Module 4: Workshop 11

Social Studies Components – Building/Activating background knowledge and analyzing World History and U.S. History texts, Civics and Government, Economics, and Geography readings, including identifying claims and evidence in a problem-solving test environment.
Instructional Objectives / Goals

• Participants will learn strategies and activities for teaching and learning about economics, civics and government, and U.S. history text.

• Participants will learn how the claims and evidence based approach supports a major shift in CCSS and is evident on TASC.

• Participants will read, take notes, and compose a response about capitalism through a claims and evidence based approach.

• Participants will become familiar with the claims and evidence based approach, an important and specific shift in the new TASC assessment.
Warm-Up / Review

- Ask participants to describe the most important aspect of government and record responses on board.
- Ask participants to state examples to support answers.
- Explain that what they have done is make a claim and provide evidence, an essential skill required on the exam.
- Display example of a Social Studies passage (see attachments).
- Discuss why answer choice 2 is the correct answer by highlighting the lack of support or evidence relevant to claim.
- Say: “The focus of the lesson is to demonstrate how a claims and evidence based approach can be used to engage Social Studies content in reading and writing.”
Lesson Topic 1

The focus of the lesson is to teach the claims and evidence based approach in the context of Social Studies texts.
Activity 1

- Activity 1: Display Key Ideas of claims and evidence based approach
- Activity 2: Distribute excerpt from the Supreme Court decision Brown v. The Board of Education and have students read it on their own
- Activity 3: As a class, identify claims, evidence, and reasoning from the text.
- Activity 4: Facilitate a group reading of “Division of Labor” from Books That Grow, a digital library that provides scaled texts.
Wrap Up

The participants will compose a “So What Journal” that asks the participants to identify the main idea of the lesson and explain why it’s important.

- The journal should provide ample evidence of understanding.
- The journals will be collected and assessed based on the level of detail and sufficiency of supporting statements.
Lesson Topic 2

The focus of the lesson is to demonstrate how to organize claims, evidence, and reasoning.
Activity 2

- Activity 1: Display a note-taking strategy that divides notes into claims, evidence, and reasoning.
- Activity 2: The class will then view a short video on the concept of capitalism and take notes using this approach.
- Activity 3: In pairs, have participants compare their notes and then write them on poster paper.
Wrap Up

• The participants will list the value of capitalism on the left side of a T-chart and support each statement on the other.
• The left side reflects the claim, the right the evidence.
• Charts will be assessed orally and clarified to ensure accuracy.
Lesson Topic 3

The focus of the lesson is to define and model close reading.
Activity 3

• Activity 1: Display video of close reading as defined by Dr. Douglas Fisher.
  – Distribute definition of close reading: Close reading is a careful and purposeful rereading of a text.
• Activity 2: The facilitator will then ask students to reread “Division of Labor” at a level most appropriate to their skills
• Activity 3: The participants will then share their words/phrases with another classmates, and then rewrite their questions by incorporating both of their ideas.
Wrap Up

• The participants will compose the most meaningful things they’ve learned in one minute and then share their responses.

• Responses will be assessed based on the level of detail and sufficiency of supporting statements.

• The facilitator will probe further support for responses lacking evidence.
Lesson Topic 4

The focus of the lesson is to demonstrate the relationship between the claims evidence based approach and composition in order to compose a written response to a primary source document.
Activity 4

• Activity 1: Distribute Declaration of Independence excerpt, and ask participants the specific claims and evidence that are required to answer the question

• Activity 2: Distribute Primary Sources about Industrialization and have students respond to one of the Document-Based questions and compose paragraphs that incorporate the important examples of claims and evidence learned from the readings, video, and image.
Wrap up

• The participants will compose five words that can be used to describe the claims and evidence based approach as it relates to writing.

• The participants will explain and share responses with a partner.

• Each participant will then report and explain their partner’s words to the class.

• Each response will be clarified orally for accuracy.
Overall Wrap Up

Discussion

• How does using a claims based evidence approach improve your ability to closely read a text?

• How does it improve your ability to compose a written response about a text?
**Project Homework**


- The assignment will be assessed orally and clarified for accuracy as the participants report their finding during the warm-up/review portion of subsequent lesson.
Contact Information

Queens Borough Public Library
89-11 Merrick Blvd.
Jamaica, NY 11432
*TASC Transition Curriculum: www.queenslibrary.org/tasc-transition*

Diosdado G. Gica, EdD
Director of Learning and Literacy
E-mail address: alpref@queenslibrary.org
Web: www.queenslibrary.org/adultlearning

Tara Lannen-Stanton
Assistant Director, Job & Business Academy
E-mail address: tstanton@queenslibrary.org

Nikeisha Smothers
Program Standards & Performance Manager, Adult Learner Program
E-mail address: nsmothers@queenslibrary.org