# Colorado LDC Template



# *Cultural Collision or Progress?*

# Information Sheet

|  |  |
| --- | --- |
| Module Title | Cultural Collision or Progress?  |
| Module description (overview): | Before the arrival of the Europeans, highly developed native cultures flourished in the Americas. In North America many native cultures lived and thrived throughout the continent. Conquistadors from Spain led expeditions in search of riches and conquered the indigenous peoples they encountered in the Americas. The British, Dutch and French established colonies while exploring America for a navigable northwest waterway they thought would lead to Asia. Initial encounters between the Native Americans and explorers were many and varied. While some had cataclysmic results for the indigenous populations, other interactions led to exchanges of ideas and resources. These exchanges altered life on both sides of the Atlantic. |
| Template task (include number, type, level): | **Task 2:** [Insert question] After reading \_\_\_\_\_\_\_\_ (literature or informational texts), write \_\_\_\_\_\_\_\_ (essay or substitute) thataddresses the question and support your position with evidence from the text(s). **L2** Be sure to acknowledge competing views. **L3** Give examples from past or current events or issues to illustrate and clarify your position. (**Argumentation/Analysis)** |
| Teaching task: | The Age of Discovery changed the way people around the world lived. What was the most significant change in the way of life for indigenous people as a result of European exploration of North America? After reading selected texts and viewing selected images, write a position paper that addresses the question and supports your position with evidence from the texts. **L2** Be sure to acknowledge competing views. **L3** Give examples from past or current events or issues to illustrate and clarify your position. |
| Concepts | Complexity of cooperation, conflict, and compromise; cause and effect |
| Grade(s)/Level:  | High school  |
| Discipline: (e.g., ELA, science, history, other?) | Social Studies; Comprehensive Health & P.E. (Emotional and Social Wellness) |
| Course: | World History |
| Author(s): | Stephanie Hartman |
| Contact Information: | hartman\_s@cde.state.co.us |

# Section 1: What Task?

**Teaching Task**

|  |  |
| --- | --- |
| Teaching task:  | The Age of Discovery changed the way people around the world lived. What was the most significant change in the way of life for indigenous people as a result of European exploration of North America? After reading selected texts and viewing selected images, write a position paper that addresses the question and supports your position with evidence from the texts. **L2** Be sure to acknowledge competing views. **L3** Give examples from past or current events or issues to illustrate and clarify your position. |
| Reading texts: | Image: The Pride of Columbus - Digital ID: (b&w film copy neg.) cph 3b38917 <http://hdl.loc.gov/loc.pnp/cph.3b38917> Image: Columbus Taking Possession of the New Country - Digital ID: (digital file from original print) pga 02388 <http://hdl.loc.gov/loc.pnp/pga.02388> Virginia’s Early Relations with Native Americans <http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/colonial/indians/>Brief and True Account of the Exploration of New Mexico, 1583 <http://content.wisconsinhistory.org/cdm4/document.php?CISOROOT=/aj&CISOPTR=2064> (Select passages appropriate to reading level)Chief Joseph Speaks - Selected Statements and Speeches by the Nez Percé Chief <http://www.pbs.org/weta/thewest/resources/archives/six/jospeak.htm> (Select passages appropriate to reading level)American Indian Stereotypes: <http://www.aigenom.com/Stereotypes.html> (Have students select one image to discuss how the image reflects a stereotype of American Indians)History Colorado, “Tribal Paths, Hides for Horses” <http://exhibits.historycolorado.org/Hides-for-Horses/hides-for-horses.html> History Colorado, “Tribal Paths, Invasion” <http://exhibits.historycolorado.org/Galleries/invasion.html>  |
| Academic Language | Level of discourse and language expectations. [9 – 12 CELP Standards *The Language of Social Studies, Summative Framework*](http://www.wida.us/standards/elp.aspx#2007)*Example of transformed Model Performance Indicator connected to teaching task: Writing Domain*Level 5: Explain how interactions between indigenous peoples and explorers impacted politics, economics or society using primary and secondary sources (e.g. illustrations, texts, maps).Level 2: Outline how the interactions between indigenous peoples and explorers impacted politics, economics or society using primary and secondary sources (e.g. illustrations, texts, maps).  |
| Background to share with students: | In North America many native cultures had lived and thrived across the continent since the dawn of time. Meanwhile, in Europe, the thirst for knowledge and discovery that marked the Renaissance led to a competition among European nations to establish and dominate trade routes to acquire the exotic resources of Asia. Each country began to finance voyages of exploration to see who could find a quick and profitable trade route. Spain, England, the Netherlands and France began to travel west, across the Atlantic, to places that were unknown, at that time, to Europeans. Unaware of how large the world actually was and equipped with rudimentary and highly inaccurate maps, many decades passed before any of these early travelers realized that they were not traveling to Asia, but actually had stumbled upon a land previously unknown to them. However, these lands were well known to their native inhabitants. Conquistadors from Spain led expeditions in search of riches and conquered the native peoples in the Americas. The British, Dutch and French established colonies while exploring America for a navigable northwest waterway they thought would lead to Asia. African people were forcibly enslaved and brought to the colonies to provide needed labor. Still other groups came to the New World in search of religious freedom. Initial encounters between the Native Americans and explorers were many and varied. While some had cataclysmic results for the native populations, other interactions led to exchanges of ideas and resources. These exchanges altered life on both sides of the Atlantic. |
| Extension (optional): |  |

**Colorado Academic Standards**

|  |  |
| --- | --- |
|  |  |
| Grade Level Expectation(s) – Can be one or more GLEs | Evidence Outcomes and Colorado 21st Century Skills |
| SS09-GR.HS-S.1-GLE.1: Use the historical method of inquiry to ask questions, evaluate primary and secondary sources, critically analyze and interpret data and develop interpretations defended by evidence. | **Evidence Outcome:**c. Construct and defend a written historical argument using relevant primary and secondary sources as evidence. (DOK 1 – 4) |
| **Relevance and Application:**1. Historical information and context are used to interpret, evaluate, and inform decisions or policies regarding such issues as discrimination of various groups – women, indigenous people…
 |
| SS09-GR.HS-S.1-GLE.2: The key concepts of continuity and change, cause and effect, complexity, unity, and diversity over time. | **Evidence Outcome:** b. Investigate causes and effects of significant events in world history. (DOK 1 – 2) |
| **Nature of History:** 1. Historical thinkers analyze the significance of interactions among eras, ideas, individuals, and groups.
 |
| CH09-GR.HS-S.4-GLE.5: Analyze the factors that influence community and societal beliefs that underlie violence, and describe relationships, attitudes, behavior, and vulnerability to violence | **Evidence Outcomes:**b. Analyze the consequences of prejudice, discrimination, bias, racism, sexism, and hate crimes.  (DOK 1 – 4)d. Demonstrate the ability to take the perspectives of others in a conflict situation. (DOK 1 – 3) |

**DisciplinE Specific Content and Skills**

|  |
| --- |
| Cultural impact of European exploration on indigenous peoples  |
| Using and analyzing primary and secondary sources |
| Cite specific textual evidence to support analysis primary and secondary sources , attending to such features as the date and origin of the information |
| Compare the point of view of two or more authors for how they treat the same or similar topics including which details they include and emphasize in their respective accounts. |

**Common Core State Standards**

|  |
| --- |
| **READING STANDARDS FOR ARGUMENTATION** |
| **“Built-in” Reading Standards** | **“When Appropriate” Reading Standards (in bold)** |
| 1- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the test. | 3- Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
| 2- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. | 5- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., section, chapter, scene, or stanza) relate to each other and the whole. |
| 4- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. | 6- Assess how point of view or purpose shapes the content and style of a text. |
| 10- Read and comprehend complex literary and informational texts independently and proficiently. | 7- Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. |
|  | 8- Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. |
|  | 9- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. |

|  |
| --- |
| **WRITING STANDARDS FOR ARGUMENTATION** |
| **“Built-in” Writing Standards** | **“When Appropriate” Writing Standards** |
| 1- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. | 2- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| 4- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | 3- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. |
| 5- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. | 6- Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. |
| 9- Draw evidence from literary or informational texts to support analysis, reflection, and research. | 7- Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. |
| 10- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audience. | 8- Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. |

***TEACHING TASK RUBRIC (ARGUMENTATION)***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *Scoring Elements* | *Not Yet* | *Approaches Expectations* | *Meets Expectations* | *Advanced* |
| *1* | *1.5* | *2* | *2.5* | *3* | *3.5* | *4* |
| *Focus* | *Attempts to address prompt, but lacks focus or is off-task.* |  | *Addresses prompt appropriately and establishes a position, but focus is uneven.* |  | *Addresses prompt appropriately and maintains a clear, steady focus. Provides a generally convincing position.* |  | *Addresses all aspects of prompt appropriately with a consistently strong focus and convincing position.* |
| *Controlling Idea* | *Attempts to establish a claim, but lacks a clear purpose. (L2) Makes no mention of counter claims.* |  | *Establishes a claim. (L2) Makes note of counter claims.*  |  | *Establishes a credible claim. (L2) Develops claim and counter claims fairly.* |  | *Establishes and maintains a substantive and credible claim or proposal. (L2) Develops claims and counter claims fairly and thoroughly.* |
| *Reading/ Research* | *Attempts to reference reading materials to develop response, but lacks connections or relevance to the purpose of the prompt.* |  | *Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness.*  |  | *Accurately presents details from reading materials relevant to the purpose of the prompt to develop argument or claim.* |  | *Accurately and effectively presents important details from reading materials to develop argument or claim.* |
| *Development* | *Attempts to provide details in response to the prompt, but lacks sufficient development or relevance to the purpose of the prompt. (L3) Makes no connections or a connection that is irrelevant to argument or claim.* |  | *Presents appropriate details to support and develop the focus, controlling idea, or claim, with minor lapses in the reasoning, examples, or explanations. (L3) Makes a connection with a weak or unclear relationship to argument or claim.* |  | *Presents appropriate and sufficient details to support and develop the focus, controlling idea, or claim. (L3) Makes a relevant connection to clarify argument or claim.* |  | *Presents thorough and detailed information to effectively support and develop the focus, controlling idea, or claim. (L3) Makes a clarifying connection(s) that illuminates argument and adds depth to reasoning.* |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| *Organization* | *Attempts to organize ideas, but lacks control of structure.* |  | *Uses an appropriate organizational structure for development of reasoning and logic, with minor lapses in structure and/or coherence.* |  | *Maintains an appropriate organizational structure to address specific requirements of the prompt. Structure reveals the reasoning and logic of the argument.* |  | *Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific prompt. Structure enhances development of the reasoning and logic of the argument.* |
| *Conventions* | *Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, and mechanics. Sources are used without citation.* |  | *Demonstrates an uneven command of standard English conventions and cohesion.* *Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently cites sources.* |  | *Demonstrates a command of standard English conventions and cohesion, with few errors. Response includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt. Cites sources using appropriate format with only minor errors.* |  | *Demonstrates and maintains a well-developed command of standard English conventions and cohesion, with few errors. Response includes language and tone consistently appropriate to the audience, purpose, and specific requirements of the prompt. Consistently cites sources using appropriate format.* |
| *Content Understanding* | *Attempts to include disciplinary content in argument, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.* |  | *Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.* |  | *Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.* |  | *Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.* |

# Section 2: What Skills?

|  |  |
| --- | --- |
| Skill | Definition: STudents Ability to…. |
| Skills Cluster 1: Preparing for the Task  |
| *1. Task Analysis* | *..understand and explain the task’s prompt and rubric and build connections to the task and content to existing knowledge, skills, experiences, interests, and concerns.*  |
| Skills Cluster 2: Reading Process |
| *1. Text selection*  | *identify appropriate text for the task when required* |
| *2. Active reading*  | *..identify the central point and main supporting elements of a text.**L2 Ability to identify and analyze competing arguments.**L3 Ability to make clarifying connections and/or provide examples.* |
| *3. Essential vocabulary* |  *identify and master terms essential to understanding a text.* |
| *4. Academic integrity* | *use and credit sources appropriately.* |
| *5. Note-taking*  | *select important facts and passages for use in one’s own writing.* |
| Skills Cluster 3: Transition to Writing |
| *1. Bridging Conversation* | *link reading results to writing task.* |
| Skills Cluster 4: Writing Process |
| *1. Position* | *establish a position and consolidate information relevant to task.* |
| *2. Planning Process* | *develop a line of thought and text structure appropriate to an argumentation task.* |
| *3. Development* | *construct a draft with an emerging line of thought and structure.**L2 Ability to analyze competing arguments.* *L3 Ability to make clarifying connections and/or provide examples.* |
| *4. Revision* | *refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.* |
| *5. Editing* | *proofread and format a piece to make it more effective.* |
| *6. Completion of Task* | *submit final work for evaluation* |

# Section 3: What Instruction?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Pacing | Skill and Definition  | Mini-Task Product and Prompt | Scoring (Product “meets expectations” if it…) | Suggested Instructional Strategies |
| Skills Cluster 1: Preparing for the Task  |
|  | *Task analysis**Ability to understand and explain the task’s prompt and rubric and build connections to the task and content to existing knowledge, skills, experiences, interests, and concerns.* | *Bulleted List**“In your own words, what are the important elements to pay attention to in constructing a good response to this teaching task?”*  | *None* | * *Individually, students create a bulleted list of the important elements of the task*
* *Pair students to share and improve their individual bullets.*
* *Create a classroom list: Choose one student to share a few ideas on the board, and ask others to add to it.*
* *Review the rubric to determine possible questions; and hold a class discussion around the following questions:*
	+ *What are the elements on which your papers will be scored?*
	+ *Ask students to pay particular attention to the “advanced” category. Ask students identify at least one element on which they would like to achieve in the “advanced” category.*
 |
| Skills Cluster 2: Reading Process |
|  | *1. Active reading**Identify the central point and main supporting elements of a text; identify and analyze competing arguments; and make clarifying connections and provide examples.* | *Short reflective entry for each text and image**“What is the author/s perspective and bias? Identify text elements that illustrate this.”* *“What competing arguments across the texts have you encountered or can you think of?”**“What historical or current examples can you note that relate to the task prompt?”* | * *Answers questions with credible responses and supporting elements from the texts/images.*
 | * *While reading and analyzing the primary and secondary sources, students should be looking for historical examples that relate to the task prompt.*
* *Students read and analyze primary source documents & images*
	+ *Have students complete an LOC primary source analysis worksheet for each source.*
	+ *Students reflect on the author’s perspective and bias*
		- *Who is the author of the document or image?*
		- *Is there anything known about the author that will help identify and understand the author’s perspective or bias?*
		- *Why did the author create the document/image? Could the author have anything to gain or lose by creating this document?*
		- *What are some key words or parts of the document/image that reveal the author’s bias?*
* *Read secondary source documents (History Colorado readings)*
	+ *Have students use the questions above to reflect on the secondary sources.*
 |
| *On-going* | *2. Essential vocabulary**Ability to identify and master terms essential to understanding a text*  | *Vocabulary list* *“In your notebook, list words and phrases that challenge your understanding of the text/s.”* | * *Completes mini-task.*
* *Provides accurate definitions and/or explanations.*
 | * *Make pictorial representations or use graphic organizers to illustrate vocabulary terms (e.g. word mapping)*
* *Write definitions in their own words*
 |
|  | *3. Academic integrity**Ability to use and credit sources appropriately.* | *Definition and strategies**“Explain why plagiarism is a problem and list ways to avoid it.”* | * *Provides accurate definition.*
* *Lists several appropriate strategies.*
 | * *Discuss respect for others’ work to assemble evidence and create texts.*
* *Discuss academic penalties for stealing others thoughts and words.*
 |
| *on-going* | *4. Note-taking and Annotation**Ability to select important facts and passages relevant to the task for use in one’s own writing.* | *Notes and Annotation**“For each text, take notes and/or annotate elements relevant to the task. Make sure you have the information to do a citation when needed to avoid plagiarism.”* | * *Identifies relevant elements – facts, quotes, explanations.*
* *Includes information to support accurate citation (for example, page numbers for a long text, clear indication when quoting directly.*
 | * *Teach or review strategies for note taking and/or annotation*
* *Check that early student work is in the assigned format (or in another format that gathers the needed information effectively).*
 |
| Skills Cluster 3: Transition to Writing |
|  | *1. Bridging Conversation**Ability to link reading to writing task.* | *Organizer**“Review the task and identify key points and information from your texts/images that will help you address the task.”* | *No scoring* | * *Review the task*
* *Discussion-based strategies, such as seminar.*
* *Small group discussion using teaching task.*
 |

|  |
| --- |
| Skills Cluster 4: Writing Process |
|  | *1. Position**Establish a position.* | *Position statement**Write 1-3 sentence position statement to establish the focus and purpose of your work.* | * *Writes a concise summary statement or draft opening.*
* *Provides direct answer to main prompt requirements.*
* *Establishes a controlling idea.*
* *Identifies key points that support development of argument.*
 | * *Offer several examples of position statements.*
* *Ask class to discuss what makes them strong or weak.*
* *Review the list that students created earlier to identify needed elements (from Cluster 1, skill 2).*
 |
|  | *2. Planning**Develop a line of thought and text structure appropriate to an argumentation task.* | *Outline/organizer**“Create an outline based on your notes and reading in which you state your position, sequence your points, and note your supporting evidence.”**L2 “Include competing argument(s).”**L3 “Include \_\_\_example(s) of historical or current connections to topic/issue.”* | * *Creates an outline or organizer.*
* *Supports opening claim.*
* *Uses evidence from texts read and images analyzed earlier with appropriate citations.*

*L2 Identifies competing argument(s).**L3 Provides appropriate number of sound connections.* | * *Provide and teach one or more examples of outlines or organizers.*
* *Invite students to generate questions in pairs about how the format works, and then take and answer questions.*
 |
|  | *3. Development**Ability to construct an initial draft with an emerging line of thought and structure.**L2 Ability to analyze competing arguments.* *L3 Ability to make clarifying connections and/or provide examples.* | *Initial draft**“Write an initial draft complete with opening, development, and closing; insert and cite textual evidence.”**L2 “Identifies competing argument(s).”**L3 “Provides appropriate number of sound connections.”* | * *Provides complete draft with all parts.*
* *Supports the stated position in each section with evidence and citations.*
 | * *Encourage students to re-read prompt partway through writing, to check that they are on-track.*
* *Work with students on a logical, reasoned organization of the paper.*
* *Ask students to provide their reasons for the organization of their paper.*
* *Provide students with an opportunity to do peer review on each other’s work.*
	+ *Reference the Emotional and Social Wellness standards in the “Teacher Work Section” for establishing guidelines in the development of a safe, inclusive work environment.*
 |
|  | *4. Revision**Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.* | *Multiple drafts**Use strategies which refine the work’s logic, reasoning, and organization of ideas/points. Use textual evidence carefully, with accurate citations. Decide what to include and what not to include.* | * *Provides complete draft with all parts.*
* *Supports the opening in the later sections with evidence and citations.*
* *Improves earlier edition.*
 | * *Timely feedback and conferencing*
* *Feedback balances support for strengths and clarity about weaknesses.*
* *Peer review to provide each other with feedback on strengths and weaknesses of the paper.*
 |
|  | *5. Editing**Proofread and format a piece to make it more effective.* | *Correct Draft**Revise draft to have sound spelling, capitalization, punctuation and grammar. Adjust formatting as needed to provide clear, appealing text.* | * *Provides draft free from distracting errors.*
* *Uses format that supports purpose.*
 | * *Briefly review selected skills that many students need to improve.*
* *Teach a short list of proofreading marks.*
* *Assign students to proofread each other’s texts a second time using the rubric as a guide.*
 |
|  | *6. Completion**Submit final piece that meets expectations* | *Final Work* *Turn in your complete set of drafts, plus the final version of your work.* | *Submits final work for evaluation*  |  |

# Materials, references and supports

|  |  |
| --- | --- |
| For Teachers | For Students |
| * The Great Exchange: The global exchange of cultures, plants, animals and disease <http://ageofex.marinersmuseum.org/?type=webpage&id=6>
* Gilder Lehrman Institute of American History: *The Columbian Exchange* <http://www.gilderlehrman.org/historynow/06_2007/historian2.php>
* Resource: How to analyze primary source text & how to analyze images (LOC) <http://www.loc.gov/teachers/usingprimarysources/guides.html>
* Reading Strategies for Social Studies ~ Making Sense in Social Studies <http://www.readingquest.org/strat/>
* NCREL: Graphic Organizers <http://www.ncrel.org/sdrs/areas/issues/students/learning/lr1grorg.htm>
 | Image: The Pride of Columbus* Digital ID: (b&w film copy neg.) cph 3b38917 <http://hdl.loc.gov/loc.pnp/cph.3b38917>
* Reproduction Number: LC-USZ62-92635 (b&w film copy neg.)

Image: Columbus taking possession of the new country* Digital ID: (digital file from original print) pga 02388 http://hdl.loc.gov/loc.pnp/pga.02388
* Reproduction Number: LC-DIG-pga-02388 (digital file from original print) LC-USZC2-1687 (color film copy slide) LC-USZ62-3006 (b&w film copy transparency)

Brief and True Account of the Exploration of New Mexico, 1583 <http://content.wisconsinhistory.org/cdm4/document.php?CISOROOT=/aj&CISOPTR=2064> Chief Joseph Speaks - Selected Statements and Speeches by the Nez Percé Chief <http://www.pbs.org/weta/thewest/resources/archives/six/jospeak.htm> Virginia’s Early Relations with Native Americans <http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/colonial/indians/>American Indian Stereotypes <http://www.aigenom.com/Stereotypes.html> (Have students select one image to discuss how the image reflects a stereotype of American Indians)History Colorado “Tribal Paths, Hides for Horses” <http://exhibits.historycolorado.org/Hides-for-Horses/hides-for-horses.html> History Colorado “Tribal Paths, Invasion” <http://exhibits.historycolorado.org/Galleries/invasion.html> |

# Section 4: What Results?

**Student work samples**

*Include at least two samples of student work that meets expectations. If possible, also include samples of student work at the advanced level.*

**Classroom Assessment Task (Optional: May be used as Pre-Test or Post-Test)**

|  |  |
| --- | --- |
| Classroom assessment task  |  |
| Background to share with students (optional): |  |
| Reading texts: |  |

**Argumentation Classroom Assessment Rubric**

|  |
| --- |
| **LDC Argumentation Classroom Assessment Rubric** |
| **MEETS EXPECTATIONS** |
| Focus | Addresses the prompt and stays on task; provides a generally convincing response. |
| Reading/Research | Demonstrates generally effective use of reading material to develop an argument. |
| Controlling Idea | Establishes a credible claim and supports an argument that is logical and generally convincing. (L2) Acknowledges competing arguments while defending the claim. |
| Development | Develops reasoning to support claim; provides evidence from text(s) in the form of examples or explanations relevant to the argument (L3) Makes a relevant connection(s) that supports argument. |
| Organization | Applies an appropriate text structure to address specific requirements of the prompt. |
| Conventions | Demonstrates a command of standard English conventions and cohesion; employs language and tone appropriate to audience and purpose. |
| **NOT YET** |
| Focus | Attempts to address prompt but lacks focus or is off-task. |
| Reading/Research | Demonstrates weak use of reading material to develop argument. |
| Controlling Idea | Establishes a claim and attempts to support an argument but is not convincing; (L2) Attempts to acknowledge competing arguments. |
| Development | Reasoning is not clear; examples or explanations are weak or irrelevant. (L3) Connection is weak or not relevant. |
| Organization | Provides an ineffective structure; composition does not address requirements of the prompt. |
| Conventions | Demonstrates a weak command of standard English conventions; lacks cohesion; language and tone are not appropriate to audience and purpose. |

# Teacher Work Section

1. *If students have never been exposed to reading and analyzing primary sources, it will be important to take class time to walk students through the process of primary source analysis.*
2. *Establishing safe, effective and inclusive classroom discussion and peer feedback processes: Emotional, Social Wellness Standards can be applied to classroom discussions around controversial topics and viewpoints. Instruct students on how to conduct themselves in the following manner while working in peer editing groups:*
* CH09-GR.HS-S.3-GLE.3: *Advocate to improve or maintain positive mental and emotional health for self and others*
	+ CH09-GR.HS-S.3-GLE.3-EO.a: *Demonstrate effective and respectful advocacy strategies in support of the needs and rights of others*
	+ CH09-GR.HS-S.3-GLE.3-EO.b: *Demonstrate support and respect for diversity*
	+ CH09-GR.HS-S.3-GLE.3-EO.c: *Advocate for positive and respectful school environment that supports pro-social behavior*
	+ CH09-GR.HS-S.3-GLE.3-IQ.1: *Why are some people embarrassed or afraid to speak up on behalf of others?*
	+ CH09-GR.HS-S.3-GLE.3-IQ.2: *Why do we have biases?*

# Appendix

*See previous section entitled, “Materials, References, and Supports” for materials and resources that support the teaching of this module.*