

**Kindergarten Classroom Example: Being a Good Citizen
(Integrated ELA and Civics)**

The students in Ms. Miller's class are familiar with young David's antics in David Shannon's picture book, *No, David!* They have chuckled with Ms. Miller over the story and illustrations many times. Ms. Miller and her kindergarten students explore what it means to be a good citizen and why rules are important. Ms. Miller reads aloud Shannon's sequel, *David Goes to School*, in which a young David chooses to break one classroom rule after another. With support, the children identify and discuss the main ideas of the narrative conveyed in the text and illustrations at appropriate points.

Ms. Miller asks text-dependent questions to guide the children's comprehension and critical analysis of the story. She returns to the story with them to locate specific language in the text that address these questions:

- What are the school rules in this book?
- Who is the author? Do you think the author believes that it is important to have rules at school and in the classroom? Why?
- What does David think of the rules? Does he think they are important? How do you know?
- What lessons do you think the author wants us to learn about rules that we can apply to our own school?
- Let's compare the rules in our school with the rules in David's school. Which are similar and which are different?

To further develop students' critical thinking, Ms. Miller asks students to reflect on the rules in their own classroom. She refers to the posted list of classroom rules that the children helped develop early in the school year and encourages brief, small group conversations to consider whether any need to be changed or added. What rules in our classroom would you like to add? Why? What rules in our classroom would you like change? Why?

Knowing that some of the children need scaffolding to convey their thoughts, she provides an optional sentence frame: "We should add/change _____ as a rule because _____." (Ms. Miller considers adding or changing one of the classroom rules so that the children recognize that their input has impact.)

CA History–Social Science Standard: K.1

CA CCSS for ELA/Literacy: RL.K.1-3; SL.K.1-2

Grade One Classroom Example: Schools in the Past and Today
(Integrated ELA/Literacy and History)

Learning Target: Children will write an informative/explanatory text about how schools in the past were the same and different than schools today, supplying details and evidence from multiple sources.

Miss Pham's first grade students are exploring the concept of continuity and change by participating in shared research around the following questions: How are schools from long ago the same as today? How are they different? First, the students are prompted to return to the "bird-eye view map" of the classroom as well as the timelines of the school day that they created as part of earlier social studies units. The students are prompted to review these documents and discuss what school is like for them, today, in their classroom.

Students analyze several primary source photographs of schools from the late 1800s accessed from the Library of Congress, read an informational book, *Schools: Then and Now* by Robin Nelson, and participate in a read aloud of the picture book, *My Great-Aunt Arizona* by Gloria Houston and Susan Condie Lamb.

Miss Pham asks text-dependent questions of key details to guide the children's comprehension and critical analysis of the photographs and texts. In addition, Miss Pham does another read of *Schools: Then and Now*, drawing the students' attention to the text features such as photographs, captions, and the index.

Using a whole class graphic organizer to take notes, Miss Pham and her students return to the photographs and texts to chart information about schools long ago. The students then write down what school is like today.

Students work in small groups, discussing examples and evidence of things that are the same and different about schools in the past. Students are provided with a sentence frames while discussing the sources. Then Miss Pham charts the students' answers on the graphic organizer before asking the students to write a brief informational/explanatory text using the sentence frames.

Sample Sentence Frames

- "I see _____ in the photograph. This is the same as today."
- "One thing about school that is the same is _____. My evidence is _____."
- One thing that is different is _____. I think that because _____."

CA HSS Standards: 1.4.1

CA HSS Analysis Skills (K–5): Chronological and Spatial Thinking 3

CA CCSS for ELA/Literacy: RI.1.1, 5, 7, 9, W.1.2, 8, SL.1.1, 2

CA ELD Standards: ELD.PI.1.1, 6, 10

Grade Two Classroom Example: Heroes Making A Difference
(Designated ELD Connected to History/Social Studies)

In social studies, Mr. Torres's class is learning about the importance of individual action and character and how heroes from long ago and the recent past have made a difference in others' lives (e.g., Dolores Huerta, Abraham Lincoln, Harriet Tubman, Bella Abzug, Gloria Steinem, Betty Friedan, Yuri Kochiyama, Martin Luther King, Jr.). Mr. Torres takes care to emphasize historical figures that reflect his students' diverse backgrounds. The class reads biographies of the heroes, views multimedia about them, and discusses the details of their lives and their contributions to society. Ultimately, they will write opinion pieces about a hero they select.

During designated ELD, Mr. Torres selects some of the general academic vocabulary used in many of the biographies to teach his ELs at the Emerging level of English language proficiency during designated ELD. These are words that he would like for students to internalize so that they can use them in their discussions, oral presentations, and writing about the civil rights heroes, and he knows he needs to spend some focused time on the words so that his ELs will feel confident using them. For example, to teach the general academic vocabulary word *courageous*, Mr. Torres reminds the students where they encountered the word (in the biography they read that morning), provides them with a student-friendly definition (e.g., when you're courageous, you do or say something, even though it's scary), and models how to use the word through multiple examples (e.g., Dolores Huerta was courageous because she protested for people's rights, even when it was difficult). He then assists the students in using the word in a structured exchange with a prompt that promotes thinking and

discussion (e.g., How are you courageous at school? Be sure to provide a good reason to support your opinion). He provides a strategically designed open sentence frame that contains the general academic word so that students will be sure to use it meaningfully (e.g., At school, I'm *courageous* when ____). He prompts the students to share their responses in pairs and then to ask one another follow up questions that begin with the words *why, when, what, who* and *how*.

In social studies and ELA, Mr. Torres intentionally uses the words he is teaching his students during designated ELD so that his EL students will hear the words used multiple times in multiple situations, and he encourages the students to use the words in their speaking and writing about the heroes they are learning about.

CA ELD Standards (Emerging): ELD.PI.2.1, 5, 11, 12b; ELD.PII.2.5

CA CCSS for ELA/Literacy: SL.2.6, L.2.5, 6

CA HSS Content Standards: 2.5

Grade Three Classroom Example: Classroom Constitution
(Integrated ELA and History–Social Science)

Each year, Ms. Barkley begins the school year by welcoming her students and orienting them to the culture and organization of the classroom. In collaboration with the students, she creates a class list of norms everyone would like to observe in the classroom and beyond. These norms include rules and consequences for behavior. This year she decides to use the rule making process as an opportunity to develop students' civic knowledge, skills, and dispositions. She wants them to understand the democratic principles of our American way of life and to apply those principles, as informed and actively engaged citizens of their classroom, to create a class set of rules they will agree to adhere to. She engages students in a unit of study that begins with a lively class discussion about the importance of rules and laws by asking:

- What are rules? What are laws?
- Why are rules and laws important?
- What would happen if there were no rules or laws?
- Who makes the rules and laws in school, in our city, our state and our nation?
- Who decides what the rules and laws are?

From there, Ms. Barkley launches students into a close readings of children's versions of the U.S. Constitution and informational texts about the Founding Fathers. They will learn about and discuss the reasons for the U.S. Constitution; the democratic principles of freedom, justice and equality; and the role and responsibility of government to represent the voice of the people and to protect the rights of individuals. They will also learn about the individual rights of citizens and the responsibility of citizens to be

engaged, informed, and respectful of others. Ms. Barkley knows that these ideas and concepts are laying the groundwork for students to understand the foundations of governance and democratic values in a civil society. It will also inform their thinking to create a Classroom Constitution as young, engaged citizens in a way that is relevant to children in the third grade.

As they read and discuss the texts, Ms. Barkley asks the students questions such as the following:

Why was it important for the Founding Fathers to write the Constitution? Why is it important to have rules and laws? Ms. Barkley invites students to apply their learning to their real-world classroom setting. She explains that just as the Founding Fathers created a Constitution to establish the law of the land, the students in her class will work together to write a Classroom Constitution to create a safe and supportive environment where everyone can learn. She asks students to begin by working individually to think about the kinds of rules they would like to see observed in their classroom and to write these ideas in a list. She also asks them to think about what they read about the principles of the U.S. Constitution and consider why the rules they are listing are important for upholding the kind of behavior that will create a positive classroom culture and what should happen to that culture if the rules are broken. Afterwards, members of each table group records their individual ideas in the following group graphic organizers.

| | | | |
|-------------------|--|---|--|
| What is the rule? | Why is it important to have this rule? | Is this rule Constitutional? Does this rule uphold our | What should be the consequence of breaking the rule? |
|-------------------|--|---|--|

| | | | |
|--|--|--|--|
| | | classroom principles of freedom, justice, and equality? | |
| | | | |

After a lively discussion in their small groups, during which students revise and add to their individual work as they wish, Ms. Barkley engages the entire class in a discussion to compile and synthesize the rules and create student-friendly statements, which she records on chart paper so that it can be posted in the classroom for future reference.

The children are invited to discuss the benefits and challenges of each rule proposed by recounting an experience and/or providing details and evidence to support their position. Ms. Barkley encourages them to ask and answer questions of one another for clarification or elaboration. After sufficient time for deliberation, the list of rules and consequences is finalized through an election process. Ms. Barkley posts the Classroom Constitution in a prominent place in the classroom, as well as on the school Web site.

Later, Ms. Barkley engages her students in writing an opinion essay in response to this prompt: **Why is it important for the students in our class to follow our Classroom Constitution?** She will provide ongoing guidance and opportunities for students to share, revise, and finalize their work. A rubric for opinion essays developed collaboratively in advance helps guide students as they engage in the writing process.

The essays are compiled and published as a book for the classroom library, “Why Rules in our Classroom Democracy are Important.”

Resources:

The Constitution for Kids: <http://www.usconstitution.net/constkidsK.html>

Preparing Students for College, Career and CITIZENSHIP: A California Guide to Align Civic Education and the Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects, Los Angeles County Office of Education, 2011.

Education for Democracy, California Civic Education Scope & Sequence, Los Angeles County Office of Education, 2003.

The College, Career, and Civic Life (C3) Framework for Social Studies State Standards, National Council for the Social Studies, 2013.

CA CCSS for ELA/Literacy: RI.3.1; W.3.1, 4, 5, 7, 8, 10; SL.3.1-6; L.3.1-6

CA HSS Standards: 3.4.1, 3.4.2, 3,4,6

CA HSS Analysis Skills (K–5): Historical Interpretation 1, 3

Grade Four Classroom Example: The Gold Rush (Integrated ELD, ELA/Literacy, and California History–Social Science)

Mr. Duarte's fourth-grade students have engaged in a variety of experiences to learn about the California Gold Rush. As they investigated the question: **How did the discovery of Gold change California?** they read from their history text and other print materials, conducted research on the Internet and presented their findings, wrote scripts and dramatically enacted historic events for families and other students, participated in a simulation in which they assumed the roles of the diverse individuals who populated the region in the mid-1800's, and engaged in numerous whole-group and small-group discussions about the times and the significance of the Gold Rush in California's history. In particular, students were encouraged to consider the Gold Rush's impact on the state's size and diversity of population, economic growth, and regional environments.

Today, Mr. Duarte engages the students in an activity in which they explain and summarize their learning through the use of a strategy called "Content Links." He provides each student with an 8.5 x 11" piece of paper on which a term they had studied, encountered in their reading, and used in their writing over the past several weeks is printed. The words include both general academic and domain-specific terms, such as **hardship, technique, hazard, profitable, settlement, forty-niner, prospector, squatter, pay dirt, claim jumping, bedrock, and boom town**, among others. He distributes the word cards to the students and asks them to think about the word they are holding. What does it mean? How does it relate to the impact of the Gold Rush on California's economy, population, and/or environment?

To support his English learner (EL) students, most of who are at the late Emerging

and early Expanding level of English language proficiency, and other students, Mr. Duarte encourages the class to take a quick look at their notes and other textual resources for their terms in the context of unit of study. Then, Mr. Duarte asks the students to stand up, wander around the classroom, and explain their word and its relevance to the study of the Gold Rush to several classmates, one at a time. This requires the students to articulate their understandings repeatedly, which they likely refine with successive partners, and they hear explanations of several other related terms from the unit of study. In addition, Mr. Duarte anticipates that hearing the related terms will also help the students to expand their understanding about their own terms and that they will add the new terms to their explanations as they move from one partner to another.

The students are then directed to find a classmate whose word connects or links to theirs in some way. For example, the words might be synonyms or antonyms, one might be an example of the other, or both might be examples of some higher-order concept. The goal is for the students to identify some way to connect their word with a classmate's word. When all of the students find a link, they stand with their partner around the perimeter of the classroom. He then provides the students with a few moments to decide how they will articulate to the rest of the class how their terms relate. To support his EL students at the Emerging level of English language proficiency and any other student who may need this type of support, he provides an open sentence frame (Our terms are related because ____). He intentionally uses the words “connect,” “link,” and “related” to provide a model of multiple ways of expressing the same idea.

Mr. Duarte invites the students to share their words, the word meanings, and the

reason for the link with the whole group. David and Susanna, who hold the terms **pay dirt** and **profitable**, volunteer to start. They explain the meanings of their words in the context of the subject matter and state that they formed a link because both terms convey a positive outcome for the miners and that when a miner hits pay dirt it means he will probably have a good profit. Finally, the students discuss how these terms relate to their larger study on the impact of the Gold Rush on California.

As pairs of students share with the whole group their word meanings and the reasons for their connections, Mr. Duarte listens carefully, asks a few clarifying questions, and encourages elaborated explanations. He invites others to listen carefully and build on the comments of each pair. After all pairs have shared their explanations with the group, Mr. Duarte inquires whether any student saw another word among all the words that might be a good link for their word. Two students enthusiastically comment that they could have easily paired with two or three others in the room and they tell why. Mr. Duarte then invites the students to "break their current links" and find a new partner. Students again move around the classroom, talking about their words, and articulating connections to the concepts represented by the other words. Mr. Duarte happily observes that through this activity students not only review terms from the unit but also deepen their understandings of the overall significance of such a dramatic and far-reaching event.

CA HSS Standards: 4.3 3, 4.4.2

CA HSS Analysis Skills (K–5): Historical Interpretation 1

CA CCSS for ELA/Literacy: RI.4.4, SL.4.1, L.4.6

CA ELD Standards: ELD.PI.4.1, 11a, 12a; ELD.PII.4.5

Grade Five Classroom Example: Road to Revolution Unit

Students in Ms. Cheek's fifth grade class have just analyzed several paintings that depict events from the American Revolution. Students worked in pairs to note their observations of details in the paintings, make inferences, and list their questions. The students infer from the battle scene that some type of war was going on and that it was in the past by the type of clothing and weapons that are depicted. Questions include: What is going on? Who is fighting? What does it look like they are fighting for? When did this happen? Ms. Cheek asks the students to discuss what causes wars and people to fight and she charts their answers.

Ms. Cheek shares the titles of the paintings and dramatically asks, "How did this Revolutionary War happen? What could have possibly occurred that made the colonists want to revolt against their king and country? She then lets the students know they will be investigating to find out the answer to the questions: What led up to the Revolutionary War? What events, people, or ideas were the most important in convincing people to revolt and go to war?

To develop the big picture, students are assigned in pairs to research events, people, and ideas (for example, the Stamp Act, Boston Massacre, the Townsend Acts, the Sons of Liberty, Thomas Paine and the ideas expressed in *Common Sense*) that led up the war and create a timeline card that summarizes the event and tell why it is important. The students start by utilizing the index in their textbook to locate information about their assigned topic, then they read and take notes from the textbook on a graphic organizer. Ms. Cheek has created a research center with a number of informational books at a variety of reading levels and several computers with quality, kid-friendly

websites bookmarked. The students are instructed to use a minimum of two informational sources and to synthesize these sources to create a summary. The students revise and edit their summaries before creating a large timeline card with the date and an illustration.

Once the timeline cards are completed, they are placed on a large timeline in the front of the classroom. Students present their card, telling about their event and why it was important, while the other students take notes to create a smaller, foldable timeline for their research notebook. Students are encouraged to complete their individual timelines when they have time over the next few days. After Ms. Cheek and the students discuss their preliminary ideas in relation to their unit questions, she tells the students that they are going to continue their investigation by digging a bit deeper into some of the events, ideas, and people on their timeline.

Over the next few weeks, Ms. Cheek guides the students as they study these events, ideas, and people in more detail by analyzing primary sources, secondary sources, and read children's books including informational books and historical fiction. The students participate in a simulation, taking on the character and perspective that reflect different points of views and different social classes including loyalist and patriot, gentry, middling sort, and slaves. The students then participate in a debate about whether to revolt after researching their point of view. During these activities and smaller investigations, Ms. Cheek and students regularly return to the class timeline and their big investigative question and discuss their ideas with new evidence from their studies which they have recorded in their research notebooks.

The students culminate the unit with a performance task which requires students to

write a claim-based essay. The students are asked to evaluate all of the information they have learned in their notebook and on their timeline and choose five to six events, people, or ideas that they think were the most important in convincing people to revolt and go to war. After individually choosing their events and preparing for a discussion, students get together in small groups and discuss their ideas and their evidence. Students are then given a chance to revise their ideas before using a graphic organizer or thinking map to write a draft of their essay. Students then are given time to revise and edit their essays before creating a final draft.

CA HSS Standards: 5.6

CA HSS Analysis Skills (K-5): Chronological and Spatial Thinking 1, Historical Interpretation 1, 3

CA CCSS for ELA/Literacy: RI.5.2, RI.5.3, RI.5.6, RI.5.9, W.5.2, W.5.5, W.5.7, W.5.9b, SL.5.1, SL.5.4

CA ELD Standards: ELD.PI.5.1, 3, 6a, 10b, 11a; ELD.PII.5.2b

Grade Six Classroom Example: Hammurabi's Code

To build student understanding of how human life changed in these early civilizations, Mrs. Stanton organizes a close reading of excerpts from Hammurabi's laws. Knowing that the text will be challenging for English Learners, she identifies the key passages in the text, the unfamiliar names, the academic vocabulary, and the literacy challenges that students will face. After putting students in groups of four, Mrs. Stanton distributes excerpted texts containing the first sentence of Hammurabi's prologue and the first six phrases of the second sentence (for all groups) and sets of six laws (different selections for each group which all show differentiated punishments for different classes of people.) Mrs. Stanton then explains that students will be analyzing this primary source to gather evidence to answer the question: **How did people's lives change under the rule of Hammurabi and the civilization in Mesopotamia?** She reminds students of the egalitarian life of the hunter-gatherers and limited hierarchy of villages. The students read their texts silently first and then discuss in their groups: **What is this text about? What crimes do the laws punish?** For the second reading, Mrs. Stanton guides students through a sentence deconstruction chart of the first sentence, followed by a whole class discussion of Hammurabi's claims to divine authority as a protector of the people. For the third reading, the students mark up the text and write annotations in the margins. The teacher then models the structure of a social hierarchy pyramid on the board. For the fourth reading, each group analyzes their selection of laws, identifies the social groups, draws a social hierarchy diagram of those groups, and reports to the class orally and in writing. After class discussion, students answer text-dependent questions in a fifth reading. The students then write a summary

paragraph about Hammurabi's Laws, using the words: monarch, prince, rule, Babylon, Marduk, conquered, righteousness, and social hierarchy.

CA HSS Standards: 6.2.4

CA HSS Analysis Skills (6–8): Research, Evidence, and Point of View 3, Historical Interpretation 1

CA CCSS for ELA/Literacy: RI.6.3, RI.6.10, SL.6.1, SL.6.4, L.6.4, RH.6–8.1, RH.6–8.2, RH.6–8.4, WHST.6–8.2, WHST.6–8.9

CA ELD Standards: ELD.PI.6.1, 2, 6, 11; ELD.PII.6.1

Grade Seven Classroom Example: The Roman Empire

To understand the Roman perspective on the empire's power over other people and territories, students do a close reading of an excerpt from Vergil's *Aeneid* (Book VI, lines 845-853). Mr. Taylor gives students a copy of the excerpt with the guiding question:

What did the poet Vergil think about the Roman Empire's power over people and territories? The handout also has a sentence deconstruction chart for the excerpt and a source analysis template.

For the first reading, the students read the excerpt to themselves and then discuss these questions: **Did Vergil think Roman power was good or bad for the conquered people? What words support your answer?** For the second reading, Mr. Taylor guides the students through a sentence deconstruction chart, pointing out the parallel phrases describing the "others" (the Greeks and Persians) and "you" (the Romans). The students also complete the source analysis template, with information from the textbook or teacher notes. They learn that Vergil was a Roman poet in the first century BCE. His patron was Augustus Caesar, the founder of the Roman Empire.

The historical context for the writing of the *Aeneid* was the beginning of the Roman Empire. In fact, Vergil wrote this poem to glorify the new empire and Augustus as its leader. For the third reading, Mr. Taylor divides the students up into pairs. Each pair marks up the text with cognitive markers and annotates it in the margins. He then displays several of the pairs' annotated texts on the elmo, explains difficult points, and answers questions. For the fourth reading, students answer text-dependent questions. For the final question, Mr. Taylor calls for an interpretation to answer the focus question.

CA HSS Standards: 7.1.1

CA HSS Analysis Skills (6–8): Research, Evidence, and Point of View 5, Historical Interpretation 1

CA CCSS for ELA/Literacy: RH.6–8.1, 2, 6, SL.7.1, L5a

CA ELD Standards: ELD.PI.7.1, 6a

Grade Eight Classroom Example: The Civic Purpose of Public Education

In Mr. Lopez's 8th-grade history class, students read and analyze excerpts from primary-source documents explaining the social and civic purposes of public education. Mr. Lopez begins the class by explaining to students that they will consider the question: **Why go to school?** As a brief opening activity, Mr. Lopez asks students to discuss their personal answers to this first question, and then to attempt to address it for people in the nineteenth century. As students complete the activity, Mr. Lopez charts on the board many of the common answers including but not limited to: literacy, economic benefits, to get an informed electorate, and childcare.

Next, Mr. Lopez introduces the idea of compulsory education in the nineteenth century by showing them examples of typical schoolbooks from the era. He highlights elocution exercises, moral lessons, and orations (for example, *The Columbian Orator*). He also provides students with an explanation of **Why go to school?** from two leading nineteenth-century intellectuals: Benjamin Rush and Catherine Beecher. Using selected sentences from Rush's "Of the Mode of Education Proper in a Republic," and Beecher's *A Treatise on Domestic Economy* (chapter 1), students consider two radically different answers to the question. Working in pairs for a few minutes in preparation for a whole class discussion, the class charts similarities and differences between the justifications for education of the nineteenth century and more recent educational systems. They also discuss the perspectives of both authors by considering their personal background, the purpose of the document itself, and its intended audience.

Although short, these excerpts are dense and filled with archaic language. To ensure student comprehension, Mr. Lopez works carefully with his students to help them understand how common terms can often have multiple meanings. For example, he has student groups look up the multiple meanings of the word “interest” and then displays the following excerpt from the Beecher reading on the elmo: “The proper education of a man decides the welfare of an individual; but educate a woman, and the **interests** of the whole family are secured.” Mr. Lopez then asks each student group the meaning they believe best fits with the context of the sentence. After all the groups report and explain their reasoning, Mr. Lopez reveals/confirms the correct meaning for this context. Next he distributes a reference analysis chart which pinpoints the subtle references to religion and philosophy in the two documents. He uses a Think-Pair-Share to work through the chart with students. Finally he models for students a breakdown of the rhetorical structure that Rush uses to make his argument. He has student groups break down Beecher’s rhetorical structure with the help of a graphic organizer tailored to the chosen excerpt.

Mr. Lopez then asks students to discuss the following question in pairs, using evidence from the chart: Why did Benjamin Rush believe it was important to go to school? Why did Catherine Beecher believe it was important to go to school? How did their individual perspective affect their answers? As students discuss, Mr. Lopez circulates throughout the discussion to make sure that students’ answers are supported by relevant evidence and encourages them to think about how this answer might be similar or different if it was answered today.

As a culminating activity, Mr. Lopez asks students to assume the perspective of one of the two 19th century authors in order to write a short critique of the other. Students then use their discussion notes to explain (in a few paragraphs) how their selected author's views align with and differ from the other, all in response to the question: **Why Go to School?**

CA HSS Standards: 8.6.5

CA HSS Analysis Skills (6–8): Research, Evidence, and Point of View 5

CA CCSS for ELA/Literacy: RH.6–8.1, 2, 4, 6, WHST.6–8.1, 7, 9, SL.8.1, L.8.4a

CA ELD Standards: ELD.PI.8.1, 6a, 8, 11a

Grade Nine Classroom Example: California History – Hetch Hetchy

Students in Ms. Hernandez’s class are investigating the 1908-1913 battle over Hetch Hetchy in order to understand what challenges and opportunities existed in this era, as well as develop different perspectives on growth. Using a variety of primary sources, such as digitized documents from The National Archives that expressed both support and opposition for the Raker Bill to dam the Tuolumne River in Yosemite National Park, Ms. Hernandez’s students take on the personas of California citizens and members of Congress to hold a congressional hearing on the creation of the dam. Some students use excerpts from John Muir’s writings on the issue, which provide an impassioned plea for valuing nature’s integrity over growth and development. Others quote from San Francisco city leaders who argued in favor of the dam and considered the harnessing of the river a reasonable use of resources to support a growing population. To prepare for their presentations, all students review all of the sources Ms. Hernandez has curated for the class, in order to both present their case persuasively and respond to pointed questions by other members of the class. Students must be prepared to provide evidence for their perspective, integrate multiple sources of information in their presentations, and evaluate the credibility of other speakers’ use of evidence and overall persuasiveness.

English learners in Ms. Hernandez’ class are provided additional support, as necessary, including strategies to first comprehend and then analyze sources, including vocabulary support and text deconstruction. As they prepare for the hearing, English learners are also provided with sentence starters and ample

practice sessions where Ms. Hernandez, her school's ELD specialist, and individual students partner with their EL classmates to both prepare their formal presentation and respond to anticipated questions.

Ms. Hernandez assesses her students' learning using a rubric that details minimum expectations with regards to her students' understanding of the issues, ability to marshal evidence in support of their argument, and capacity to both listen and respond appropriately to their classmates' presentations.

CA HSS Analysis Skills (9–12): Historical Research, Evidence, and Point of

View 1; Historical Interpretation 3, 4, 5

CA CCSS for ELA/Literacy: RH.9–10.6, 9, WHST.9–10.9, SL.9–10.1c, 2, 3, 4b

CA ELD Standards: ELD.PI.9–10.3, 5, 9. 11a; ELD.PII.9–10.1

Grade Ten Classroom Example: The Divine Monarch

Ms. Lee's tenth grade class is learning about the divine monarch by focusing on one key 1610 speech that King James I delivered to Parliament. Ms. Lee has excerpted this speech (she found it by searching online for King James I's "Speech to Parliament" and locates portion that begins with the phrase, "The state of Monarchy is the supremest thing upon earth..." and continues for the next three paragraphs) because it illustrates the way in which kings were perceived to be divinely inspired, and thus their power was understood to be god-like. She has also selected this speech because it clearly lays out the central claim and supporting details of why King James I felt this way. Ms. Lee begins her lesson by telling her students that they will be investigating the question: **How did King James I argue that kings are like gods?** After providing her students with very brief background information about when and how James came to power, Ms. Lee presents the primary source to her students. She tells her students that this is a relatively straight-forward primary source because King James I makes a claim, he supports his claims with reasons, and he offers evidence for his reasons and central claim (in much the same way her students would make a claim in an essay). She directs her students to read through the speech a couple of times, making annotations as they find different claims King James I makes. As they read the speech a first time, Ms. Lee's students read for the broad claims. As they read it a second time, Ms. Lee tells her students to work on filling in the graphic organizer she has created. The graphic contains boxes for which students are directed to fill in the following information: 1) the

central claim made by James I; 2) the reasons he uses to support his central claim; 3) the evidence he provides to illustrate his reasons; 4) the flaw in his reasons. After Ms. Lee's students complete the graphic, she facilitates table then whole-class discussions to confirm that the students understand the way in which King James I constructs his argument, and that his central flaw lies in his central claim. Ms. Lee then asks her students to work in pairs to construct a paragraph response to the central question: **How did King James I argue that kings are like gods?**

CA CCSS for ELA/Literacy: RH.9–10.1, 2, 5, 8, WHST.9–10.2, 7, 9

CA ELD Standards: ELD.PI.9–10.6b, 7, 8, 11a; ELD.PII.9–10.1

Grade Eleven Classroom Example: Working Children

Mr. Gavin's eleventh-grade US history class gets an up-close view of daily life for working-class children in their studies of industrialization. On the first day he poses an initial question to the class: **How old should you have to be to work?** After discussing with students how until the end of the nineteenth century, most Americans lived on farms and the children worked alongside parents during most harvesting seasons, Mr. Gavin asks students to speculate as to the similarities and differences between working on a family farm and working in a factory. Using a *Child Labor Law Pamphlet* from the California Department of Industrial Relations and their own personal experience, students brainstorm a list of current age-related restrictions. While the students are compiling their list, Mr. Gavin asks them probing questions about whether jobs should have age limits at all, especially if the wages the child brought home would earn would enable the family to have enough to eat, for example. After listing on the board a number of these important factors that guide our understanding of age limits in the workplace, Mr. Gavin then tells his students they will do a gallery walk to learn about child labor around the turn of the century.

Mr. Gavin has displayed on the walls of his classroom a number of Lewis Hines photographs that document child labor. He has organized the photographs into four stations with each station containing a few images that are clustered around a theme (the themes are 1. children and factory work, 2. children and mining, 3. children posed alone, 4. children in their homes). Before telling students to start viewing the images, he hands them a photograph analysis page and tells students that at each station they must select one photograph to report on and closely analyze. On the photograph

analysis page, students are directed to 1. Collect all available bibliographic information (time, date, characters, for example); 2. Write a one-sentence explanation of what they see in the photograph, including an estimation of the child's age; 3. Collect information about what the child is wearing or not wearing that might provide clues about status (e.g., Is a child working in a factory wearing shoes? What might this tell us about money?); 4. Assess what they think the perspective or agenda of the photographer is and provide one piece of evidence why they think that (encourage students to think about the role of the photographer being something other than an objective lens); 5. Make connections to historical content they've already studied (e.g., Does it relate to industrialization or immigration?).

After students have rotated through the stations, collected their information about the four images, and documented it on their graphic organizers, Mr. Gavin's students report back to the class, following a structured discussion protocol where students are paired together and take turns synthesizing their responses from the graphic organizer, using sentence starters ("Overall, we can say that...", "The main point seems to be...", "As a result of this conversation, we think that...", "A summary of our evidence might be...", "The evidence seems to suggest...") to ask probing questions about their partner's reports. Finally, Mr. Gavin facilitates a brief conversation with the whole class and asks them to focus closely on what Lewis Hines hoped to communicate, emphasizing that most of them are posed photographs. Mr. Gavin also asks students to return to the original question about how old children should be to work, by asking them to write a letter to the editor of a newspaper that had just published Hines' photographs. In their letters, students are encouraged to discuss their analysis of Hines' work, as well as both

the justification(s) for and problems resulting from child labor in an argumentative essay format, using evidence from the photographs, as well as other primary sources depicting or describing life during the industrial age.

Mr. Gavin concludes this lesson by building upon the themes outlined in his students' essays as he transitions to a discussion of Progressive-era reformers.

Source: Classroom activity adapted from teacher Jessica Williams' structured discussion lessons, as detailed in "Conversations in the Common Core Classroom," by Letty Kraus, in *The Source*, pp. 26-30, a publication of the California History-Social Science Project. Copyright © 2015, Regents of the University of California. All Rights Reserved.

CA HSS Content Standards: 11.2.1

CA HSS Analysis Skills (9–12): Chronological and Spatial Thinking 1; Historical Research, Evidence, and Point of View 4; Historical Interpretation 3

CA CCSS for ELA/Literacy: RH.11–12.1, 2, 7, 8, WHST.11–12.1, 9, SL.11–12.1c

CA ELD Standards: ELD.PI.11–12.1, 3, 6b, 10a, 11a

Grade Twelve Classroom Example: The Executive Branch

Ms. Costa's 12th grade government class targets its study of the executive branch by constructing a multi-media museum exhibit on presidential powers. Ms. Costa divides the class into groups of three and four, assigning each group a different president to research. Using resources in the library, US history texts, and recommended Internet sites (such as the National Archives and Presidential Libraries, the Library of Congress, federal agencies, such as the Department of State and the CIA), students briefly review the administration of their assigned president in order to select what they believe to be the most important event or act of the presidency – the one thing that best defines the president's use (or abuse) of executive power.

Once they've selected the event or act, each group designs a virtual museum exhibit on the president, using the event or act as the organizing feature of the display. Students use historical images, documents, artifacts, and if available, film clips, media reports from the era, historical accounts describing the event and the role of the individual president. Each group posts their display in the class' online museum on the Executive Branch, with bibliographic citations, original content describing each artifact, and a written argument explaining why this event or act best symbolizes the presidency of their assigned leader, citing specific evidence from their research to support their claims. Students also provide oral presentations about their research at a special open house for parents and school leaders, which are recorded for inclusion with the online museum exhibit.

CA HSS Content Standards: PAD 12.4

CA HSS Analysis Skills (9–12): Historical Research, Evidence, and Point of View 4,
Historical Interpretation 1

CA CCSS for ELA/Literacy: RH.11–12.7, 9, WHST.11–12.1, 6, SL.11–12.1b, 4

CA ELD Standards: ELD.PI.11–12.1, 6a, 9, 10a, 11a