

Louisiana Believes

**Social Studies Professional Development
Fall 2019**

Goals

Teachers will be better equipped to

- advance the vision for social studies;
- foster classroom cultures that support student success;
- improve student outcomes by focusing on rigor and relevance;
- increase equity by ensuring access to complex text; and
- boost student engagement and learning through inquiry-based instruction.

Session Agenda

- I. Session Introduction
- II. Preparing for Student Success: The Importance of Norm Setting
- III. Defining the Vision: Preparation for Civic Life
- IV. Reviewing the Basics: Social Studies Resources 101
- V. Emphasizing Rigor and Relevance: The Importance of Grade-level Work
- VI. Closing the Opportunity Gap: The Role of Complex Text
10 MINUTE BREAK
- VII. Meeting the Needs of All Students: Equity Moves
- VIII. Putting Theory into Practice: Recognizing Rigor and Relevance
LUNCH
- IX. Engaging Students: The Power of Inquiry
- X. Session Reflection and Closing

Shifts Check-in

Teachers must plan effectively so students...

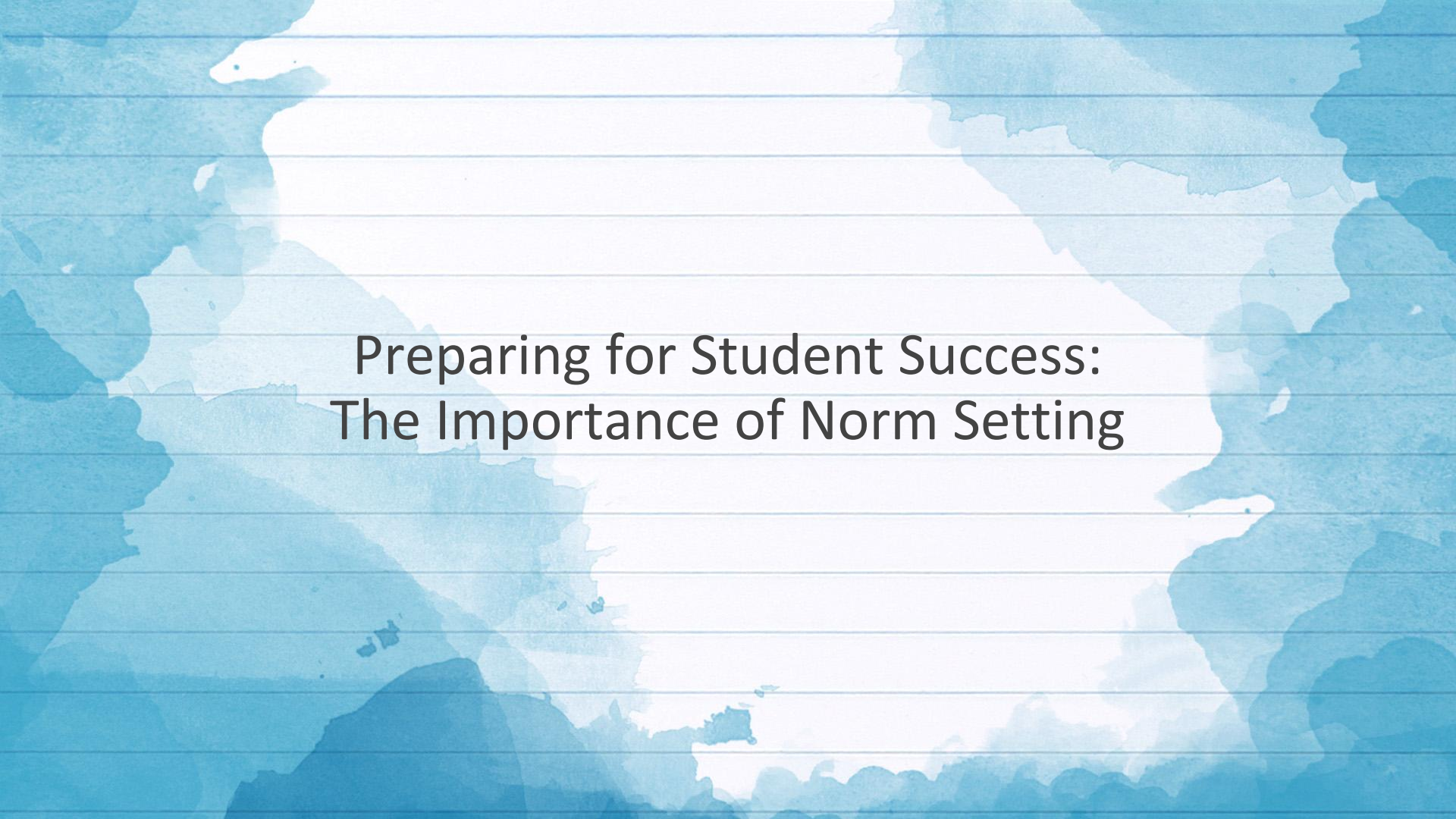
- learn content through the exploration of high-quality, complex sources;
- do the majority of thinking of speaking; and
- practice using evidence to support claims in a logical and critical way.

Group Introductions

1. Introductions

- Name
- District/school
- Current role
- Past social studies teaching experience

2. What brings you here today? What are you hoping to learn?



Preparing for Student Success: The Importance of Norm Setting

Why Are Norms Important?

Group norms are the ground rules for a group that intends to work together over time, especially on difficult issues.

- Norms build trust.
- Norms lay the groundwork for positive working relationships.
- Engaging in norm setting develops students' civic competency and social/emotional intelligence.

Setting Group Norms

Sample Norms

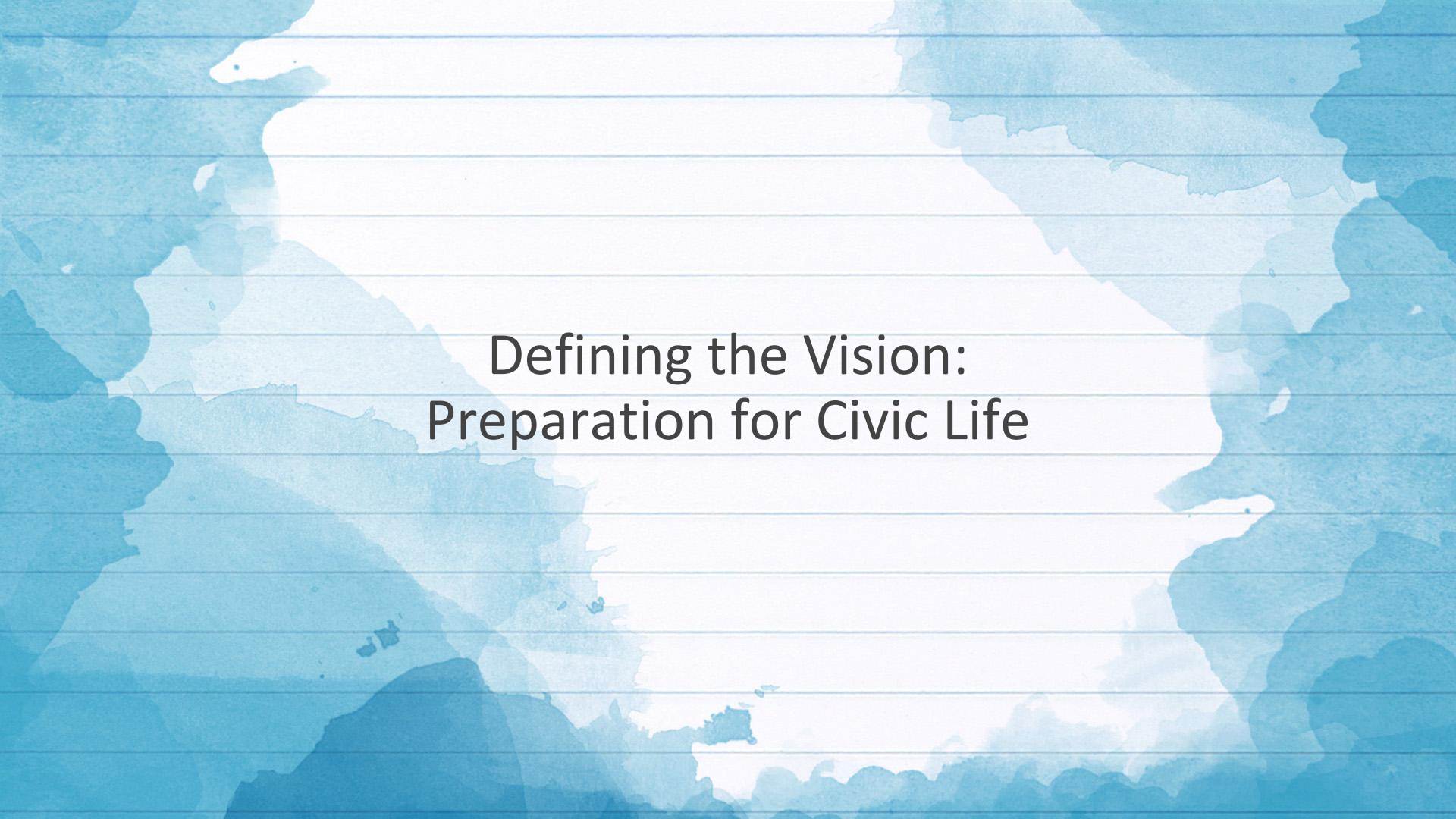
- Be present and engaged.
- Strive for equity of voice.
- Keep students at the center of our work.

Norm-Setting Protocol

1. Brainstorm a few norms silently and individually (2 minutes).
2. Discuss norms as a group, coming to consensus on a list of 3-5 (5 minutes).
3. Choose a scribe and record your agreed upon norms on your paper (1 mins).

Setting Group Norms

- Post your group's norms in an easily observable place (nearby wall or center of table).
- As we progress through the day, participate in a way that abides by your group's norms.



Defining the Vision: Preparation for Civic Life

Every day, **students** are in schools that treat them with dignity and respect where they have the opportunity to...



+



+



+



build knowledge
of the world,

read
meaningful texts,

express ideas through
writing and speaking, and

solve
complex problems.

Why Do We Teach Social Studies?

1. Individually complete a written response (5 minutes).
2. Discuss your answers with your table (5 minutes).

Social Studies Vision

The purpose of social studies is to prepare students for civic life.

Our goal is to graduate students who are

- knowledgeable about the world;
- able to express reasoned arguments; and
- interested in making society better.

Social Studies Shifts: Students

To reach the social studies vision, students must *routinely*

- learn content through the exploration of high-quality, complex sources;
- do the majority of thinking of speaking; and
- practice using evidence to support claims in a logical and critical way.

Social Studies Shifts: Teachers

To reach the social studies vision, teachers must

- learn the content deeply prior to teaching it;
- use questions to facilitate student discussion; and
- allow students to productively struggle.



Reviewing the Basics: Social Studies Resources 101

Social Studies Resource Library

K-12 Social Studies Resources Library

- K-12 Louisiana Student Standards for Social Studies
- Companion Documents
- Scope and Sequences
- Assessment Guides

EAGLE

- EAGLE (See [A Teacher's Guide To LEAP 360](#) for a list of sets.)



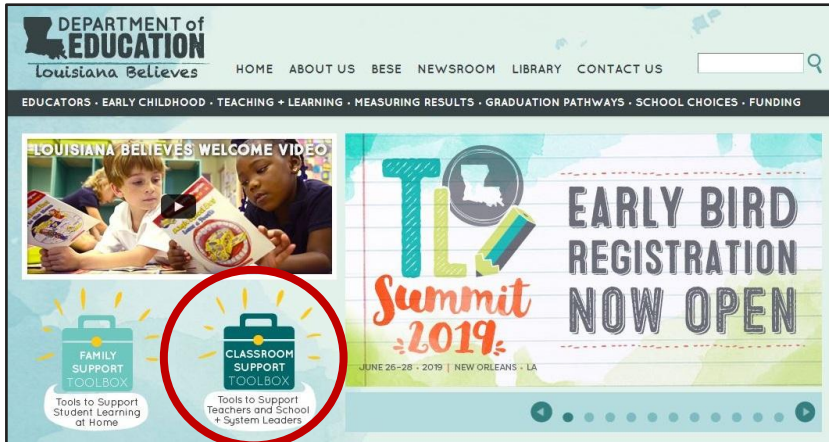
EAGLE

- The appendix of [A Teacher's Guide To LEAP 360](#) contains a full list of available social studies sets in EAGLE.
- The Social Studies Practice Tests are also now available in EAGLE. The scoring guides contain rubrics and annotated student responses.

Grade	Unit	Passage Name	Passage Identifier	Item Identifiers	Date Added
U.S. History	1	Westward Expansion	133883	1000948, 1000950, 1000951, 1000952, 1000953, 1000955, 1000956, 1000957	Sept 2018
U.S. History	1	Americanization and Assimilation Grade U.S. History LEAP 2025 Practice Test Set	136286	1023336, 1023337, 1023338, 1023340	Mar 2019
U.S. History	1	Western Frontier Grade U.S. History LEAP 2025 Practice Test Set	136324	1023445, 1023446, 1023447, 1023448	Mar 2019
U.S. History	2	World War I Entry	134349	1004696, 1004698, 1004699, 1004700, 1004702, 1004703, 1004705, 1004706	Oct 2018
U.S. History	2	Theodore Roosevelt and U.S. Foreign Policy Grade U.S. History LEAP 2025 Practice Test Set	136289	1023381, 1023386, 1023388, 1023392, 1023397	Mar 2019
U.S. History	3	The New Deal	133884	1000964, 1000965, 1000966, 1000967, 1000968, 1000969, 1000970, 1000971, 1000972	Sept 2018

Accessing Resources

Access the [Teacher Support Toolbox](#) through the Classroom Support Toolbox icon on the [Louisiana Believes](#) homepage.



Accessing Resources

From the [Teacher Support Toolbox](#), get access to resources by subject, grade, or topic.

The screenshot shows the Louisiana Department of Education website. The header includes the logo and navigation links: HOME, ABOUT US, BESE, NEWSROOM, LIBRARY, CONTACT US. Below the header is a navigation bar with categories: EDUCATORS, EARLY CHILDHOOD, TEACHING + LEARNING, MEASURING RESULTS, GRADUATION PATHWAYS, SCHOOL CHOICES, FUNDING. The main content area features a 'WELCOME' message and several resource icons. The 'RESOURCES BY SUBJECT' icon, which shows a stack of books, is circled in red. Other icons include 'TEACHER Support TOOLBOX', 'FAMILY SUPPORT', 'EDUCATOR RESOURCE GUIDE', 'COUNSELOR SUPPORT', 'Teach Live!', 'LOUISIANA STUDENT STANDARDS', 'LEADERSHIP PIPELINE', 'COMPASS', and 'ASSESSMENT RESOURCES'.

The screenshot shows the 'PLANNING RESOURCES' section of the Louisiana Department of Education website. The header and navigation bar are identical to the previous screenshot. A sidebar on the left lists categories: BROWSE BY CATEGORY, DATA CENTER, CLOSING THE EQUITY GAP, COUNSELOR TOOLBOX LIBRARY, FAMILY SUPPORT TOOLBOX LIBRARY, HIGH SCHOOL PERFORMANCE, and TEACHER SUPPORT TOOLBOX LIBRARY. The main content area displays 'PLANNING RESOURCES' with several circular icons: 'EC EARLY CHILDHOOD PLANNING', 'E K-12 ELA PLANNING', 'M K-12 MATH PLANNING', 'A K-12 ARTS PLANNING', 'Sci K-12 SCIENCE PLANNING', and 'S K-12 SOCIAL STUDIES PLANNING'. The 'S K-12 SOCIAL STUDIES PLANNING' icon is circled in red.

Updates to the Scope and Sequences

The social studies scope and sequences for grades 3-8 have been revised for the 2019-2020 school year to better support unit pacing.

While a few tasks have been reduced, removed, or resequenced to allow more time for prioritized content, the updates do *not* include changes to instructional approach or new content.

What Changed?

- Addition of high-level pacing guidance by quarter for each grade
- Grades 7 and 8: Reduction/elimination of nonessential content to support better pacing
- Grade 8: Resequencing of instructional tasks to match the order recommended in the companion document

Staying Informed

- Access archive copies of newsletters in the [Newsroom](#).
- To request subscription to newsletters, email ldoecomunications@la.gov.
Make sure to note the newsletter(s) you want to subscribe to in your email.

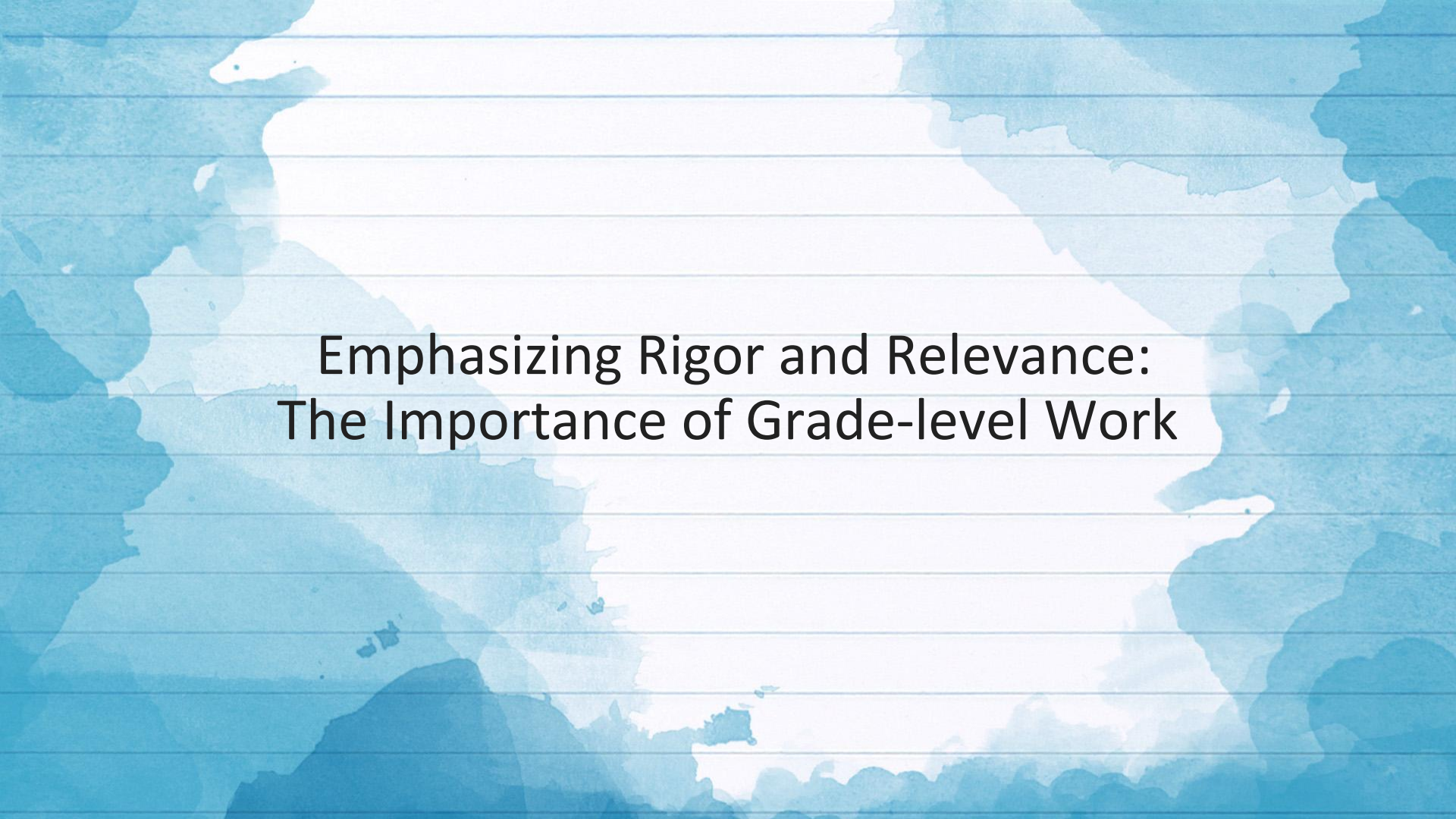
The screenshot shows the Louisiana Department of Education website. The header includes the logo "DEPARTMENT of EDUCATION Louisiana Believes" and navigation links: HOME, ABOUT US, **NEWSROOM**, LIBRARY, CONTACT US. Below the navigation is a secondary menu: EDUCATORS • EARLY CHILDHOOD • TEACHING + LEARNING • MEASURING RESULTS • GRADUATION PATHWAYS • SCHOOL CHOICES • FUNDING. The main content area features a "LOUISIANA BELIEVES WELCOME VIDEO" with a thumbnail of children reading, a "FAMILY SUPPORT TOOLBOX" (Tools to Support Student Learning at Home), a "CLASSROOM SUPPORT TOOLBOX" (Tools to Support Teachers and School System Leaders), and a large banner for the "EARLY BIRD REGISTRATION NOW OPEN" summit on June 26-28, 2019, in New Orleans, LA.

A vertical sidebar menu with a teal background. The items listed are: NEWS RELEASES, **NEWSLETTERS** (circled in red), BE A TEACHER CAMPAIGN ASSETS, CLASSROOM CHRONICLES, LEADERS LAGNIAPPE, and VIDEOS + WEBINARS.

TEACHER LEADERS
ENGAGE. EMPOWER. INSPIRE.

LDOE Weekly Newsletter

DEPARTMENT of EDUCATION
Louisiana Believes



Emphasizing Rigor and Relevance: The Importance of Grade-level Work

Is Your Lesson a Grecian Urn?

Listen to “[Is Your Lesson a Grecian Urn?](#),” by Jennifer Gonzalez.

Turn and talk:

1. How pervasive is the Grecian urn problem in social studies?
2. How do you know if you are using a Grecian urn?

Challenge
Change
Confirm

The following slides include research about classrooms today. As we read the slides, consider:

Does the information provided challenge, change, or confirm your thinking?

Share your reactions with your colleagues through a table discussion.

Challenge
Change
Confirm

Teachers spend an average of **12 hours** per week searching for or creating instructional resources for their classrooms.



95% are using Google



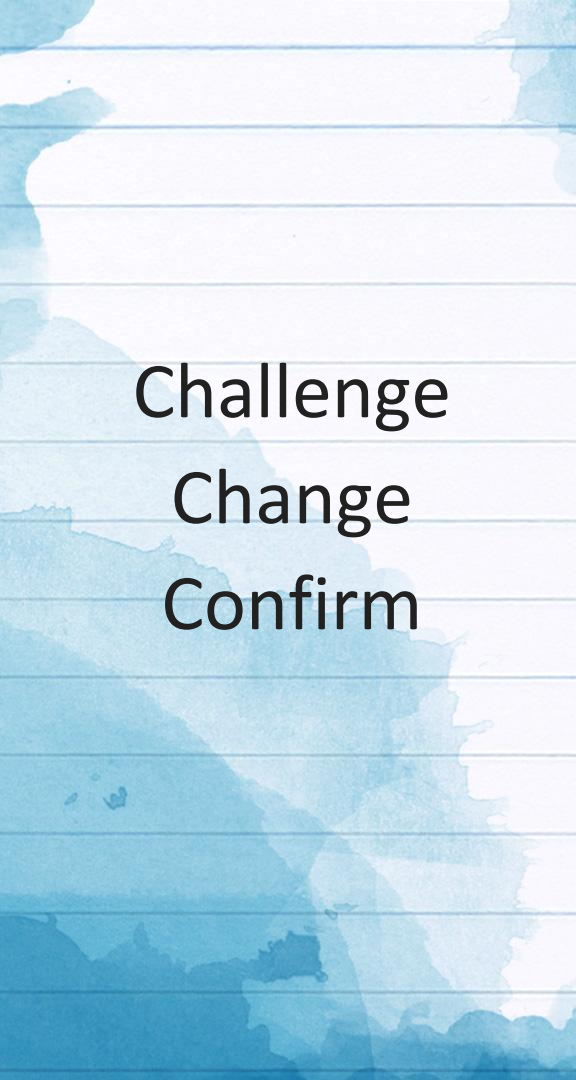
85% are using Pinterest



87% are using Teachers Pay Teachers

Challenge
Change
Confirm

Students spent more than **500 hours** per school year on assignments that weren't appropriate for their grade and with instruction that didn't ask enough of them—the equivalent of six months of wasted class time in each core subject.

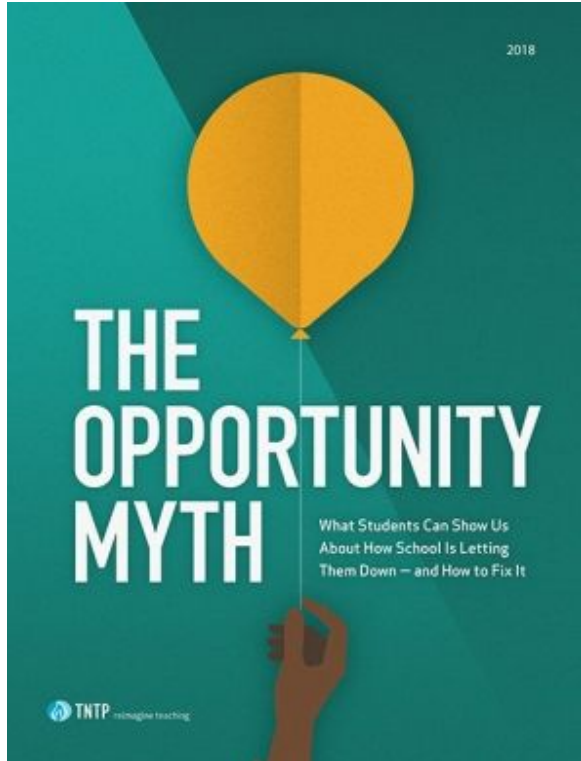


Challenge
Change
Confirm

Nationwide, **40%** of COLLEGE STUDENTS take at least one remedial course learning skills they were told they'd already mastered in high school.

Graduates who opt for a career straight out of high school aren't faring much better, with many employers reporting high school graduates are **missing skills** needed to do their jobs well.

The Opportunity Myth



A study that sets out to answer the question, “*How can so many students be graduating from high school unprepared to meet their goals for college and careers?*”

TNTP is a national nonprofit founded by teachers. TNTP works at every level of the public education system to attract and train talented teachers and school leaders, ensure rigorous and engaging classrooms, and create environments that prioritize great teaching and accelerate student learning.

The Opportunity Myth: Discussion

Read [“The Opportunity Myth” Executive Summary.](#)

Turn and talk:

- What is the central message of the findings?
- What was surprising to you?

The Opportunity Myth

FIGURE 5 TIME SPENT ON GRADE-APPROPRIATE ASSIGNMENTS VERSUS NON-GRADE-APPROPRIATE ASSIGNMENTS

Of the 180 classroom hours in each core subject during the school year, students spent...



The Opportunity Myth

FIGURE 1 STUDENT SUCCESS ON ASSIGNMENTS VERSUS MASTERY OF GRADE-LEVEL STANDARDS ON THOSE ASSIGNMENTS

Students succeeded on

71%

of their assignments

They met grade-level standards on

17%

of those exact same assignments

Even though most students are meeting the demands of their assignments, they're not prepared for college-level work because those assignments don't often give them the chance to reach for that bar.

All students tended to succeed on grade-level work, but many students of color were denied any opportunity to even try it.

Success rates on grade-level work were similar...



Success rates on all grade-level assignments from classrooms with mostly students of color



Success rates on all grade-level assignments from classrooms with mostly white students

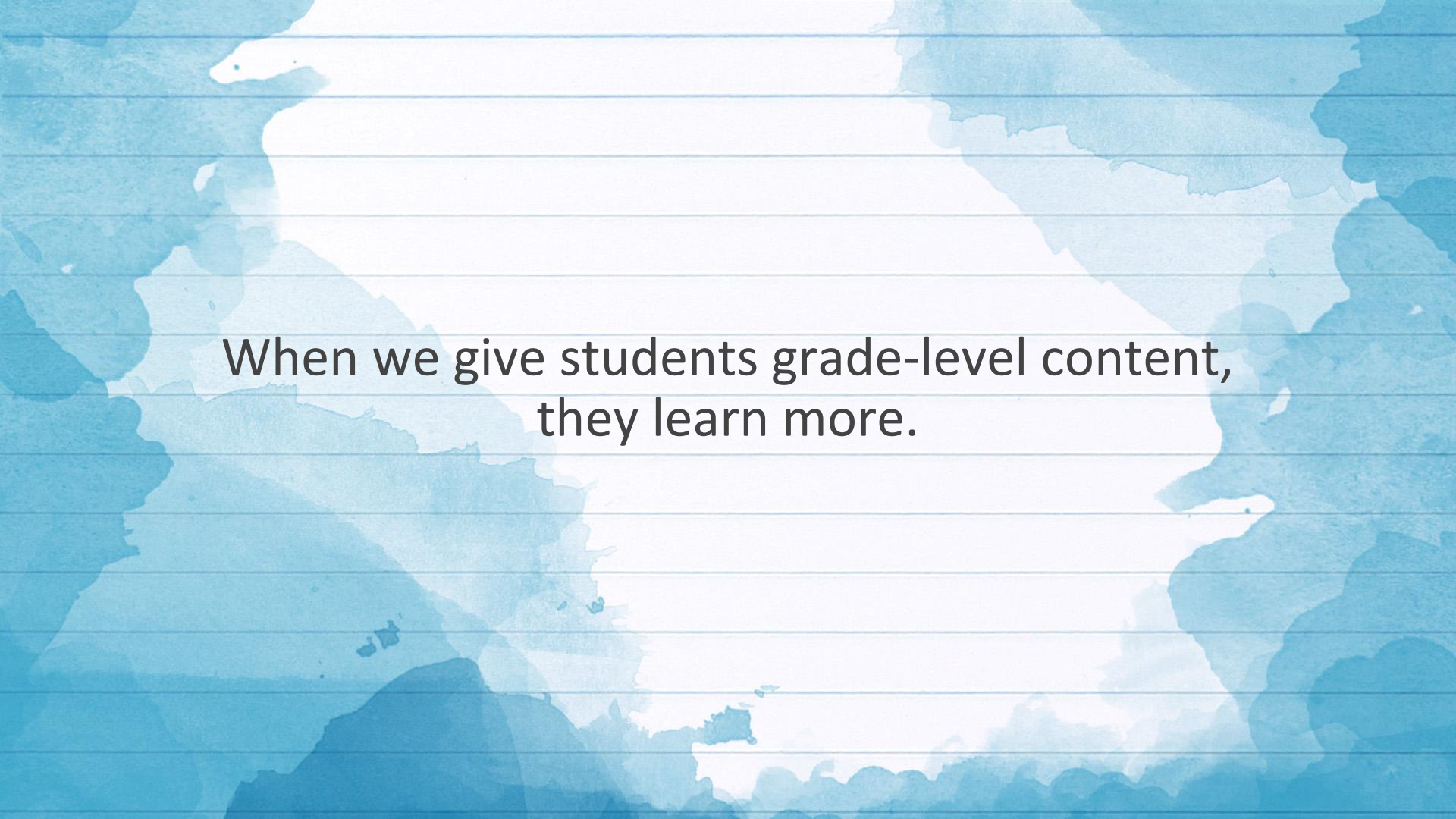
...but 4 out of 10 classrooms with a majority of students of color never received a single grade-level assignment.



Percent of classrooms that had no grade-level assignments in classrooms with mostly students of color



Percent of classrooms that had no grade-level assignments in classrooms with mostly white students

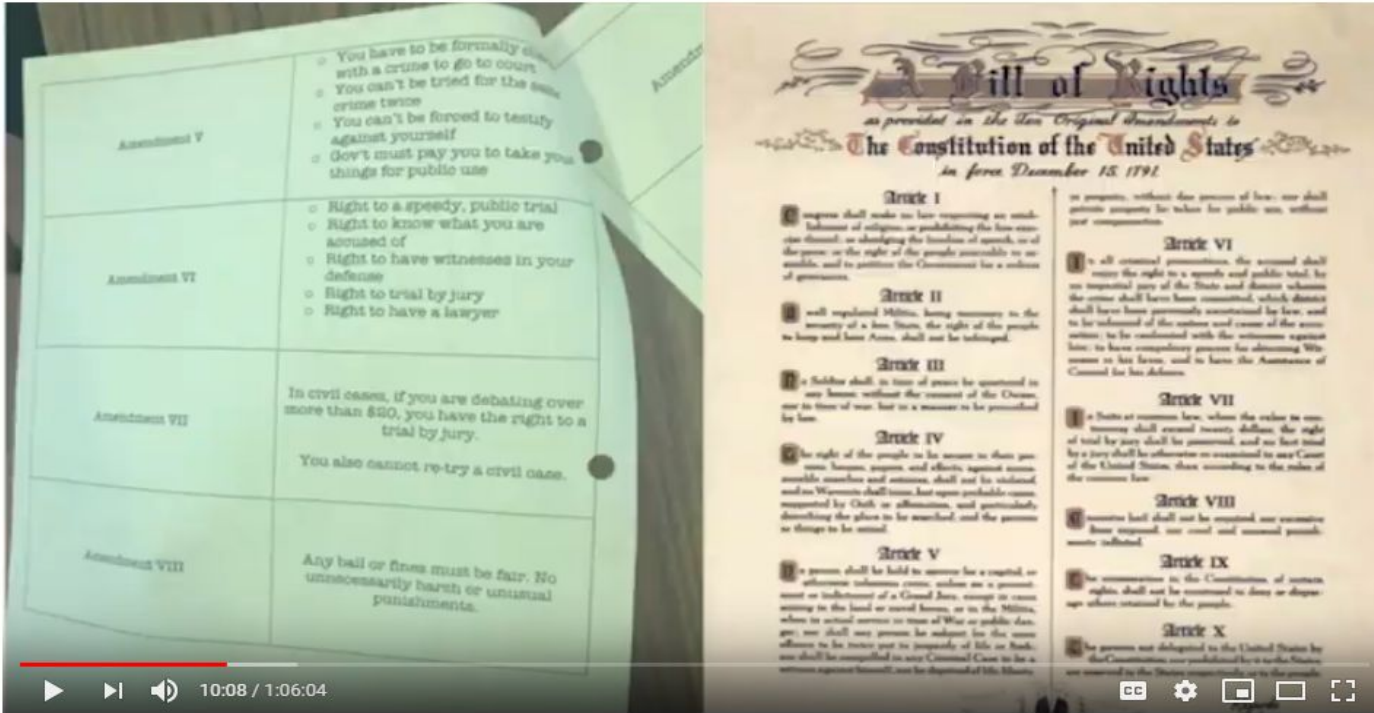


When we give students grade-level content,
they learn more.

The Opportunity Myth

- When high-achieving (but not gifted) Black and Latino students are placed in gifted classes, they demonstrated significant gains in both reading and math scores, persisting from fourth to at least sixth grade. (Card & Giuliano, 2016)
- Readers not ready for their grade, when given texts above their “level” and work with a more proficient peer made more progress than students who read leveled texts independently. (Morgan et al., 2000; Brown et al., 2017)
- English learners acquire knowledge and vocabulary faster when getting exposure and scaffolds to grade-level content. (Walqui & Heritage, 2012)

The Opportunity Myth



Kate Gerson
CEO, UnboundED

Keynote Address
from UnboundED's
2018 Summer
Standards Institute

Full keynote
available [here](#)

“I did then what I
knew how to do.
Now that I know
better, I do better.”

-Dr. Maya Angelou



The Opportunity Myth: Reflection and Discussion

To prepare for table discussions, revisit the Executive Summary of the Opportunity Myth report, page 7. Reread the recommendations TNTP makes, highlighting the pieces you find most important.

Table talk:

- What does this make me think about my current practice?
- What is this making me think about changes I want to make in my practice moving forward?
- What are the implications of these findings for our work as social studies teachers?

How Do We Close the Opportunity Gap?

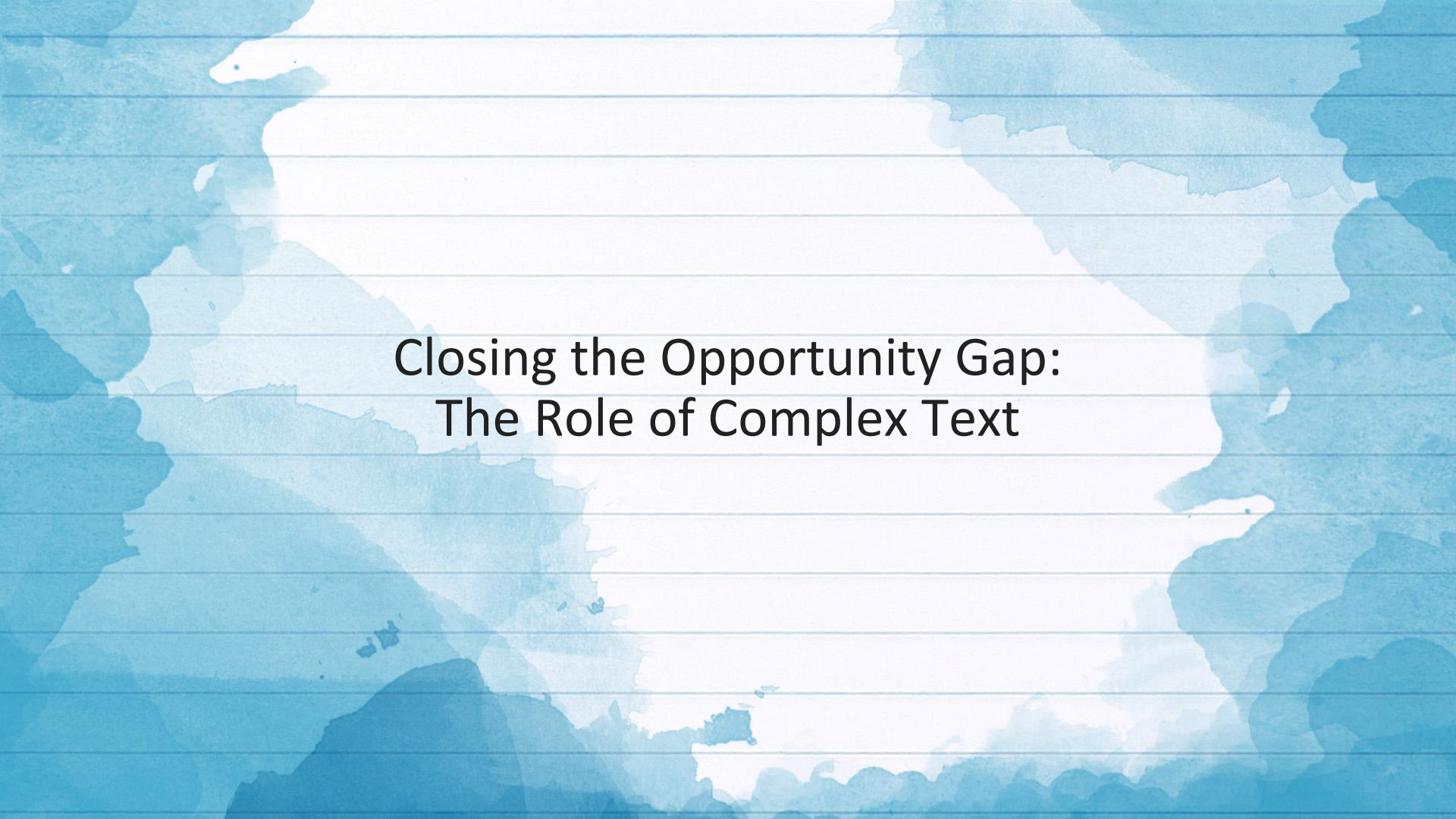
Remember the Rs:

Rigor

- Give all students access to complex, grade-level work

Relevance

- Align instruction and assessment to the key content for the course

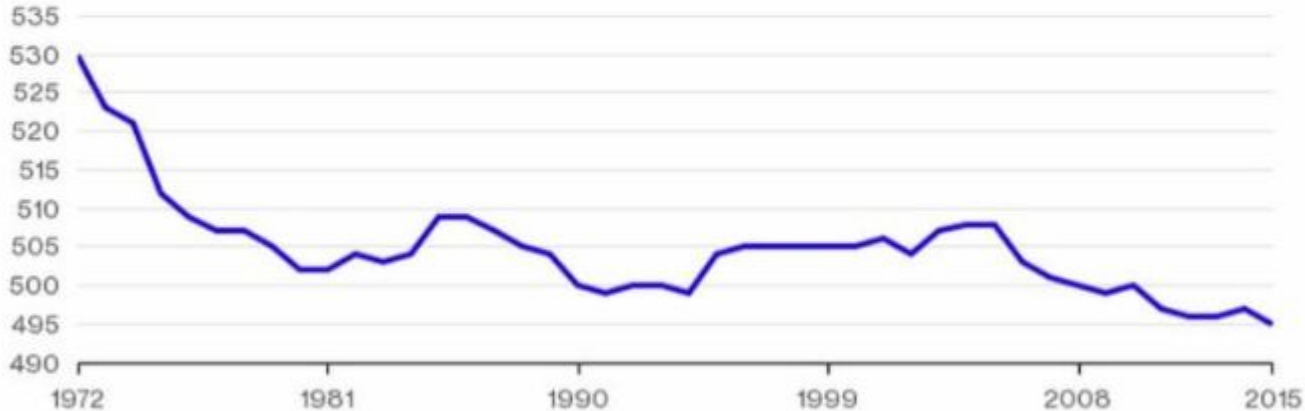


Closing the Opportunity Gap: The Role of Complex Text

What Is the Cause for Declining SAT Scores?

Reading Incomprehension

Scores on the reading portion of the SAT



Source: The College Board

Bloomberg 

Data sourced from the **College Board** and compiled by the **Bloomberg Foundation**.

“An analysis of 800 textbooks published between 1919 and 1991 found that the difficulty of the text had been significantly reduced...”

-Donald P. Hayes, Loreen T. Wolfer, and Michael F. Wolfe, “Schoolbook Simplification and its Relation to the Decline in SAT-Verbal Scores,” *American Educational Research Journal* 33, no. 2 (1996). 489-508

Complex Text and College Readiness



(ACT, Inc., 2006) (Scholastic, Inc., 2013)

Video Clip: David and Meredith Liben from the 2013 Scholastic conference

Questions to Consider:

- What resonates with you?
- What surprises you?
- What questions do you have?

The Challenge of Complex Text

Read an excerpt from [*Advancing Our Students' Language and Literacy: The Challenge of Complex Text*](#) by Marilyn Jager Adams, stopping before the section titled “The Vocabulary of Written Language.”

Turn and talk:

1. What makes a text complex?
2. What is at stake for students when they are not exposed to complex text?

Complex Text: Reflection

Individually respond to the following question in writing:

What are the implications of these findings for our work as social studies teachers?

After writing, share your thoughts at your table groups.

Shifts Check-in

Teachers must plan effectively so students...

- learn content through the exploration of high-quality, complex sources;
- do the majority of thinking of speaking; and
- practice using evidence to support claims in a logical and critical way.

Session Agenda

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10 MINUTE BREAK

VII. Meeting the Needs of All Students: Equity Moves

VIII. Putting Theory into Practice: Recognizing Rigor and Relevance

LUNCH

- IX. Engaging Students: The Power of Inquiry
- X. Session Reflection and Closing

The background features a light blue and white watercolor-style wash with irregular, soft-edged splashes. Overlaid on this are thin, horizontal, light blue lines, similar to those on a piece of lined paper. The overall aesthetic is clean, modern, and educational.

Meeting the Needs of All Students: Equity Moves

Equity Moves

Strategies a teacher can implement to ensure that all students can access complex text

Equity: the quality of being fair and impartial; giving every student what they need to be successful; *justice*

Equity Moves session adapted from UnboundED's Standards Institute

Examples of Equity Moves

Equity Moves

- Teacher pre-reading and text complexity analysis
- Equity of language
- Strategic use of student collaboration
- Scaffolding toward independence
- Strategic building of student knowledge
- Improving reading fluency

Language Equity

Holding space for academic vocabulary, while also making the classroom a safe space for students to use variants of English and languages other than English

Table talk:

- How does making space for informal speaking help students access complex text?
- What are some instances in a classroom when informal speaking can occur?
- When should more formal, academic language be used?

*Access to and proficiency with multiple variants of English is a **strength**.*

*Access to and proficiency with multiple languages is a **strength**.*

Strategic Use of Student Collaboration

Creating low-anxiety methods for students to share responses on new or difficult material, especially complex questions, such as

- turn and talks
- individual written reflection
- question previewing

Table talk:

- How does student collaboration help students access complex text?
- How can you implement strategic collaboration in your practice?

Scaffolding

Scaffolding IS

an amplification of accessibility (creating an on-ramp into the work so the student can engage and benefit).

a means to develop learner autonomy (to apprentice the student over time to support her/himself).

support that allows students to accomplish more than they could independently.

planned and/or in the moment.

Scaffolding

Scaffolding IS NOT

differentiating by replacing the complex text with a leveled text for some readers.

decreasing the complexity to make the task easier.

differentiating by selecting different activities for struggling students.

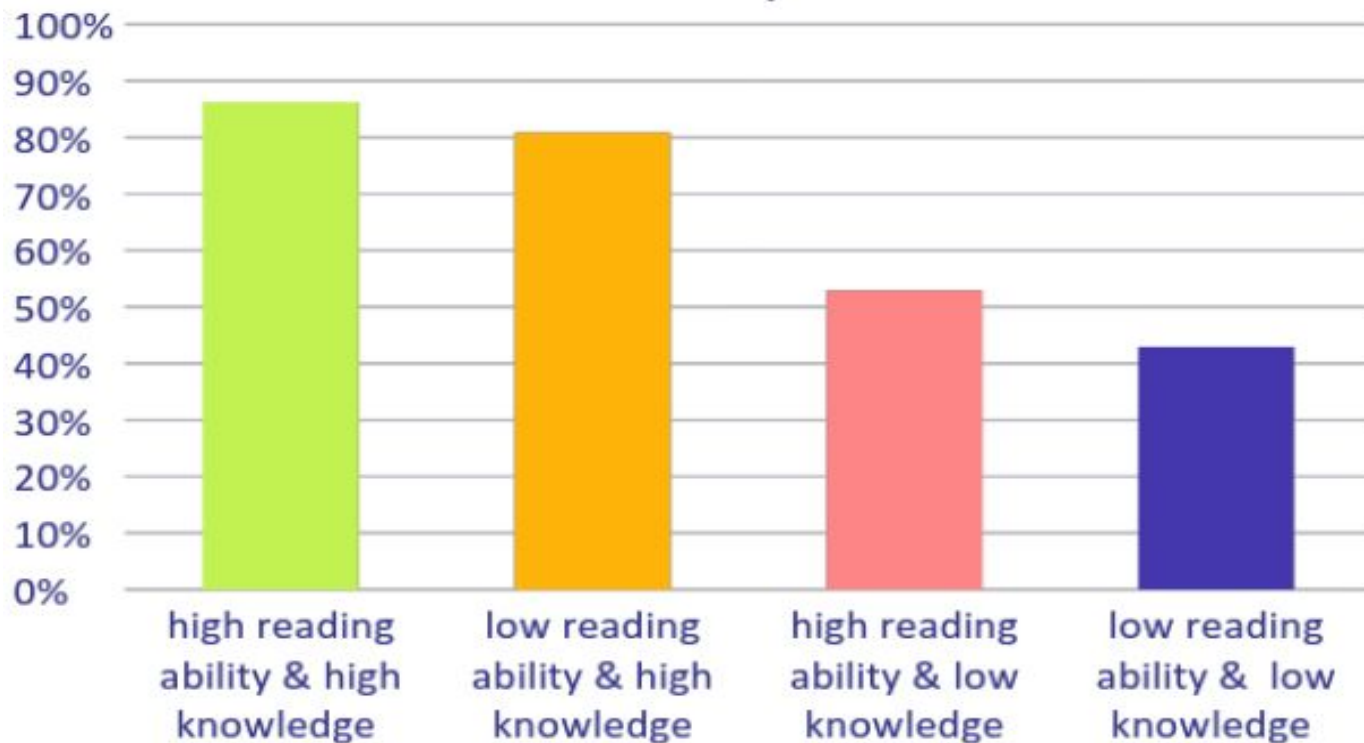
The Baseball Study (Recht & Leslie, 1988)

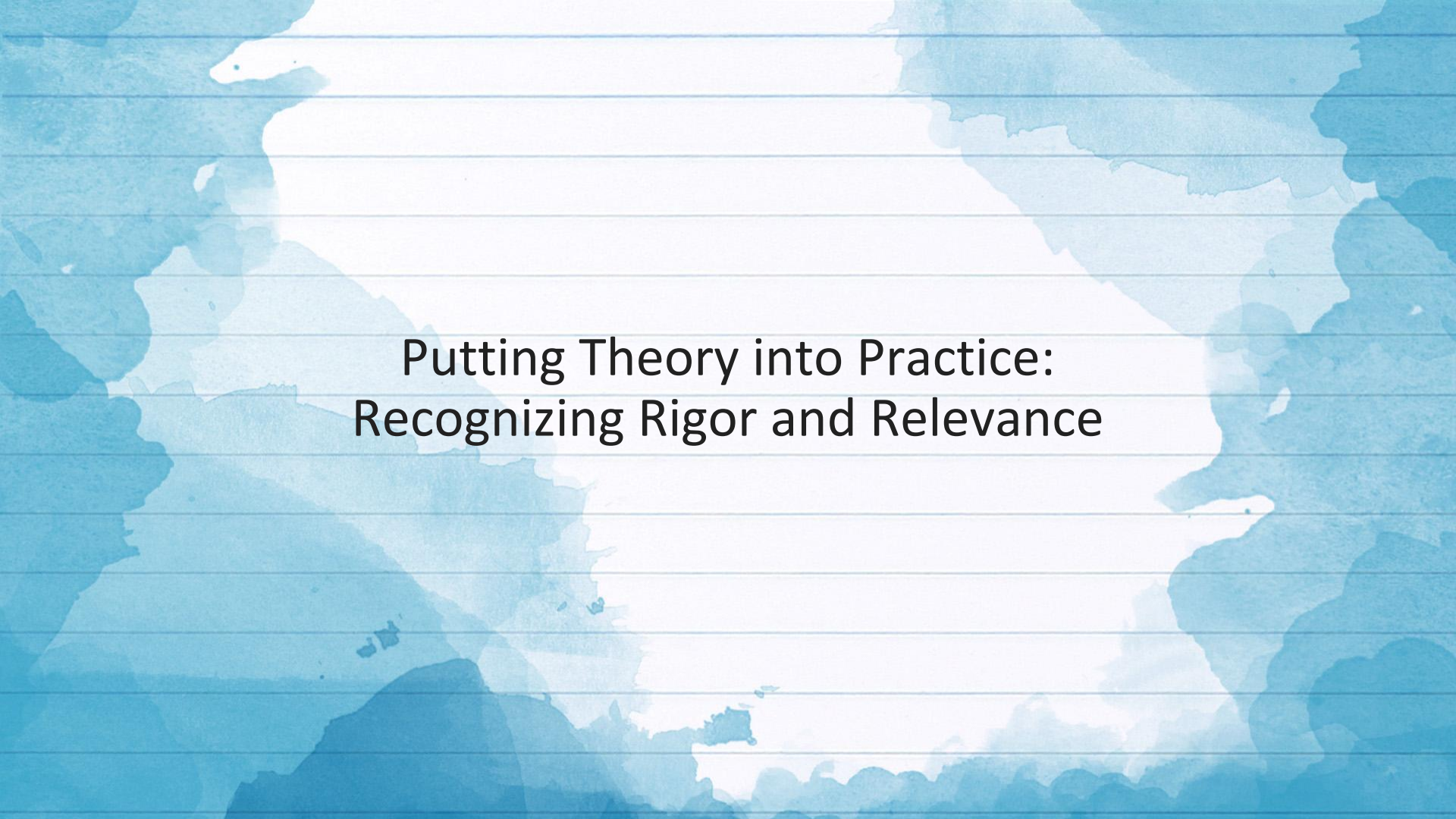
High reading ability High knowledge of baseball	High reading ability Low knowledge of baseball
Low reading ability High knowledge of baseball	Low reading ability Low knowledge of baseball

Predict: What percentage of questions on a reading comprehension test (text is complex and about baseball) would each category of students get right?

Building Knowledge

Having knowledge about a topic allows a student more access to complex text on that topic than having a high reading ability.





Putting Theory into Practice:
Recognizing Rigor and Relevance

Rigor and Relevance: Grade 6 Example

Review the Agricultural Revolution task from the [Grade 6 Scope and Sequence](#) (Unit 1, Topic 3, pages 32-65).

Turn and talk:

1. What makes this task rigorous for students?
2. Both the Grecian Urn task and the Agricultural Revolution task are designed to be engaging for students. In what ways is the Agricultural Revolution task more *rigorous* and *relevant*?

Seeing the Shifts in LEAP Items

Which feature was a necessity for early settlements?

- A. a warm climate
- B. a nearby water source
- C. access to metals such as iron
- D. large, flat areas for constructing houses

Seeing the Shifts in LEAP Items

Source 2

Excerpt from *The World's First City*
by Orrin C. Shane III and Mine Kucuk

Nine thousand years ago, visitors approaching Catalhuyuk¹ from across a vast marshy plain would have seen hundreds of mud-brick dwellings on the slopes of an enormous settlement mound. The site's several thousand inhabitants would have been herding sheep or goats; hunting wild cattle (aurochs), horses, and deer; tending crops of peas, lentils, and cereals; or collecting wild plant foods such as tubers from the marshes. Some would have been bringing valuable raw materials to the site such as obsidian² from volcanic peaks. . . .

In size and complexity, Catalhuyuk was unlike any other site in the world. . . . Catalhuyuk was first brought to worldwide attention by James Mellaart, whose excavations between 1961 and 1965 revealed more than 150 dwellings and rooms, many decorated with murals, plaster reliefs, and sculptures. . . . The artifacts reported by Mellaart were just as spectacular, including the world's earliest known pottery and polished obsidian mirrors; preserved basketry, textiles, and carved wooden utensils; and well-fashioned obsidian tools and exquisitely shaped flint daggers with bone handles carved in the forms of animals.

Meaning "fork mound" in Turkish, Catalhuyuk consists of two mounds on either side of an ancient channel of the Çarsamba River on the fertile Konya Plain. . . . Mellaart excavated less than four percent of the eastern mound at Catalhuyuk, but it was enough to indicate the settlement's size and architectural complexity as well as the sophistication of its art. In doing so, he established Catalhuyuk as an important site for studying the origins of settled farming life and the rise of the first cities.

¹Catalhuyuk: an alternative spelling for Catalhoyuk

²obsidian: a dark natural glass that forms when lava cools

Based on Source 2, how did the physical environment influence the agricultural practices of the Catalhoyuk people?

- A. The fertile river enabled the people to concentrate on fishing.
- B. The surrounding plains allowed people to raise cattle and sheep.
- C. The nearby forests permitted the people to focus on harvesting timber.
- D. The tropical climate allowed people to grow rice.

Rigor and Relevance: Reflection

Think back on your instruction this year and last.

Journal time:

1. Describe an exemplary task you have used in the past. Explain why it met the bar for rigor and relevance.
2. Describe a task you have used in the past that may have been a Grecian urn (at least in part). Explain what elements were lacking in rigor and/or relevance. Would you scrap the whole project or revise to improve?


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Engaging Students: The Power of Inquiry-Based Learning

What is Inquiry-Based Instruction?

A form of active learning that starts by posing questions, problems or scenarios—rather than only presenting established facts.

Why Inquiry?

- Emphasizes **acquisition** and **application** of knowledge to prepare students for college, career, and civic life
- Teaches students to be critical consumers of information, in addition to learning social studies content
- Emphasizes expressing understanding through writing and speaking
- Builds on the natural curiosity of students and increases engagement by making learning meaningful and applicable in the real world

Why Inquiry?

“...qualitative and quantitative comparisons of the 42 students’ work revealed ***improvement in argumentation, reasoning, and evidence-based writing*** in one class [the inquiry based class], but not the other [direct-instruction model].” - Monte-Sano, 2008

-*Learning Social Studies: An Evidence-based Approach* (Hicks, van Hoover, Doolittle, and VanFossen. ResearchGate, January 2012)

Process of Inquiry

Compelling Question and Supporting Questions

Instruction is framed by a compelling question. Throughout the learning process, supporting questions guide students' learning on the way to answering the compelling question.

Using Sources

Students use sources to investigate that question. Through analyzing sources, students build knowledge on the topic. Students do the majority of the thinking and speaking.

Claims

Students develop and express claims in response to compelling questions.

Compelling and Supporting Questions

Compelling questions

- are provocative and engaging;
- are worth spending time on;
- address problems, issues, or curiosities about how things work;
- are intellectually meaty;
- reflect a significant issue, concern, or debate in social studies; and
- ***drive deliberation and discussion - there is no one right answer.***

Supporting questions

- help students answer compelling questions.

Compelling and Supporting Questions: An Example

An example from [C3 Teachers](#)

Compelling question: [Were the suburbs good for America?](#)

Supporting questions:

- What were the economic and social conditions in the United States after World War II?
- How and why did the suburbs grow in the 1950s?
- What were the potential benefits of suburbanization?
- What were some of the problems that suburbanization created?

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Sources

Sources are the vehicle through which content learning takes place.

A good source is

- authentic;
- appropriately complex; and
- authoritative and/or credible.

A good set of sources

- may contain primary documents and secondary interpretations;
- includes a variety of formats (text, map, photo, video, artwork, etc.);
- represents multiple perspectives; and
- contains ample, relevant information to develop and support claims.

Curating a Set of Sources

Perform a jigsaw reading of the sources in [“Were Suburbs Good for America?”](#)

- Skim sources for assigned Supporting Question (1, 2, 3, or 4; begins on page 6).
- Report out to group on what types of sources you encountered and what information they provided.

Table talk:

- How well do the sources included meet the criteria for a quality source set?

Presenting Sources to Students

- Excerpt as necessary
- Determine method students will use to analyze a source and pull out key information
- Plan for vocabulary instruction

Source Analysis

Determine method students will use to analyze a source and pull out key information

O **origin** - who wrote and when; what do we know about the author/creator?

P **urpose** - what is being communicated; who is the intended audience?

V **alue** - what does this source tell us about this time/place/society?

L **imitation** - what perspective/information is missing from this source?

Source Analysis: Practice!

1. Read the [G.I. Bill of Rights pamphlet](#) (pages 9-10).
2. Practice using the OPVL method.

This can be done with a partner at your table or individually. Take 5 minutes to complete.

Origin - who wrote and when; what do we know about the author/creator?

Purpose - what is being communicated; who is the intended audience?

Value - what does this source tell us about this time/place/society?

Limitation - what perspective/information is missing from this source?

The Importance of Deliberation and Discussion

Read the Choices Program's [*Guidelines for Deliberation*](#).

Table talk:

- Why is deliberation and discussion (as opposed to just debate) a critical part of the social studies classroom?
- Why is it important to have students deliberate and discuss prior to developing claims and arguments?

Vocabulary

Questions to consider:

1. Can the word's meaning be gleaned from context?
 - NO - move to #2
2. Is the source accessible without defining the word?
 - NO - move to #3
3. Is the word a key term for the course?
 - NO - drop in a quick definition
 - YES - teach the term

Vocabulary Practice

Read [“Levittown: The Imperfect Rise of American Suburbs”](#) by Crystal Galyean (pages 13-14).

Do any terms need to be

- 1) defined?
- 2) taught?

Questions to Consider:

1. Can the word’s meaning be gleaned from context?
 - NO - move to #2
2. Is the source accessible without defining the word?
 - NO - move to #3
3. Is the word a key term for the course?
 - NO - drop in a quick definition
 - YES - teach the term

Excerpting Sources

Excerpts

- support students in accessing complex text;
- should focus students on the most important information; and
- should maximize the source's value.

Excerpting Sources: Practice

Read [transcript](#) of *Fresh Air* interview with Richard Rothstein about his book, *The Color of Law: A Forgotten History of How Our Government Segregated America*.

Group discussion:

- How does this source add value to the set?

Table talk:

- How would you use/excerpt the source to maximize its value given limited instructional time? What are the key ideas to include?

Sources: Reflection

Table talk:

- How is this different, if at all, from what you currently do with sources in your classroom?
- How will this learning change your classroom practice?

Process of Inquiry

Compelling Question and Supporting Questions

Instruction is framed by a compelling question. Throughout the learning process, supporting questions guide students' learning on the way to answering the compelling question.

Using Sources

Students use sources to investigate that question. Through analyzing sources, students build knowledge on the topic. Students do the majority of the thinking and speaking.

Claims

Students develop and express claims in response to compelling questions.

What is a Claim?

*A statement of belief or opinion rooted in factual knowledge and evidence that result from the analysis of sources in an inquiry**

A claim is also

- made after many opportunities to deliberate and debate ideas.
- well supported by evidence from sources and knowledge gained through the inquiry process.

A claim is *not*

- a factual statement.
- a restatement of the question.

**Definition taken from the College, Career, and Civic Life (C3) Framework.*

Sample Claim

An example from [C3 Teachers](#)

Compelling question: Were the suburbs good for America?

Sample Claims:

1. Suburbs helped to promote a resurgent economy and a new era of American optimism.
2. Suburbs supported a monolithic culture that in some ways limited creativity and individual expression.

What makes the above statements claims?

Name That Claim!

1. New Deal programs from the 1930s were designed to benefit white homebuyers.
2. While advancing the “American dream” of homeownership for whites, discriminatory housing policies of the twentieth century undermined urban areas and magnified racial wealth disparities, resulting in systemic barriers to opportunity that persist in the twenty-first century.
3. Federal policies, such as the GI Bill and the construction of interstate highways, directly contributed to the massive expansion of the suburbs in the twentieth century, which continues to have a significant impact on society today.

What Is an Argument?

An argument is a claim or collection of claims supported by relevant evidence, which can be considered an answer to the question investigated by the research.

Students can express arguments through

- speaking;
- writing; or
- purposeful projects.

Arguments *should be*

- valid (legitimate interpretations of factual information);
- coherent (evidence cited supports the claim); and
- well reasoned (evidence is used in a logical and critical way).

What Do I Do Next?

You can apply what you've learned today by

- curating a set of sources for the next topic/task you're teaching (using materials provided in the scope and sequences and/or other materials).
- applying the source protocol to a complex text from the scope and sequence (OPVL, determine excerpts, and plan for vocabulary).
- refining the compelling and supporting questions for the next task you're teaching.

Take 10 minutes to determine what your next step is, and start working (individually or with your school/district team).

Shifts Check-in

Teachers must plan effectively so students...

- learn content through the exploration of high-quality, complex sources;
- do the majority of thinking of speaking; and
- practice using evidence to support claims in a logical and critical way.



Final Reflection

Final Reflection

With a partner at your table, think-pair-share on these two reflection questions:

- 1. What are my most significant takeaways from the day?**
- 2. How do I plan to improve my instruction as a result of this learning?**



Thank you for all you do!

Questions or comments?
Email classroomsupporttoolbox@la.gov