

Module 4: Workshop 11 Lesson Plan

<p>Overall Learning Goals Strategies for Developing Common Core Skills in Content Areas (Reading/Writing & Social Studies): to train administrators and adult educators <i>to develop test readiness strategies</i> to further cement Common Core skills in content areas to better prepare their ESOL, ABE, and pre- HSE student constituency for the TASC exam.</p>	<p>Lesson Topic 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.</p>
<p>Curriculum Developer Irvin Weathersby</p> <p>Workshop Trainer</p>	<p>Date</p> <p>Location</p>
<p>Intended Audience</p> <ul style="list-style-type: none"> • Students (content was designed as a student lesson). • Note: Tips for instructors to consider as they are planning to teach this lesson are included where appropriate (refer to Teacher Focus sections). 	
<p>Standards Alignment The Common Core CCSS ELA/Literacy Standards:</p> <ul style="list-style-type: none"> • CCSS.ELA-Literacy.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources. • CCSS.ELA-Literacy.RH.6-8.2 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. • CCSS.ELA-Literacy.RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. • CCSS.ELA-Literacy.RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text. • CCSS.ELA-Literacy.WHST.6-8.1 Write arguments focused on <i>discipline-specific content</i>. <ul style="list-style-type: none"> ○ CCSS.ELA-Literacy.WHST.6-8.1.c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. • CCSS.ELA-Literacy.WHST.6-8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. 	
<p>Goals and Objectives (SWBAT) Participants will:</p> <ul style="list-style-type: none"> • learn strategies and activities for teaching and learning about economics, civics and government, and U.S. history text. • learn how the claims and evidence based approach supports a major shift in CCSS and is evident on TASC. • read, take notes, and compose a response about capitalism through a claims and evidence based approach. • become familiar with the claims and evidence based approach, an important and specific shift in the new TASC assessment. 	
<p>Warm-Up/Review</p> <ul style="list-style-type: none"> • Ask participants to describe the most important aspect of government and record responses on board. • Scaffold responses which can include: <ul style="list-style-type: none"> ○ President, congress, judicial system, voting, military, etc. • Ask participants to state examples to support answers. • Scaffold responses which can include: <ul style="list-style-type: none"> ○ Demonstrates democracy, provides security, indicates shared leadership, encourages civic activism. • Explain that what they have done is make a claim and provide evidence, an essential skill required on the exam. 	



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- 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.”

References (APA Style)

- TASC: Strategies, practice & review: Test Assessing Secondary Completion. (2014). New York, New York: Kaplan.
- Designing Science Inquiry: Claim Evidence Reasoning = Explanation. (2012, September 25). Retrieved June 24, 2015, from <http://www.edutopia.org/blog/science-inquiry-claim-evidence-reasoning-eric-brunsell>.
- BROWN v. BOARD OF EDUCATION. (n.d.). Retrieved June 24, 2015, from <http://caselaw.findlaw.com/us-supreme-court/347/483.html>.
- Capitalism and Socialism | Crash Course World History #33. (2012). Retrieved June 24, 2015, from <http://www.pbslearningmedia.org/resource/1e793d50-ac56-4199-b715-040792644889/capitalism-and-socialism-crash-course-world-history-33/>.
- Fisher, D. (n.d.). Close Reading and the CCSS, Part 1. Retrieved June 24, 2015, from <http://www.mhecommoncoretoolbox.com/close-reading-and-the-ccss-part-1.html>.
- <http://www.pbslearningmedia.org/resource/rr10.socst.global.expzones.ecosystem/economic-systems/>.

Technology and Handouts

Technology Needs

- AV cart with projector, laptop, and speakers will be provided.
- Laptop or tablet computer for each student with access to Internet.
- Latest version of Adobe Flash installed on laptops.

Presentation Needs & Handouts

- Poster Paper.
- Markers.
- Handouts (see below).

Each item listed below will be available in PDF format.

- Claims and Evidence T-chart.
- Declaration of Independence excerpt, writing prompt.
- Definition of Close Reading.
- Key Ideas of Claims.
- Primary Sources about Industrialization.

Lesson Plan Activities

Part 1: The CER Model

Lesson Content

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

Lesson Materials

- Key ideas of claims and evidence based approach
- The CER Model
- Brown v. The Board of Education excerpt

Teacher Focus

How does the CER model represent a shift in CCSS?

Student Focus

What is the CER model and how is it significant on the new Social Studies assessment?

Opening/Background

- The participants will engage two Social Studies texts to demonstrate the CER model in context.
- The participants will also work in pairs to identify the claims, evidence, and reasoning evident in a text.

Lesson Activities

- Activity 1: Display Key Ideas of claims and evidence based approach (see attachments).
 - Ask participants to define the terms claims, evidence, and reasoning, and write responses on board.
 - Clarify response by the displaying the CER model (see attachments).
- Activity 2: Distribute excerpt from the Supreme Court decision Brown v. The Board of Education and have students read it on their own.
 - For ESOL, conduct a group reading.
- Activity 3: As a class, identify claims, evidence, and reasoning from the text.



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- Examples can include:
 - **Claims:** Does segregation of children in public schools solely on the basis of race, even though the physical facilities and other "tangible" factors may be equal, deprive the children of the minority group of equal educational opportunities? We believe that it does.
 - **Evidence:** In *Sweatt v. Painter*, supra, in finding that a segregated law school for Negroes could not provide them equal educational opportunities.
 - **Reasoning:** Separate educational facilities are inherently unequal. Therefore, we hold that the plaintiffs and others similarly situated for whom the actions have been brought are, by reason of the segregation complained of, deprived of the equal protection of the laws guaranteed by the Fourteenth Amendment.
- Activity 4: Facilitate a group reading of "Division of Labor" from *Books That Grow*, a digital library that provides scaled texts.
 - Pair participants will similar reading levels and have participants identify and write the most important concepts of the document on poster paper, and then categorize these concepts as either claims, evidence, or reasoning.
 - For ESOL participants, select level of reading most appropriate for each learner and group readers with similar skill levels together.
 - For pre-HSE participants, model how to alter the text complexity and reading levels.

Wrap Up/Assessment

- 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 Part 2: Graphic Organization

Lesson Content

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

Lesson Materials

- Handout: T-Chart "Claims/Evidence/Reasoning."
- Video (preload video "Capitalism and Socialism" onto projector: <http://www.pbslearningmedia.org/resource/1e793d50-ac56-4199-b715-040792644889/capitalism-and-socialism-crash-course-world-history-33/>).

Teacher Focus

Claims, evidence, and reasoning are important note-taking skills that will assist participants better engage with text.

Student Focus

Note taking allows you to clarify your thinking and organize your thoughts. Use CER to guide and format your notation of claims, evidence, and reasoning – which will in turn give you a deeper understanding of given content.

Opening/Background

The facilitator will model how to take notes using a graphic organizer.

- The participants will then view a video in order to demonstrate how to organize claims, evidence and reasoning.
- Participants will work in pairs to identify and share their findings.

Lesson Activities

- Activity 1: Display a note-taking strategy that divides notes into claims, evidence, and reasoning.
 - Explain how to complete the chart with the claims, evidence, and reasoning using the information from activity.
- Activity 2: The class will then view a short video on the concept of capitalism and take notes using this approach
 - Stop the video where appropriate to reinforce ideas through guiding questions.
 - For ESOL-have participants identify unfamiliar words and concepts and then define.
 - For example:
 - What is the definition of industrial capitalism?
 - What is the relationship between capitalism and socialism?
 - Who are some of the important authors or these ideas?
 - What claims did they make?
 - What were the evidence and reasoning provided for their claims?
- Activity 3: In pairs, have participants compare their notes and then write them on poster paper.



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- Have participants share their findings.

Wrap Up/Assessment

- 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.

Part 3: Closing Reading

Lesson Content

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

Lesson Materials

- Handouts: Definition of close reading.
- Video1 (preload Dr. Douglas Fisher interview): <http://www.mhecommoncoretoolbox.com/close-reading-and-the-ccss-part-1.html>.
- Video2 (preload “Division of Labor”): from Books That Grow onto laptops.

Teacher Focus

- What is the goal of close reading?
- Modeling close reading will allow all participants to better understand the text.

Student Focus

- What does close reading look like?
- How is close reading different?

Opening/Background

- The participants will view a brief video from a reading expert in order to understand the concept of close reading.
- The participants will then re-read “Division of Labor” in order to demonstrate close reading in order to compose higher order thinking questions.

Lesson Activity

- 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
 - The facilitator will ask participants (for ESOL and pre-HSE) to list words/phrases that are unfamiliar and compose 3 questions that could be asked of a reader about the main concepts of the text:
 - What is Smith’s main argument?
 - Which of Smith’s ideas are found in the American economic system?
 - What an ideal economic society according to Smith?
- Activity 3: The participants will then share their words/phrases with another classmate, and then rewrite their questions by incorporating both of their ideas.
 - The class will share their questions.

Wrap Up/Assessment

- 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.

Part 4: Writing Using the Claims Evidence Based Approach

Lesson Content

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.

Lesson Materials

- Handouts/Excerpt of Declaration of Independence.
- Primary Sources about Industrialization.

Teacher Focus

- How can using the claims and evidence based approach guide a written response?



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- How does this approach aid in structuring and composing a written response?

Student Focus

Using a claims and evidence based approach will aid in structuring and composing a written response.

Opening/Background

- The participants will review an essay prompt and brainstorm possible responses together as a class.
- The participants will then brainstorm possible responses to another prompt and compose paragraphs.
- They will share their responses at the end of the activity.

Lesson Activities

- Activity 1: Distribute Declaration of Independence excerpt, and ask participants the specific claims and evidence that are required to answer the question.
 - Write responses on board.
 - Example responses can include:
 - Claims: Right to freedom, united colonies stronger, war is necessary.
 - Evidence: Britain's oppression, inalienable rights, agreement between colonies.
- 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.
 - For ESOL-Have participants compose one paragraph with a peer and/or respond solely to the image.
 - Have volunteers share their responses.

Wrap Up/Assessment

- 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

- Watch another video about capitalism and take notes using the claims/evidence approach:
<http://www.pbslearningmedia.org/resource/rr10.socst.global.expzones.econsystem/economic-systems/>
- 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.



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