

A. GATHERING AND ANALYZING EVIDENCE

Use these strategies during the unit.

Once students understand the prompt and have begun to form opinions on the broad issues, they are ready to dig into the historical content. The strategies in this section help students think about *what* they are reading and learning. Historical reasoning requires students to focus on evidence, perspective, and interpretation.¹ By closely investigating a wide variety of primary and secondary sources, students begin to develop their own arguments.

One of the challenges in supporting students-as-writers and students-as-historians is in helping them understand how to work with evidence. Specifically, they need practice offering accurate and persuasive evidence, considering the source and credibility of the evidence, and citing sufficient and contextualized evidence that demonstrates their understanding of the historical period.²

or specific individuals understand the content, in order to provide clarification or differentiated support as needed.

¹Chauncey Monte-Sano, "Beyond Reading Comprehension and Summary: Learning to Read and Write in History by Focusing on Evidence, Perspective, and Interpretation," *Curriculum Inquiry* 41, no. 2 (2011): 212–249.

²Chauncey Monte-Sano, "Disciplinary Literacy in History: An Exploration of the Historical Nature of Adolescents' Writing," *Journal of the Learning Sciences* 19, no. 4 (2010): 539–568.

³Martin Nystrand, Adam Gamoran, and William Carbonaro, "Towards an Ecology of Learning: The Case of Classroom Discourse and Its Effects on Writing in High School English and Social Studies" (Center on English Learning & Achievement, Report Number 11001, 1998), accessed October 22, 2011, <http://www.albany.edu/cela/reports/nystrand/nystrandtowards11001.pdf>.

STRATEGY 6. EVIDENCE LOGS AND INDEX CARDS

Writing Focus: Students collect evidence to defend their argument

Common Core Alignment: Draw evidence from informational texts to support analysis, reflection, and research. (WHST.11-12.9)

Rationale

Students need a central place to organize and -..28tse7st

(Reproducible 6.1) Sample Evidence Log

What happened?	Who was involved?	What role(s) did people play?	How does this connect to the prompt?	Source information (Document name, who said it, date, etc.)

(Reproducible 6.2) Generic Evidence Log

Writing Prompt:

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Doc #	Citation	Summary—What information from this source addresses the writing prompt?	Information about author/creator	Source rank (1-3)
1				
2				

(Reproducible 6.3)

xa way to keep track of your thinking as you read so you can revisit and use that thinking later when you are debating or when you are writing your essay

3.

STRATEGY 8. COLLECTING AND SHARING EVIDENCE

Writing Focus: Find additional evidence from historical documents and peers to support an argument.

Common Core Alignment: Gather relevant information from multiple authoritative print and digital sources. (WHST.11-12.8)

Develop claim(s) and counterclaims fairly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level, concerns, values, and interests. (WHST.11-12.8)

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Teacher's role:

As the students share their ideas, keep notes. Pay particular attention to:

x

(Reproducible 8.1) Two-Minute Interviews

Question I asked	Person I interviewed	Notes/thoughts/new questions that I now have
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STRATEGY 9. EVALUATING EVIDENCE

Writing Focus: Students will sort and sift through evidence to prepare to write their essays.

Common Core Alignment: Draw evidence from informational texts to support analysis, reflection, and research. (WHST.11-12.9)

Rationale

2. In class:

As you begin this activity with students, explain some things that historians consider when working with evidence:

Factual accuracy: How do we know the evidence is correct?

Relevance: To what extent does this evidence relate to the topic/question at hand?

Persuasiveness: Is this evidence powerful in convincing us of the claim?

Source: Where does the evidence come from? How credible is the source? What biases exist?

STRATEGY

2. **Group Work.** Continue to have students practice this exercise individually or in

STRATEGY 11. LEARNING TO INFER

Writing Focus: Infer from primary and secondary sources.

Common Core Alignment: Draw evidence from informational texts to support analysis, reflection, and research. (WHST.11-12.9)

Rationale

Inference requires students to take something from the text, combine it with some existing background knowledge, and make a new connection. Show them how you do this as a more expert historian. In order to write convincingly about primary and secondary source documents, students must first be able to interpret those documents. Students need support in moving beyond the literal meaning in the texts to making inferences about significance. Teaching students how historians infer, naming that process for them, and giving them opportunities to practice inferring orally will help prepare them to transfer that skill to their written historical analysis.

This strategy is more inquiry-based, allowing students to first make inferences and then learn the formal concept of inference. Research indicates that both authentic inquiry and explicit instruction help students as writers. Be sure you balance out this inquiry strategy with some of the strategies in this same section that offer more explicit instruction.

Procedure

1. Give students a real-world scenario that requires them to infer. (Do not name inference yet for your students.) For example, share a tidbit of gossip or something from a current event.
2. Using that real-world example, name what they did when they inferred. Ask:
 - xWhat was the text or data?
 - xWhat was their background knowledge?
 - xHow do they automatically put the two together for the “aha” that is inference?
3. Model how you infer as a historian.
 - xRead or write up some data.
 - xTell them your background knowledge.
 - xShow them how you put the two together to make an inference or interpretation.

The options below show two specific scaffolds to teach students how to infer. Choose one to use with your students.

STRATEGY

(Reproducible 12.1) Source Evaluation Form: Why Should You Trust This

STRATEGY 13. SUCCESSFUL ONLINE RESEARCH

Writing Focus: Students analyze and collect evidence to defend their argument.

Common Core Alignment: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (WHST.11-12.8)

Rationale

Students need to understand how to most effectively search for relevant, trusted information on the Web. As students study history, they will interrogate primary and secondary sources to find evidence that will allow them to eventually craft a thesis that they are able to defend. Being able to use advanced searching techniques will ensure students are able to access the latest and most useful information.

B. CRAFTING A THESIS AND ORGANIZING IDEAS

Use these strategies after the unit.

Once students have had an opportunity to engage with the evidence, they can begin to integrate, synthesize, and categorize their ideas. In this section, teachers can challenge students to sort out “What is *my* perspective on this issue?”

Much of historical thinking and writing involves forming strong arguments or interpretations based on the core concepts in history: Why does this matter? How did this happen? What motivated people in the past to think and act in the ways they did? How do we know what we know? How was this past situation similar to present-day situations? The prompts are designed to engage students in these big questions.

Note: We placed crafting a thesis *after* students have had many opportunities *throughout* the unit to examine and understand the evidence. A recent study found that college professors express concern that many students leap to writing a thesis before they have explored their ideas in sufficient detail.¹⁵ Here, crafting a thesis and organizing ideas are paired, as a way to help students begin to integrate, synthesize, and categorize their ideas.

¹⁵Stevi Quate, ed., “Lessons Learned: A Report of the DASSC Writing Inquiry Project,” June 1, 2011, <http://writinginquiry.wikispaces.com/file/view/Lessonlearned.pdf>.

STRATEGY 14. TAKING A STAND ON CONTROVERSIAL ISSUES: SPEAKING AND LISTENING STRATEGIES

Writing Focus: Students will practice using evidence to make and defend an argument.

Common Core Alignment: Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level, concerns, values and possible biases. (WHST.11-12.1b)

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. (SL.11-12.1)

Rationale

Speaking and listening strategies give students early practice with explaining how evidence supports their position. These strategies also support students’ critical thinking, since students consider an issue from multiple perspectives. Engaging in speaking and listening can be an effective writing exercise before an essay assignment because it brings out arguments for or against a thesis. It can also be effective after writing a first draft of an essay; often, a classroom discussion will clarify thinking and help a student locate the part of their argument to revise.

Because these strategies involve sharing opinions, often in a passionate way, set a contract before this activity. Reiterate your class rules about respect for the opinions and voices of others; call for them to be honest but not insulting. Readdress ways to constructively disagree with one another, and require that when offering their opinion or defense of their stance, they speak from the “I,” rather than from an accusatory “You.”

A. Barometer

Procedure

1. **Preparation.** Place “Strongly Agree” and “Strongly Disagree” signs at opposite ends of a continuum in your room. Or you can post any statement and its opposite at two ends of a continuum. Any argument or thesis statement can be used for this activity. Give students a few minutes to respond to the prompt in writing before you ask them to “take a stand.”
2. **“Take a Stand.”** Ask students to stand on the spot of the line that represents their opinion, telling them that if they stand on either extreme they are absolute in their agreement or disagreement. They may also stand anywhere in between the two extremes, depending on how much they agree or disagree with the statement.

3. **Explain Positions.** Once students have lined up, ask them to explain why they have chosen to stand where they are. Encourage students to refer to evidence and examples when defending their stance. If students are persuaded to change their opinion, ask them to move along the continuum to show their new thinking.

B. SPAR (Spontaneous Argumentation)

Procedure

1. **Preparation.** Divide class in half. Assign one side to be the pro position and the other side to be the con position. Have students move their desks so they are sitting opposite an opponent. Write a debatable proposition on the board.
2. **Brainstorm Arguments.** Give students one to two minutes to write down their arguments and evidence for or against the proposition.
3. **Opening Statements.** The students will be “SPARring” with the person sitting across from them. Each student (pro and con) presents a **one-minute opening statement** making his/her case while the other listens quietly and takes notes.
4. **Discussion.** Give students 30 seconds to prepare ideas for what they want to say to their opponent. Invite each side to engage in a **three-minute discussion** during which they may question their opponent’s reasoning or examples or put forth new ones of their own.
5. **Closing Statements.** Give students 30 seconds or one minute to prepare a closing statement. Each student presents a **one-minute closing statement** while the other listens quietly, and then the roles reverse.

C. Final Word

This strategy is a way for students to talk without having the competitiveness that can accompany debate in the classroom.

Procedure

1. **Preparation.** Divide students into groups of four and have them position themselves so that they are in a circle.
2. **Prompts.** Create a list of claims for students to respond to or ask students to write their own claims (thesis statements).
3. **Sharing in Small Groups.** A(a)4(i)4(m)4(T5 Tc -nt')5(s)16(r) 0 Td()ac)4prt for 10(toEMC /0.22 0 J0 T

A Few Notes:

- xNo students should speak when it is not their turn to talk. The goal is for each student to have 30 seconds that are entirely his or hers.
- xIf a student doesn't talk for his or her entire 30 seconds, the group should wait for the time to run out before the next person begins.

Debrief

After any of these activities, engage your class in a discussion. Questions to ask include:

- xWhat were the arguments for and against the issue?
- xWhat did you learn during the activity? How does this information relate to the essay prompt?
- xWhat value is to be gained from students arguing positions with which they don't agree?
- xWhat were the strongest arguments? Which arguments were the weakest? What role does evidence play in creating an argument?

Teacher's role:

As students share their ideas, keep notes. Pay particular attention to:

- xpatterns of insight, understanding, or strong historical reasoning
- xpatterns of confusion, historical inaccuracies, or facile connections, or thinking that indicates students are making overly simplified comparisons between past and present

The goal is for students to share text-based evidence effectively and accurately. The following categories can guide you, the teacher, as you listen to your students' discussion. Listen for:

x

STRATEGY 15. BUILDING ARGUMENTS THROUGH MINI-

(Reproducible 16.1) Three-Column Chart Linking Claims, Evidence, and Analysis

CLAIM	EVIDENCE	ANALYSIS Æ (How does the evidence prove the claim?)
<i>(Teacher provides the claim.)</i>	<i>(Student first finds evidence to support the claim.)</i>	<i>(Student then links the evidence with the claim.)</i>

STRATEGY 17. THESIS SORTING

Writing Focus: Students will identify several possible thesis statements that address the same essay prompt and evaluate the strengths and weaknesses of each.

Common Core Alignment: Write arguments focused on discipline-specific content; introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons and evidence. (WHST.11-12.1a)

Rationale

This strategy promotes critical thinking, since in crafting a thesis students are required to put their own ideas in conversation with the text. Sometimes a prompt directs students to one obvious thesis statement when there are actually other more nuanced arguments they could make. The purpose of this activity is to help generate the possible

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In the same groups, ask students to try to categorize the thesis statements into the categories of excellent, good, and weak. Make sure they are using some of the above criteria to make their decisions.

After the groups are finished, ask students to walk around the room and visit other groups' categories. Tell students to notice how different groups interpreted or categorized the same thesis statements.

5. **Debrief and Assessment.** When students return to their original lists, have a class discussion about what they noticed. Where in the class does there seem to be disagreement? confusion? consistency? What is the difference between an excellent, good, and weak thesis statement?

During the discussion, make sure you correct any clear misunderstandings about thesis statements.

As an informal assessment, ask groups to pick two thesis statements in the weak

STRATEGY 18. TUG FOR TRUTH

STRATEGY 19. REFUTING COUNTERARGUMENTS

Writing Focus: Students learn to write and challenge counterarguments.

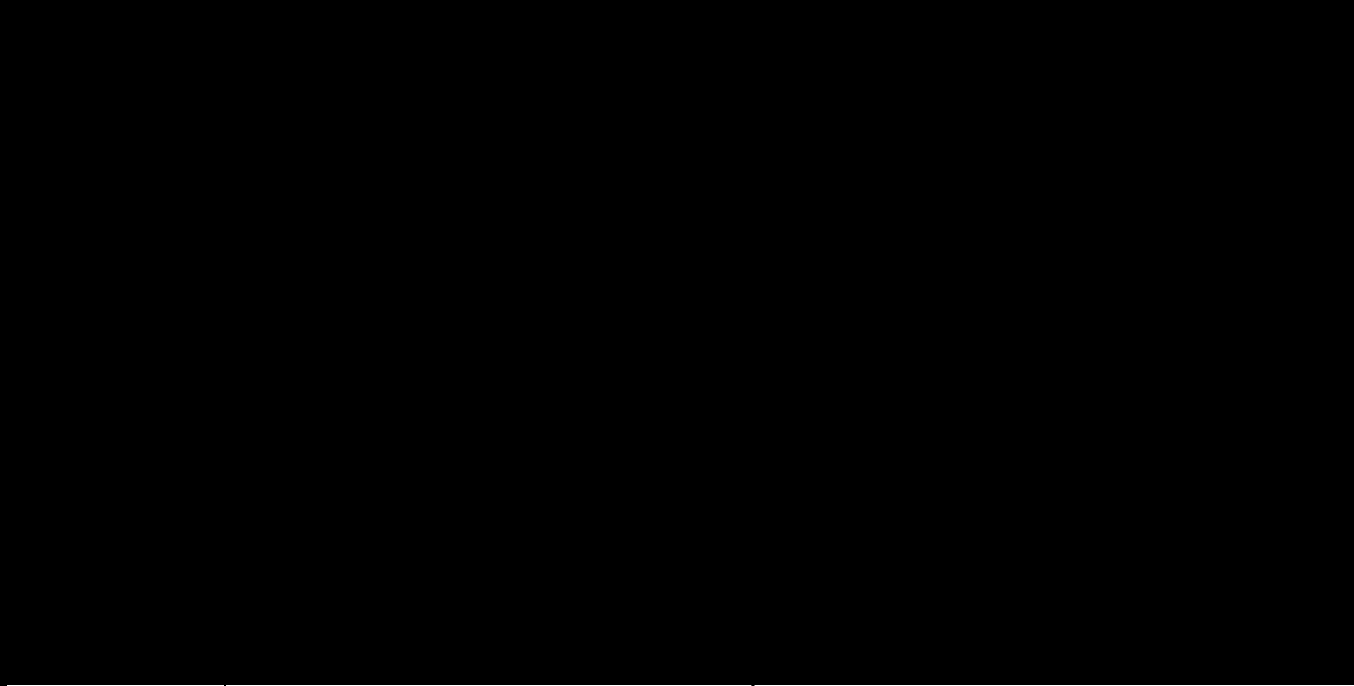
Common Core Alignment: Write arguments focused on discipline-specific content; introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons and evidence. (WHST.11-12.1a)

Rationale

In order to write a strong argumentative paper, students need to both anticipate and refute counterarguments to their thesis. This strategy asks students to focus specifically on counterclaims that others may have when reading their ideas. It also promotes critical thinking, since considering and refuting counterarguments requires students to consider an issue from multiple points of view.

Procedure

1. In the tenth grade, students are required to include a counterargument in their essay. Using an argument the class has brainstormed, show students how someone might respond with a counterargument.
2. Then have the class help you refute this counterargument, drawing on historical evidence. You might want to do this twice before asking students to refute counterarguments on their own.
3. Students can use Reproducible 19.1 to practice working with counterarguments. They can complete worksheets with a partner.
4. Students begin with their own worksheet by completing row 1.
5. Then, they switch with their partner and complete row 2.
6. Next, they switch back and complete row 3.
7. Finally, they end with their partner's paper when completing row 4.
8. At the end of this exercise, students can discuss which of the arguments on the page is the strongest and why. This strategy can also be used to help students prepare for a SPAR debate (see Strategy 14).



[Redacted]

1. Argument
This thesis is true
because . . .

[Redacted]

[Redacted]

2. Counterargument
Yet some people
argue
[Redacted]

[Redacted]

[Redacted]

3. Refutation
But . . .

[Redacted]

[Redacted]

C. PROVING YOUR POINT THROUGH LOGICAL REASONING IN BODY PARAGRAPHS

Use these strategies after the unit.

Once students have identified and organized their thesis, arguments, and evidence, they are ready to begin crafting these ideas into coherent paragraphs.

Argumentative essays typically have one “central” argument (the thesis or central claim) and multiple smaller arguments in which the author presents a claim or reason, cites evidence, and offers analysis. This analysis, technically called a “warrant,” is the glue holding claims and evidence together. In this section, we include strategies to help

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4. On a big strip of paper, or on your computer projected to a Smartboard, write a simple real-world claim for which you can cite evidence. (Perhaps use a claim that says something positive about the students as a group—e.g., “This class is very responsible”—or about some current event/issue at school. You could also use an example from your current Facing History unit or a previous unit they all will remember.)
5. Next, ask students to cite evidence to prove the claim (e.g., “We come to class prepared,” “We ask questions when we need help”). Write the evidence on a separate big strip of paper or in a different type color on your computer.
6. Then, ask them to provide warrants to link the evidence to the claim (e.g., “Students who are responsible know that it is their job to understand the material and aren’t shy about asking for help if they are confused. That’s how you get smarter”). Again, write this on a third big strip of paper or in a third type color on your computer.
7. Physically manipulate the three strips, or cut and paste on the computer, to show students the various ways these three sentences could be linked. After you show each variation, ask students to talk with a partner about whether they think this variation makes sense, is effective, etc. After all three, ask students to talk about which was best and why. They should be able to determine that there is in fact no “best”—just different ways of including these various components of an argument.
8. Ask students to do the same thing for a claim for their essay and have a partner critique it.

Extension

After trying out different kinds of analysis, try writing your sentence strips in different orders. What do you gain or lose from each structure?

- 1, 2, 3 (claim, evidence, analysis)
- 2, 1, 3 (evidence, claim, analysis)

(Reproducible 20.1) Claims, Evidence, and Analysis

Here are different ideas for how you can link claims and evidence with analysis.

{ D I v]v (~~CE~~ ~~seems~~ ~~that~~-because of _____, _____ happened.)

{ ']À v } % ~~The~~ ~~decision~~ to do _____ was dangerous because . . .)

{ ']À CE ~~He~~ ~~had~~ this choice because . . .)

{ ']À v (

Strategy 22. Using Graphic Organizers to Organize Writing

Writing Focus: Students will organize main ideas, evidence, and analysis before they begin writing.

Common Core Alignment:

Write arguments focused on discipline-specific content; introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons and evidence. (WHST.11-12.1a)

Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level, concerns, values and possible biases. (WHST.11-12.1b)

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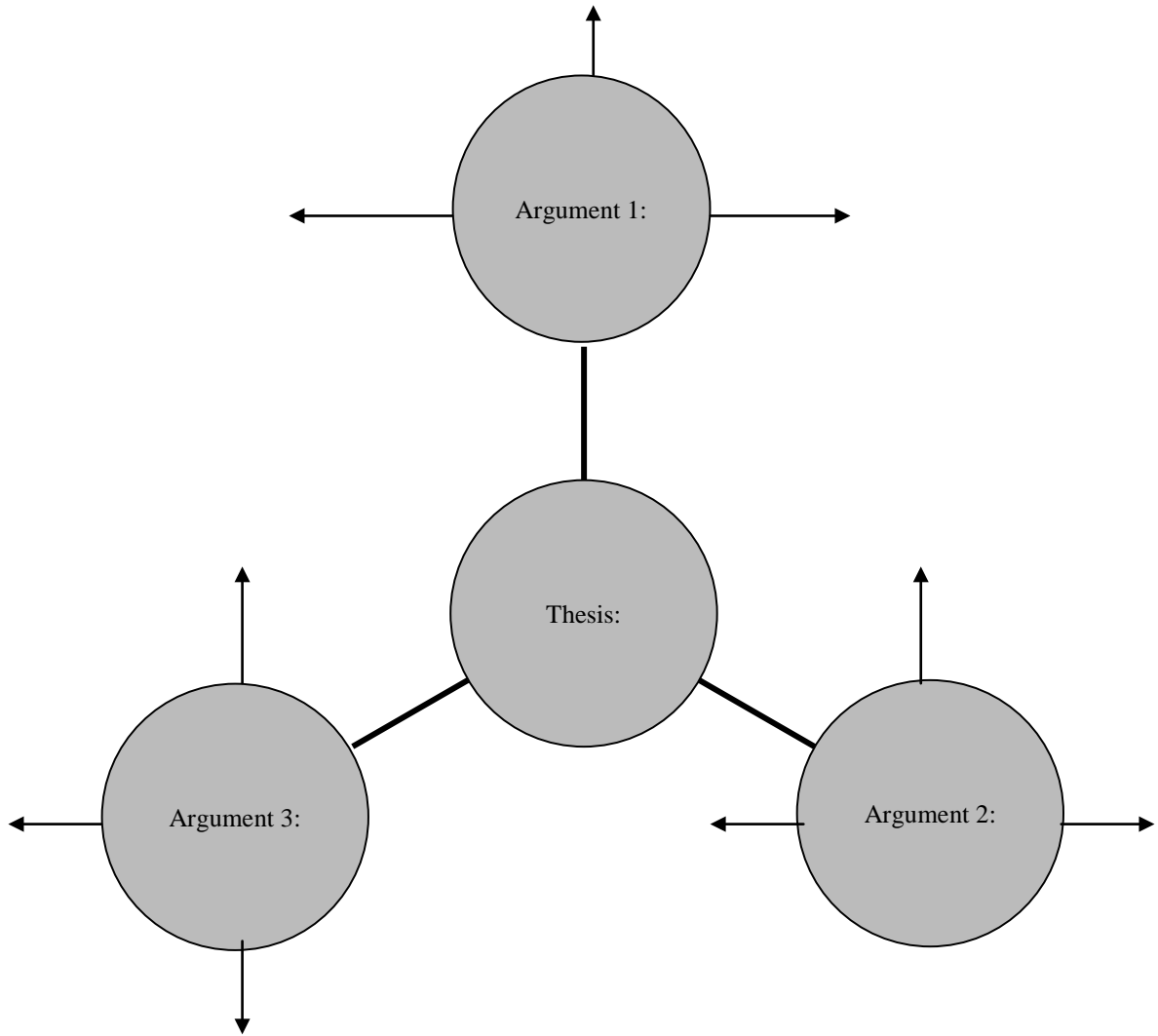
xAnalysis to explain how the evidence proves the main idea

xLink between the argument and the thesis statement

2. **Model How to Complete It.** You might show students what an organizer looks like that is complete, or you can complete an organizer together with students. Most teachers only require students to write words and phrases on their graphic organizers, not complete sentences. Whatever you decide, be sure to communicate this to students.
3. **Students Complete the Graphic Organizer in Class and/or at Home.** Often it can help students to have a partner review their work and help them when they get stuck.
- 4.

Reproducible 22.1. Sample Concept Map Graphic Organizer

Directions: Fill in the circles with your thesis and arguments. Connect relevant evidence to each argument.



(Reproducible 22.2) Outlining Your Essay: Graphic Organizer for Body Paragraph (with feedback sheet)

OUTLINE FOR BODY PARAGRAPH # _____

THESIS (*The purpose of my paper is to prove . . .*):

ARGUMENT (*This thesis is true because . . .*):

Evidence to support argument (with citation):	Analysis: <i>This evidence supports my argument because . . .</i>
1.	
2.	
3.	

(Optional)

COUNTERARGUMENT (*Some people argue . . .*):

Evidence to refute counterargument (with citation):	Analysis: <i>This evidence refutes the counterargument because . . .</i>

Feedback on Body Paragraph Outline

Author's name:

Editor's name:

This is for feedback on body paragraph #_____

Clarity of argument: _____ points

- ___ Argument supports thesis statement. (1 point)
- ___ Argument does not support thesis statement. (0 points)

Strength of evidence: _____ points

- ___ Includes two or more pieces of relevant, high-quality evidence. (3 points)
- ___ Includes one piece of relevant, high-quality evidence. (2 points)
- ___ Evidence provided but does not support argument or is not high-quality

STRATEGY 23. SENTENCE-STRIP PARAGRAPHS

Writing Focus: Students will learn to organize their thinking into paragraphs.

Common Core Alignment:

Write arguments focused on discipline-specific content; introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons and evidence. (WHST.11-12.1a)

Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level, concerns, values and possible biases. (WHST.11-12.1b)

Rationale

This strategy can be used to help students organize introductory, body, and concluding paragraphs. It has students moving around sentences on slips of paper to help them learn how to organize their ideas in a paragraph. It also should remind students of the earlier analysis activities that they used when crafting their thesis and organizing their ideas.

Procedure

1. **Preparation.** Divide students into groups of four or five. Cut strips of paper and give each group at least ten. This activity could also be done with students working individually or in pairs.
2. **Write Sentences on Strips of Paper.** Students write one sentence on each strip. The type of paragraph you focus on for this activity will determine what you ask groups to write on their slips. For example, if you are using this activity to help students write introductory paragraphs, you would want one group to record possible hooks for the essay, another group to record sentences that would go in the background section, and another group to record possible thesis statements. If you are using this activity to help students write body paragraphs, you might assign a group a particular argument and have them record possible evidence on separate strips of paper.
3. **Share Strips.** Students can either tape their strips to a large piece of paper or leave them on their table.
4. **Build a Paragraph.** Individually or in groups, have students go around the room looking for ideas to help build their paragraphs. Sometimes teachers have students tape the selected strips in order to create a paragraph. Students can also record the sentences or ideas they want to use on a graphic organizer, such as their Inverted Pyramid (see Strategy 25).

5. **Fill in Gaps.** After students build a paragraph with sentence strips, ask them to fill in gaps with new sentences. Gaps might include transition words linking one idea to the next or analysis that explains how evidence connects to the main idea of the paragraph. Sentence starters you might use to help students add analysis statements include:

xThis evidence shows that . . .

xTherefore . . .

xThese examples demonstrate . . .

xBecause _____, then _____.

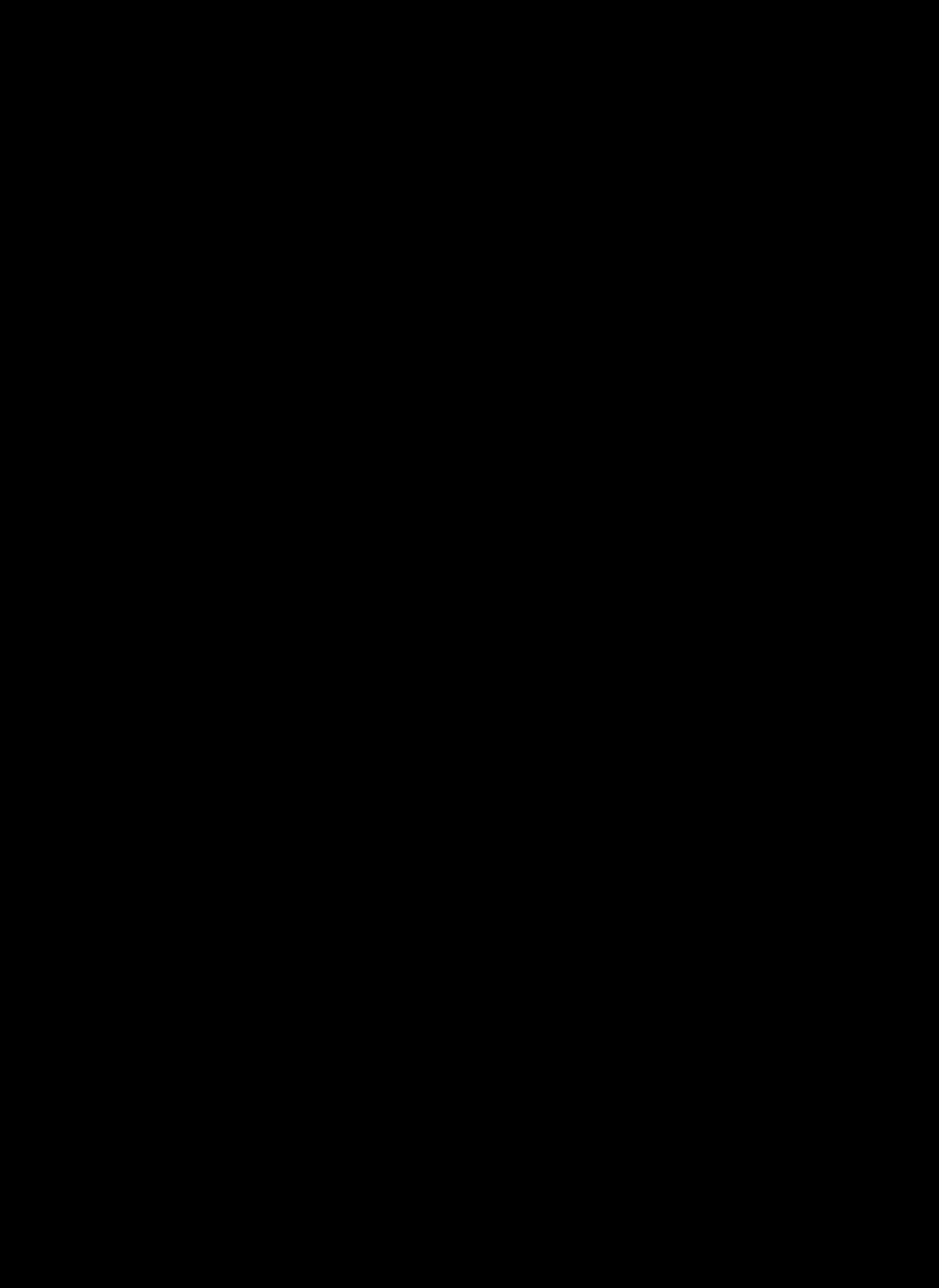
xClearly, this suggests that . . .

xThis evidence is an example of . . .

xThis reveals that . . .

Variation

Using Exemplars: To help students 5(m)0.2e E



b

STRATEGY 24. INTRODUCTIONS: INVERTED PYRAMID

Writing Focus:

you like about the introduction? Is anything missing? How might you enhance or rework this introduction?

STRATEGY 25. CONCLUSIONS: TEXT-TO-TEXT, TEXT-TO-SELF, TEXT-TO-WORLD

Writing Focus: Students will identify connections between the ideas in their essays and their own lives and gather ideas they might use in their concluding paragraph.

Common Core Alignment: Provide a concluding statement or section that follows from or supports the argument presented. (WHST.11-12.1e)

Rationale

In the conclusion of an essay, students help the reader understand how the ideas in the essay connect to other events in the past and present. This helps the reader appreciate why the ideas in the essay matter.

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STRATEGY 26. FISHBOWL

Writing Focus: Students will discuss the relevance of the ideas in their essay and practice thinking they will use in their concluding paragraph.

Common Core Alignment: Provide a concluding statement or section that follows from or supports the argument presented. (WHST.11-12.1e)

Rationale

As thinkers and writers, students need practice contributing to and listening to a discussion. The Fishbowl is a teaching strategy that helps students practice being contributors and listeners in a discussion. Students ask questions, present opinions, and share information when they sit in the Fishbowl circle while students on the outside of the circle listen carefully to the ideas presented and pay attention to the process. Then the roles reverse. This strategy is especially useful when you want to make sure all students participate in the discussion, help students reflect on what a good discussion looks like, and provide a structure for discussing controversial or difficult topics.

Procedure

1. **Preparing Students for the Fishbowl.** For the purpose of helping students write conclusions for their essays, you might have students write about one of the following questions in their journals before beginning the Fishbowl discussion:
 - xHow do the ideas in your paper connect to life today? What is the same? What may be different?
 - xWhat would you like someone to learn from reading your essay?
 - xWhat did you learn from the *Educator's Guide* unit?
 - xWhat questions are on your mind after writing this essay?The Text-to-Text, Text-to-Self, Text-to-World strategy also can be used to prepare students to participate in a Fishbowl discussion about the relevance of their essays.

2. **Settit(Up-4mt-4(o)-2(e)-3(i)- [T]-6(e)-5(xt)-8(,)7(TaT0 1 t)JJO T-0.003 Tc 0.006n.9n.011 .76 e)3(113**

“fishbowl” wish to join the discussion, they gently tap a student on the inside, and the two students switch roles.

Regardless of the particular rules you establish, you want to make sure these are explained to students beforehand. You also want to provide instructions for the students in the audience. What should they be listening for? Should they be taking notes? Before beginning the Fishbowl, you may wish to review guidelines for having a respectful conversation. Sometimes teachers ask audience members to pay attention to how these norms are followed by recording specific aspects of the discussion process, such as the number of interruptions, respectful or disrespectful language used, or speaking times. (Who is speaking the most? The least?)

4. **Debriefing the Fishbowl Discussion and Journal Writing.** After the discussion, you can ask students to reflect on the ideas they heard that might be relevant for the conclusions of their essays. What ideas and questions interested them the most?

E.

STRATEGY 28. ADDING TRANSITIONS

Writing Focus: Students will identify functions of transition words and phrases and add such words as needed to make their essays more clear and coherent.

Common Core Alignment: Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. (WHST.11-12.1c)

Rationale

Transitions help the reader connect one idea to the next and often distinguish a well-organized paper from a difficult-to-

STRATEGY 29. BACKWARDS OUTLINE

Writing Focus: Students will get feedback on their own writing, particularly the organization of their essay.

Common Core Alignment: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (WHST.11-12.4)

Rationale

When students have to create an outline of a paper they are reading, it not only helps them pay attention to the structure of the writing (main idea, supporting evidence, etc.) but also provides important feedback to the writer.

Procedure

1. **Have Students Find Partners or Assign Partners.** Alternatively, you can collect papers and pass them out randomly. Just be sure that no student ends up with his or her own paper.
2. **Creating Backwards Outlines.** Sample directions:
 - xYou will create an outline of the paper you are reading.
 - xThe outline must include the thesis, main arguments, and supporting details you find in the paper.
 - xYou do not have to write in complete sentences. Just capture the main words and phrases.

It is often helpful to create a blank outline for students to fill in for this exercise. (See Reproducible 31.1.) You can provide a sample completed outline so that students understand that they do not have to rewrite the entire essay on the outline.

3. **Review Feedback and Add Comments.** You can collect the essays and the outlines as a way to evaluate the degree to which students can identify the different parts of an argument.

(Reproducible 29.1) Blank Argumentative Essay Outline

(Adapt this outline to fit the assignment.)

INTRODUCTION

Hook:

Background information: 1) _____

2) _____

3) _____

Thesis:

FIRST BODY PARAGRAPH

Main idea:

Supporting evidence: 1) _____

2) _____

3) _____

SECOND BODY PARAGRAPH

Main idea:

Supporting evidence: 1) _____

2) _____

3) _____

THIRD BODY PARAGRAPH

Main idea:

Supporting evidence: 1) _____

2) _____

3) _____

CONCLUSION

Thesis restated:

Why are the ideas in this paper important?

1) _____

2) _____

3) _____

STRATEGY 30. CONFERRING

Writing Focus: Students will get specific help on areas of need in their writing and formulate next steps for revision.

Common Core Alignment: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (WHST.11-12.5)

Rationale

Meeting one-on-one with students is often the most effective way to help a student improve his or her writing. Feedback is most helpful for students when it is both oral and written, and conferences allow for both. Conferences can be short, especially if

everyone comes prepared, and they

xI am stuck by . . .

xHow can I make _____ better?

To help complete these statements, students should edit their own papers prior to the conference and/or have their papers edited by a peer. Students should bring these editing sheets to the conference.

3. **Conferring.** Students can begin the conference by explaining where they need help. When you have time to read papers in advance, you can also present one or two areas you would like to address during the conference. During the conference, many teachers help students complete a “next steps” card or section on their editing sheet, which details exactly what the student plans on doing after the conference. Students should leave a conference with two or three next steps. More than that is usually overwhelming.
4. **Post-Conference.** After conferences are over, you might debrief with the class about how the conferences went. What makes for successful conferences? What could students and the teacher do better next time? These reflections can happen in writing or through a class discussion. They often provide helpful ideas that can be used to improve conferences the next time around.

STRATEGY 31. READ-ALOUDS

Writing Focus: Students will read another paper and provide specific feedback. They will also receive feedback on their own writing.

Common Core Alignment: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (WHST.11-12.5)

Rationale

Hearing papers read aloud can be a helpful step in the editing process because it often allows us to notice things we may miss when reading a paper silently.

Procedure

1. **Have Students Pair Up.** While students can read their own paper aloud, it can also be more useful for them to hear their paper read by someone else. It is best to pair students up for this exercise.
2. **Read-Aloud (Round One).** Have students take turns hearing their paper read aloud. Before students begin, you might want to model an appropriate speed at which to read so that the listener can process the information.
3. **Note-Taking and Debrief.** After hearing their papers read aloud, students should take a few minutes to record notes on their essay about sections they want to revise. They may even read sentences aloud to themselves a second time.
4. **Repeat.** Repeat this process to give both students the opportunity to hear their paper read aloud.

F. PUBLISHING/SHARING/REFLECTING

*Use these strategies **after** the unit.*

STRATEGY 32. REFLECTING ON THE PROCESS

Writing Focus: Students will reflect on the writing journey, celebrate their successes, and

STRATEGY 33. ONLINE PUBLISHING

Writing Focus: Students will share their work with a broader audience through the Internet or an internal website.

Common Core Alignment: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. (WHST.11-12.6)

Rationale

Students need to share their work with an authentic audience outside of their classroom. This will help them to gather additional feedback and evaluate the power and potential of their writing.

Currently, over half of teenagers produce content for the Internet, and having students think critically about how, why, and where they share content can help students be better overall producers and consumers of online content.

Procedure

1. Share [this video clip](#)²⁵
2. **Thinking about Audience.** Teacher and students should think about what of their writing they would like to share with a larger audience and why. For example, students could choose the work they are most proud of, or the class could vote on a few pieces. Some guiding questions might include: Who did you think was the audience for your

xWould I receive feedback from this site?

xWhat might be the benefits or drawbacks from sharing on this site?

4. Once students have explored their sites and compared answers to the questions, bring all students back to the larger group to share their findings, being sure to explain at least one of the sites to the rest of the class, including what they explored and how it works. Students and teacher may decide that their writing does not fit an external site they explored. This realization can be an important one because it shows students thinking critically about their work, the audience, and the responsibility and vulnerability that comes from sharing online.
5. The class may decide to share within the school or between classes by setting up their own internal website. This would allow student work to be posted and commented on by classmates. This approach can give students a similar experience within a controlled environment. Below are some sites you may want to employ for class writing projects.

xWikis (www.wikispaces.com)

xBlogs (www.edublogs.org, www.blogger.com)

xOnline discussions (www.ning.com)