>- Once again, conduct a cost-benefit analysis regarding the <b>format</b> in which you want scholars to practice. Sustained, successful</p>

# AF Middle School History Fundamentals of Instruction



	<b>Independent Reading</b>	<p>strategy/skill you've modeled for them and carefully guided them through in the steps above. Lots and lots of sustained, successful practice time is absolutely essential for scholars to be able to internalize these skills/ strategies and apply them proficiently and spontaneously on their own. <i>(See p. 36-39 and all of Chapter 3 of Marzano for an abstract of research studies regarding the importance of independent reading.)</i></p>	<p><b>independent practice</b> certainly has its benefits for pushing scholars individually, and since they're ultimately going to have to complete assessments on their own, it's important that they're independently capable of doing so. At the same time, <b>collaborative learning</b> has its own benefits. As long as they stay on task, scholars can help each other navigate a complex text, push each other to think in new ways, and develop indispensable capacities for productive social interaction.</p> <p>- Also again, the completion of some form of <b>notes</b> (usually in the form of a graphic organizer that is intentionally structured based on the content/text structure) will provide <b>formative assessment</b> information for you, as well as serve as an important record for students to help them complete the processing and application components that come next.</p>
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# AF Middle School History Fundamentals of Instruction



## Say

There is voluminous research in support of student discussion / verbal processing as a highly effective means of increasing comprehension, understanding, and long-term retention of learning. To generate some backing, I've pulled some direct evidence from esteemed and familiar thinkers:

Marzano, Robert J. Building Background Knowledge for Academic Achievement. ASCD, 2004.

- “The more times a student processes information, the more likely the students will remember it.” Yet sheer repetition is not enough to result in integration of learning into long-term memory; the depth of processing, i.e. going into more detail, and the extent of elaboration that is required, i.e. making new and varied connections, are two critical factors in successful long-term retention. (21-24)
- “An indirect approach designed to enhance academic background knowledge of students would place great emphasis on language interaction.” (39)
- “A considerable amount of research and theory indicates that a social environment optimizes learning... facilitating student interaction not only increased the amount of exposure students have to information but also dramatically expands their base of language experience. Additionally, dialogue is apparently a natural consequence of developing expertise on a topic. The more students learn about a topic, the more they have a need to share it with others. (59)

Saphier, John; Gower, Robert. The Skillful Teacher, 5<sup>th</sup> Ed. RBT, 1997.

- “The more perceptual modes one engages for students – seeing, hearing, moving, touching – the better the learning will be. But in striving to increase the range of perceptual channels made active during learning, be particularly aware of the power of having learners say their learning out loud, and get involved in using it to do something.” (254)
- “The most surprising assertion... is the magnitude of the boost in learning retention when “say” is added to the simple input channel of reading... To summarize in your own words, either verbally or in writing, what you have learned in a given experience is a complex cognitive act... [that] create[s] neural networks and deepen[s] memory traces.” (254)

First and foremost, for productive verbal processing to happen, structures need to be put in place that hold students accountable for staying on topic and being respectful to one another. Here are some guidelines:

- **Accountable talk:** Have an explicit set of norms about what accountable talk looks, sounds, and feels like, as well as what it does NOT look, sound, and feel like.
- **Consequences:** Have a consistent system of consequences in place for when students are not upholding expectations for accountable talk, e.g. “STOP” tool.
- **Equal workload:** Ensure that all students are responsible for contributing, especially as group size increases. One way to do this is to assign specific roles.
- **Clear outcomes:** Marzano writes, “To be effective, group activities must have explicit structure and purpose.” (59) As you plan, it is important to get as clear as possible about the purpose of processing questions and activities. As you execute, it is equally important to make those outcomes explicit to students.
- **Public accountability:** As students grow and develop, they are very socially aware of their peers. In order to harness this energy, hold scholars publicly accountable for their work in a supportive and respectful manner.

With structures in place, we can focus on developing processing structures that enhance mastery, understanding, and long-term retention. Since we are balancing a number of priorities, it's important to bring each of those to mind:

- **Processing skills:** Processing activities focused on skill application should be focused and discrete, honing in on small subset of a larger skill that will help bring scholars to the next level of proficiency. Processing activities should be grounded in work products - either exemplars (aka standards of excellence) or actual student work products. They should also be focused around explicit criteria for success, i.e. rubric.
- **Processing readings strategies:** In order for struggling readers to develop into successful readers, their metacognitive awareness must be developed so that the strategies that proficient readers use to make meaning from text are explicit and accessible to them. This is important for both academic and motivational reasons and usually takes the form of a reflective conversation. That being said, metacognitive processing activities should not be overused because they rapidly become redundant and lose meaning, so use them strategically and sparingly.
- **Processing content:** On the daily level, this is at the heart of the learning. This often takes the form of a set of strategic questions that scaffold from the lower to higher regions of Bloom's taxonomy. The vast majority – if not all – of the content processing questions should be aligned to the aim and power standard.
- **Processing understanding:** In order for students to make the deep connections necessary to develop understanding of the universal concepts at the heart of the essential question, it is vital to create intentional and structured opportunities to grapple at the abstract level. Similar to processing reading strategies, these kinds of processing activities can easily be redundant, so use them sparingly.

# AF Middle School History Fundamentals of Instruction



Component	Sub-Component	Notes/Rationale	Plan
DO	Apply	<p>Saphier states simply, “The ‘do’ part of this principle means getting students active as soon as possible using the materials in some realistic way.” (254)</p> <p>Application of learning serves multiple purposes:</p> <ul style="list-style-type: none"> <li>▪ holds students accountable for what they learned</li> <li>▪ requires significant cognitive effort on the behalf of students to apply what they have learned, thereby increasing the likelihood for long-term retention</li> <li>▪ ideally simulates how learning is used in “real life”</li> </ul>	<p>There are infinite ways to apply content, and our decisions about how we are requiring students to apply their learning should be informed by the aim, power standard, and essential question, i.e. <i>the application task should match the purpose at hand</i>. In <u><i>A Handbook for Classroom Instruction that Works</i></u>, Marzano et al lay out a series of research-proven formats for applying learning most effectively. These include, but are not limited to the following; if you are interested, I highly recommend you check out the book!</p> <ol style="list-style-type: none"> <li>1. <b>Identifying Similarities and Differences:</b> comparing, classifying, creating metaphors, and creating analogies</li> <li>2. <b>Summarizing</b></li> <li>3. <b>Nonlinguistic Representations of Knowledge</b></li> </ol> <p>That being said, very often application will take the form of <b>writing</b>: namely, an <b>assertion-driven, evidence-based</b> (pulled largely from the day’s reading and notes) <b>paragraph or two</b> that aligns directly to the content aim for the day.</p>
	Assess	<p>In the data-driven environment in which we work, we have already internalized how important it is for us to have a meaningful way to determine the degree of academic achievement at any point in time. That being said, there are multiple challenges in putting this value into practice. As Grant Wiggins states, “Authentic assessment is the Trojan horse of school reform.”</p>	<p><b><u>Obstacles to Avoid:</u></b></p> <p>Although we may know the importance of collective formative assessment data, there are significant obstacles in the way of bringing this value to life. Particularly, many of us fall short of this ideal for two main reasons:</p> <ol style="list-style-type: none"> <li>1. <b>Pacing:</b> we don’t get to the end of the lesson and therefore do not gather this important information.</li> <li>2. <b>Misalignment:</b> our assessment is not directly aligned to the aim, thus giving us information, but not the information we need to determine the degree of mastery.</li> </ol> <p><b><u>Ways to Assess:</u></b></p> <ul style="list-style-type: none"> <li>- Sometimes, the <b>application activity</b> can also serve as the assessment for the day.</li> <li>- At other times, you will want to create a separate <b>exit slip</b> that is intentionally designed to efficiently gather formative assessment about student mastery of the aim. This exit slip will often take the form of a few multiple choice questions followed by a constructed</li> </ul>

## AF Middle School History Fundamentals of Instruction



			<p>response or two. Ideally, the questions <b>scaffold</b> in complexity up Bloom's taxonomy in order to provide you insight into where understanding breaks down; this kind of information will allow you to be as strategic as possible in correcting misunderstanding the next day.</p> <ul style="list-style-type: none"><li>- At key points in the unit, and as you progress toward the end of the unit, you may want to ask students to restate key <b>concepts</b> and the <b>relationships between concepts</b> (potentially in the form of a concept map) in their own words. This kind of assessment occurs less frequently, although this does not diminish its importance.</li></ul>
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# AF Middle School History Fundamentals of Instruction



## Reading to Learn Lesson Example & Materials (8<sup>th</sup> Grade)

<b>Teacher:</b>	<b>Date:</b>	<b>Subject:</b> History	<b>Class:</b>	<b>Period:</b>
<b>Aim(s):</b> By analyzing primary and secondary sources, SWBAT explain how Progressive Era political reforms counteracted the problems that political machines created for democracy.				
<b>Content Focus:</b> Explain how Progressive Era political reforms including the primary election, initiative and referendum, and the Pendleton Act counteracted the problems that political machines created for democracy.		<b>Skill Focus:</b> Analyzing primary and secondary sources		<b>Text(s):</b> Series of four primary and secondary sources (see Doc Packet) Doc A: political cartoon, “The Brains” Doc B: Hakim p. 143, “Politically Speaking” Doc C: Plunkitt’s Speech Doc D: The Pendleton Act (secondary)
<b>Assessment(s):</b> Robust evidence-based paragraph response - How did Progressive Era political reforms counteract the problems that political machines created for democracy? In your response, be sure to <ul style="list-style-type: none"> <li>• Explain the problem that political machines created for democracy.</li> <li>• Use the Pendleton Act plus one additional Progressive Era reform from today’s class as evidence for your response.</li> </ul> See exemplar in LP below.				
<b>Power Standard:</b> <i>8.9 The Progressive Response: SWBAT describe and assess the efficacy of various methods used by Progressive social reformers.</i>				
<b>Unit Essential Question/Scaffolded Essential Question:</b> To what extent were early twentieth century reformers successful in improving the lives of the working poor?				
<b>Lesson in Context/ “So What?”</b> <i>Connections to Power Standard/Unit Essential Question/Scaffolded Essential Question/Current Events/Students’ Lives</i>  Without constant vigilance, power tends to concentrate in the hand of the few. It takes constant struggle to ensure that our democracy is truly a government “by the people and for the people.”				
<b>Differentiation</b>				
<b>Accommodations/Modifications</b> <i>(see IEP’s, address struggling scholars)</i>  <i>Beyond ensuring the scholars are paired strategically, this is TBD by teacher (this was created for a model lesson)</i>		<b>Extensions/Extra Challenge</b> <i>(see extension aims)</i> <i>Scholars who need extra challenge can be required to synthesize all four Progressive Era political reforms in their response. Also challenge them to answer the higher level discussion questions in the “Say” portion of the lesson. Stretch it whenever possible.</i>		<b>Embedded Character</b> <i>(leverage the content)</i> Without constant vigilance, power tends to concentrate in the hand of the few. It takes constant struggle to ensure that our democracy is truly a government “by the people and for the people.”

# AF Middle School History Fundamentals of Instruction



**Do Now:** How can I purposefully and efficiently leverage prior learning to set scholars up for this lesson? **5 Min**



What is the message of the cartoonist in Document A? Use evidence from the document to support your claim.

**Lesson Framing:** What are we learning today, and why is it so important? (Leverage “So What?” above)

- Review the Do Now, ensuring that scholars are referencing specific evidence from the political cartoon to support their interpretations.
- Begin with a turn and talk, and go straight into cold calls.
- Push scholars toward the ideal response: The message of the cartoonist is that the politicians who were responsible for the nomination of a democratic candidate were corrupt and had wealth in mind instead of the interests of the people. The key evidence in the cartoon that supports this interpretation is the money bag that replaces the head of the politician. When you connect the money bag to the title of the cartoon, “The ‘Brains’ That Achieved the Tammany Victory at the Rochester Democratic Convention,” it is clear that the “brains” that the author is referring to the politicians’ interests for wealth and power.
- Drive home the “So What:” Without constant vigilance, power tends to concentrate in the hand of the few. It takes constant struggle to ensure that our democracy is truly a government “by the people and for the people.”

**Hook/Activate Prior Knowledge:** How can I engage students in the content and/or activate prior knowledge as quickly as possible? **1 Min**

- Snap if you remember Boss Tweed.
- What’s the academic term that we used to refer to corrupt politicians like Boss Tweed?

**Student Actions/CFU’s:**

- Snaps
- Political boss

**Frontload Key Content/Vocabulary:** What conceptual/historical material is vital for me to pre-teach? What vocabulary terms are important to directly teach vs. provide quick definitions? How can I teach this with clarity and efficiency? **10 Min**

- Today we’re going to learn about another political boss by the name of George Plunkitt. You see, corruption wasn’t limited to individuals like Tweed and Plunkitt. It was widespread in urban areas, like a disease. You could call it systematic corruption if you wanted to sound really smart.
- Let’s hear from a speech that Plunkitt, also a political boss in New York City, to understand this systematic corruption some more. I want you to keep a couple questions in mind as you listen:
  1. What is Plunkitt referring to as “the game?” Why do you think he’s calling this a game?
  2. How did Plunkitt become rich? Do you think this is a problematic way to become wealthy? Why or why not?

**Student Actions/CFU’s:**

Scholars listen to the first paragraph of the Plunkitt primary source read aloud, aiming to answer the first set of lecture questions in their interactive handouts:

1. **What is Plunkitt referring to as “the game?” Why do you think he’s calling this a game?**
2. **How did Plunkitt become rich? Do you think this is a problematic way to become wealthy? Why or why not?**

“THERE’s thousands of young men in this city who will go to the polls for the first time next November. Among them will be many who have watched the careers of successful men in politics, and who are longin’ to make names and fortunes for themselves at the same game – It is to these youths that I want to give advice. First, let me say that I am in a position to give what the courts call expert testimony on the subject. I don’t think you can easily find a better example than I am of success in politics. After forty years’ experience at the game I am – well, I’m George Washington Plunkitt. Everybody knows what figure I cut in the greatest

**TEACH**  
10 Total Min

# AF Middle School History Fundamentals of Instruction



organization on earth, and if you hear people say that I've laid away a million or so since I was a butcher's boy in Washington Market, don't come to me for an indignant denial I'm pretty comfortable, thank you.

- Write + T&T followed by cold calls. Build on student responses to questions via more questions.



- Show the political cartoon above on the doc cam and transition to defining the term “political machine:”
  - Act this out a bit with the students (bribe students with video games and iPhones for votes).
  - Connect this to the metaphor of a machine, i.e. cranking out the votes.
  - Then define in academic terms: A political machine is an organization in which a boss commands the support of his followers who receive rewards for their support. The machine's power is based on the ability of the supporters to get out the vote for their candidates on election day.
  - Check for understanding: write + T&T + cold call (see extension question below)
- *Ask, why is it a problem if people are bribed to support a democratic candidate? (turn and talk if time)*
- Transition to why political machines created a problem for democracy: The United States government, in its best sense, was established to be a government “by the people and for the people.” Informed citizens are allowed to vote for the democratic leader who is expected to represent their needs. If, however, these leaders are only interested in gaining and maintaining power through bribery and corruption, they are no longer representing the needs of the people. Instead, they are only representing their own needs and the needs of the people from whom they receive favors.
- Write + Turn and talk + cold call to check for understanding on third and fourth lecture questions.

Lecture Notes:

3. *What is a political machine?*
4. *How did political machines cause problems for democracy? Why is it a problem if people are bribed to vote for someone?*
5. *Today you are going to learn about how Progressive Era political reforms counteracted problems that political machines posed for democracy. In your own words, what does that mean?*

# AF Middle School History Fundamentals of Instruction



	<ul style="list-style-type: none"> <li>Today you are going to learn about how Progressive Era political reforms counteracted problems that political machines posed for democracy. [Call on a scholar to read the aim.] Break down the word “counteract” into its parts so scholars and then check for understanding for fifth question in notes.</li> </ul>	
	<p><b>Common Misunderstandings:</b> <i>How can I anticipate and prevent confusion?</i>          Making the concept of a “political machine” concrete: Use concrete examples with a visual.</p>	<p><b>Student Actions/CFU's:</b></p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>READ</b> 30 Total Min (7 model+ 7 guided + 15 independent)</p>	<p><b>Set a Clear Purpose for Reading:</b> <i>How can I make the aims-aligned purpose for reading today <u>explicit</u> and <u>engaging</u> for scholars?</i></p> <p>As we just discussed, political machines caused significant problems for democracy in the United States during the Gilded Age. At the same time, we’ve been learning about the efforts of Progressives to counteract many problems during this time. Today, we’re specifically going to learn about the kinds of political reforms that Progressives pushed forward in order to restore and improve democracy in our country. With this in mind, we’ll be annotating a number of primary and secondary sources for problems for democracy (“P”) and solutions to counteract these problems (“S”). This means we have two reading purpose questions, one that has to do with the problem that political machines created for democracy and another that has to do with the solutions that the Progressives pushed forward to counteract these problems.</p>	<p><b>Student Actions/CFU's:</b></p> <p>Students mark their annotation key on the top of their text, just as I do, for P = problem and S = solution.</p>
	<p><b>Think Aloud + Standard of Excellence:</b> <i>How am I <u>explicitly</u> modeling the kind of thinking a proficient reader uses when engaging with nonfiction text in a way that is <u>bite-sized, text-appropriate</u>, and at the intersection of <u>rigorous</u> and <u>accessible to scholars</u>? What <b>graphic organizer/visual anchor/annotation structure</b> most accurately captures the thinking that I want to happen with the text? How can I <b>ensure scholar accountability</b> but <b>prevent information overload</b> while I think aloud? All in all, is my think-aloud <u>clear, effective, and instructionally focused</u> (i.e. not simply procedural)?</i></p> <p>We’ve talked generally about how political machines posed a problem for democracy. Now we’re going to go into four reforms that Progressives led to counteract these problems. We’re going to find three of these problems and solutions in last night’s homework reading, believe it or not. The text at the bottom of page 143 is packed with important and complex information that takes quite a bit of work to understand.</p> <p>Read the first sentence of the text aloud: “Candidates for political office were nominated at party conventions, and those conventions were often controlled by political bosses.” Okay, so I know that a candidate is someone who runs for a political office; this is someone that people have a choice to vote for. Now, if political bosses control who is and who isn’t nominated for office, that means they have the power to decide who can get into an office of power and who can’t. And since political bosses were in it for the wealth and power, this is a huge problem. They only want people in office who will play along in their game and allow them continue to stay wealthy and powerful. This isn’t at all what democracy is supposed to be about, since it doesn’t have anything to do with the needs of the people. I’m definitely going to annotate this with a “P” and then explain the problem in my notes:  <i>Candidates for office were chosen by political bosses. This means that they could control the leaders to represent their interests for wealth and power instead of the peoples’.</i></p>	<p><b>Student Actions/CFU's:</b></p> <p>Cold call: What is a primary election?</p> <p>Write what I write.</p>

# AF Middle School History Fundamentals of Instruction



Okay, now I'm going to read on: "Now..." (Read the rest of this short section.) Ah, I see. There are some very important words here: "candidates could be chosen by the people." This is instead of the political bosses, and this means that we're much closer again to democracy, a government by the people and for the people. If people have more power to decide which candidates can run for office, this means they have the power instead of political bosses. I'm ready to record my notes again here :

*Direct Primary: Candidates could be chosen by the people in elections instead of the bosses. This puts the power back in the hand of citizens instead of bosses.*

Then check for understanding:

- Before primary elections, how were political candidates chosen?
- Why was this process of selecting candidates problematic for democracy?
- How did primary elections solve this problem?
- How did I read and annotate the text in order to figure this out?

**Note:** If you have less than 55 minutes in your class period, consider cutting the initiative and referendum (below) or Amendment XVII (guided practice).

Okay, we're going to read about another example of political reform, but this one is tricky because we're going to have to infer some information here. As I read, I want you to listen for whether you are hearing information about a problem for democracy or a solution. (Read section on initiatives and referendums aloud). CFU through hand signals (1 for problem, 2 for solution), being sure ask for an explanation. Yes, we're only learning about information regarding the solution here: citizens could petition to vote on certain issues if they were able to get enough signatures on a petition. Then, these issues could be voted upon. Let's go ahead and write this.

*Solution – Initiative and Referendum: People could petition to vote for a new law/measure. This ensured that people and not just politicians could push for change.*

Now here's the humdinger question for you: If this was the solution, who can infer the problem?

Turn and talk and then call on hands. (See exemplar below – only politicians in power could choose the issues to solve instead of the people.)

*Only politicians could decide whether to make changes, and if they weren't listening to the people, their needs wouldn't be represented.*

**Guided Practice:** Does the allocated guided practice match the format and rigor of what I modeled? Have I already anticipated places where students might struggle? How will I know when scholars are ready to engage independently with the text?

Okay, now we're going to read about one more Progressive political reform. Work with a partner to note both the problem and the solution, and then we'll check back in together.

Primary Elections:

- Before primary elections, how were political candidates chosen?
- Why was this process of selecting candidates problematic for democracy?
- How did primary elections solve this problem?
- How did I read and annotate the text in order to figure this out?

Initiative and Referendum:

- Does the text give us information for the problem or solution? How do you know?
- Write what I write.
- If this was the solution, who can infer the problem?

**Planned CFU's:**

Amendment XVII:

- What problem did the way Senators were originally elected pose for democracy?
- How did Amendment XVII solve this problem?

# AF Middle School History Fundamentals of Instruction



<b>SAY</b> 10 Total Min	<p><i>Problem: Senators were originally chosen by the legislature. If the legislature was already controlled by political bosses, then Senators were part of the political machine. Again, the citizens didn't have the power here, and the bosses pulled the strings.</i></p> <p><i>Solution – Amendment XVII: The people of the United States directly elected the Senators every six years.</i></p>	
	<p><b>Independent Practice:</b> <i>Given the purpose, what is the best format for scholars to independently practice, i.e. reading in pairs, independently, taking small breaks to turn and talk or process notes, etc? Given the skills I want scholars to practice and given the content I want them to acquire, what is the best way for scholars to track their thinking as they read, i.e. the annotation/notes structure? Is this structure consistent with what I have modeled? Which scholars do I need to support the most during this time?</i></p> <ol style="list-style-type: none"> <li>1. Read and annotate Documents for “P” Problem and “S” Solution, just as I did.</li> <li>2. Complete the final row of the graphic organizer.</li> <li>3. Check in with your partner.</li> <li>4. Prepare for discussion questions.</li> <li>5. Check in with your partner again. Practice for the discussion if you have time.</li> </ol> <p>Desired responses –  <i>Problem: Political bosses like Tweed and Plunkitt could reward government jobs as bribes, which means that corrupt people were in office.</i></p> <p><i>Solution – The Pendleton Act: This reform guaranteed the right of citizens to compete for government office without bias.</i></p>	<p><b>Support/Extend Learning for Individual Students:</b></p> <p>Partner check-ins + discussion rehearsal.          Circulate to support struggling readers and to push scholars along who are ready to engage in the highest level of evaluation and synthesis today.</p>
	<p><b>Briefly Setting/Resetting Expectations:</b> <i>Are they any <b>behavioral reminders</b>, i.e. accountable talk, tracking each other, etc. that I need to remind scholars about and perhaps briefly model? What <b>instructional reminders</b>, i.e. <u>citation of evidence</u>, using <u>academic language</u> and <u>complete sentences</u>, incorporating statements of others, etc. do I need to make?</i></p> <p>As soon as students finish the primary graphic organizer, they can plan their responses to the discussion questions (see below).</p>	
<p><b>Tier 1 Question(s):</b> <i>Aims aligned, lower on Bloom's, 100% of scholars must be able to answer</i></p> <p style="text-align: center;">What was the Pendleton Act? What problem for democracy did the Pendleton Act solve?</p>	<p>Desired responses –  <i>Problem: Political bosses like Tweed and Plunkitt could reward government jobs as bribes, which means that corrupt people were in office.</i></p> <p><i>Solution – The Pendleton Act: This reform guaranteed the right of citizens to compete for government office without bias.</i></p>	
<p><b>Tier 2 Question(s):</b> <i>Aims aligned, comprehension/application-based, mid-level Bloom's, 100% of scholars should be able to answer with some stretching/practice</i></p> <p>What evidence did Plunkitt provide to show that he was</p>	<p><b>Exemplary Student Response:</b></p> <p><b>Multiple pieces of evidence to show that he became wealthy from politics, ex.</b></p> <ul style="list-style-type: none"> <li>• “Everybody knows what figure I cut in the greatest organization on earth, and if you hear people say that I’ve laid away a million or so since I was a butcher’s boy in</li> </ul>	

# AF Middle School History Fundamentals of Instruction



	<p>running a political machine?</p>	<p>Washington Market..."</p> <ul style="list-style-type: none"> <li>• "Now, havin' qualified as an expert, as the lawyers say, I am goin' to give advice free to the young men who are goin' to cast their first votes, and who are lookin' forward to political glory and lots of cash"</li> </ul> <p><b>Turning out the vote through bribery:</b></p> <ul style="list-style-type: none"> <li>• "Tommy, I'm goin' to be a politician, and I want to get a followin'; can I count on you?" He said: "Sure, George., That's how I started in business. I got a marketable commodity – one vote."</li> </ul> <p><b>Spoils system:</b></p> <ul style="list-style-type: none"> <li>• "What did the district [party] leader say then when I called at headquarters?... He came after me and said: "George, what do you want? If you don't see what you want, ask for it. Wouldn't you like to have a job or two in the departments for your friends?""</li> </ul>
	<p><b>Tier 3 Question(s):</b> <i>Extension/"stretch"/big connections questions extending from the aim but going beyond its rigor</i></p> <p>Now put it all together. How did Progressive Era reforms solve the problems that political machines created for democracy?</p>	<p><b>Exemplary Student Response:</b></p> <p>See exemplary written response below. Through questioning, work with students to synthesize the material orally so that they can compose robust written responses in the "Do"/ assessment. Ex:</p> <ul style="list-style-type: none"> <li>• In one sentence, How did Progressive Era reforms solve the problems that political machines created for democracy? [topic sentence]</li> <li>• What problems did political machines cause for democracy? What evidence do you have to support that?</li> <li>• What is one important Progressive Era reform that counteracted this problem? [evidence] How did this reform counteract the problem? [justification]</li> <li>• What is another important Progressive Era reform that counteracted this problem? [evidence] How did this reform counteract the problem? [justification]</li> </ul>

# AF Middle School History Fundamentals of Instruction



**DO**

5 Total Min

**Application of Learning:** *Does the application directly align to the aim and provide me with written evidence of what students know and are able to do? Is it appropriate in terms of rigor and providing sufficient time to practice apply? What should I do to support struggling scholars? What can I do to stretch the experience for students who are ready?*

Robust evidence-based paragraph response -  
How did Progressive Era political reforms counteract the problems that political machines created for democracy?

In your response, be sure to

- Explain the problem that political machines created for democracy.
- Use the Pendleton Act plus one additional Progressive Era reform from today's class as evidence for your response.

**Exemplary Student Response:**

Political machines posed a significant problem for democracy in the early twentieth century, but Progressive era reforms such as the primary election and the Pendleton act counteracted these problems. George W. Pinkerton illustrates the problem that political machines created when he says, "You ought to have seen how I was courted and petted then by the leaders of the rival organizations I had marketable goods and there was bids for them from all sides, and I was a risin' man in politics" (Document C). Once Plunkitt gained enough support to ensure his votes, he was able to gain great wealth and power in the NYC political machine, as evidenced by all of the politicians who attempted to win his favor. Luckily, there were reformers working against this kind of political corruption. They pushed for the political primary, which allowed citizens to select candidates for political office instead of being chosen by bosses like Plunkitt (Document B). Furthermore, they advocated for the Pendleton Act, which ensured that federal employees gained their positions due to ability instead of their political connections (Document D). Despite the influence of wealth on politics during the Gilded Age, the Progressive Era reformers were able to defend and advance some of the important parts of our democracy that we enjoy to this day.

**Assessment/Exit Ticket:** 6 Min

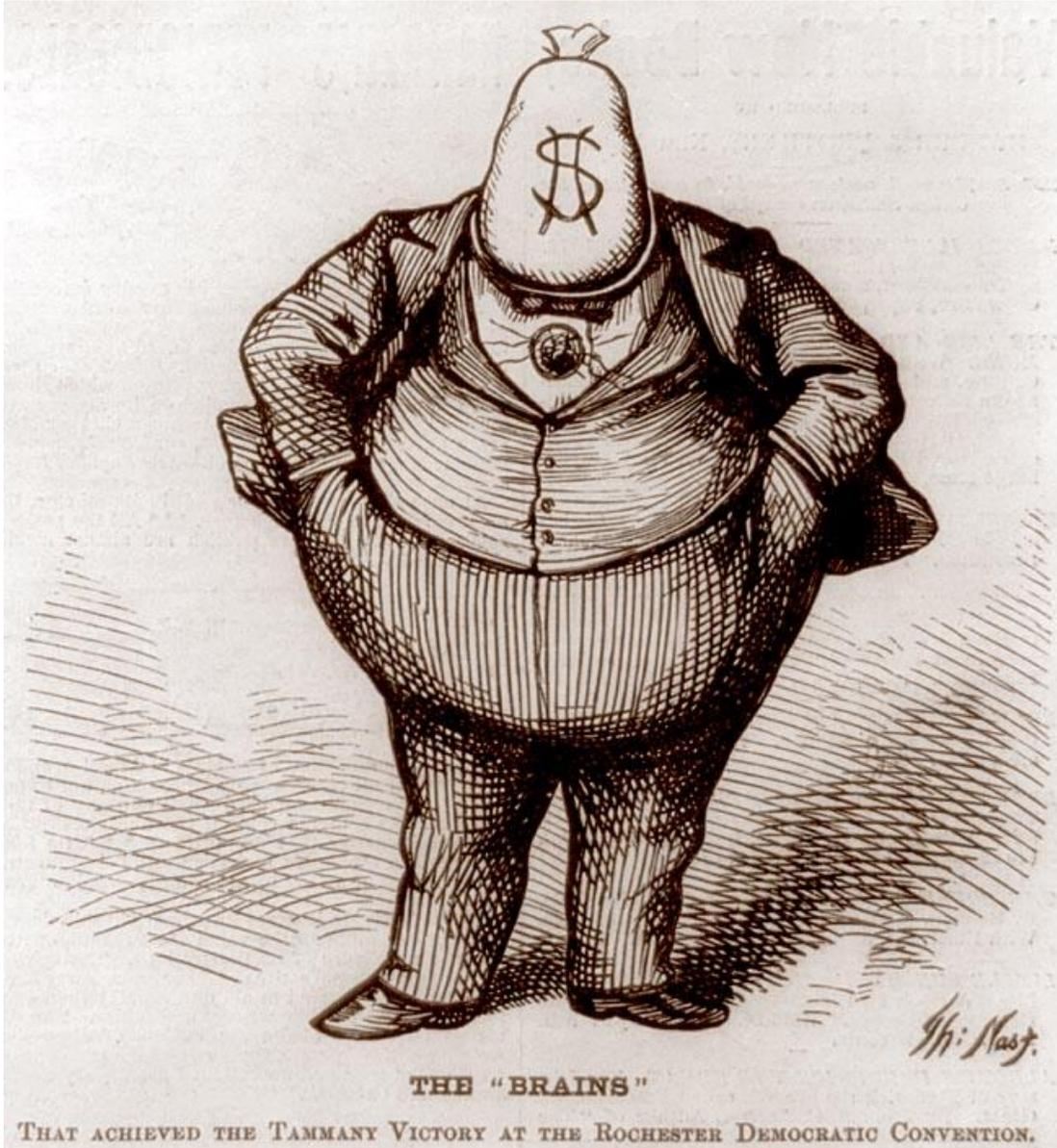
The "Do" section comprises today's assessment, given the large amount of readings and sophisticated content today.

# AF Middle School History Fundamentals of Instruction

## Unit 2: Aim 28 Documents

By analyzing primary and secondary sources, SWBAT explain how Progressive Era political reforms counteracted the problems that political machines created for democracy.

### Document A



# AF Middle School History Fundamentals of Instruction

## Document B

**WHAT IS A DIRECT PRIMARY?**

Candidates for political offices were nominated at party conventions, and those conventions were often controlled by party bosses. Now, if the candidates could be chosen by the people in party elections before the main election, you'd have direct primaries and a more democratic process. In 1896, South Carolina adopted the first statewide primary. After that, the movement spread quickly to most other states.

**INITIATIVES AND REFERENDUMS**

South Dakota was the first state (in 1898) to try the *initiative* (in-ISH-uh-tiv) and *referendum*. That fancy-sounding phrase

**Politically Speaking**

means that voters get a chance to vote on some laws themselves (instead of leaving everything up to their legislators). If a specific number of voters petitioned to have a measure put on the ballot (the *initiative*), then voters could vote for or against it (the *referendum*). It was democracy expanding again. Can you think of good reasons why some people were against this idea?

**AMENDMENT XVII**

Article 1, Section 23 of the Constitution says: "The Senate of the United States shall be composed of two Senators from each State, chosen by the Legislature thereof, for six years." "Chosen by the Legislature there-

of" was a process that bothered many Americans. They wanted to choose their own senators directly. It would be more democratic, but the Constitution would have to be amended. The House of Representatives voted for such an amendment; beginning in 1894, they voted for it three times. Each time, the Senate defeated the measure. The senators liked the way they'd been chosen, but most Americans didn't.

Finally, on the fourth try, the Senate agreed; in 1913 the 17th Amendment was ratified by the states. It says: "The Senate of the United States shall be composed of two Senators from each State, elected by the people thereof, for six years."

143

## Document C

### Plunkitt of Tammany Hall

"THERE's thousands of young men in this city who will go to the polls for the first time next November. Among them will be many who have watched the careers of successful men in politics, and who are longin' to make names and fortunes for themselves at the same game - It is to these youths that I want to give advice. First, let me say that I am in a position to give what the courts call expert testimony on the subject. I don't think you can easily find a better example than I am of success in politics. After forty years' experience at the game I am - well, I'm George Washington Plunkitt. Everybody knows what figure I cut in the greatest organization on earth, and if you hear people say that I've laid away a million or so since I was a butcher's boy in Washington Market, don't come to me for an indignant denial I'm pretty comfortable, thank you.

Now, havin' qualified as an expert, as the lawyers say, I am goin' to give advice free to the young men who are goin' to cast their first votes, and who are lookin' forward to political glory and lots of cash.... I can explain best what to do to succeed in politics by tellin' you what I did...I had a cousin, a young man who didn't take any particular interest in politics. I went to him and said: "Tommy, I'm goin' to be a politician, and I want to get a followin'; can I count on you?" He said: "Sure, George.", That's how I started in business. I got a marketable commodity - one vote. Then I went to the district leader and told him I could command two votes on election day, Tommy's and my own. He smiled on me and told me to go ahead. That was beginnin' business in a small way, wasn't it? But that is the only way to become a real lastin' statesman. I soon branched out. Two young men in the flat next to mine were school friends - I went to them, just as I went to Tommy, and they agreed to stand by me. Then I had a followin' of three voters and

## AF Middle School History Fundamentals of Instruction

I began to get a bit chesty. Whenever I dropped into district headquarters, everybody shook hands with me, and the leader one day honored me by lightin' a match for my cigar. And so it went on like a snowball rollin' down a hill I worked the flat-house that I lived in from the basement to the top floor, and I got about a dozen young men to follow me. Then I tackled the next house and so on down the block and around the corner. Before long I had sixty men back of me, and formed the George Washington Plunkitt Association.

What did the district [party] leader say then when I called at headquarters? I didn't have to call at headquarters. He came after me and said: "George, what do you want? If you don't see what you want, ask for it. Wouldn't you like to have a job or two in the departments for your friends?" I said: "I'll think it over; I haven't yet decided what the George Washington Plunkitt Association will do in the next campaign." You ought to have seen how I was courted and petted then by the leaders of the rival organizations I had marketable goods and there was bids for them from all sides, and I was a risin' man in politics. As time went on, and my association grew, I thought I would like to go to the Assembly. I just had to hint at what I wanted, and three different organizations offered me the nomination. Afterwards, I went to the Board of Aldermen, then to the State Senate, then became leader of the district, and so on up and up till I became a statesman (member of Congress).

### Document D

#### The Pendleton Act

Pendleton Civil Service Act was landmark U.S. legislation establishing the tradition and mechanism of permanent federal employment based on merit rather than on political party affiliation (spoils system). Before the passing of this law, election winners would give government jobs as rewards to people who helped them get elected.

Widespread public demand for civil service reform was stirred after the Civil War by mounting incompetence, graft, corruption, and theft in federal departments and agencies. After Pres. James A. Garfield was assassinated in 1881 by a disappointed office seeker, civil service reform became a leading issue in the midterm elections of 1882. In January 1883, Congress passed a comprehensive civil service bill sponsored by Sen. George H. Pendleton of Ohio, providing for the open selection of government employees—to be administered by a Civil Service Commission—and guaranteeing the right of citizens to compete for federal appointment without regard to politics, religion, race, or national origin. Only about 10 percent of the positions in the federal government were covered by the new law, but nearly every president after Chester A. Arthur, who signed the bill into law, broadened its scope. By 1980 more than 90 percent of federal employees were protected by the act.



New York Public Library/AP  
Illustration depicting President Garfield being shot by Charles Guiteau.

## Unit 2: Aim 28 Interactive Handout

By analyzing primary and secondary sources, **SWBAT** explain how Progressive Era political reforms counteracted the problems that political machines created for democracy.

### Please Do Now

What is the message of the cartoonist in Document A? Use evidence from the document to support your claim.

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“THERE’s thousands of young men in this city who will go to the polls for the first time next November. Among them will be many who have watched the careers of successful men in politics, and who are longin’ to make names and fortunes for themselves at the same game – It is to these youths that I want to give advice. First, let me say that I am in a position to give what the courts call expert testimony on the subject. I don’t think you can easily find a better example than I am of success in politics. After forty years’ experience at the game I am – well, I’m George Washington Plunkitt. Everybody knows what figure I cut in the greatest organization on earth, and if you hear people say that I’ve laid away a million or so since I was a butcher’s boy in Washington Market, don’t come to me for an indignant denial I’m pretty comfortable, thank you.”

**What is Plunkitt referring to as “the game?” Why do you think he’s calling this a game?**

**How did Plunkitt become rich? Do you think this is a problematic way to become wealthy? Why or why not?**

# AF Middle School History Fundamentals of Instruction



## Lecture Notes

**What is a political machine?**

**How did political machines cause problems for democracy? Why is it a problem if people are bribed to vote for someone?**

**Today you are going to learn about how Progressive Era political reforms counteracted problems that political machines posed for democracy. In your own words, what does that mean?**

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## Read

<b>Progressive Political Reform</b>	<b>Problem + Explanation</b> <i>What problem did this create for democracy?</i>	<b>Solution + Explanation</b> <i>How did this reform counteract the problems that political machines posed for democracy?</i>

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## Discuss

Discussion Question	Answer + Evidence	Additional Notes from Your Peers
<p>What evidence did Plunkitt provide to show that he was running a political machine?</p>		
<p>Now put it all together. How did Progressive Era reforms solve the problems that political machines created for democracy?</p>		



## Simulations/5E Lessons Planning Guide

		Step	What To Do	What To Avoid
Concrete	Engage	<p><b>Activate Prior Knowledge, Frame the Experience, Provide Explicit Directions</b> <i>Approx 3-5 min</i></p> <ul style="list-style-type: none"> <li>• Activate important prior knowledge</li> <li>• Intellectually prepare students for the experience: give them key things to look for during the simulation (plan a script!)</li> <li>• Behaviorally prepare students for the experience: provide clear instructions for what students should and should NOT do during the experience (create a T-Chart on the board of Do's and Don'ts)</li> </ul>	<p>△ Taking too much time with the traditional opening routine – do whatever you can to allot as much time as possible to the experience and application.</p> <p>△ Failing to activate key knowledge that students will need to engage in and reflect on the experience</p> <p>△ Giving it all away in the beginning</p> <p>△ Failing to provide clear expectations for behavior... but make sure to get the still kids excited!</p>	
	Explore	<p><b>Experience/Simulation</b> <i>Approx 8-10 min</i></p> <ul style="list-style-type: none"> <li>• Be sure to engage as many students in the activity as possible! (If students aren't directly involved in the simulation, they should play the role of observers and have the primary responsibility to narrate what is happening.)</li> <li>• <b>Planning:</b> The experience/simulation should be intentionally designed to create a short, memorable experience that will help students grasp a key concept; sometimes this can be broken into stages to increase engagement and understanding (plan a script!)</li> <li>• <b>Execution:</b> Lead students through the experience with just the right amount of guidance – enough to manage behavior and allow for the experience, but not so much that students cannot engage meaningfully.</li> </ul>	<p>△ A number of students being disengaged with the experience/simulation because they lack a role.</p> <p>△ Failing to match the experience closely enough with the concepts, resulting in students having fun but not learning much</p> <p>△ Allowing the experience to go on too long: pacing is critical here – we have to build in enough time for kids to process the experience</p> <p>△ Controlling behavior too much, thereby undermining the experience</p> <p>△ Not managing behavior enough, revealing in significant misbehavior; be especially careful to not impact other classrooms.</p>	

# AF Middle School History Fundamentals of Instruction



Step		What To Do	What To Avoid
<b>Semiabstract</b>	<b>Explain</b>	<p style="text-align: center;"><b>Process the Experience</b> <i>Approx 5-7 min</i></p> <ul style="list-style-type: none"> <li>Match the mode of processing to the age and needs of your scholars, e.g. use “everybody writes” and turn and talks at key points for students who need it, but otherwise, primarily process the experience verbally for older scholars/groups who can digest more quickly.</li> <li>Allow students to generally process the experience, i.e. what they were thinking and feeling during the experience.</li> <li>Ask an intentionally designed sequence of questions that will help students make connections between their experience and key historical concepts/events. (Make sure to target key individuals here who might have expressed excitement but might not have comprehended the significance of the experience.)</li> <li>Start to incorporate historically accurate vocabulary toward the end of the sequence; this will help students prepare for the “elaborate” step.</li> </ul>	<ul style="list-style-type: none"> <li>△ Spending too long dwelling in the fanfare and not enough time making necessary connections</li> <li>△ Not allowing for enough processing time and thereby preventing scholars from being able to translate the experience into learning</li> <li>△ Not scaffolding questions intentionally enough, thereby undermining effective processing</li> <li>△ Asking questions that are too vague or too leading; strike just the right balance here between providing direction to the discussion but still forcing scholars to do the thinking.</li> </ul>
<b>Abstract</b>	<b>Elaborate</b>	<p style="text-align: center;"><b>Teach/Read to Learn More</b> <i>Approx 15-20 min</i></p> <ul style="list-style-type: none"> <li>Build upon learning by connecting further historical material to the experience; there are a few formats that could work with this, depending on the nature of the material: (1) direct instruction and note-taking to clarify understanding, (2) reading and note-taking, (3) organizing thoughts into writing to explain/synthesize learning.</li> <li>Regardless of the format (direct instruction, reading, or writing), the elaboration is ideally accompanied by a purposeful graphic organizer that facilitates connections between the experience and historical information. Include exemplars/mini-lessons when necessary to ensure scholars have a clear picture of what to do and what excellence looks like.</li> <li>Ideally, some discussion time is built in during short segments</li> </ul>	<ul style="list-style-type: none"> <li>△ Misalignment between the historical content and the experience: this can happen both in terms of structure and content, so be sure to go back and forth between the explore, explain, and elaboration sections as you plan in order to ensure tight alignment between all parts.</li> <li>△ Lack of application: due to misalignment between lesson parts, students may not be effectively applying their learning at this point, which will undermine the impact of the lesson.</li> <li>△ Lack of scaffolding: students need just the right level of support here to ensure that they are set up to apply/build on their learning. Be</li> </ul>

# AF Middle School History Fundamentals of Instruction



		<p>or during a few minutes at the end of this segment to ensure that scholars are effectively and accurately building on their knowledge.</p>	<p>sure to set them up via the graphic organizer, exemplars, questions, CFU's, etc.</p>
	<p><b>Evaluate</b></p>	<p style="text-align: center;"><b>Clarify Key Points, Assess</b> <i>Approx 5-10 min</i></p> <ul style="list-style-type: none"> <li>• Final discussion via short and strategic series of questions to ensure that scholars have mastered core aims-aligned material and can accurately connect the simulation content with the historical content</li> <li>• Have scholars complete an aims-aligned assessment: ideally, they will write in some way to ensure a robust measurement; sometimes, strategic MC items to ensure that key misconceptions were avoided can be helpful here as well.</li> </ul>	<p>Δ Confusing the task/simulation with the content/aim. The simulation is the means to the end, i.e. mastering the aim, but it is the end in and of itself. In other words, the assessment should align to the aim and not the activity.</p> <p>Δ Not completing the assessment at the end of class due to pacing issues; it's critical to get a read on what scholars did and did not learn in order to ensure that the lesson didn't end up just being a fun activity that didn't result in important learning.</p>

# AF Middle School History Fundamentals of Instruction



## Simulation/5E Lesson Example & Materials (7<sup>th</sup> Grade)

<b>Teacher:</b> Kinnane	<b>Date:</b> 10/3/12	<b>Subject:</b> History	<b>Class:</b> 7 <sup>th</sup>	<b>Period:</b> 50 minutes
<b>Aim(s):</b> Using experiential evidence, SWBAT describe and explain the concepts of "state of nature" and "natural rights" in order to better define democracy.				
<b>Content Focus:</b> SWBAT describe and explain the concepts of "state of nature" and "natural rights" in order to better define democracy.	<b>Skill Focus:</b> SWBAT make connections between texts and larger bodies of knowledge, e.g. to larger course themes.	<b>Classroom Set-Up/Materials/Text(s):</b> Students will need their packet from yesterday with the text chunks from Locke's Second Treatise of Government. I am planning to pre pick the students that will be involved in the simulation, so they will be prepped on what is expected of them during the simulation. Something to represent life, liberty and possessions, or sheets of paper that say life, liberty and possessions on them in large enough font for the class to see. Starbursts placed around the front of the room, for students to "hunt" Sign for student who becomes the "government" Music to play in the background of each scene, related to what is going on (I haven't chosen my songs yet)		
<b>Assessment(s):</b>  Directions: Write a letter to Ms. Barker explaining the following ideas to her: state of nature, natural rights, and a social contract. Be sure to use evidence from the reading and from the simulation today to make your explanations as convincing as possible!				
<b>Power Standard:</b> <i>7.6 Early Democratic Developments: SWBAT summarize the early development of representative democracy in the colonies.</i>				
<b>Unit Essential Question/Scaffolded Essential Question:</b> How did economic issues cause tensions between the colonists and England? To what extent were colonies economically responsible for their self-defense?				
<b>Lesson in Context/ "So What?"</b> <i>Connections to Power Standard/Unit Essential Question/Scaffolded Essential Question/Current Events/Students' Lives</i>				
<b>Differentiation</b>				
<b>Accommodations/Modifications</b> <i>(see IEP's, address struggling scholars)</i>	<b>Extensions/Extra Challenge</b> <i>(see extension aims)</i>	<b>Embedded Character</b> <i>(leverage the content)</i>		

# AF Middle School History Fundamentals of Instruction



Step		Teacher Actions	Student Actions/CFU's
		<i>Activate Prior Knowledge, Frame the Experience, Provide Explicit Directions</i>	
Concrete	Engage 3-5 min	<p><b>Activate Prior Knowledge:</b> <i>What prior knowledge is important to activate prior to the simulation, and how can I <u>efficiently</u> make this happen?</i></p> <p>Do Now:</p> <p>Base your answers on what you learned from the reading by Locke yesterday.</p> <ol style="list-style-type: none"> <li>1. What is the State of Nature?</li> <li>2. What is the Social Contract?</li> </ol>	<p>Students should be silently working on Do now.</p> <p>Share out do now answers.</p>
		<p><b>Frame the Experience:</b> <i>How can I intellectually prepare students for the experience without giving it all away? What should they be looking for? Plan your <b>script</b> below.</i></p> <p>Today we are going to continue working with the challenging text from yesterday. But instead of doing more reading today, we are going to be acting out the ideas. There are going to be 3 scenes by 5 students. Everyone not in the scene should be following along in their readings from yesterday. There is a space for you to take notes about what you see. You should also be prepared to connect what you are seeing back to the text.</p>	
		<p><b>Set Behavioral Expectations:</b> <i>What should students be doing during the experience? What <u>shouldn't</u> they be doing?</i></p> <p>Students participating in the scenes will be pre-chosen and prepped on what is expected on them.</p> <p>Students watching should be silent and respectful. No calling out. Discussion should focus on the overall scene and no one should comment on individual student's acting abilities.</p>	

# AF Middle School History Fundamentals of Instruction



**Explore**  
Approx  
8-10 min

**Planning the Simulation/Experience:** *How can you intentionally design a short, memorable experience or series of experiences will help students grasp a key historical concept? How are you going to engage as many students in the activity as possible (including assigning the role of observers/narrators)? Plan your detailed simulation **script** below.*

Scene 1: State of Nature (1 minute)

5 students will go to the front of the room with “life, liberty, possessions” (to represent their natural rights) sheets of paper. Students should go about hunting (collecting starbursts) independently. The students shouldn’t interact- they should only take care of themselves. They should neither help each other nor fight with each other. It is ok if it appears a bit chaotic as long as there are no conflicts and students aren’t taking each other’s starbursts. (Maybe have students go about collecting in different ways- some collect one at a time and return it to their collection, others collect a lot at once, others collect only certain colors)

Scene 2: State of War (1 minute)

5 students should be sitting in their own area in the front of the room with their collection of starbursts and life, liberty and possessions. One student should pretend to fall asleep and another student should take their starbursts. When that student wakes up they should realize their starbursts are gone and take away someone else’s “possessions” sign. In another part of the room, someone should take away someone’s “liberty” and that person should react by taking that person’s “life”. (plan out which student is doing each of these things so it doesn’t get so out of control that the rest of the class can’t see what is going on)

Scene 1:

**DURING-** students not participating should be observing and taking notes on their observations. They should be prepared to connect what they see back to the text chunk from yesterday.

**AFTER-** (should be filling in notes on graphic organizer from yesterday)

1. Describe what you saw. *(everyone working alone, each person had natural rights, no one was taking from anyone else)*
2. What rights did the people have in the State of Nature? *(they all had natural rights (life, liberty, possessions), they were able to go about hunting however they wanted, act independently)*
3. In our reading yesterday, what rights did Locke say people have in a State of Nature? *(Right to freedom, to do what they want with their possessions, control own actions)*
4. Were people free to do whatever they wanted in the state of nature? *(some may say yes, push students to see that no one was stealing from each other or fighting)*

Scene 2:

**BEFORE-** What do you think would happen if one person decided to steal from someone else? (turn and talk)

**DURING-** students not participating should be observing and taking notes on their observations. They should be prepared to connect what they see back to the text chunk from yesterday.

**AFTER-** (should be filling in notes on graphic organizer from yesterday)

1. Describe what you saw. *(people not safe when they went to sleep- things taken from them, taking from each other, people are allowed to*

# AF Middle School History Fundamentals of Instruction



		<p>Scene 3: Social Contract (1 minute)                  Students should all come together and shake each other’s hands to show that they are joining together/uniting. One person should represent the “government” and return everyone’s possessions, etc. to the correct owner. (somehow show that the government will protect their natural rights, but they have to give some up—I haven’t quite decided how to show this without it looking like the government is taking away everything)</p>	<p><i>protect themselves)</i></p> <p>3. In our reading yesterday, how did Locke describe a State of War? (<i>ma attempts to get another man in his absolute control, Someone takes away your natural rights by violating your life, your freedom, or your property)</i>)</p> <p>Scene 3:                  BEFORE- How should people protect themselves from a state of war? (turn and talk/share out)</p> <p>DURING- students not participating should be observing and taking notes on their observations. They should be prepared to connect what they see back to the text chunk from yesterday.</p> <p>AFTER-</p> <ol style="list-style-type: none"> <li>1. Describe what you saw. (<i>people come together and get possessions back</i>)</li> <li>2. Why do people join together? (<i>to form government, have rights protected</i>)</li> <li>3. According to Locke, what is this called? (<i>the Social Contract</i>)</li> </ol>
	<p><b>Step</b></p>	<p><b>Scaffolded Questions</b>  <i>Debrief the Experience</i></p>	<p><b>Desired Responses</b></p>
<p><b>Semiabstract</b></p>	<p><b>Explain</b>                  5-7 min</p>	<p><b>General Processing Question(s):</b> <i>Design a question or two that allow scholars to briefly process what they were thinking and feeling during the experience.</i></p> <p>Summarize what we just saw, making connections between all 3 scenes.</p> <p>What do people give up when they join together to form government?</p> <p>What are they willing to give these things up?</p> <p>Would you be willing to give up some of your rights for protection?</p>	<p><b>Desired Response(s):</b></p> <ul style="list-style-type: none"> <li>-People started off in state of nature, everyone was acting independently. Then they began stealing from each other and violating each other’s rights, so they joined together to form a government that would protect their rights- agreement=social contract.</li> <li>-some of their natural rights</li> <li>- protection- without protections they live in state of constant uncertainty, vulnerable to having things taken from them</li> </ul>

# AF Middle School History Fundamentals of Instruction



		<p><b>Connecting the Experience to History:</b> <i>Design a short series of scaffolded questions that help ALL scholars make <u>key connections</u> between their experience and key historical concepts/events. <b>Anticipate misunderstandings here!</b></i></p> <p><b>(misunderstanding from yesterday about state of nature, etc. being an actual place or the social contract being an actual, specific document may be perpetuated by the simulation, so make sure students still understand that these are abstract ideas)</b></p>	<p><b>Desired Response(s):</b></p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Abstract</b></p>	<p><b>Elaborate</b> 15-20 min</p>	<p><b>Apply/Learn More:</b> <i>How can students build on/apply their learning in a <u>purposeful format</u> (reading with note-taking, writing, etc) that is (1) <b>aligned</b> to both the aim and the experience, and (2) <b>appropriately scaffolded</b> (e.g. would a visual anchor with brief modeling help scholars)?</i></p> <p>Yesterday we talked about how the ideas of Locke and other philosophers formed the foundation for our government and our country. Now that we have spent two days figuring out exactly what Locke believed and wrote about, we should be able to use what we know to begin defining different types of government.</p> <p>What type of government do we have here in the United States? <i>(Democracy)</i></p> <p>Democracy: government created by the people, for the people</p> <p>According to Locke, why do people form governments? <i>(to protect their natural rights [government is for the people])</i></p> <p>According to Locke, where does the government get its power? <i>(from the people)</i></p> <p>We are beginning to see the influence Locke had on democracy. Tomorrow we will look at some other influences from England and their impact on the formation of a democratic government in the United States.</p>	<ul style="list-style-type: none"> <li>- Students should be listening and answering questions</li> <li>- Filling in notes on democracy</li> </ul>

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	Step	Clarify Key Points & Assess Learning
	<b>Evaluate</b> <i>5-10 min</i>	<p><b>Assessment of Learning:</b> <i>Does the assessment directly align to the aim (vs. the experience) and provide me with written evidence of what students know/understand?</i></p> <p>After two days of grappling with a difficult text and difficult ideas, we all have a much better idea of what Locke was trying to say. Remember the video we saw yesterday? Now we can all do a much better job than the other 7<sup>th</sup> grade and Ms. Barker at answering those questions. It's only fair that we help them out, so your exit ticket for today is going to be writing a letter to Ms. Barker explaining what you've learned about Locke and the social contract.</p> <p>Directions: Write a letter to Ms. Barker explaining the following ideas to her: state of nature, natural rights, and a social contract. Be sure to use evidence from the reading and from the simulation today to make your explanations as convincing as possible!</p>

# AF Middle School History Fundamentals of Instruction



From *Second Treatise of Government*, by John Locke

DIRECTIONS: Read and annotate each chunk of text. Then answer the corresponding questions.

Text Chunk	Question and Paraphrase	Elaboration on Day 2
<p>#1</p> <p>“We must consider what state all men are naturally in, and that is, a state of perfect freedom to order their actions, and dispose of their possessions and persons as they see fit...A state also of equality, no one person having more power than another... The state of Nature has a law of Nature to govern it, which obliges every one, being all equal and independent, that no one ought to harm another in his life, liberty, or possessions...”</p>	<p>1. What is a state of nature?</p> <p>2. What rights do people have in a state of nature?</p> <p>3. Are people free to do whatever they want in a state of nature?</p>	<p><u>State of Nature:</u></p>

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Text Chunk	Question and Paraphrase	Elaboration on Day 2
<p>#2</p> <p>“Hence it is that he who attempts to get another man into his absolute power does thereby put himself into a state of war with him. I have reason to conclude that he who would get me into his power without my consent would use me as he pleased when he had got me there, and destroy me too when he had a fancy to it... I should have a right to destroy that which threatens me with destruction.”</p>	<p>4. What happens to your natural rights in a “state of war”?</p>	<p><u>State of War:</u></p>

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Text Chunk	Question and Paraphrase	Elaboration on Day 2
<p>#3</p> <p>“If man in the state of Nature be so free as has been said, if he be absolute lord of his own person and possessions, equal to the greatest and subject to nobody, why will he part with his freedom?</p> <p>To which it is obvious to answer, that though, in the state of Nature he hath such a right, the enjoyment of it is very uncertain and constantly exposed to the invasion of others.</p> <p>This makes him willing to quit this condition which, however free, is full of fears and continual dangers.</p> <p>The great and chief end, therefore, of men uniting and putting themselves under government, is the preservation of their life and property.”</p>	<p>5. Why do people join together to form governments?</p>	

# AF Middle School History Fundamentals of Instruction



Text Chunk	Question and Paraphrase	Elaboration on Day 2
<p>#4</p> <p>Men being by nature all free, equal, and independent, no one can be put out of this state and be subjected to the political power of another without his own consent.</p> <p>This is done by agreeing with other men, to join and unite into a community for their comfortable, safe, and peaceable living.</p> <p>And thus every man, by consenting with others to make one government, puts himself under an obligation to every one of that society to submit to the will of the majority.</p> <p>This agreement is called a social contract.</p>	<p>6. What is the social contract?</p>	

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## Exit Ticket:

Name: \_\_\_\_\_

Text Chunk	Question and Paraphrase	Elaboration on Day 2
<p>#5</p> <p>Whenever the legislators endeavor to take away and destroy the property of the people, or to reduce them to slavery, they put themselves into a state of war with the people, who are thereupon absolved from any farther obedience.</p> <p>Additionally, the government forfeits the power the people had put into their hands for quite contrary ends, and it devolves to the people, who have a right to resume their original liberty, and by the establishment of a new government (such as they shall think fit), provide for their own safety and security, which is the reason for which they are in society.</p>	<p>8. What can people do if the government breaks the social contract and violates people's natural rights?</p> <p>9. Why can they do this?</p>	

# AF Middle School History Fundamentals of Instruction



## Rigorous Discussions: Detailed Overview and Planning Guide

Step	Principle(s)	Planning Considerations	Planning Outcome(s)
<b>Step 1: Plan the Aim and Assessment</b>	<b>Corresponding Principle: Universal Best Planning Practices, i.e. Backwards Design and Outcomes-Based Learning</b>	<p><b>Determine Content Focus:</b></p> <p><u>Consider the EQ or Scaffold EQ that the debate/discussion will culminate in</u> (also check out the corresponding power standard if it helps). <u>Spend some time analyzing this culminating question and imagining a few exemplary responses</u> (there should be more than one, since a debate/ discussion should not drive toward one answer, but instead open up the possibility of multiple stances backed by evidence).</p>	<p><b>Draft/revise content aim.</b></p>
		<p><b>Determine Skill Focus:</b></p> <ul style="list-style-type: none"> <li>▪ <u>Check out the S&amp;S/unit plan overview/resource matrix to determine where students should approximately be with their discussion skills.</u></li> <li>▪ <u>Reconcile this with the present reality of your classes and individual students:</u> <ul style="list-style-type: none"> <li>○ <i>Is it best to fine-tune existing discussion skills, and if so, in what ways?</i></li> <li>○ <i>Are students ready to be pushed to the next level, and if so, in what way(s)?</i></li> <li>○ <i>What differentiation is necessary to ensure that students are engaging within their zones of proximal development?</i></li> </ul> </li> </ul>	<p><b>Draft/revise skill aim(s).</b></p> <p><b>Draft differentiation plan</b>, but note that this can be enhanced after working through the “Maximizing Participation” section.</p>
		<p><b>Plan the Assessment</b></p> <ul style="list-style-type: none"> <li>▪ <b>Consider discussion-based outcomes:</b> <ul style="list-style-type: none"> <li>○ <i>Based on the skills that you identified (both from the curriculum and based on student needs), what are the appropriate criteria by which to gauge the level of student discussion? Consider grade/unit level power standards and rubrics already in place across the History Team. <u>Modify/specify language/components as necessary, while meeting or exceeding as many grade/unit-level expectations as possible.</u></i></li> <li>○ <b>Based on the rubric, consider goals for student performance.</b> <i>What minimum threshold score should all students be able to meet? What portion of students are ready to be pushed beyond this threshold, and what target score should they aspire to?</i></li> </ul> </li> </ul>	<p><b>Select/revise discussion rubric.</b></p> <p><b>Set student performance goals.</b></p>

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Step	Principle(s)	Planning Considerations	Planning Outcome(s)
<b>Step 1: Plan the Aim and Assessment</b>	<b>Corresponding Principle: Universal Best Planning Practices, i.e. Backwards Design and Outcomes-Based Learning</b>	<p><b>Plan the Assessment, cont'd</b></p> <p><b>Consider written outcomes:</b></p> <ul style="list-style-type: none"> <li>▪ <i><b>In most cases, it is important to supplement students' debate/discussion scores with a written assessment.</b> <u>It is quite difficult to get an accurate assessment of what students know/understand based only on discussion, no matter how thoughtfully the discussion is designed to maximize student participation. Moreover, we as learners know that although it is a significant feat to be able to verbally articulate complex ideas, it takes yet another step to be able to express those complex ideas in clear and coherent writing.</u> While it is also true that most debates/discussions in the history curriculum are followed by a day of writing, <u>gathering a brief writing sample from scholars prior to writing can help to illuminate areas of misunderstanding that students need to clarify before they are able to coherently express their learning.</u> In short, seriously consider a written assessment, even if it means that students complete it in the last 3-5 minutes of class or for homework!</i></li> <li>▪ <i><b>As a general rule, the written assessment prompt can be a direct restatement of the culminating debate/discussion question.</b> The prompt may simply state the question for students to answer, or it <u>may include some additional instructions that require students to cite particular evidence/knowledge in their response</u> (this ensures that the response, although abstract, is still grounded in knowledge and evidence). <u>Moreover, the prompt may require that students reflect upon how their understanding of the question/content increased as a result of the debate/discussion;</u> students may be required, for example, to cite/paraphrase the contributions of one-three other classmates in order to demonstrate the way that peers helped to positively influence their learning.</i></li> </ul>	<p><b>Craft the written assessment prompt.</b></p>
		<p><b>Finalize Aim(s):</b></p> <p>As we all know well, crafting an excellence aim is an iterative process that should be done in tandem with developing the assessment. <u>Now that you have developed your content and skill foci, as well as your assessment, you are ready to finalize your aim(s) for the debate/discussion.</u></p>	<p><b>Finalize the integrated aim.</b></p>

# AF Middle School History Fundamentals of Instruction



Step	Principle (s)	Planning Considerations	Planning Outcome(s)
<b>Step 2: Design Scaffolded Discussion Questions</b>	<b>Corresponding Principles: The Power of Questioning, Curricular Alignment through the Backwards Design of Questions</b>	<p>(1) <b>Begin with the End:</b> <u>Return to the EQ or Scaffold EQ that the debate/discussion will culminate in. This should serve as the endpoint, or culminating question, in a short series of scaffolded questions.</u></p> <p>(2) <b>Review Previous Learning:</b> <u>Review previous days of instruction over the course of the power standard/unit: if the discussion will culminate in a scaffold EQ, then consider the previous days of instruction within the power standard; if the discussion will culminate in an EQ, then consider previous days of instruction over the course of the unit. <i>What knowledge is vital to fold into the discussion, thereby grounding the discussion in rigorous historical evidence (and avoiding the flinging about of “fluffy” opinions)?</i> <u>Make note of key knowledge from the power standard/unit, as this will help to inform the questions you design to scaffold toward the culminating question.</u></u></p> <p>(3) <b>Draft Scaffolded Discussion Questions:</b> <u>In general, the pattern of scaffolded questions should go from specific to general/concrete to abstract.</u> Stated another way, the discussion questions should begin lower on Bloom’s taxonomy, i.e. comprehension/Marzano’s Tier 1, progress through the middle regions of Bloom’s taxonomy, i.e. application or evaluation/Marzano’s Tier 2, and end in the higher regions of Bloom’s taxonomy, i.e. evaluation or synthesis/Marzano’s Tier 3. Although there are a multitude of question patterns that could fall within this general trend, here are a couple typical patterns that questions can follow:</p> <ul style="list-style-type: none"> <li>a. <b>Comprehension→Analysis→Evaluation</b></li> <li>b. <b>Comprehension/Analysis→Evaluation→Synthesis</b></li> </ul> <p><u>In terms of the number of questions to plan, the range is typically 2-4 questions within the scope of a 30-40 minute discussion.</u> Any less than two makes it difficult for students to access abstract material, and any more than four typically takes too long and doesn’t allow for enough time to discuss the culminating question (thus, preventing the students from arriving at the desired outcome).</p>	<b>Backwards-design scaffolded discussion questions.</b>

# AF Middle School History Fundamentals of Instruction



Step	Principle(s)	Planning Considerations	Planning Outcome(s)
<b>Step 3: Select Aligned Evidence Chunks and Craft Model Responses</b>	<b>Corresponding Principle: Grounding the Discussion in Evidence</b>	<p><b>Select the Strongest Sources of Evidence:</b>  <u>A key factor in a rigorous discussion is grounding arguments/claims in strong and relevant evidence.</u> Thus, it's critical to determine the best sources of evidence for students to use as they prepare for and engage in the discussion. <u>The kind of sources will depend on the nature of the discussion, the age of students, and the curriculum itself.</u> That having been said, <u>there are some general guidelines (but not hard rules) to help with selecting evidence sources:</u></p> <ul style="list-style-type: none"> <li>• <b>In 5<sup>th</sup> and early 6<sup>th</sup> grade</b>, students will mostly likely pull their evidence from graphically organized notes that they pre-create before the debate/discussion or from relatively straightforward secondary source texts or kid-friendly publications (e.g. Junior Scholastic, Time for Kids).</li> <li>• <b>In late 6<sup>th</sup> and early 7<sup>th</sup> grade</b>, students will most likely pull their evidence from a relatively short selection of primary and secondary sources (textbook selections and kid-friendly publications), class notes, and/or written work that they've done ahead of time to prepare for the discussion.</li> <li>• <b>In late 7<sup>th</sup> and 8<sup>th</sup> grade</b>, students will most likely pull their evidence from a larger base of primary source texts that they are required to read and analyze independently in preparation for the discussion.</li> </ul> <p><u>Keep these sources in mind as you plan key evidence chunks and model responses (immediately below), as well as determine how students should prepare for the discussion (at the beginning of Step 4).</u></p>	<p><b>Select the Strongest Sources of Evidence</b></p>
		<p><b>Identify and Record Key Evidence Chunks for Each of the Scaffolded Questions:</b>            Once you've selected the strongest sources of evidence, use those sources to identify key evidence chunks (phrases, quotes, block quotes) for each of the scaffolded discussion questions. <u>Doing this helps to pressure test the sources of evidence and the questions themselves, as well as provides a way to help students reground the discussion in evidence if the discussion gets off-track or loses momentum.</u> There are many ways to record key evidence chunks, but the key is to make sure that you've done so in a manner that you can easily reference during the discussion. One way of doing this involves annotating the text(s)/pre-creating model student notes, and then recording page numbers with brief captions in the planning template itself that you can use to connect back to the text annotations/notes.</p>	<p><b>Record Key Evidence Chunks</b></p>
		<p><b>Create Model Responses for Scaffolded Questions:</b>            Once you've identified key evidence chunks, use that evidence to plan 1-3 model responses for</p>	<p><b>Create Model</b></p>

# AF Middle School History Fundamentals of Instruction



	<p>each of the scaffolded questions. <u>As you approach the culminating question, keep in mind that there should be multiple stances that students can take (and therefore that you should consider when planning model responses)</u>; this is typically the case when Tier 3 (and sometimes Tier 2) questions come into play.</p>	<b>Responses for Scaffolded Questions</b>
	<p><b>Finalize Scaffolded Questions:</b>                  Since selecting key evidence chunks and writing model responses helps to pressure test the quality of the scaffolded questions themselves, you may have found yourself revising those questions. Be sure to finalize and record revisions at this point if you have made them.</p>	<b>Finalize Scaffolded Questions</b>

Step	Principle(s)	Planning Considerations	Planning Outcome(s)
<b>Step 4: Design the Debate/ Discussion Structure</b>	<b>Corresponding Principle: Maximizing Participation</b>	<p><b>Student Preparation:</b></p> <p><u>Another key factor in a rigorous discussion is a high degree of preparation.</u> In order to ensure this, it's vital to plan how students should prepare for the discussion. Based on the sources you selected and the key evidence chunks that you identified in Step 3, determine how students should prepare for the discussion:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Are there key notes that they should create/review/compile prior to the discussion?</i></li> <li><input type="checkbox"/> <i>What should they read ahead of time, and how should they annotate the text in order to best prepare for the discussion?</i></li> <li><input type="checkbox"/> <i>What questions should they consider (and potentially write about) ahead of time in order to ensure that they've done some thinking ahead of time?</i></li> <li><input type="checkbox"/> <i>How do you plan on holding students accountable for being prepared?</i></li> </ul>	<p><b>Determine how students should prepare for the discussion, and ensure that they do so.</b></p>
		<p><b>Maximizing Student Participation: <i>Debate/Discussion Formats</i></b></p> <p>Ensuring that all students prepare thoughtfully for the discussion is one major step in the direction of preparing for a successful discussion, but <u>a discussion cannot be declared successful unless student participation in the discussion itself is maximized.</u> Debates/discussion formats are a critical factor to consider here.</p> <p><b>Debate/Discussion Formats</b>  <u>As a general principle (though not a hard and fast rule), it is difficult to maximize direct student participation in a discussion of over 12-15 students.</u> When a discussion has more than 15</p>	<p style="text-align: center;"><b>Strategically choose a debate/discussion format that maximizes student participation.</b></p> <p style="text-align: center;"><b>Within the format, group students</b></p>

# AF Middle School History Fundamentals of Instruction



thoughtfully.

participants, students have 1-2 opportunities at most to contribute their thoughts (assuming that most students are participating actively), and larger discussions tend to be dominated by a few louder voices. (However, there ARE ways to successfully manage a large group, but for the sake of this particular lesson structure, I am encouraging folks to divide students in smaller groups in order to maximize active thought development among as many students as possible.) Here are some ideas (although certainly not exhaustive) for formatting debates and discussions so that student participation is maximized:

## Debates

- **Debate Teams:** Create smaller (typically heterogeneous) debate teams, either by assigning positions or by allowing groups to democratically choose their position. ALL students in the group should be assigned a particular role in preparing for AND acting in the debate. Moreover, a great way to increase engagement during the debate is to plan in times where groups gather to prepare rebuttals once they've heard the opposing teams' initial arguments. In a similar vein, students who are not directly presenting/debating can be actively taking notes to prepare their second round of argumentation/rebuttals.
- **Simultaneous Debates:** As students become more independent and more skilled at accurate peer evaluations (and the teacher becomes more comfortable managing complex formats), two to three debates can be managed simultaneously, allowing for even more participation. The teacher can rotate among the debates (or recruit a colleague or coach to help) to ensure the debates are effectively running, as well as employ flip cams to increase the stakes while she/he is not present.

## Discussions

- **Inner and Outer Circle:** A frequently used format for creating smaller discussion groups involves dividing the classroom approximately in half. For half of the discussion, one group actively participates in the inner circle with the other half of the class carefully observes in an accountable manner, e.g. taking structured notes, evaluating/coaching a partner in the inner circle (breaks can be planned so that members in the inner circle have a peer coaching opportunity in the midst of their discussion. For the second half of the discussion, the inner and outer circles switch physical positions and roles.
- **Simultaneous Discussions:** As students become more independent and more skilled at accurate self/group reflection and self/group management (and the

## AF Middle School History Fundamentals of Instruction



teacher becomes more comfortable managing complex formats), multiple discussions (ranging from two to six groups) can be held at the same time, exponentially increasing student participation. The teacher can rotate among the discussions (or recruit a colleague or coach to help) to ensure the discussions are effectively running, as well as employ flip cams to increase the stakes while she/he is not present. Managing the quality of thought in such groupings is a challenge, however, so careful considerations about student readiness (both behaviorally and academically, which can differ throughout the course of a unit or the course of a year) are in order here.

### **A Note on Grouping:**

When forming students into groups, careful consideration of the individual students composing each of the groups is important to ensure that cooperation and learning take place. As a general rule, carefully designed heterogeneous groups tend to work well. However, there are times when some homogenous grouping can be productive, e.g. if the discussion significantly jumps in rigor, more advanced students can be challenged to participate toward the end when particularly challenging questions are posed (usually beyond the scope of the curriculum). (This should not be the “go-to,” grouping, however, because it will deprive other students of necessary challenges.)

# AF Middle School History Fundamentals of Instruction



Step	Principle(s)	Planning Considerations	Planning Outcome(s)
<b>Step 4: Design the Debate/ Discussion Structure</b>	<b>Corresponding Principle: Maximizing Participation</b>	<p><b>Debate/Discussion Roles</b></p> <p><u>At all times during the discussion, students should have an important participation role: if students are observing a discussion, they should be taking structured notes, evaluating/coaching their peers, or playing some other vital role in strengthening the discussion.</u></p> <p><u>More differentiated roles can be assigned as students become more sophisticated at their discussions and new skills can be added into the mix; these roles can also be assigned intentionally to provide extra challenge or raise awareness of particular issues for individual scholars.</u> The following list contains some examples of roles, though it is certainly not exhaustive. If you'd like to learn more, check out <i>Discussion as a Way of Teaching</i> (Brookfield and Preskill) and/or surf the web to explore more options.</p> <ul style="list-style-type: none"> <li>❖ <b>participation encourager(s)</b> to ensure all groups members are participating in a balanced manner</li> <li>❖ <b>questioner(s)</b> who is/are charged with raising intelligent questions to the group (students who are particularly advanced can be challenged to only raise questions)</li> <li>❖ <b>connector(s)</b> who work(s) to integrate contributions across multiple participants (and ideally advance the discussion in doing so)</li> <li>❖ <b>summarizer(s)</b> who pause(s) the discussion to summarize at key points, i.e. to refocus the discussion or to provide a moment of reflection before charging forward</li> <li>❖ <b>reflector/facilitator(s)</b> who pause(s) the discussion at key intervals to return to expectations and help the group to reflect/improve upon the quality of their discussion</li> </ul>	<p><b>Strategically assign roles to students.</b></p>
		<p><b>Student Accountability</b></p> <p>As emphasized throughout this section, students should be both behaviorally and academically accountable at all times during a discussion. <u>Expectations should be clearly communicated to students prior to the debate/discussion and captured in a student-friendly rubric which students can use to evaluate themselves and their peers.</u> <u>When students are playing the role of observer, their notes/observations should be graded for quality and accuracy;</u> additional points can be rewarded for student observers who are particularly insightful, and points can be subtracted from student observers who are “cruising” or who are particularly disinterested in</p>	<p><b>Plan and communicate crystal clear behavioral and academic expectations.</b></p> <p><b>Plan to ensure that students are</b></p>

# AF Middle School History Fundamentals of Instruction



		the intelligent ideas of their peers.	<b>accountable at all times.</b>
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Step	Principle(s)	Planning Considerations	Planning Outcome(s)
<b>Step 5: Align Time to Priorities</b>	<b>Universal Best Planning Practices, i.e. Backwards Design and Maximizing Instructional Time</b>	<b>Assign Times to the Discussion Components:</b> <ol style="list-style-type: none"> <li>1. Take a big step back to ground yourself in the most important discussion outcomes, e.g. the aim, the culminating question, etc.</li> <li>2. With key priorities in mind, record realistic times to each part of the discussion, being sure to allow time for the most important parts of the discussion.</li> <li>3. As you assign times, make cuts where necessary.</li> </ol>	<b>Thoughtfully assign times to the various components of the discussion, ensuring alignment between outcomes and time allocation.</b>

# AF Middle School History Fundamentals of Instruction



## Rigorous Discussion Lesson Example & Materials (6<sup>th</sup> Grade)

<b>Teacher:</b> Landy	<b>Date:</b>	<b>Subject:</b> History	<b>Class:</b>	<b>Period:</b>
<b>Aim(s):</b> SWBAT evaluate the extent to which Renaissance cultural achievements have become modern cultural legacies.				
<b>Content Focus:</b> By analyzing modern cultural artifacts, SWBAT evaluate the extent to which Renaissance cultural achievements have become modern cultural legacies.		<b>Skill Focus:</b> Cite specific textual evidence when writing or speaking to support conclusions drawn from the text.		<b>Materials (Text(s), Rubric(s)):</b> All texts from previous lesson on the Renaissance cultural achievements. (see inside the debate for specific readings)  Also notes from Aim 32 – on the Modern Renaissance legacies.
<b>Assessment (Oral Component):</b> <i>Identify criteria for excellent discussion</i>		<b>Assessment (Written Component):</b> <i>Consider alignment and key criteria</i>		
<b>Unit Essential Question/Scaffolded Essential Question:</b> <i>Also included the scaffolded question(s) that will lead up to this culminating question</i>  How have the cultural legacies of the Renaissance influenced modern culture? Which aspects of Renaissance culture most influenced modern culture?				
<b>Student Participation and Accountability</b>				
<b>Student Preparation</b> <i>What will students need to have read/written/completed ahead of time in order to engage as meaningfully as possible in the discussion?</i>  It would be very beneficial to assign scholars a HW assignment the night before asking them to look and evaluate the rest of the Renaissance achievements (from the day prior). This will give them more exposure and knowledge. For example- if a scholar does paintings the day before—that would be the only think they feel comfortable speaking of—assign a mini HW that allows them exposure to paintings, sculpture, education, literature, etc.				

# AF Middle School History Fundamentals of Instruction



## Framing and Expectations

*What **behavioral** and **academic** expectations are necessary to articulate/model in order to ensure a rigorous and productive discussion?*

Today we are going to be having a discussion about Renaissance achievements. We are going to be discussing which aspects of culture are achievements, which achievements are legacies, and we will ultimately compare Renaissance cultural achievements to West African achievements.

During this discussion, I will be evaluating your ability to speak and communicate clearly, and create a well-reasoned argument.

- Speaking and communicating clearly: When you speak, everyone is able to hear clearly what you are saying. You are addressing either the individual you are responding to or the entire class, and lastly, you are using professional language when addressing the class.
- Well-reasoned argument: when you speak to make an argument, you are clearly making your assertion, supporting that assertion with evidence, and then explaining how your evidence proves this point. For example, if you are trying to prove that an aspect of culture is an achievement, you should use our criteria for a cultural achievement and a relevant piece of evidence to make your argument.

As we discuss today, you should select one scholar in the class and evaluate their ability to speak clearly and effectively, while constructing a well-reasoned argument. At the end of class I will collect your feedback, and include it as part of your participation grade.

Before we begin, You need to pull out your readings on Renaissance topics – Humanism, Paintings, Sculpture, Literature, Math/Science, and Modern Legacies. Also, you should pull out your notes from our West African Achievements - . the gold-salt trade, West African Visual Art, West African Education, and West African Music.

Please take the next minute and 45 seconds to prepare for our debate.

Please select a scholar to evaluate. Write their name down. Our debate begins now.

Time	Scaffolded Question	Aligned Evidence	Model Response(s)	Grouping and Accountability
10 min Whole group	<ol style="list-style-type: none"> <li>1. What makes something a cultural achievement?</li> <li>2. What does it mean to be innovative, transformative, and unifying?</li> </ol>	<ul style="list-style-type: none"> <li>• History Alive! The Medieval World and Beyond, 28.3 The Growth of Trade and Commerce (p. 318)</li> <li>• History Alive! The Medieval World and Beyond, 28.5 The Growth</li> </ul>	<p>Exemplar responses describe details about an achievement.</p> <p><u>Exemplars:</u></p> <ol style="list-style-type: none"> <li>1. An aspect of culture becomes an achievement if you can prove that it is</li> </ol>	<p>Each student selects another scholar to evaluate. Students will be looking for scholars to speak clearly and effectively and for well-reasoned arguments.</p>

## AF Middle School History Fundamentals of Instruction



	<p>3. Describe Cultural achievements in Renaissance paintings</p> <p>4. Describe Cultural achievements in Renaissance sculpture</p> <p>5. Describe Cultural achievements in Renaissance literature.</p> <p>6. Describe Cultural achievements in Renaissance Science and Math</p>	<p>of Humanism (p. 320)</p> <ul style="list-style-type: none"> <li>• History Alive! The Medieval World and Beyond, 29.5 Advances in Sculpture (p. 327)</li> <li>• History Alive! The Medieval World and Beyond, 29.3 Advances in Architecture and Engineering (p. 325)</li> <li>• History Alive! The Medieval World and Beyond, 29.6 Advances in Literature (p. 328)</li> <li>• History Alive! The Medieval World and Beyond, 29.7 Advances in Science and Mathematics (p. 329)</li> </ul>	<p>innovative, transformative, or unifying.</p> <p>2. Innovative means to be new, transformative means to change a component of culture, and unifying brings groups of people together.</p> <p>3. Cultural achievements in Renaissance paintings were the painters shift in focus to depicting people as more life-like showing feelings. Artists also used perspective to show depth in paintings, as well as colorful shades to create a painting as 3D. Painters began using oil based paints as well to create more visually appealing art.</p> <p>4. Cultural achievements in Renaissance sculpture are people creating sculptures that are more life-like showing feelings. The statue of David is an example- David is depicted as extremely lifelike, showing a very serious facial expression with tension as he prepares to go to war.</p> <p>5. Cultural achievements in literature are seen in the</p>
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			<p>author’s shift in being more interested in experience and the world around them. In the story <i>The Divine Comedy</i> the author writes about a long imaginary journey lead by the epic poet Virgil.</p> <p>6. Cultural achievements in Science and Math can be seen specifically with Leonardo Da Vinci. He came up with many achievements such as figuring out how our blood circulates through the body, the inner workings of the eye, effects of the moon on the tide. Galileo Galilei also created the achievement of the Telescope- to help look at the stars and focus on observation in science. Cardano solved complex algebraic equations.</p>	
<p>30 min (15 min inner circle) (15 min outer circle)</p>	<ol style="list-style-type: none"> <li>Select any Renaissance cultural achievement, using the criteria for a cultural achievement argues why these are cultural achievements.</li> <li>Could the Statue of David by</li> </ol>	<ul style="list-style-type: none"> <li>History Alive! The Medieval World and Beyond, 28.3 The Growth of Trade and Commerce (p. 318)</li> <li>History Alive! The Medieval World and Beyond, 28.5 The Growth of Humanism (p. 320)</li> <li>History Alive! The Medieval World and Beyond, 29.5 Advances</li> </ul>	<ol style="list-style-type: none"> <li>Answers may vary. Students need to use the three criteria for a cultural achievement in order to receive credit for constructing a well-reasoned argument.</li> </ol> <p>Example Exemplar: It could be argued that Galileo creating the telescope was a cultural achievement. I know this</p>	<p>Each student selects another scholar to evaluate. Students will be looking for scholars to speak clearly and effectively and for well-reasoned arguments.</p>

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	<p>Michelangelo be considered a cultural achievement? Why?</p> <p>3. Which of these is the most important Renaissance cultural achievement?</p> <p>4. Have any of the Renaissance Achievements we've discussed become legacies? How do you know?</p>	<p>in Sculpture (p. 327)</p> <ul style="list-style-type: none"> <li>• History Alive! The Medieval World and Beyond, 29.3 Advances in Architecture and Engineering (p. 325)</li> <li>• History Alive! The Medieval World and Beyond, 29.6 Advances in Literature (p. 328)</li> <li>• History Alive! The Medieval World and Beyond, 29.7 Advances in Science and Mathematics (p. 329)</li> </ul>	<p>because is invention was innovative. It was the first of its kind to observe the stars and sky. This was also transformative; it has changed the way we do things to this day. Many scientists still use telescopes to observe the sky.</p> <p>2. Answer may vary if a scholar answers yes: Exemplar: The Statue of David by Michelangelo can be considered a cultural achievement because it was transformative. The way Michelangelo designed the statue, being so human-like and showing such humanistic expression can be seen as transformative—it has changed the way we create statues to this day.</p> <p>3. Answers may vary – scholars must use criteria to become a cultural achievement and textual evidence to support answer.</p>	
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			<p>4. Answers may vary. Exemplar: Renaissance artwork can be considered a legacy. This is because as seen in the modern architecture yesterday, many artists still use depth in their paintings- to show perspective. It Is a legacy because it is an achievement that has lasted into our modern days today.</p>	
<p>15 min (whole group)</p>	<ol style="list-style-type: none"> <li>1. Which Renaissance achievements have become the biggest legacies in modern culture?</li> <li>2. Which of the following civilizations have contributed more to our modern society, West Africa or the Renaissance?</li> </ol>	<ul style="list-style-type: none"> <li>• History Alive! The Medieval World and Beyond, 28.3 The Growth of Trade and Commerce (p. 318)</li> <li>• History Alive! The Medieval World and Beyond, 28.5 The Growth of Humanism (p. 320)</li> <li>• History Alive! The Medieval World and Beyond, 29.5 Advances in Sculpture (p. 327)</li> <li>• History Alive! The Medieval World and Beyond, 29.3 Advances in Architecture and Engineering (p. 325)</li> <li>• History Alive! The</li> </ul>	<ol style="list-style-type: none"> <li>1. Answers may vary.(Debate)</li> <li>2. Students must compare West African achievement to West African achievements.</li> </ol>	<p>Each student selects another scholar to evaluate. Students will be looking for scholars to speak clearly and effectively and for well-reasoned arguments.</p>

# AF Middle School History Fundamentals of Instruction



		<p>Medieval World and Beyond, 29.6 Advances in Literature (p. 328)</p> <ul style="list-style-type: none"><li>• History Alive! The Medieval World and Beyond, 29.7 Advances in Science and Mathematics (p. 329)</li></ul>		
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# AF Middle School History Fundamentals of Instruction



## Close Reading Lesson Sequence Example & Materials (6<sup>th</sup> Grade)

<b>Teacher:</b> Brown	<b>Date:</b> Wednesday, February 6, 2013	<b>Subject:</b> History	<b>Class:</b> 6 <sup>th</sup> grade	<b>Period:</b>
<b>Aim(s):</b> <p style="text-align: center;"><b>SWBAT</b> accurately paraphrase key sections of a Greek myth by connecting words and phrases.</p> <p>[Note tomorrow's inference-level aim: SWBAT make inferences about Greek cultural values by analyzing evidence from a Greek myth.]</p>				
<b>Comprehension Focus and Product:</b> <u>Skill:</u> circling using arrows to connect ideas; paraphrasing. <u>Product:</u> annotations and paraphrasing at the paragraph level. <u>Text dependent question:</u> <i>Why did Zeus choose Athena as the patron of Athens as opposed to Poseidon?</i>		<b>Inferencing Focus and Product:</b> <p>N/A – We will focus on the inference level tomorrow by analyzing evidence to make inferences about Greek cultural values.</p>		<b>Text(s):</b> "Athene's City" Pg. 18 of <u>Greek Myths</u> by Olivia Coolidge
<b>Assessment(s):</b> <b>Text Chunk 7:</b> <ul style="list-style-type: none"> <li>• annotations including circling words/phrases with unclear reference point and arrow to that reference point.</li> <li>• written paraphrase</li> <li>• Overarching Text Dependent Question: <i>Why did the gods choose Athene as the patron of the city as opposed to Poseidon? Use specific details from the text in your response.</i></li> </ul>				
<b>Exemplary Response:</b> <u>Pre-circled</u> ...with <b>these berries</b> ... → olive <u>Independent</u> ... With <b>it</b> the housewife... → oil ... <b>This is</b> the ware... → oil ...I will make <b>its</b> people... → city <b>Exemplary Written Paraphrase:</b> The olive bush could help the people of Greece in many ways and make the city prosperous and famous for trade and art. <b>Exemplary Answer to TDQ:</b> The gods chose Athene as the patron of the city as opposed to Poseidon because she offered the better gift. Poseidon gave the gift of a salt spring and strong sea-power and Athene gave the gift of an olive bush. The olive bush was better because it had many different uses for the people of the city and would make the city prosperous and famous.				
<b>Differentiation</b>				
<b>Accommodations/Modifications</b> For struggling readers, pre-circle more of the words/phrases where the reference point is unclear and just require them to find the reference point.		<b>Strategic Student Grouping</b> Students should be working with partners of similar levels. That way partner work is a genuine collaboration and not one partner relying on the other for all the answers especially if low level partner pairs have modifications to their texts.		<b>Embedded Character</b> The gritty character framing emphasizes grit and perseverance in the face of a difficult task and ultimately, joy in rigor.

# AF Middle School History Fundamentals of Instruction



## Do Now: 2 Min

Access your prior knowledge.

1. Who was Zeus?
  - a. The Greek god of the sky
  - b. The Greek god of wisdom
  - c. The Greek god of the sea
  - d. The Greek god of love
2. Who was Athene?
  - a. The Greek god of the sky
  - b. The Greek god of wisdom
  - c. The Greek god of the sea
  - d. The Greek god of love
3. Who was Poseidon?
  - a. The Greek god of the sky
  - b. The Greek god of wisdom
  - c. The Greek god of the sea
  - d. The Greek god of love

What other prior knowledge do you have about Greek mythology?

### Gritty Character Framing:

Many of us know and enjoy stories about the Greek gods. Since we're studying the culture of ancient Greece, I thought it was important to talk about their mythology since religion is an important part of culture. However, as shown by your do now, many of you have a lot of prior knowledge about Greek mythology. Also, you studied myths as a genre in Literature class and have already read many Greek myths. So I was thinking, how can we push our understanding of Greek myths to the next level?

One way I decided was to select a myth for us to read that is typically read by 8<sup>th</sup> or 9<sup>th</sup> graders. Often times when Greek myths are written for younger scholars, the author has to take out some of the juicy details and beautiful word choice to make sure scholars understand it. We don't want those plain old versions. We're going to tackle a text that is intended for older scholars and thus is filled with more interesting details, stories, and words.

Secondly, we're going to look at this myth through a historian's eyes. We're going to dig into what ideas and details show up in this myth and try to figure out what was important to the ancient Greeks based on the stories they told about their gods.

Be warned, this is *not easy*. We're tackling a high school level text and analyzing it in a way that a real historian would. But you're going to have plenty of support to get there. We'll spend today digging in to make sure we understand this complex text. We'll then put on our historian hats tomorrow and start to stretch your minds to connect this myth to Greek culture as a whole. Stick with me and you'll be amazed at the thinking you can do over the next few days.

# AF Middle School History Fundamentals of Instruction



<b>TEACH</b> <small>Total Min</small>	<p><b>Schema Building: 2 Min</b></p> <p>You have already read a number of Greek myths with Mr. Snider in Literature class and probably have a fair amount of prior knowledge about Greek mythology. Mythology was stories of the Greek’s religion and this has most definitely become a legacy in our culture.</p> <ul style="list-style-type: none"> <li>Where do you see the legacy of Greek mythology in our culture?</li> </ul>	<p><b>Student Actions:</b></p> <p>Scholars share out examples of where they have seen Greek myths in our modern culture, proving that they have become a legacy.</p>	
	<p><b>Frontload Key Content/Vocabulary: 3 Min</b></p> <p><b>Patron:</b> a person chosen, named, or honored as a special guardian, protector, or supporter</p> <p>Bill Gates has a lot of money that he likes to give to charities or other organizations who could make good use of it. He gives money to many schools. He does not work at those schools but he supports them by giving them money. Schools that he gives money to might honor him by naming the school after him.</p> <p><b>CFU:</b> Why would Bill Gates be considered a patron of those schools?</p>	<p><b>Student Actions:</b></p> <p>Scholars write down definition. Then share the answer to the CFU question with their partner. Then share out with class.</p>	
	<p><b>Common Misunderstandings:</b> <i>How can I anticipate and prevent confusion about the content? Scholars have tons of background knowledge on Greek myths. Make sure they understand the concept of a ‘patron’ as that is central to the plot. However, their overall comfort with myths allows us to dive deep into the language of the text.</i></p>	<p><b>Student Actions/CFU’s:</b></p> <p>n/a</p>	
<b>Comprehension</b> <small>Total Min</small>	<b>Modeling</b>	<p><b>Set a Clear Purpose for Reading:</b></p> <p>This is a very complex text. Today we are just reading it for comprehension. Write on the top of your text, <i>What is happening here?</i></p> <p>I’m going to try to paraphrase each section of text by writing one sentence that describes what happened in that section of text. If we can accurately paraphrase, then we know we’ve understood.</p> <p>Quick <b>CFU</b> by cold calling two scholars:</p> <ol style="list-style-type: none"> <li>What question should we be asking ourselves during this first reading?</li> <li>How will we know if we understood?</li> </ol>	<p><b>Student Actions:</b></p> <p><b>Write What I Write:</b> What is happening here?</p>
	<p><b>Think Aloud + Standard of Excellence:</b></p> <p style="text-align: center;"><b>Introduce Modeling:</b></p> <p>But what happens if I read but I don’t totally understand? This is a very real possibility because this is a very complex text. Often times, the sentences are very long. By the time you get to the end of the sentence or to the next sentence you might lose track of what exactly the author is referring to. For example, she might have written, “for this reason, the gods were happy” And I might have lost track of what reason she was talking about. Or she might have written “it was very interesting to the gods” and I might not be totally sure what ‘it’ is. In order to prevent this from getting totally lost in understanding what is happening in the text, I’m going to</p> <ol style="list-style-type: none"> <li>circle words/phrases where it is unclear what the author is referring to</li> <li>Then I will draw an arrow to a word or phrase earlier in the text that helps you identify what the author is referring</li> </ol> <p>Let me show you what I mean.</p> <p style="text-align: center;"><b>Modeling Annotations:</b></p> <p><b>First sentence:</b> “In the days when Greece was first being settled, Cecrops was a king in Attica, a rugged, triangular little country, good mainly for goat farming and the culture of honey bees, and surrounded on two sides by the sea.”</p> <ul style="list-style-type: none"> <li>This is quite a long sentence with a lot of commas. Let me reread and see where I might start to lose track of exactly what the author is referring to. Okay, Cecrops was a king, then it starts to talk about a country that is good for farming and bees and I’m thinking, wait... what country? I’m going to circle <b>country</b> and look back earlier in the sentence to find what country this is</li> </ul>	<p><b>Student Actions:</b></p> <p><b>Write What I Write:</b> All Annotations</p>	

# AF Middle School History Fundamentals of Instruction



referring to. Ah, here it says that Cecrops was king in Attica. Attica must be the country the author is referring to later in the sentence. I'm going to draw an arrow from 'country' to 'Attica' to make the connection more clear.

**Second sentence:** "Here Cecrops planned a city around a steep rock that jutted from the plain a few miles inland."

- The author starts by saying 'here' but I'm not sure where the 'here' she's referring to is. Circle '**Here**.' She must be referring to a location she mentioned earlier in the text so I'm going to look back and find it. Well, the first sentence is mostly about this country, Attica. This must be what she's referring to. Draw an arrow to 'Attica.'

**Third sentence:** "Down on the shore were two fine harbors, while around spread fertile country watered by two streams."

- Okay, I get that there is a shore with harbors, but then the authors says there is fertile country 'around.' Around what? What is she referring to? Circle '**around**.'

**CFU:** With your partner, find what the author is referring to- around what? and draw an arrow to show the connection. [arrow should be drawn to 'shore']

Teacher circulates to check annotations and puts an exemplar annotation on the doc cam to share correct answer.

### Model Paraphrasing:

Now, that I've read the text and used these annotations to help me understand what is happening here, I'm going to paraphrase this section to show that I truly understand it. When I paraphrase I want to essentially answer our purpose question, "What is happening here?" by taking all the details from the whole section and trying to pull out the basic plot. Since today we will be reading short sections of text, I'm going to try to put my description of what happened in just one sentence. So in this section, the author introduces us to a king of Attica who is planning a city. That's basically the only event that happened. That's pretty easy.

### Cecrops was a king in Attica who decided to plan a city.

**CFU:** Why didn't I include all of these details about the steep rock and harbors and goat farming? [they are not related to the plot- what is happening]

## Gritty Reading Loops:

### Scaffolding to Independence

**Text Chunk 2:**  
Halfway through paragraph 1 "The gods, who..." to the end of paragraph 1.

**Annotation Instructions:**  
As you read, look for phrases where it's unclear what the author is referring to. Circle these words and then draw an arrow to link them to an earlier subject.

The first 2 phrases are circled for you, you just need to draw the arrow. There are 4 more phrases that you can circle in the remainder of the section.

### Loop Structure/Text Dependent Questions:

- With partner, read through the text and annotate
- TDQ:** Why did many gods want to become patron of this city?
- TDQ:** How would they decide who became patron?
- Turn and talk (TDQ):** What happened here?
- Independently write out paraphrase

### Exemplary Annotations:

Pre-circled  
...**the idea of Cecrops**... → planned a city  
...forseeing that **it** would become...→ city  
Independent  
... For **this reason**...→ famous cities  
... Many **claims** were...→ special patron  
...**the award**...→ special patron  
...between **these two**...→Athene; Poseidon

### Exemplary Written Paraphrase:

The city would become famous so many gods argued to become it's patron but it came down to Athene vs. Poseidon.

**Text Chunk 3:**  
Beginning of paragraph 2 to "...and spear in hand."

We are not annotating or paraphrasing this section since it's pretty straightforward.

### Loop Structure/Text Dependent Questions:

- Read the text CtG.
- Turn and talk (TDQ):** What happened here?
- Orally share paraphrase.

### Exemplary Oral Paraphrase:

It was the day of the contest and there were 12 judges plus Poseidon and Athene.

# AF Middle School History Fundamentals of Instruction



		<p><b>Text Chunk 4:</b> Halfway through paragraph 2 “At the word...”to the end of paragraph 2.</p>	<p><b>Annotation Instructions:</b> As you read, look for phrases where it’s unclear what the author is referring to. Circle these words and then draw an arrow to link them to an earlier subject.</p>	<p><b>Loop Structure/Text Dependent Questions:</b></p> <ul style="list-style-type: none"> <li>▪ Read the text independently and annotate</li> <li>▪ Share out annotations by putting an exemplar on the doc cam and having scholars explain</li> <li>▪ <b>TDQ:</b> What was Poseidon’s gift?</li> <li>▪ Independently write out paraphrase.</li> </ul>	<p><b>Exemplary Annotations:</b> ...sound <i>it</i> split... → earth ...to <i>this</i> Poseidon added...→ spring ... make <i>her name</i> known...→ the city</p> <p><b>Exemplary Written Paraphrase:</b> Poseidon created a salt spring and gave the gift of sea power to the city.</p>
		<p><b>Text Chunk 5:</b> Paragraph 3</p>	<p>We are not annotating or paraphrasing this section since it’s pretty straightforward.</p>	<p><b>Loop Structure/Text Dependent Questions:</b></p> <ul style="list-style-type: none"> <li>▪ Read the text independently.</li> <li>▪ <b>TDQ:</b> What did the judges think of Poseidon’s gift?</li> <li>▪ <b>TDQ:</b> What was Athene’s gift?</li> <li>▪ Independently write out paraphrase.</li> </ul>	<p><b>Exemplary Written Paraphrase:</b> The judges were impressed by Poseidon’s gift and then Athene gave her gift which was a bush.</p>
		<p><b>Text Chunk 6:</b> Paragraph 4</p>	<p><b>Annotation Instructions:</b> Look specifically for pronouns whose antecedents might be unclear</p>	<p><b>Loop Structure/Text Dependent Questions:</b></p> <ul style="list-style-type: none"> <li>▪ Read text independently and annotate</li> <li>▪ Paraphrase independently</li> <li>▪ <b>TDQ:</b> Why did Poseidon laugh?</li> </ul>	<p><b>Exemplary Annotations:</b> ...sea gods, <i>his</i> subjects... → Poseidon</p> <p><b>Exemplary Written Paraphrase:</b> Poseidon laughed at the bush because it looked so much less impressive than the hole he had made.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Assessment</b> <small>Total Min</small></p>	<p><b>Application of Learning:</b></p> <p>Independently read and annotate the final section of text (<b>Text Chunk 7:</b> Beginning of paragraph 5 to the first 2 sentences of paragraph 6 “...called the city Athens.”)</p> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• annotations including circling words/phrases with unclear reference point and arrow to that reference point.</li> <li>• written paraphrase</li> <li>• Overarching Text Dependent Question: <i>Why did the gods choose Athene as the patron of the city as opposed to Poseidon? Use specific details from the text in your response.</i></li> </ul>		<p><b>Exemplary Annotations:</b> <u>Pre-circled</u> ...with <i>these berries</i>... → olive</p> <p><u>Independent</u> ... With <i>it</i> the housewife... → oil ... <i>This is</i> the ware... → oil ...<i>what all men use</i>...→the olive ...I will make <i>its</i> people...→ city</p> <p><b>Exemplary Written Paraphrase:</b> The olive bush could help the people of Greece in many ways and make the city prosperous and famous for trade and art.</p> <p><b>Exemplary Answer to TDQ:</b> The gods chose Athene as the patron of the city as opposed to Poseidon because she offered the better gift. Poseidon gave the gift of a salt spring and strong sea-power and Athene gave the gift of an olive bush. The olive bush was better because it had many different uses for the people of the city and would make the city prosperous and famous.</p>		
<p><b>Share/Close/Extend:</b> <i>Cycling back to the gritty character necessary to successfully struggle through difficult texts, what should I emphasize? Celebrate? Identify for moving forward?</i></p>					



## Athene's City

#1

In the days when Greece was first being settled, Cecrops was king in Attica, a rugged, triangular little country, good mainly for goat farming and the culture of honey bees, and surrounded on two sides by the sea. Here Cecrops planned a city around a steep rock that jutted from the plain a few miles inland. Down on the shore were two fine harbors, while around spread fertile country watered by two streams. The gods, who were always interested in the affairs of men, approved the idea of Cecrops and gave the new city their blessing, foreseeing that it would become in time one of the famous cities of the world. For this reason there was great dispute among the gods as to which of them should be its special patron. Many claims were put forward by this god or by that, but at last, after much arguing, it became clear that the award should lie between Athene, goddess of wisdom, and the sea god, Poseidon. Between these two the gods decided to have a contest. Each should produce some marvel in the Attic land, and each should promise some gift to the

#2

city that was to come. The greater gift should win the city.

#3

na

When the appointed day came, the judges ranged themselves on the rock, and the two gods came before them. Some say that the twelve judges chosen were the spirits of the Attic hills and rivers, and some maintain that they were twelve Olympian gods. Be that as it may, on one side stood Poseidon with flowing dark-blue beard and majestic stature, carrying in his hand the three-pronged trident with which he rules the waves. On the other side stood Athene, grey-eyed and serene, helmet on her golden head and spear in hand. At the word Poseidon raised his trident and struck the ground. Beneath the feet of the judges the whole earth was terribly shaken, and with a mighty rumbling sound it split apart before them. Then appeared the marvel, a salt spring four miles inland where no water had appeared before. To this Poseidon added his gift of sea power, promising the city a great empire, a mighty navy, famed shipwrights, and trading vessels which should make her name known in every corner of the sea.

#4

#5

na

The judges looked at one another as Poseidon spoke and nodded their heads in approval, thinking the gift indeed a great one and the salt spring and the earthquake fine symbols of Poseidon's power. Grey-eyed Athene said nothing, but smiled gently to herself as she laid aside her spear and quietly kneeling down appeared to plant something in the earth. Between her hands as she worked, there gradually unfolded a little

## AF Middle School History Fundamentals of Instruction



tree, a bush rather, small and unimpressive, with grey-green leaves and grey-green berries about an inch in length. When it had grown to full size, Athene stood up and looked at the judges. That was all.

#6

Poseidon glanced at the dusty looking bush that had grown so quietly. He looked at the hole that had gaped in the earth with the thunder of earthquake, and he threw back his head and laughed. Round the bay rumbled and re-echoed the laughter of the god like distant waves thundering on the rocks, while far out to sea in their deep, green caverns, the old sea gods, his subjects, sent a muffled answering roar. Presently as silence fell, the quiet voice of Athene spoke to the assembled gods.

#7

"This little shrub is the olive, at the same time my marvel and my gift to the city," she said. "With these berries the poor man will flavor his coarse bread and goat's-milk cheese. With scented oil the rich man will deck himself for the feast. Oil poured to the gods shall be among their favorite offerings. With it the housewife will light her lamp and do her cooking, and the athlete will cleanse himself from dust and sweat. This is the ware merchants will carry in the ships Poseidon speaks of, to gain riches and renown for the city which sells what all men use. Moreover, I will make its people skilled in pottery, so that the jars in which the oil is carried shall themselves be a marvel, and the city shall flourish and be famous, not only in trade but in the arts."

She finished, and the judges cried out in surprise at the richness of her dull-looking gift. They awarded the prize to Athene, who called the city Athens.

# AF Middle School History Fundamentals of Instruction

Wednesday, February 6, 2013

\_\_\_\_\_  
Social Studies- Ms. \_\_\_\_\_

Many Minds. One Mission. \_\_\_\_\_

## Do Now

4. Who was Zeus?
  - e. The Greek god of the sky
  - f. The Greek god of wisdom
  - g. The Greek god of the sea
  - h. The Greek god of love
5. Who was Athene?
  - e. The Greek god of the sky
  - f. The Greek god of wisdom
  - g. The Greek god of the sea
  - h. The Greek god of love
6. Who was Poseidon?
  - e. The Greek god of the sky
  - f. The Greek god of wisdom
  - g. The Greek god of the sea
  - h. The Greek god of love

What other prior knowledge do you have about Greek mythology?

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# AF Middle School History Fundamentals of Instruction

## Notes

**Patron:** a person chosen, named, or \_\_\_\_\_ as a special guardian, protector, or

\_\_\_\_\_

## Model

**Text Chunk #1:**

Paraphrase: \_\_\_\_\_

\_\_\_\_\_

# AF Middle School History Fundamentals of Instruction

**Text Chunk #2:**

Paraphrase: \_\_\_\_\_

\_\_\_\_\_

**Text Chunk #3:** n/a

**Text Chunk #4:**

Paraphrase: \_\_\_\_\_

\_\_\_\_\_

**Text Chunk #5:**

Paraphrase: \_\_\_\_\_

\_\_\_\_\_

**Text Chunk #6:**

Paraphrase: \_\_\_\_\_

\_\_\_\_\_

## *Exit Ticket*

**Text Chunk #7:**

Paraphrase: \_\_\_\_\_

\_\_\_\_\_

Why did the gods choose Athene as the patron of the city as opposed to Poseidon? Use specific details from the text in your response.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# AF Middle School History Fundamentals of Instruction



<b>Teacher:</b> Brown	<b>Date:</b> Thursday, February 7, 2013	<b>Subject:</b> History	<b>Class:</b> 6 <sup>th</sup> grade	<b>Period:</b>
<b>Aim(s):</b> <p style="text-align: center;"><b>SWBAT</b> make inferences about Greek cultural values by analyzing evidence from a Greek myth.</p> <p>[Note yesterday's comprehension-level aim: SWBAT accurately paraphrase key sections of a Greek myth by breaking down complex sentences.]</p>				
<b>Comprehension Focus and Product:</b>  N/A- this was covered yesterday	<b>Inferencing Focus and Product:</b> <u>Skill:</u> Analyzing details from the text to make inferences about Greek cultural values <u>Product:</u> annotations of broad value in text. Written response to the question, What did the ancient Greeks value? Use evidence from the myth "Athene's City" to support your claim. For each excerpt.		<b>Text(s):</b> "Athene's City" Pg. 18 of <u>Greek Myths</u> by Olivia Coolidge	
<b>Assessment(s):</b> <b>Text Chunk 6:</b> "Moreover, I will make its people skilled in pottery, so that the jars in which the oil is carried shall themselves be a marvel, and the city shall flourish and be famous, not only in trade but in the arts."  What did the ancient Greeks value? Use evidence from the myth "Athene's City" to support your claim.				
<b>Exemplary Annotation:</b> Art  <b>Written Response:</b> <i>What did the ancient Greeks value? Use evidence from the myth "Athene's City" to support your claim.</i> The Greeks valued art. Athene gives the gift of skills in pottery to the Athenians. This was a valuable gift because "the jars in which the oil is carried shall themselves be a marvel and the city shall flourish and be famous, not only in trade but in the arts." If being known for beautify art important to the gods, than it also must have been important to the Greeks who created this myth.				
<b>Differentiation</b>				
<b>Accommodations/Modifications</b> For struggling writers, have parts of the response pre-written and have them focus on 1 portion of the response (the evidence or the assertion)	<b>Strategic Student Grouping</b> Students should be working with partners of similar levels. That way partner work is a genuine collaboration and not one partner relying on the other for all the answers especially if low level partner pairs have modifications to their classwork.		<b>Embedded Character</b> The gritty character framing emphasizes grit and perseverance in the face of a difficult task and ultimately, joy in rigor. It is also getting scholars to see how what we do is related to the job of historians.	

# AF Middle School History Fundamentals of Instruction



<p><b>Do Now:</b> 4 Min</p> <p>What was Poseidon's gift to the city of Athens? [a salt spring and sea power]          What was Athene's gift to the city of Athens? [the olive bush and skills in pottery]          Which gift was judged as superior? Explain why.</p>		
<p><b>Gritty Character Framing:</b> <i>What is your "fresh" message about the importance of gritty reading?</i>          Yesterday we read an extremely difficult text that would usually be read by high school scholars. What are you proud of from yesterday's lesson?</p> <p>Guess what? We're not done yet. This was an interesting story and its fun to read about the gods but what can we learn from this story? If we were historians analyzing this story, what could we learn about the ancient Greeks? Could we understand more about their lives? About their values- what was important to them?</p> <p>Today we're going to dig back into this text from a historians perspective to see if we can find out what was important to the ancient Greeks just based on one of their myths.</p>		
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>TEACH</b> Total Min</p>	<p><b>Schema Building:</b> Min</p> <ul style="list-style-type: none"> <li>Where did Greek myths come from? [Greeks created these stories about their gods]</li> <li>Who created this myth- Athene's City? Was it Olivia Coolidge the author of this text? [no, she wrote this text that retells this story but she did not come up with the story. That came from the ancient Greeks. We don't know who specifically]</li> <li>Let's think about this unknown Greek who first came up with this myth. If you were creating a story about your Gods, you can make them behave however you want. In this myth 2 gods are having a contest. If you were creating a story and in the story, 1 god would win over the other, wouldn't you make the winning god seem more attractive, more deserving of the win?</li> <li>So we're going to look at the details about these gods carefully. We're going to look at who they are, what they look like, and how they are acting. We can compare our observations about Poseidon to our observations about Athene.</li> <li>In this myth, which god won the contest? [Athene]</li> <li>So we can look at the conclusions we drew about Athene and infer that these are values of Greek culture. If they were not, the creator of this myth would have made Poseidon win this contest!</li> </ul> <p>Here's an example:</p> <ul style="list-style-type: none"> <li>If the god who won the contest worked really hard at everything he did and never gave up when he faced a challenge, what could we infer was important in Greek culture?</li> </ul> <p><b>CFU:</b></p> <ul style="list-style-type: none"> <li>If the god who won the contest was able to train all leaders of the city to lead with fairness and help them always made decisions that met the needs of their community and this was in the myth creator's eyes, the best kind of god, what could we infer was important in Greek culture?</li> <li>If the god who won the contest was kind and healed all the sick people in the community, what could we infer was important in Greek culture?</li> </ul> <ul style="list-style-type: none"> <li>However, these were not gods that the creators of this myth chose to have win the contest. We're going to analyze Athene and Poseidon to see what we can infer about Greek cultural values.</li> </ul>	<p><b>Student Actions/CFU's:</b></p> <p>Scholars are answering hypotheticals in CFU with a partner and then sharing out with the class.</p>
	<p><b>Frontload Key Content/Vocabulary:</b> Min</p> <p>N/A</p>	<p><b>Student Actions/CFU's:</b></p> <p>N/A</p>
	<p><b>Common Misunderstandings:</b></p> <ul style="list-style-type: none"> <li>Olivia Coolidge created this myth because she is the author.</li> </ul> <p>This misconception is addressed in the Schema Building.</p>	<p><b>Student Actions/CFU's:</b></p> <p>(see above)</p>

# AF Middle School History Fundamentals of Instruction



Inference	Total Min	C	Modeling	<p><b>Set a Clear Purpose for Reading:</b>                  We're not going to reread the whole text today. Instead, we're going to look at very small excerpts where Olivia Coolidge describes different aspects of Poseidon and Athene. As we read these excerpts we're going to ask ourselves,</p> <p style="text-align: center;"><i>Based upon the actions, dialogue, and descriptions of Athene and Poseidon, what can we infer that ancient Greeks believed these gods represented?</i></p> <p>There are topics preannotated in the margins to help me find the evidence that I'm going to use to make these inferences.</p>	<p><i>Prewritten on reading</i></p>
				<p><b>Think Aloud + Standard of Excellence:</b>  <b>Type of god:</b>                  First I need to find the evidence in the text. What was Athene the god of and what was Poseidon the god of?  <i>Underline "Athene, the goddess of wisdom, and the sea god, Poseidon."</i></p> <p>There are a couple of words here I'm going to zone in on.  <i>Circle "wisdom" and "sea god"</i></p> <p>I'm going to make some inferences about each of these words. What does wisdom make me think of? Well first it definitely makes me think of intelligence. But also when I think of someone who is wise, they are not at all crazy, they are calm and peaceful. Finally, wisdom is something that lasts a long time. If you are wise, you probably can have a very long and peaceful life.  <i>(as you are thinking-aloud, in margins bullet point out</i></p> <ul style="list-style-type: none"> <li>- <i>Intelligence</i></li> <li>- <i>Peace</i></li> <li>- <i>Longevity</i></li> </ul> <p>What about sea god? Well, when I think about the sea and how it relates to humans, I think of people on boats. Boats allow humans to travel and trade but they also (especially in ancient times) allowed people to invade and conquer. Also I have this image in my mind of the sea during a storm and it's pretty scary. It's turbulent and violent and can cause a lot of destruction. Even when the sea is calm, it is powerful.  <i>(as you are thinking-aloud, in margins bullet point out</i></p> <ul style="list-style-type: none"> <li>- <i>travel/trade</i></li> <li>- <i>invasions/war</i></li> <li>- <i>turbulence/destruction</i></li> <li>- <i>Power</i></li> </ul> <p>Already I can start to see the difference between these 2 gods. Just based on their titles, I can start to see some of the ideals that they represent.</p>	<p><b>Student Actions:</b></p>
				<p><b>CFU's:</b></p> <ul style="list-style-type: none"> <li>• How did I decide what evidence to underline? <i>Use the category pre-annotated in the margin.</i></li> <li>• Did I copy the evidence in the margins? <i>No</i></li> <li>• So what did I do? <i>You thought about what these words represented to you.</i></li> </ul>	
<b>Pre-</b>	<b>Annotation Instructions:</b>	<b>Model</b>			

# AF Middle School History Fundamentals of Instruction



	<p><b>annotated Topic:</b> Appearance</p>	<p>Underline the evidence for both Poseidon and Athene.</p> <p>“flowing dark-blue beard and majestic stature, carrying in his hand the three-pronged trident with which he rules the waves.”</p> <p>“grey-eyed and serene, helmet on her golden head and spear in hand.”</p>	<ul style="list-style-type: none"> <li>▪ In the description of Poseidon, the word <i>majestic</i> really stands out to me. This one word already makes me start to make inferences about some larger ideas that Poseidon represents.</li> </ul> <p><b>Turn and talk</b></p> <ul style="list-style-type: none"> <li>• Because the author describes him as having a <i>majestic stature</i>, what values might Poseidon represent?</li> <li>• Share out and write as a class:</li> </ul> <p style="text-align: center;"><b>strength; power; pride</b></p> <p><b>Turn and talk</b></p> <ul style="list-style-type: none"> <li>• What word stands out to you in the description of Athene that might help you start to make inferences about what she might represent? [<i>serene</i>]</li> <li>• Because the author describes her as being <i>serene</i>, what values might Athene represent?</li> <li>• Share out and write as a class:</li> </ul> <p style="text-align: center;"><b>peace; tranquility</b></p> <p><b>Turn and talk</b></p> <ul style="list-style-type: none"> <li>• What word stands out to you in the description of Athene that might help you start to make inferences about what she might represent? [<i>golden head</i>]</li> <li>• Because the author describes her as having a <i>golden head</i>, what values might Athene represent?</li> <li>• Share out and write as a class:</li> </ul> <p style="text-align: center;"><b>truth, purity</b></p>
	<p><b>Pre-annotated Topic:</b> Presentation of gifts</p>	<p><b>Annotation Instructions:</b> Underline the evidence for both Poseidon and Athene.</p> <p>" raised his trident and struck the ground... terribly shaken... mighty rumbling sound ... Then appeared the marvel"</p> <p>"Athene said nothing, but smiled gently to herself as she laid down her spear and quietly kneeling down appeared to plant something in the earth."</p>	<p><b>Turn and talk</b></p> <ul style="list-style-type: none"> <li>• With your partner, circle the powerful words in this description [<i>struck; mighty rumbling</i>] and then <i>just tell</i> your partner what inferences you can make from those words about what Poseidon represents.</li> <li>• Share out and write as class:</li> </ul> <p style="text-align: center;"><b>strength; power; destruction; drama</b></p> <p><b>Turn and talk</b></p> <ul style="list-style-type: none"> <li>• What word stands out to you in the description of Athene that might help you start to make inferences about her character? [<i>serene</i>]</li> <li>• Because the author describes her as being <i>serene</i>, what does that make you think about Athene’s character?</li> </ul> <p style="text-align: center;"><b>peaceful; calm</b></p> <p><b>Independently</b></p> <ul style="list-style-type: none"> <li>• Circle the powerful words in this description. [<i>said nothing; smiled gently; laid aside her spear; plant something in the earth</i>]</li> <li>• Annotate values that Athene represents based on the description of how she presents her gift.</li> </ul> <p style="text-align: center;"><b>quiet/calm; confidence; nonviolence/peace; life/growth/humility</b></p> <p><b>Turn and talk</b></p> <ul style="list-style-type: none"> <li>• Share your annotations and discuss your inferences.</li> <li>• Share out with class.</li> </ul>

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			<p><b>Pre-annotated Topic:</b> Reaction to Athene's gift</p>	<p><b>Annotation Instructions:</b> Underline the evidence about how <i>only Poseidon</i> reacted to Athene's gift.</p> <p>"Posiedon glanced at the dusty looking bush that had grown so quietly. He looked at the hole that had gaped in the earth with the thunder of earthquake, and he threw back his head and laughed."</p>	<p><b>Independently</b></p> <ul style="list-style-type: none"> <li>Circle the powerful words in this description. [<i>glanced; threw back his head and laughed</i>]</li> <li>Annotate values that Poseidon represents based on the description of how he reacts to Athene's gift.</li> </ul> <p style="text-align: center;"><b>arrogance; pride; overconfidence; disrespect?</b></p> <p><b>Turn and talk</b></p> <ul style="list-style-type: none"> <li>Share your annotations and discuss your inferences.</li> <li>Share out with class.</li> </ul>
			<p><b>Pre-annotated Topic:</b> Who benefits from each gift?</p>	<p><b>Annotation Instructions:</b> Read through the paragraph where Athene describes the uses of her gift and box all the people who will use it/benefit from it.</p> <p>"poor man, rich man, gods, housewife, athlete, merchants, <b>all men</b>, people skilled in pottery (artists)"</p> <p><i>Challenge:</i> Go back to the last page where Poseidon describes his gift. Box people who will benefit from his gift. You will have to do more inferencing here as it is not as explicit as with Athene.</p> <p>"the city; navy; shipwrights; trading vessels (traders, merchants)"</p>	<ul style="list-style-type: none"> <li>Who does Athene's gift benefit? [all people in all classes]</li> </ul> <p><b>Turn and talk</b></p> <ul style="list-style-type: none"> <li>So what does that show that Athene represents, if <i>all people</i> are taken into account regardless of their job/gender/social class?</li> <li>Share out</li> </ul> <p style="text-align: center;"><b>equality</b></p>
					<ul style="list-style-type: none"> <li>Who will benefit if the city becomes an empire? [the leaders]</li> <li>Who will benefit if the city has a strong navy and goes to war? [the wealthy and powerful]</li> <li>Who will <i>not</i> benefit if the city goes to war? [those who die-soldiers, civilians]</li> <li>What social class are those people generally in? [lower class]</li> </ul> <p><b>Turn and talk</b></p> <ul style="list-style-type: none"> <li>So what does that show that Poseidon represents, if only the upper class benefits from his gift?</li> <li>Share out</li> </ul> <p style="text-align: center;"><b>power; wealth; inequality</b></p>

# AF Middle School History Fundamentals of Instruction



Assessment

## Application of Learning:

### Turn and talk

Athene ultimately wins the contest. So what can we infer the Greeks valued? If you were to synthesize all of the values that we inferred that Athene represents, could you pull out 2-3 large values from all of these small ones.

### Write

Because the author of this myth chose to have Athene defeat Poseidon, what does this tell you about what the ancient Greek's valued most?

**\*\*just write the assertion**

**Because the author of this myth chose to have Athene defeat Poseidon, the Greeks most valued, humility, peace, and equality.**

*\*\*If pacing is tight and there isn't time for discussion and then creation of an assertion, you can give them this MC question (less ideal because it cuts the rigor but will still give you a solid data point)*

Because the author of this myth chose to have Athene defeat Poseidon, what does this tell you about what the ancient Greek's valued most?

- a. The Greeks valued strength and confidence.
- b. The Greeks valued plants and trade.
- c. The Greeks valued humility and equality
- d. The Greeks valued peace and quiet.

Challenge –

What would this myth say about Greek values if Posiedon had defeated Athene in the contest?

Super Challenge-

How are the values we've inferred through this myth, connected to the Athenian democratic government?

Super, Super Challenge-

Why did the Greeks choose to teach values through myths?

## Share/Close/Extend:

Myths are interesting and fun to read. But by really diving into 1 myth, we learned a lot of Greek culture and what was important to ancient Greeks. What did the ancient Greeks value?

Based on the actions, dialogue, and appearances of Athene and Poseidon, what can we infer the ancient Greeks believed these gods represented?



### Athene's City

In the days when Greece was first being settled, Cecrops was king in Attica, a rugged, triangular little country, good mainly for goat farming and the culture of honey bees, and surrounded on two sides by the sea. Here Cecrops planned a city around a steep rock that jutted from the plain a few miles inland. Down on the shore were two fine harbors, while around spread fertile country watered by two streams. The gods, who were always interested in the affairs of men, approved the idea of Cecrops and gave the new city their blessing, foreseeing that it would become in time one of the famous cities of the world. For this reason there was great dispute among the gods as to which of them should be its special patron. Many claims were put forward by this god or by that, but at last, after much arguing, it became clear that the award should lie between Athene, goddess of wisdom, and the sea god, Poseidon. Between these two the gods decided to have a contest. Each should produce some marvel in the Attic land, and each should promise some gift to the

#### Type of god

- Ⓐ
- intelligence
- peace
- longevity
- Ⓟ
- travel/trade
- invasions/war
- turbulence, destruction
- power

city that was to come. The greater gift should win the city.

When the appointed day came, the judges ranged themselves on the rock, and the two gods came before them. Some say that the twelve judges chosen were the spirits of the Attic hills and rivers, and some maintain that they were twelve Olympian gods. Be that as it may, on one side stood Poseidon with flowing dark-blue beard and majestic stature, carrying in his hand the three-pronged trident with which he rules the waves. On the other side stood Athene, grey-eyed and serene, helmet on her golden head and spear in hand. At the word Poseidon raised his trident and struck the ground. Beneath the feet of the judges the whole earth was terribly shaken, and with a mighty rumbling sound it split apart before them. Then appeared the marvel, a salt spring four miles inland where no water had appeared before. To this Poseidon added his gift of sea power, promising the city a great empire, a mighty navy, famed shipwrights, and trading vessels which should make her name known in every corner of the sea.

The judges looked at one another as Poseidon spoke and nodded their heads in approval, thinking the gift indeed a great one and the salt spring and the earthquake fine symbols of Poseidon's power. Grey-eyed Athene said nothing, but smiled gently to herself as she laid aside her spear and quietly kneeling down appeared to plant something in the earth. Between her hands as she worked, there gradually unfolded a little

Presentation of gifts

- (P)
- strength
  - power
  - destruction
  - drama

- (A)
- quiet/calm
  - confidence
  - nonviolence/peace
  - life/growth
  - humility

Appearance

- (P)
- strength
  - power
  - pride

- (A)
- peace
  - tranquility
  - truth

Reaction to Athene's gift

(P)

- arrogance
- pride
- disrespect?
- overconfidence

tree, a bush rather, small and unimpressive, with grey-green leaves and grey-green berries about an inch in length. When it had grown to full size, Athene stood up and looked at the judges. That was all.

Poseidon glanced at the dusty looking bush that had grown so quietly. He looked at the hole that had gaped in the earth with the thunder of earthquake, and he threw back his head and laughed. Round the bay rumbled and re-echoed the laughter of the god like distant waves thundering on the rocks, while far out to sea in their deep, green caverns, the old sea gods, his subjects, sent a muffled answering roar. Presently as silence fell, the quiet voice of Athene spoke to the assembled gods.

"This little shrub is the olive, at the same time my marvel and my gift to the city," she said. "With these berries the poor man will flavor his coarse bread and goat's-milk cheese. With scented oil the rich man will deck himself for the feast. Oil poured to the gods shall be among their favorite offerings. With it the housewife will light her lamp and do her cooking, and the athlete will cleanse himself from dust and sweat. This is the ware merchants will carry in the ships Poseidon speaks of, to gain riches and renown for the city which sells what all men use. Moreover, I will make its people skilled in pottery, so that the jars in which the oil is carried shall themselves be a marvel, and the city shall flourish and be famous, not only in trade but in the arts."

artists →

She finished, and the judges cried out in surprise at the richness of her dull-looking gift. They awarded the prize to Athene, who called the city Athens.

Who benefits from each gift?

- (A)
- equality
  - shared power/ importance

Athene ultimately wins the contest. So what can we infer the Greeks valued?

# AF Middle School History Fundamentals of Instruction



## Close Reading Lesson Example & Materials (7<sup>th</sup> Grade)

<b>Teacher:</b> Olsen	<b>Date:</b> 3/6/13	<b>Subject:</b> History	<b>Class:</b> 7 <sup>th</sup>	<b>Period:</b> 55 min
<b>Aim(s):</b> SWBAT summarize Andrew Jackson's commitments as a president of the United States by analyzing key excerpts of his First Inaugural Address.				
<b>Comprehension Focus and Product:</b>		<b>Inferencing Focus and Product:</b>	<b>Text(s):</b> Excerpts from Andrew Jackson's First Inaugural Address	
<b>Assessment(s):</b> What promises did Andrew Jackson make in his inauguration speech? (content check, based on information pulled out from reading).  Stretch It: Based on these promises, what inferences can we make about what type of leader he will be?				
<b>Exemplary Response:</b> Andrew Jackson made several promises in his inauguration speech. He promised that he would never abuse his power as President, and that he would work to build good relationships with other countries. He also promised that he would make laws that would respect and help Native Americans living within the boundaries of the United States. Additionally, he promised that he would pick good, talented people for jobs in the federal government. Finally, he promised to always respect the examples of the Presidents who came before him, and that he would respect the other two branches of government (Congress and the Supreme Court).				
Differentiation				
<b>Accommodations/Modifications</b>	<b>Strategic Student Grouping</b>		<b>Embedded Character</b>	

**Do Now:** How can I *purposefully* and *efficiently* leverage prior learning or leverage "gritty" character to set scholars up for this lesson? **8 Min**

Every four years, the United States elects a new President. Strangely enough, after winning an election, that person has to wait more than two whole months until they actually become President. This happens on Inauguration Day, which takes place in January. On Inauguration Day, the President is officially sworn into office, and recites an oath promising to protect and serve the people of the United States. Then, the new President makes an inauguration speech about his hopes, values, and goals for the country over the next four years. Inauguration speeches are really important, because they tell us a lot about what a President believes in, and give us an idea of the direction the country will be heading in.

<https://www.youtube.com/watch?v=zncqb-n3zMo> (6:00-8:55)

We're now going to watch and listen to a part of President Obama's most recent inauguration speech, which took place only a few weeks ago. As you listen, I want you to take notes on the following things:

- 1) What does President Obama believe in?

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2) What does he want to make happen in America?

Discuss: What do these statements make you believe about him as a President?

**Gritty Character Framing:** *What is your “fresh” message about the importance of gritty reading?*

Back in 1829, there obviously was no Youtube. However, we do still have the transcript of the speech that Andrew Jackson delivered. Our goal is to draw some conclusions about President Jackson—just like we did with President Obama, but without the help of Youtube. If it’s easy, it’s cheesy—let’s push ourselves to use our gritty reading tools to figure out what Andrew Jackson was saying, and prove that our brains are even more powerful than a video camera.

**Schema Building:** *What broader conceptual/historical foundations are necessary for scholars to successfully engage with this rigorous text?* 5 **Min**

**Activate Prior Knowledge:**

Yesterday, we learned about the election of 1828. What made this election different from all of the other presidential elections that had taken place so far? (It was the first time that “the common man,” or non-landowners, had the right to vote.)

What made Andrew Jackson different from all of the presidents who came before him? (He was not a member of the “elite” class. He came from a poor farming family in the frontier region, and worked his way up to become a war hero, lawyer, and politician.)



This is a drawing of what the crowd looked like when Andrew Jackson delivered his inauguration speech.

What kind of people does it look like were gathered to listen to the new President give his inauguration speech?

*Story-telling mode:* In fact, this inauguration was a huge celebration. People came from all over the country to hear the President speak. It was a party like Washington had never seen. Once Jackson finished his speech, the crowd was so excited that they rushed the stage, and

Jackson had to be taken to safety inside the capitol building. Supporters even stormed Jackson’s private party at the White House, and there are stories of rowdy fans smashing dishes and furniture, and climbing up on sofas with muddy boots just to get a glimpse of the President. Needless to say, Andrew Jackson was a SUPER-STAR in the eyes of the people.

**Student Actions/CFU’s:**

**TEACH**  
Total Min

**Frontload Key Content/Vocabulary:** *What explicit content is vital for me to pre-teach? What **vocabulary** terms are important to directly teach vs. provide quick definitions? How can I teach this with clarity and efficiency, only providing what is absolutely necessary?* **Min**

**Student Actions/CFU’s:**

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Comprehension

Total Min

Modeling

**Set a Clear Purpose for Reading:** *What is the question that students should be asking themselves as they read, and what is the product/task that they should be accomplishing as a result of their reading?*

Before we dive into our reading, let's take inventory (that means make a list) of all of the skills we've gained so far this year that help us figure out the meaning of challenging texts. For example, one that comes to mind is breaking apart long sentences into short pieces. What are other gritty reading skills that we have practiced?

- 1) Circling and replacing meaningful words that we know
- 2) Ignore/try to work my way around words I don't know
- 3) Cross out words/phrases that are fancy/fluff/don't mean anything
- 4) Re-read sentence and paragraphs multiple times
- 5) Making connections to outside historical knowledge
- 6) Summary and Inference annotations
- 7) SOAP background information

Now that we are becoming such experts at reading these difficult primary sources. As we read each section of text today, we're going to practice choosing which of these strategies are best to use, given the text in front of us.

As we read, here's what we'll be looking to understand:  
**What promises is Andrew Jackson making in this speech?**

**Think Aloud + Standard of Excellence:** *How am I explicitly modeling the key tools from the gritty reader's toolkit in a way that is most appropriate to the demands of the text and the needs of my scholars? What **visual anchor/annotation structure** most accurately captures the thinking that I want to happen with the text?*

"In administering the laws of Congress I shall keep steadily in view the limitations as well as the extent of the Executive power trusting thereby to discharge the functions of my office without transcending its authority. With foreign nations it shall be my study to preserve peace and to cultivate friendship on fair and honorable terms..."

<b>Administering</b> = putting into action	<b>Extent</b> = reach	<b>Discharge</b> = use
<b>Transcending</b> = going beyond		

First, HOLY SMOKES that was a long and very confusing sentence with lots of words I don't know. Which skill would be best to use here? Is it SOAPing the background information? Well, I already know that it's

**Student Actions/CFU's:**

**Scholars help teacher generate list of skills they know. (First create list with partner, then share out and create whole-class list).**

**Student Actions:**

**How Key Points:**

- 1) **Assess what is challenging about the text**
- 2) **Consider the tools you have that can help you solve that problem.**
- 3) **Apply that tool and re-assess your understanding.**

# AF Middle School History Fundamentals of Instruction



Andrew Jackson, making a speech at his inauguration, but that doesn't help me understand what he's SAYING any better. Is it summary and inference annotations? Well, I can't summarize yet, because this sentence is so long I don't know what it's saying, which means I can't possibly summarize it or make any inference about it—OH WAIT! If the sentence is too long that I can't understand it, that's my problem. That's what I need to do something about. One of our skills is breaking long sentences into pieces, so that's what I'll do and see if it helps.

"In administering the laws of Congress/" stop. First section of the sentence—clearly just breaking it into pieces isn't going to help me understand on its own. I also have to work with the words in that sentence chunk so I can get some meaning from it.

**CFU: Based on your experience with texts like these, which reading tool should we use here? (Turn to class). Turn and talk to your partner, and choose which # strategy you think is best. (Should be replacing words).** (After turn and talk, cold call for what they decided, follow up with how you know)

*Circle and replace "putting into action"*

*Inference/Outside Knowledge Connection: "president's job- enforcing laws"*

So when he DOES his job, what's going to happen? Let's keep reading. "I shall keep in steady view the limitations as well as the extent of the Executive power." **Where do you think we should draw our next slash mark?** (I shall keep in steady view)

**What tool(s) do you think we should use now that we have our smaller phrase? (Take hands—replace phrase)**

*When you keep something in steady view, you're always looking at it; it's always on your mind, you're not forgetting it. (jot above phrase- not forget).*

So what won't he forget? What will he always be looking at/thinking about? "The limitations as well as the extent of the Executive power." Stop there. **Which strategy should we use now to figure out this phrase?** (Whole Class CFU: Show # of strategy on fingers. Cold call to explain choice.)

With your partner, use that strategy (replace known/given words) to help unlock this phrase. (1 min). Take hands from partners for what they found.

*A limitation is when you're not allowed to do something; like the speed limit. And the word bank tells me "extent" means reach—or how far he can go. So what won't he forget? Both the limits and the reach of his power as president, or what he can and cannot do. OO, it seems like we're getting to a promise here.*

Keep going. (More of a true think-aloud here)"Trusting thereby the discharge of the functions of my office." This phrase "trusting thereby" is really confusing me, because I'm not sure how it's connected to the rest of the sentence. Who's doing the trusting? What does thereby mean? I'm going to see if I understand the sentence without it, so I lightly cross it out, because maybe it'll be important later, but

**Turn and talk to partner, then cold call for best strategy. (Replacing known words to help make meaning more clear Also: connect to outside knowledge/inference annotation).**

**How do you know that was the best strategy? ("Administered" is defined for us. / We have knowledge of the three branches of government.)**

**Hands—which strategy?**

**Whole-class CFU: Show # of strategy on fingers. Cold call to explain choice.**

**Partners: apply strategy to sentence. Cold call partner to share what they found.**

**Scholars track teacher for think-aloud.**

# AF Middle School History Fundamentals of Instruction



	<p>for now it's confusing me. What do I have left? "To discharge (use) the functions of my office without transcending (going beyond) my authority." This lines up perfectly with the first part of the sentence.</p> <p>Now, in order to fulfill my reading purpose, and figure out what promise is being made here, I put together my annotations from the whole sentence. It seems like he's promising to do his job right, by always thinking about what he can and can't do, and not going beyond the powers he's been given. <b>In other words, he's promising not to abuse his power. Bingo, I've got my promise.</b></p>		<p><b>Scholars jot down notes on what the promise is in box.</b></p>	
	<p><b>CFU's: (3 min)</b>                  With your partner, read the second sentence in this text chunk.</p> <ol style="list-style-type: none"> <li>1) Decide which strategy to use.</li> <li>2) Use the strategy to determine what promise is being made.</li> </ol> <p>Select scholar work to put on doc cam. Ask: which strategy did they use? Why did it work? What is the promise that AJ made here?</p>		<p><b>Exemplary Response:</b></p> <p>Promise = build good, peaceful relationships with other countries</p>	
<p><b>Gritty Reading Loops: Scaffolding to Independence</b></p>	<p><b>Text Chunk:</b>                  It will be my sincere and constant desire to observe toward the Indian tribes within our limits a just and liberal policy, and to give that humane and considerate attention to their rights and their wants, which is consistent with the habits of our Government and the feelings of our people.</p>	<p><b>Key Questions/Annotation Instructions:</b></p> <p>Which strategy will you use?                  -Apply that strategy to this text to determine...</p> <p>What is the promise that AJ is making here?</p>	<p><b>Loop Structure:</b></p> <p>Read whole-class first time.                  Whole-class CFU: which strategy works here? Why?</p> <p>(5 min): Use strategy with partner to determine meaning.</p> <p>Share out whole-class.</p>	<p><b>Exemplary Annotation/Oral Response:</b></p> <p><b>-Break sentence into smaller parts</b>  <b>-Eliminate non-important words</b>  <b>-Circle and replace known words</b></p> <p><b>Promise = make laws that are fair to Native Americans that take care of their needs</b></p>
	<p><b>Text Chunk:</b>                  [For jobs in the federal government,] I shall endeavor to select men whose diligence and talents will insure in their respective stations able and faithful cooperation, depending for the advancement of the public service more</p>	<p><b>Key Questions/Annotation Instructions:</b></p> <p>Which strategy will you use?                  -Apply that strategy to this text to determine...</p> <p>What is the promise that AJ is making here?</p>	<p><b>Loop Structure:</b></p> <p>Read 1<sup>st</sup> time with partner; decide on close reading strategy together.</p> <p>Independently use strategy to determine meaning.</p>	<p><b>Exemplary Annotation/Oral Response:</b></p> <p>Promise: Jackson will choose good people for jobs in the federal government.</p>

# AF Middle School History Fundamentals of Instruction



		<p>on the integrity and zeal of the public officers than on their numbers.</p>			
		<p><b>Text Chunk:</b>                  “A diffidence [feeling of shyness, or humility] in my own qualifications will teach me to look with reverence [deep respect] to the examples of public virtue left by my illustrious predecessors... The same diffidence induces me to hope for instruction and aid from the coordinate branches of the Government...”</p>	<p><b>Key Questions/Annotation Instructions:</b></p> <p>Which strategy will you use?                  -Apply that strategy to this text to determine...</p> <p>What is the promise that AJ is making here?</p>	<p><b>Loop Structure:</b></p> <p>Independently read &amp; determine strategy.</p> <p>Independently use strategy to determine meaning.</p>	<p><b>Exemplary Annotation/Oral Response:</b></p> <p><b>Promise: Respect the examples of earlier Presidents. Ask for help from other branches of government (Congress and Supreme Court).</b></p>

# AF Middle School History Fundamentals of Instruction



<b>SAY</b> <small>Total Min</small>	<p>Tier 1: What promises did Andrew Jackson make to the people of the United States in his inauguration speech?</p>	<p><b>Exemplary Responses:</b></p>
	<p>Tier 2: What <b>inferences</b> do you think people made about him when they heard each promise?</p>	

<b>Assessment</b> <small>Total Min</small>	<p><b>Application of Learning:</b> <i>If assessing comprehension, what section of text should scholars independently read and annotate (by paraphrasing/summarizing in order to demonstrate comprehension)? If assessing inferential thinking, what aims-aligned EBQ do I want them to produce?</i></p> <p>In your own words, summarize at least two promises that Andrew Jackson made in his inauguration speech.</p> <p><b>Stretch It:</b> Imagine that you were in the crowd, listening to this speech. What inferences would you make about Andrew Jackson? What type of President do you think he will be, and why?</p>	<p><b>Exemplary Student Response:</b></p> <p>Andrew Jackson made several promises in his inauguration speech. He promised that he would never abuse his power as President, and that he would work to build good relationships with other countries. He also promised that he would make laws that would respect and help Native Americans living within the boundaries of the United States. Additionally, he promised that he would pick good, talented people for jobs in the federal government. Finally, he promised to always respect the examples of the Presidents who came before him, and that he would respect the other two branches of government (Congress and the Supreme Court).</p>
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**Share/Close/Extend:** *Cycling back to the gritty character necessary to successfully struggle through difficult texts, what should I emphasize? Celebrate? Identify for moving forward?*

# AF Middle School History Fundamentals of Instruction



## Brief Planning Guide

1. **Select the text, and whittle down if necessary.**
2. **Ground in relevant unit goals.**
3. **Based on the aim, draft the assessment.**

If you do not have a provided aim to work from, then you may need to dive into the text first to assess its demands before you craft the aim. This may seem like it's in tension with backwards design, but this is a critically important aspect of planning gritty reading lessons, i.e. that the aim is generated from the particular demands of the text, as opposed to being generated separately from the text.

Aims for this lesson type typically take a general form:

*For comprehension-level aims:* SWBAT [demonstrate evidence of comprehension] by annotating for [X].

Ex: SWBAT accurately paraphrase key selections from Frederick Douglass's "What to the Slave is the Fourth of July?" speech by annotating for difficult vocabulary and complex sentences.

*For inference-level aims:* SWBAT [demonstrate evidence of analysis or evaluation] by annotating for [X].

Ex: SWBAT outline Frederick Douglass's argument in key selections of "What to the Slave is the Fourth of July?" speech by annotating for key claims and inferring author's purpose.

4. **First Read: Assess the text demands in order to identify the most important comprehension tools to model for scholars.**

This first read should be focused on meta-cognition. Tap into your awareness as a proficient reader, noting the most important tools form the gritty reader protocol that you're applying to comprehend the text: What did I struggle with? What tools from my gritty reader protocol did I employ?

- Draft the character framing

What will my scholars struggle with? What gritty reader protocol tools do I want them to employ? (Be selective about the most important ones.)

Formal assessment of text demands

- Create the comprehension model for the lesson

5. **Second Read: Clarify your purpose, and the re-read to annotate for your inferences.**

Based on unit goals/aims/first read of text, draft a larger purpose for reading at the inference level: guiding question, written product, task, etc.

Read the text again with this purpose in mind, annotating for your inferences. Zero in on key sections of the text that you want students to focus on

- Create the inferencing model for the lesson

## AF Middle School History Fundamentals of Instruction



- 6. Flesh out the rest of the lesson with a mind toward scaffolding students to independence as quickly as possible.**
  - a. Revise the assessment if need be
  - b. Plan questioning
  - c. Plan gritty reader loops for comprehension and inferencing loops