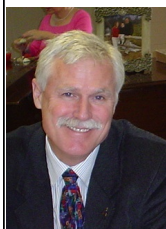


HISTORY Differentiated Visual Tools™

Strategic instruction in Core Language Arts Standards



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2 MAJOR KINDS of STANDARDS in Grades 6-12...

CONTENT LITERACY STANDARDS

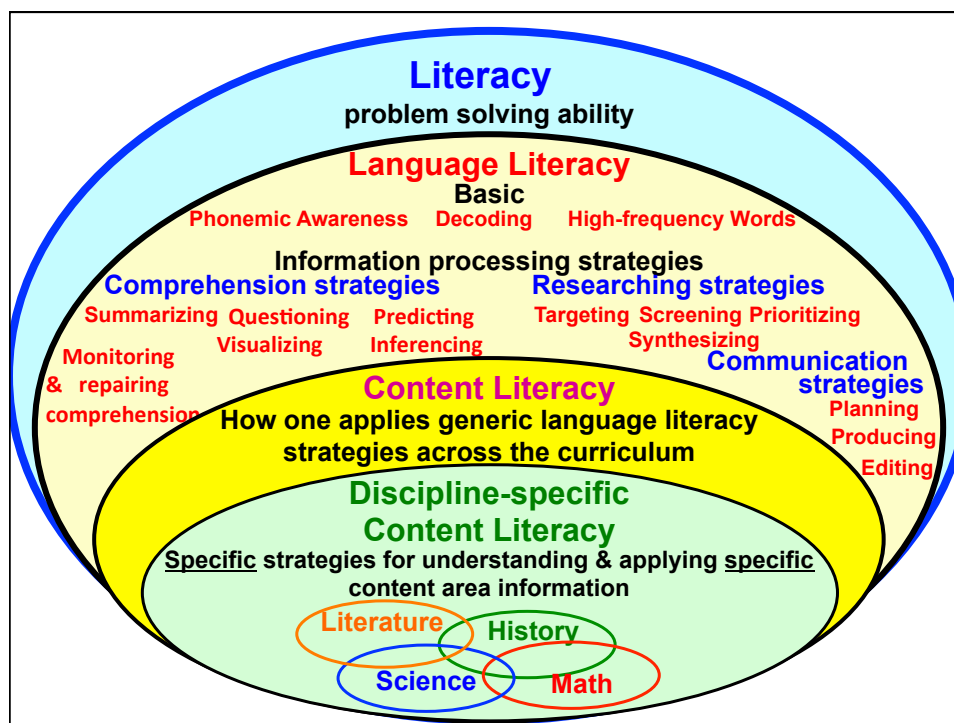
(e.g., Common Core **LA Standards** for Literature, History & Science)

...address thinking & information processing **skills**, as applied in different ways to different disciplines

CONTENT STANDARDS

(e.g., **Knowledge Standards** for History)

...address **relational understanding** of information



discipline-specific literacy

History
Science
Literature
Math

Each discipline has its own set of literacies

*For example...
Vocabulary unique to each discipline*

Processing and thinking about each discipline is very different

'Ways of knowing' or understanding each discipline is very different

'Ways of communicating about' each discipline is very different

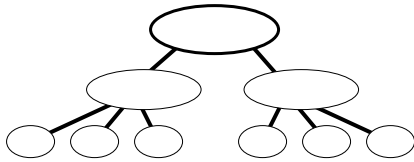
Consider this **HISTORY CCS-LA Standard...**

Summarize central ideas distinct from prior knowledge or opinions.

.

What's the difference between...

This...



...and this?

PERSON	
Personal Qualities	
When?	Context: What was happening in history at the time the person became notable?
PERSON'S GOALS	
ACTIONS TAKEN TO ACHIEVE GOALS	
IMPACT on the world	

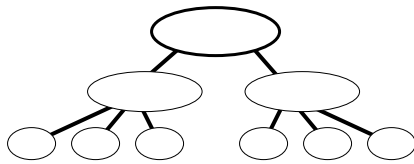
PERSON	
Personal Qualities	
When?	Context: What was happening in history at the time the person became notable?
PERSON'S GOALS	
ACTIONS TAKEN TO ACHIEVE GOALS	
IMPACT on the world	

Consider this **HISTORY CCS-LA Standard...**

Summarize central ideas distinct from prior knowledge or opinions.

What's the difference between...

This...



BIG IDEA:

IT'S ALL ABOUT THE PROMPTS!

They focus on what's essential to understand about the topic

...and this?

PERSON	
Personal Qualities	
When?	Context: What was happening in history at the time the person became notable?
PERSON'S GOALS	
ACTIONS TAKEN TO ACHIEVE GOALS	
IMPACT on the world	

What's the difference between...

This...

IDEA			
Is about...			
When?	Context: What was happening in history at the time the IDEA became notable?		
Core BELIEFS / VALUES of this idea	Ways idea is transformed into ACTIONS	Don't confuse this idea with ...	IMPACT of the idea action now
So what? What is important to understand about this?			

...and this?

ISSUE			
Is about...			
When?	Context: Situations leading to the development of the issue?		
TENSIONS created by the issue / Who is affected by the issue? Why?	ACTIONS taken as a result of the issue	POSITIVE IMPACT of those actions	NEW TENSIONS created by those actions
So what? What is important to understand about this?			

ISSUE <hr/> Is about...			
When?	Context: Situations leading to the development of the issue?		
TENSIONS created by the issue / Who is affected by the issue? Why?	ACTIONS taken as a result of the issue	POSITIVE IMPACT of those actions	NEW TENSIONS created by those actions
So what? What is important to understand about this?			

IDEA <hr/> Is about...			
When?	Context: What was happening in history at the time the IDEA became notable?		
Core BELIEFS / VALUES of this idea	Ways idea is transformed into ACTIONS	Don't confuse this idea with ...	IMPACT of the idea then and/or now
So what? What is important to understand about this?			

BIG IDEA: Different high-frequency topics have different “essential understandings”

This...

IDEA Is about...			
When?	Context: What was happening in history at the time the IDEA became notable?		
Core BELIEFS / VALUES of this idea	Ways idea is transformed into ACTIONS	Don't confuse this idea with ...	IMPACT of the idea and/or now
So what? What is important to understand about this?			

...and this?

ISSUE Is about...			
When?	Context: Situations leading to the development of the issue?		
TENSIONS created by the issue / Who is affected by the issue? Why?	ACTIONS taken as a result of the issue	POSITIVE IMPACT of those actions	NEW TENSIONS created by those actions
So what? What is important to understand about this?			

PROCESS Essentials

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PROCESS How a bill becomes a law

Is about...

the steps necessary to propose a change and create a law.

When?

law is needed to solve a problem

Context: Situations leading to the development of the process?

There is a need for change or adaptation to make things better or more modern for citizens.

STEPS to the process

An idea or “change” is proposed.

The idea is assigned to a committee and studied.

If the committee decides there is a need for the idea or change, it is sponsored and put to a vote.

If the bill passes, it goes to the other House and the process is repeated (studied, changes, approval, etc.)

Once both houses approve, it is sent to the President of the US. He has 10 days to sign, veto, or let it sit.

CONDITIONS necessary for the process to take place

Must be an need
Must have majority approval of both Houses
•If President vetoes, it dies unless Congress overrides with a 2/3 vote
•If it sits on President's desk for 10 days & Congress is in session, it passes.
If they are not active, bill dies.

Positive and/or negative IMPACT of the process

Negative...
Inefficient, time-consuming, personal interest become involved. Sometimes the end has nothing to do with how it was first proposed.

Positive...
Checks & balances system, potential for citizen involvement

Why is the process important?

The process keeps individuals from having too much power.

MOVEMENT: Goals * Actions * Impact		
<small>Essential Understandings of Social Studies SMARTSheets © 2010 Edwin Ellis, All Rights Reserved Published by Makes Sense Strategies, LLC, Northport, AL www.MakesSenseStrategies.com</small>		
MOVEMENT	Women's Suffrage Movement (right to vote)	Was about...
Getting women (and some men!) organized to fight for changing laws so they would have the right to vote - led by Susan B. Anthony & Elizabeth B. Stanton		
When? 1869-1920	CONTEXT: What was happening in history when the movement occurred? How is what was happening connected to the movement? 1869, 15th Amendment granted black men the right to vote but not ANY women. Women were angry - Susan B. Anthony organized the NWSA to fight for equality in women's rights.	
GOAL of the movement Allow women to vote in all elections	ACTIONS (how goal was transformed into an action) Public speeches + organize supporters to implement widespread voting poll picketing; passing out flyers to voters;	IMPACT (what happened as a result of the actions) Issue kept in the news - increase awareness of problem - slowly builds public support
GOAL of the movement Female representation in government	ACTIONS (how goal was transformed into an action) Organize women to demonstrate in public- let politicians know how MANY want things changed and how MUCH	IMPACT (what happened as a result of the actions) Issue kept in the news - increased awareness of problem - slowly builds public support & pressure on policy
GOAL of the movement Educate women about equal rights with males	ACTIONS (how goal was transformed into an action) Organize rallies, pass out flyers to get people to come; provide passionate speeches that recruit more participants	IMPACT (what happened as a result of the actions) Convince women that they do not have equal rights and tell them they are not as intelligent as men
GOAL of the movement Increase women's self-confidence	ACTIONS (how goal was transformed into an action) Encouraged women to become economically independent - take advantage of strikes	IMPACT (what happened as a result of the actions) Get men/husbands/fathers to keep their wives at home and not to let them work or earn money in any way

Connection between PROMPTS and discipline-specific literacy	
History	<p>High-frequency HISTORY topics</p> <ul style="list-style-type: none"> People Groups/Cultures/Organizations Places/Geography Events Processes Ideologies/Beliefs Issues/Debates Problems/Conflicts/Wars Policies Laws/Gov. Structures Eras/Movements Economy Inventions <p>Highly likely that any given history lesson will be <u>mostly</u> about one of these topics</p>

Connection between PROMPTS and discipline-specific literacy

History

High-frequency HISTORY topics

People *George Washington Susan B. Anthony*

Groups/Cultures/Organizations

Places/Geography

Events

Processes

Ideologies/Beliefs

Issues/Debates

Problems/Conflicts/Wars

Policies Laws/Gov. Structures

Eras/Movements

Economy

Inventions

What's essential to understand ANY famous person?

For example...

- * Influences
- * Concerns & goals
- * Decisions & actions
- * Impact of actions

Connection between PROMPTS and discipline-specific literacy

History

High-frequency HISTORY topics

People

Groups/Cultures/Organizations

Places/Geography

Events

Processes

Ideologies/Beliefs *Democracy Buddhism*

Issues/Debates

Problems/Conflicts/Wars

Policies Laws/Gov. Structures

Eras/Movements

Economy

Inventions

What's essential to understand ANY ideology?

For example...

- * Gist & Distinctive Features
- * How people "live" it
- * Actions people take to promote (or inhibit) it
- * Impact

Connection between PROMPTS and discipline-specific literacy

History

High-frequency HISTORY topics

- People
- Groups/Cultures/Organizations
- Places/Geography
- Events
- Processes
- Ideologies/Beliefs
- Issues/Debates
- Problems/Conflicts/Wars
- Policies Laws/Gov. Structures
- Eras/Movements
- Economy
- Inventions

What's essential to understand ANY Era or Movement?

Progressive Era CRM

Connection between PROMPTS and discipline-specific literacy

History

High-frequency HISTORY topics

- People
- Groups/Cultures/Organizations
- Places/Geography
- Events
- Processes
- Ideologies/Beliefs
- Issues/Debates
- Problems/Conflicts/Wars
- Policies Laws/Gov. Structures
- Eras/Movements
- Economy
- Inventions

What's essential to understand ANY Invention?

US Constitution Cotton Gin

Connection between PROMPTS and discipline-specific literacy

Start with...

Generative information processing strategies....
Summarizing
Forming predictions & inferences
Asking & answering questions
Making causal connections
Making comparisons

+ Add this...

Unique ways of thinking about, understanding, & communicating about each discipline

= Results

Unique ways of applying the generative strategies in each discipline

Connection between PROMPTS and discipline-specific literacy

For example...

Forming *inferences* about a math process is a very different way of thinking than forming *inferences* about an legislative process (history)

Start with...

Generative information processing strategies....
Summarizing
Forming inferences
Asking & answering questions
Making causal connections
Making comparisons

+ Add this...

Unique ways of thinking about, understanding, & communicating about each discipline

= Results

Unique ways of applying the generative strategies in each discipline

What's the difference between...

This...

...and this?

<small>IMPORTANT EVENT (summary of facts provided by the author about event)</small>	<small>INFERENCE (additional information about event that might be true)</small>
<small>IMPORTANT EVENT (summary of facts provided by the author about event)</small>	<small>INFERENCE (additional information about event that might be true)</small>
<small>IMPORTANT EVENT (summary of facts provided by the author about event)</small>	<small>INFERENCE (additional information about event that might be true)</small>
<small>IMPORTANT EVENT (summary of facts provided by the author about event)</small>	<small>INFERENCE (additional information about event that might be true)</small>

<small>IMPORTANT EVENT (summary of facts provided by the author about event)</small> Due to religions persecution, the Pilgrims fled their homes in England and Europe and came to America.	<small>INFERENCE (additional information about event that might be true)</small> Maybe they were both sad to leave and glad to leave. They hope to be able to live in peace and worship they way they wanted.
<small>IMPORTANT EVENT (summary of facts provided by the author about event)</small> The Pilgrims established the Mayflower Compact as their plan for government. They used church rules to conduct business and their government in the colony.	<small>INFERENCE (additional information about event that might be true)</small> Maybe they wanted the church to be in charge of everything since they believed God was in charge of everything.
<small>IMPORTANT EVENT (summary of facts provided by the author about event)</small> The Mayflower Compact gave each man one vote. This established what we know as a "direct democracy"	<small>INFERENCE (additional information about event that might be true)</small> Maybe they didn't like having someone like a king tell them what to do. They wanted to rule themselves.
<small>IMPORTANT EVENT (summary of facts provided by the author about event)</small> People among the Pilgrims who started to have different beliefs about God were perscuted because they were breaking their government's rules.	<small>INFERENCE (additional information about event that might be true)</small> Maybe Pilgrims didn't realize that they were treating people with different religious beliefs the very same way the governments in Europe had persecuted them!

What's the difference between...

This...

<small>IMPORTANT EVENT (summary of facts provided by the author about event)</small>	<small>INFERENCE (additional information about event that might be true)</small>
<small>IMPORTANT EVENT (summary of facts provided by the author about event)</small>	<small>INFERENCE (additional information about event that might be true)</small>
<small>IMPORTANT EVENT (summary of facts provided by the author about event)</small>	<small>INFERENCE (additional information about event that might be true)</small>
<small>IMPORTANT EVENT (summary of facts provided by the author about event)</small>	<small>INFERENCE (additional information about event that might be true)</small>

...and this?

EVENT Is about...	
When?	Context: What was happening in history at the time the event occurred?
BEFORE What happened that triggered the event? ↓ WHY did these things trigger the event?	
DURING What happened during the event? ↓ ENDING What happened that ended the event? ↓ WHY did these things end the event?	
IMPACT What is the significance of the event?	

EVENT Is about...	
When?	Context: What was happening in history at the time the event occurred?
BEFORE What happened that triggered the event? ↓ WHY did these things trigger the event?	
DURING What happened during the event? ↓ ENDING What happened that ended the event? ↓ WHY did these things end the event?	
IMPACT What is the significance of the event?	

Consider these two CCS History-LA standards...

CCSS.ELA-LITERACY.RI.8.1

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RI.8.2

Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

EVENT Is about...		IMPORTANT EVENT (summary of facts provided by the author about event)	INFERENCE (additional information about event that might be true)
When?	Context: What was happening in history at the time the event occurred?		
BEFORE What happened just before the event?		IMPORTANT EVENT (summary of facts provided by the author about event)	INFERENCE (additional information about event that might be true)
WHY Why did these things happen the way they did?		IMPORTANT EVENT (summary of facts provided by the author about event)	INFERENCE (additional information about event that might be true)
DURING What happened during the event?		IMPORTANT EVENT (summary of facts provided by the author about event)	INFERENCE (additional information about event that might be true)
ENDING What happened that ended the event?		IMPORTANT EVENT (summary of facts provided by the author about event)	INFERENCE (additional information about event that might be true)
WHY Why did these things end the way they did?		IMPORTANT EVENT (summary of facts provided by the author about event)	INFERENCE (additional information about event that might be true)
IMPACT What is the significance of the event?		IMPORTANT EVENT (summary of facts provided by the author about event)	INFERENCE (additional information about event that might be true)

Which visual best aligns with which standard?

Connection between **PROMPTS** and discipline-specific literacy

Start with...

Generative information processing strategies....

Summarizing

Forming inferences

Asking & answering questions

Making causal connections

Making comparisons

+ Add this...

Unique ways of thinking about, understanding, & communicating about each discipline

= Results

Unique ways of applying the generative strategies in each discipline

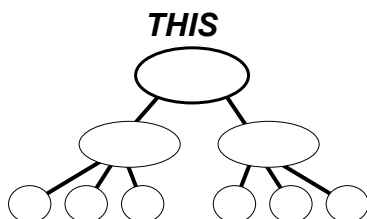
PERSON COMPARISONS	
Summarize central ideas distinct from prior knowledge or opinions / Describe how a text presents (comparison) information	
differentiated visual tools history © Makesensestrategies.com	
PERSON	PERSON
Thomas Jefferson (Anti-Federalist)	James Madison (Federalist)
PERSONAL QUALITIES	PERSONAL QUALITIES
<ul style="list-style-type: none"> • Displayed perseverance • Believed in education - founded College of Virginia • Innovative - Created a way to copy his letters and notes * Owned slaves yet wrote "All men are created equal" in Declaration of Independence 	<ul style="list-style-type: none"> • Intelligent • Courageous • Determined
GOALS	GOALS
<ul style="list-style-type: none"> • To secure personal rights and freedoms from the government for the citizens • Limit the power of the government 	<ul style="list-style-type: none"> • To pass the Constitution • To unify the colonies * Wanted a strong (powerful) central government
ACTIONS	ACTIONS
<ul style="list-style-type: none"> • Gathered support to <u>block</u> the ratification of the Constitution • Negotiated the first 10 amendments, known as the Bill of Rights 	<ul style="list-style-type: none"> • Looked for ways to appease the colonists in order to get the Constitution passed • Allowing the Bill of Rights, the Constitution was ratified
IMPACT	IMPACT
Impact was being the primary author of Declaration of Independence - set the stage for establishing a democratic government "of the people, by the people"	By working to create the U.S. Constitution, Madison transformed ideas into a set of specific structures, laws, and processes for a "balance of powers"
So what? What is important to understand about this?	
The two used their individual differences in opinion to secure the personal rights and freedoms of citizens as well as provide a sense of protection from the government.	

Let's say you are attempting to teach this 8th grade standard...

[CCSS.ELA-LITERACY.WHST.6-8.1](#)

Write arguments focused on *discipline-specific content*.

What's the difference between...



...and THIS?

DEBATE the Issue Strategy

Define the issue

WHAT is the issue?

WHY should we care about this issue? (WHY?)

WHEN did the issue emerge? Why then?

Establish a clear position on the issue

My position is...

Back-up the position with reasons and supporting facts (weakest reason 1st, strongest reason last)

REASON

Supporting facts

REASON

Supporting facts

Acknowledge the opposition's position

Opposition's position is...

Tell why the opposition's position is incorrect (show strongest reason 1st, their weakest reason last)

REASON opposition might give...

Why this reason is faulty...

REASON opposition might give...

Why this reason is faulty...

End by re-stating your position and summarizing the most important reason why

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Define the issue

WHAT is the issue?

WHO should be concerned about the issue? WHY?

WHEN did the issue emerge? Why then?

Establish a clear position on the issue

My position is...

Back-up the position with reasons and supporting facts (weakest reason 1st, strongest reason last)

REASON	Supporting facts
REASON	Supporting facts

Acknowledge the opposition's position

Opposition's position is...

Tell why the opposition's position is incorrect (their strongest reason 1st, their weakest reason last)

REASON opposition might give...	Why this reason is faulty...
REASON opposition might give...	Why this reason is faulty...

End by re-stating your position and summarizing the most important reason why

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Define the issue

WHAT is the issue?

Whether to raise the speed limit on interstates

WHO should be concerned about the issue? WHY?

Everybody that travels or buys goods shipped via highways

WHEN did the issue emerge? Why then?

Pres. Carter ordered slower speed-limits due to gas shortage

Define the issue

WHAT is the issue?

WHO should be concerned about the issue? Why?

WHEN did the issue emerge? Why then?

Acknowledge the opposition's position

Opposition's position is...

Tell why the opposition's position is incorrect (their strongest reason 1st, their weakest reason last)

REASON opposition might give...	Why this reason is faulty...
REASON opposition might give...	Why this reason is faulty...

End by re-stating your position and summarizing the most important reason why

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Define the issue

WHAT is the issue?
Whether to raise the speed limit on interstates

WHO should be concerned about the issue? WHY?
Everybody that travels or buys goods shipped via highways

WHEN did the issue emerge? Why then?
Pres. Carter ordered slower speed-limits due to gas shortage

Establish a clear position on the issue

My position is...
The speed limit should be lowered to 65mph on interstates

Establish a clear position on the issue
My position is...

Acknowledge the opposition's position

Opposition's position is...

Tell why the opposition's position is incorrect (their strongest reason 1st, their weakest reason last)

REASON opposition might give...	Why this reason is faulty...
REASON opposition might give...	Why this reason is faulty...

End by re-stating your position and summarizing the most important reason why

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Define the issue

WHAT is the issue?
Whether to raise the speed limit on interstates

WHO should be concerned about the issue? WHY?
Everybody that travels or buys goods shipped via highways

WHEN did the issue emerge? Why then?
Pres. Carter ordered slower speed-limits due to gas shortage

Establish a clear position on the issue

My position is...
The speed limit should be lowered to 65 on interstates

Back-up the position with reasons and supporting facts (weakest reason 1st, strongest reason last)

REASON Slower speed = less gas	Supporting facts "greener" + less travel & shipping costs
REASON Safer at lower speeds	Supporting facts Slower speed = less wrecks = less deaths

Back-up position with reasons & supporting facts
Weakest reason 1st
Strongest reason last

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Define the issue

WHAT is the issue?
Whether to raise the speed limit on interstates

WHO should be concerned about the issue? WHY?
Everybody that travels or buys goods shipped via highways

WHEN did the issue emerge? Why then?
Pres. Carter ordered slower speed-limits due to gas shortage

Establish a clear position on the issue
My position is...
The speed limit should be lowered to 65 on interstates

Back-up the position with reasons and supporting facts (weakest reason 1st, strongest reason last)

REASON Slower speed = less gas	Supporting facts "greener" + less travel & shipping costs
REASON Safer at lower speeds	Supporting facts Slower speed = less wrecks = less deaths

Acknowledge the opposition's position
Opposition's position is...
We should raise the speed limit to 75 or 80, not lower it!

Acknowledge the opposition's position
Opposition's position is....

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Define the issue

WHAT is the issue?
Whether to raise the speed limit on interstates

WHO should be concerned about the issue? WHY?
Everybody that travels or buys goods shipped via highways

WHEN did the issue emerge? Why then?
Pres. Carter ordered slower speed-limits due to gas shortage

Establish a clear position on the issue
My position is...
The speed limit should be lowered to 65 on interstates

Back-up the position with reasons and supporting facts (weakest reason 1st, strongest reason last)

REASON Slower speed = less gas	Supporting facts "greener" + less travel & shipping costs
-----------------------------------	--

Tell why opposition's position is incorrect
Reason opposition might give...
Why this reason is faulty...

Tell why the opposition's position is incorrect (their strongest reason 1st, their weakest reason last)

REASON opposition might give... Cars made safer now	Why this reason is faulty... 105,000 fatal car accidents last year
REASON opposition might give... People won't speed as much if speed limit is higher	Why this reason is faulty... Research: Drivers ave. speed = 15-20 mph over limit no matter what speed limit is

End by re-stating your position and summarizing the most important reason why

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Define the issue

WHAT is the issue?
Whether to raise the speed limit on interstates

WHO should be concerned about the issue? WHY?
Everybody that travels or buys goods shipped via highways

WHEN did the issue emerge? Why then?
Pres. Carter ordered slower speed-limits due to gas shortage

Establish a clear position on the issue
My position is...
The speed limit should be lowered to 65 on interstates

Back-up the position with reasons and supporting facts (weakest reason 1st, strongest reason last)

REASON Slower speed = less gas	Supporting facts "greener" + less travel & shipping costs
REASON Safer at lower speeds	Supporting facts Slower speed = less wrecks = less deaths

Acknowledge the opposition's position
Opposition's position is...
We should raise the speed limit to 75 or 80, not lower it!

End by re-stating your position & summarizing the most important reason why

End by re-stating your position and summarizing the most important reason why

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Define the issue

WHAT is the issue?
Whether to raise the speed limit on interstates

WHO should be concerned about the issue? WHY?
Everybody that travels or buys goods shipped via highways

WHEN did the issue emerge? Why then?
Pres. Carter ordered slower speed-limits due to gas shortage

Establish a clear position on the issue
My position is...
The speed limit should be lowered to 65 mph on interstates

Back-up the position with reasons and supporting facts (weakest reason 1st, strongest reason last)

REASON Slower speed = less gas	Supporting facts "greener" + less travel & shipping costs
REASON Safer at lower speeds	Supporting facts Slower speed = less wrecks = less deaths

Acknowledge the opposition's position
Opposition's position is...
We should raise the speed limit to 75 or 80, not lower it!

Tell why the opposition's position is incorrect (their strongest reason 1st, their weakest reason last)

REASON opposition might give... Cars made safer now	Why this reason is faulty... 105,000 fatal car accidents last year
REASON opposition might give... People won't speed as much if speed limit is higher	Why this reason is faulty... Research: Drivers ave. speed = 15-20 mph over limit no matter what speed limit is

End by re-stating your position and summarizing the most important reason why

Interstate Speed Limits

An important issue that concerns everyone is whether the speed limit on interstate highways should be raised. It affects everyone, even children too young to drive and elderly people too old to drive. This is because so many people travel on the interstates, both as drivers and as passengers. It even affects people who never go on the interstate because the speed limit affects the price of goods in terms of their transportation costs. Long ago, President Carter ordered that the speed limit be dropped to 55 miles per hour. This has been raised back to 70 mph on most interstates, but this may not be the ideal speed.

Personally, I think the speed limit should be lowered to 65 mph on interstates. Slowing down just a few miles an hour can save this country a lot of gas because slower speeds burn less gas. Not only will people save at the gas pump, they will save in the grocery store as well because it will not require as much money to ship items if truckers go a little slower.

Most importantly, however, slightly slower speeds can save thousands of lives. According to the National Insurance Council, dropping the speed limit just 5 mph can save as many as 35,000 lives per year. The bottom line is that we are all safer if we all slow down just a little. Slower speeds mean less wrecks and that means less deaths.

There are many people who would like to see the speed limit increased to 75 or even 80 mph on the interstates. They argue that, now that cars have air bags and other safety features, they are a lot safer than they once were and thus are safer to drive at higher speeds. However, according to Laws.com (<http://accident.laws.com/fatal-accidents>), 105,000 people died in auto-accidents last year. While cars may be safer, that doesn't make them completely safe.

Some also argue that if the speed limit were raised, drivers would be less likely to exceed speed limits and break the law. The reality is that statistics show that drivers are likely to exceed the speed limit an average of 10-15 mph, no matter what the limit is. Thus, when the speed limit is at 70, speeders are actually driving between 80-85 miles an hour. If the limit is raised to 75, they are likely to just drive even faster at 85-90 miles an hour, suck up even more gas and kill more people. While I agree that it is more fun to drive fast, it is more important to lower emissions and protect our planet, be less dependent on gas, and be safer. Let's lower the limit to 65 and we'll all be better off.

DEBATE the Issue Strategy

Define the issue

Whether to raise the speed limit on interstates

Opposition position (pro or con issue?)
Everybody that travels or buys goods shipped via highways

Resolution (pro or con issue?)
Pres. Carter ordered slower speed-limits due to gas shortage

Establish a clear position on the issue

The speed limit should be lowered to 65 on interstates

Back up the position with reasons and supporting facts (support cases, CT, project cases, etc.)

Reasons	Supporting facts
Slower speed = less gas	"greener" = less travel & shipping costs
Slower speed = less wrecks	Slower speed = less wrecks = less deaths

Acknowledge the opposition's position

We should raise the speed limit to 75 or 80, not lower it!

Tell why the opposition's position is incorrect (they misread cases, CT, the actual cases, etc.)

Reasons	Supporting facts
Cars made safer now	105,000 fatal car accidents last year
People won't speed as much if speed limit is higher	Research: Drivers ave. speed = 15-20 mph over limit no matter what speed limit is

End by re-stating your position and summarizing the most important reason why

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Some of the Common Core standards are really complex

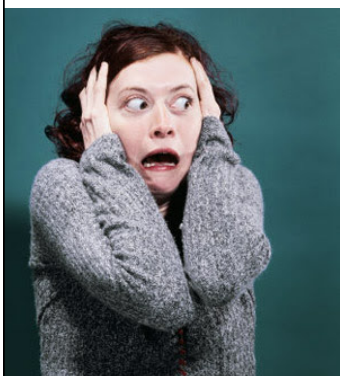


Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. (8th grade)

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

(12th grade)

Some of the Common Core standards are **really complex**



Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. (8th grade)

Specific DVTs are designed to target specific CCS Standards

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Author Claims & Supporting Evidence

SOURCE **Civics Today**

SUMMARY of TOPIC about which the author was addressing...

In the past, Direct Democracy was used as a viable form of government, enabling all citizens to have a voice in decisions that affected the town, church, organization, or country. In modern times, population booms and distribution of residents over the span of hundreds and thousands of miles inhibit this form of government as all citizens do not have the ability or time to travel to a central location for meetings or votes. The question the author poses in this chapter focuses on, "Is Direct Democracy a useful and effective form of government for large, modern nations?" and why/why not?

1 CLAIM or ASSERTION made by author

No longer a useful/effective form of government for modern nations

SUPPORTING EVIDENCE provided by the author

1. Populations are too large and spread out to call on the people every time they have a pressing issue and need a vote. (I.E. 300+million in the U.S.)
2. People are not informed enough to vote on all issues.
3. The people cannot be concerned with the daily decisions needed to run a large country on a daily basis.
4. Waiting on all the votes all the time would bog down the political system.

2 CLAIM or ASSERTION made by author

It's a much better fit for small towns/villages or public community forums such as churches or volunteer organizations.

SUPPORTING EVIDENCE provided by the author

1. Easier to get all people involved informed on the issues.
2. You will receive a truer vote due to more involvement.
3. Quicker votes and voting results
4. Easier to get the people together for voting

CONCLUSION about how well the author backed-up claims with supporting evidence

The author made a valid argument as to why larger nations can no longer use Direct Democracy as a form of government. In a large, modern nation, the population and distribution of citizens make it impossible to run a large nation in that manner.

Evidence of Author Bias

- | | |
|--|---|
| <input type="checkbox"/> Impartiality
Degree that author's opinion about topic is obvious vs. neutral | <input type="checkbox"/> Balance
Degree that author explains different sides or views of topic |
| <input type="checkbox"/> Exaggeration
Exaggerating the characteristics of something/ someone often reflect bias. | <input type="checkbox"/> Title
Title's wording may reflect the author's opinion about the topic |
| <input type="checkbox"/> Tone
A reporter may express opinion (approval, ridicule, etc.) via tone of voice used when discussing the topic | <input type="checkbox"/> Inclusion or omission of info
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The choice of words an author uses to describe something (<i>gathering vs. mob</i>) or name something (<i>child vs. brat</i>); use of words that express positive / negative value. | <input type="checkbox"/> Placement of info
The position in a report (beginning, middle, end) that an idea is presented may cause people to view its importance differently. |
| <input type="checkbox"/> Picture / video selection / captions
How something / someone appears in a picture or video, as well as picture captions or video narrations, can dramatically sway perceptions | <input type="checkbox"/> Substantiation of info
Degree that author provides multiple-sources of information in the report that can be independently verified |

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ARTICLE / MEDIA	Source & Author
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>Article / Media</p> <p>Is about...</p> </div> <div style="width: 45%;"> <p>Source & author</p> <p>Is about....</p> </div> </div>	
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<div style="display: flex; align-items: center; justify-content: center;"> <div style="text-align: center;"> <p>UNBIASED</p> </div> <div style="flex-grow: 1; border-bottom: 1px dashed black; position: relative;"> <div style="position: absolute; top: -10px; left: 50%; transform: translateX(-50%); font-size: small;">Note an 'X' somewhere on the continuum to indicate your evaluation.</div> </div> <div style="text-align: center;"> <p>VERY BIASED</p> </div> </div>	
<p style="text-align: center; font-size: small;">Reason why I gave it this rating</p> <div style="border: 1px solid black; height: 40px; width: 100%;"></div>	<p style="text-align: center; font-size: small;">Another reason why I gave it this rating</p> <div style="border: 1px solid black; height: 40px; width: 100%;"></div>
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There is an extensive research base that provides the foundation for DVTs and their instructional procedures.

DVTs are classroom research-tested and validated.

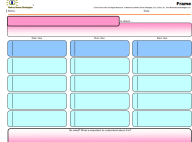
The following slides provide a brief overview of specific studies. To read more about DVT theoretical basis and research, see...

Ellis, E.S., Wills, S, & Deshler, D. (2011). Toward validation of the Genius Discipline-specific Literacy Model. Journal of Education, 191 (1), 13-32.


depth / breadth / accuracy of knowledge

This study compared the relative impact of....


Generic Graphic Organizers




History Essential Understandings (EU) DVTs



History Generative Idea (GI) DVTs



Text Resources



...on depth, breadth, and accuracy of new history knowledge

96 11th grade students...

32 high-achieving, 32 typical achieving, 16 low-achieving, & 16 low-achieving w/ LD

depth / breadth / accuracy of knowledge

PHASE 1

TEXT RESOURCES

PHASE 2

GENERIC GRAPHIC ORGANIZERS

PHASE 3

HISTORY GENERATIVE IDEA DVTs

PHASE 4

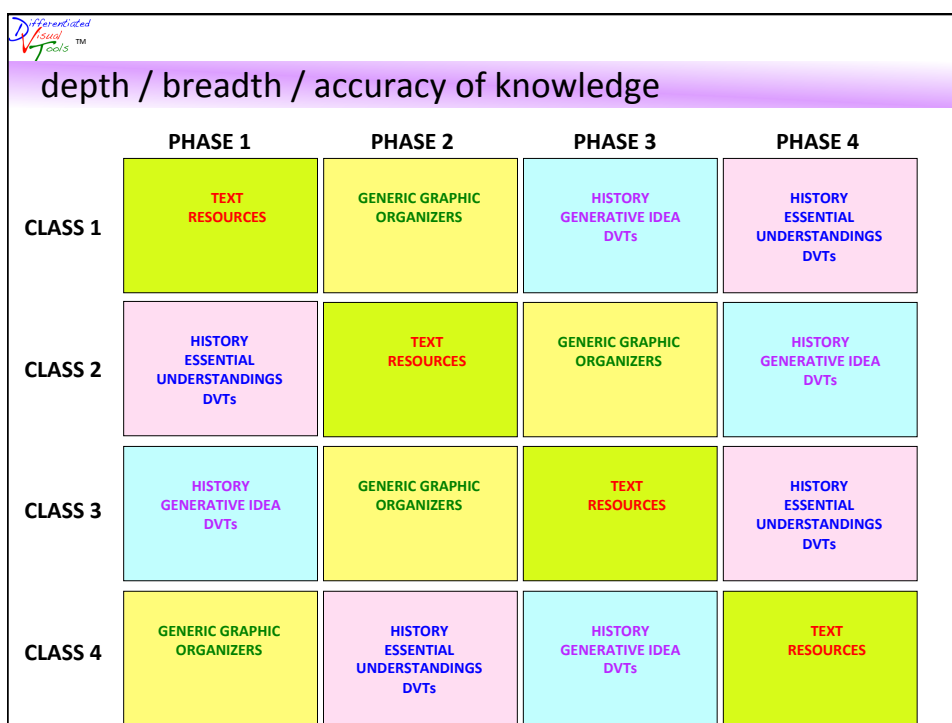
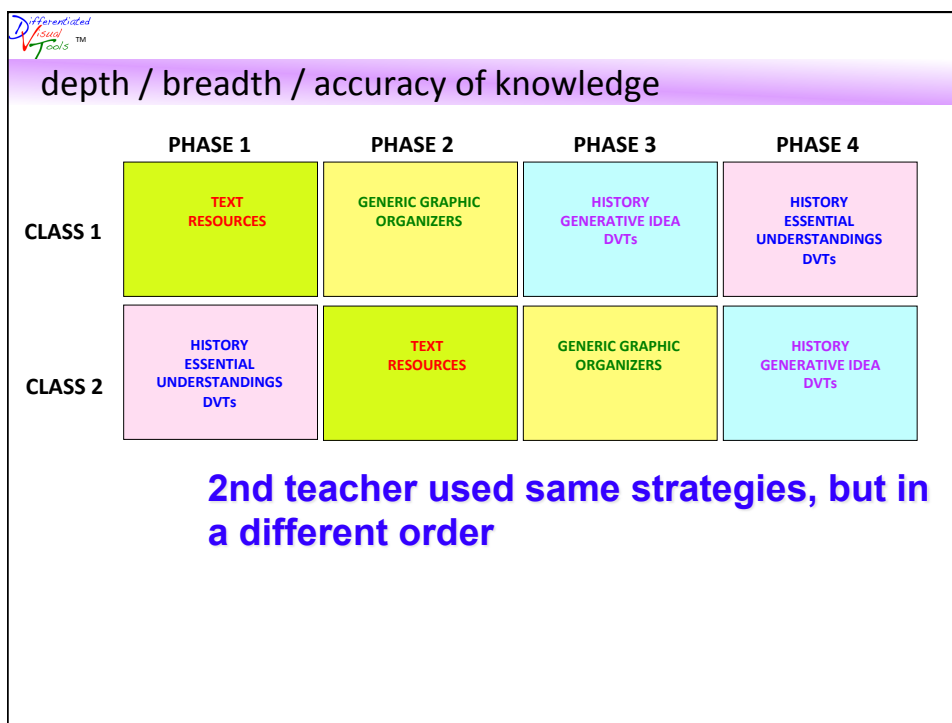
HISTORY ESSENTIAL UNDERSTANDINGS DVTs

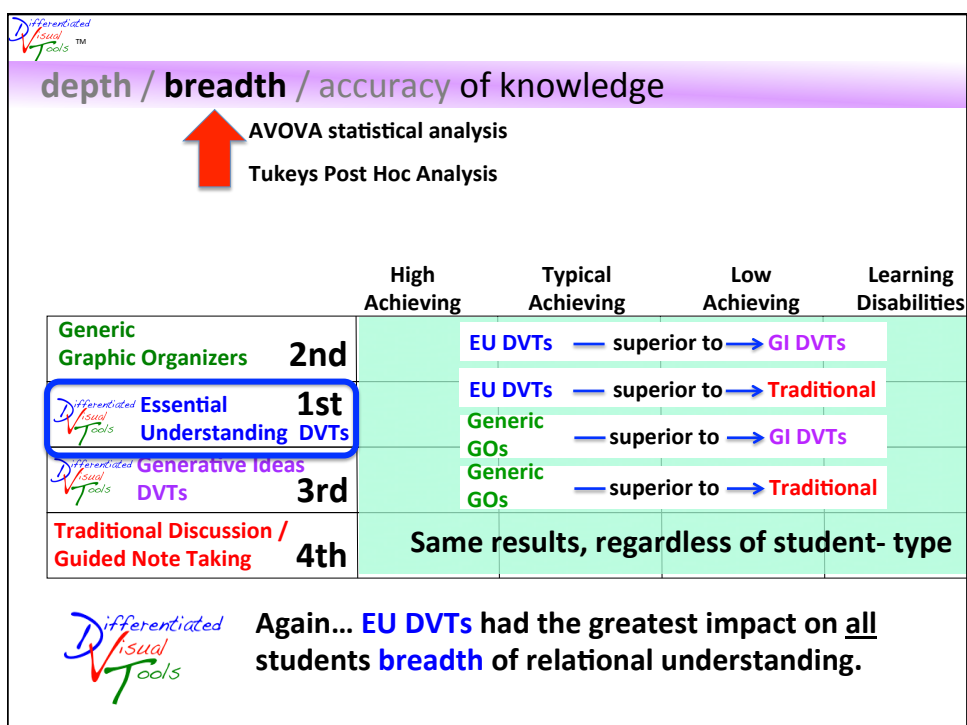
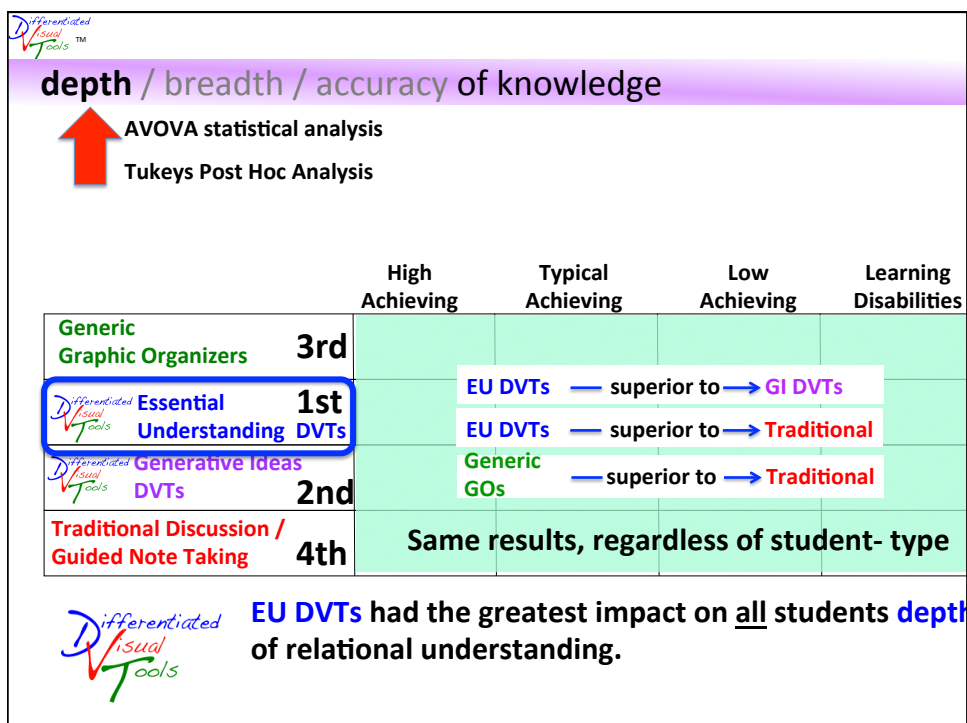
CLASS 1 Teacher employed a different strategy during each phase of instruction.

Pre & Post measures of students'

- Breadth of knowledge
- Depth of knowledge
- Accuracy of knowledge

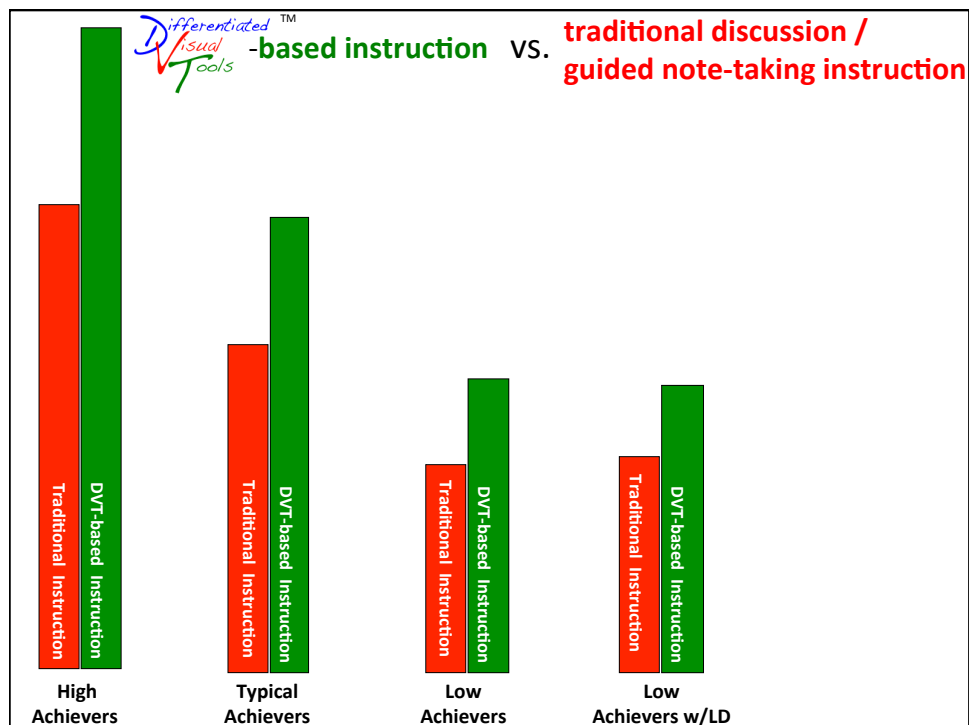
Learning measured for each phase





27

Amount of new knowledge			
	WEEK 1	WEEK 2	
Teacher A	Teaches 1 st mini-unit using traditional guided note-taking / discussion instruction	Teaches 2nd mini-unit using History EU DVts	
Teacher B	Teaches same 1 st mini-unit using History EU DVts	Teaches same 2nd mini-unit using traditional guided note-taking / discussion instruction	
	32 High Achieving	32 Typical Achieving	32 Low Achieving 16 Students w/LD
Changes in students' knowledge about the mini-unit topic are measured at end of each mini-unit			



differentiated visual tools™

BIG IDEAS

DVTs NOT generic, rather are individually designed to address specific Core Standards

DVTs structure for success via embedded critical thinking & essential understandings prompts that *reduce the cognitive load without dumbing down the curriculum*

DVTs allow **teachers** to **SEE** how to explicitly address complex standards in clear and simple ways

DVTs allow **students** to **SEE** the thinking processes involved in learning specific Core Standards