

Social Studies
Unit 2
Week 3
Student Materials

Group Task and Presentation Directions for the Teacher

Beginning in Unit 2, in ELA, Social Studies, and Science students will work on a short group task and presentation in lessons 11-12 (week 3) and lessons 21-22 (week 5). Students will work in groups to prepare and present a collaborative poster, tableau, or other creative product that shows evidence supporting a claim.

Each group task and presentation will answer the focus question for that week's text. These lessons are designed as building blocks toward the deeper work that students do with claim and evidence in Week 7 (Units 2-4).

It is important to check in with your team about this task in Weeks 3 and 5, to see who has introduced the concepts of 'claim' and 'evidence' first and how. Other content teachers can follow and build from there.

The purpose of the group task in lessons 11/12 and 21/22 is threefold:

1. Support claims with text evidence: The task sends students back to the week's focus question (a more specific version of the unit EQ) to answer it in the form of a claim. The group then goes back into the text to find evidence to support the claim. Evidence can come from a picture, map, or sentences in the text. Students must learn how to support claims using a variety of sources (print and non print).

This activity is highly scaffolded in Unit 2 and will be 'gradually released' to students across the other units over the year. Students are *not* required to generate the explanation of the evidence or a conclusion statement in this task in Week 3, Unit 2. The focus is on supporting a claim with evidence. *If* you can push some students to explain how the evidence supports the claim, then do so. This should be the added instruction in Week 5 for this task.

2. Build Collaboration Skills: The task requires group members to work together in both the completion and presentation of the task. Each student must contribute a piece of work to the task and present a small part. It is important to communicate to students that learning takes place in the group, but all individuals are accountable for understanding the content.

3. Practice Oral Presentations: Each group will give a very brief (3-5 minutes) presentation on the evidence they found to support the claim in response to the focus question. In the beginning, these presentations will be very similar across the groups. Students need to understand criteria of strong presentations, as well as what it means to be an audience member. (See Presentation Outcomes & Rubric in the Curriculum Introduction> Section 3).

Note about teaching the concept 'evidence:'

Ideally, the concept of evidence has been introduced already. If it has not yet been taught in any of the classes, you will need to do this using 'close to home' examples. You might show a picture of police looking for evidence after a crime. Ask students what the police are looking for, make a list (fingerprints, hair, tire tracks, etc) and then name these as 'evidence.' You might also create a scenario using a 'class crime.' For the latter, explain that a class computer was stolen and that you found (something that belongs to a student in class) next to where the computer once was. Ask students who they stole the computer and ask them to justify. Name the item found as 'evidence.' Elicit from students why people need evidence, and arrive at an explanation like, "We need evidence to prove something we say is true." Practice with a few more examples. Explain that when we say something, or make a 'claim' about something we are studying, we also need to find 'evidence' to prove or support our claim. Explain that if we want people to believe our ideas, we need evidence. In class, our evidence will come from video, pictures, maps, and print.

To support claim evidence oral discussion across classes, see:

Teacher Toolbox > Academic Thinking & Discussion > Claim-Evidence

For Lesson 11:

For Unit 2 Social Studies, cause and effect is the organizational structure of the Salt and Gold trade content and texts. Since this is the first time students will engage in this task, it will be modeled and practiced as a whole class using an example of cause and effect from the Unit 1 travel guide project.

You may use the student model travel guide in the curriculum or a strong student project from your class. For Unit 2, you might need more than lessons 11-12 to complete this activity. Take the time that is needed for this task.

Model- I DO:

- Return to the Week 2/3 focus question, “What were the **causes** of the salt and gold trade?” Tell students that today they will answer this question and work with their group to find the **evidence** in the text. Explain that you will show them how to do this before they work in groups.
- Students will work on this task on a sheet of chart paper in their group, so post a blank sheet of chart paper to use for your model.
- Return to the student model travel guide ‘Come Visit Tunisia’ from Unit 1 (or other student project from your class). Project the power point to refresh students’ memories.
- Ask a question related to this project that requires cause/ effect thinking. For example, “**Why** do people visit Tunisia? What are the **causes**?”
- Refer to the related power point slides and think aloud as you make a claim to answer the question about Tunisia.
- There are several claims you might make. Be sure that whatever claim you make can be supported by evidence from the images and text of the power point. You might make the following claim from the slides: *Many people visit Tunisia to enjoy nature.*
- Copy this claim on the chart paper in red. Explain that the first sentence or the claim will always be in red and evidence sentences will always be in blue. This follows the paragraph structure for Bridges (Teacher Toolbox> Writing> Paragraph Draft 1.)
- Think aloud saying ‘Ok now I have to look for my evidence to prove or support my claim. I want people to believe my claim, that people visit Tunisia to enjoy nature.
- Use key words to create the first evidence sentence. Your evidence sentences will be written in blue. Your first evidence sentence might be: *There are beautiful beaches in Tunisia so people visit to swim.*

- Act this out and draw a small picture next your sentence, to represent the idea visually.

Group Practice- WE DO:

- Invite students to help you create another example from the powerpoint. The second sentence might be: *There are also mountains in Tunisia so people visit to ski.* After writing this sentence, act out and draw as well.
- Repeat with students to create a third sentence.
- The model chart might look like this:

Many people visit Tunisia to enjoy nature.

There are beautiful beaches in Tunisia, so people visit to swim. (+ picture)

People also visit Tunisia to relax in the sun. (+ picture)

There are mountains in Tunisia so people visit to ski. (+ picture)

- Read the red claim and three blue evidence sentences aloud then chorally.

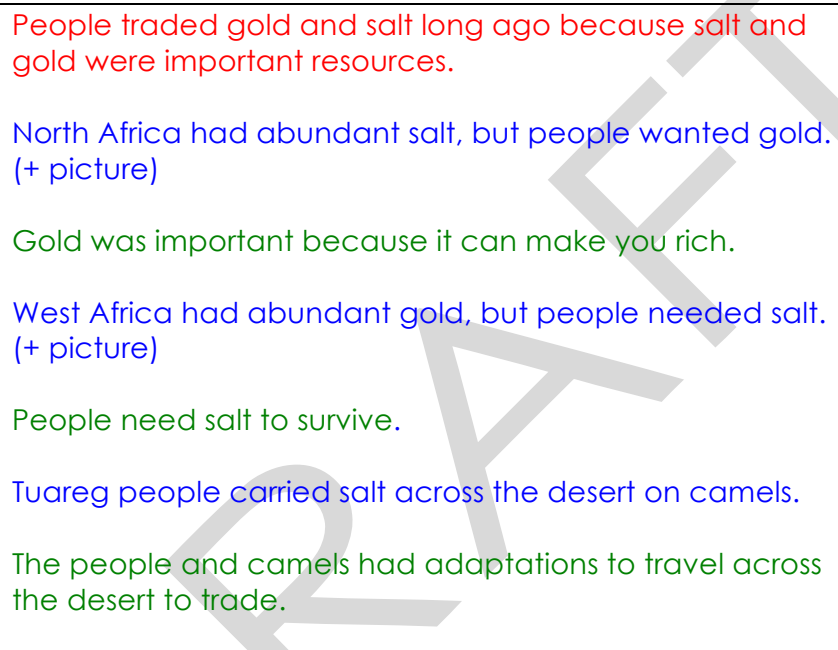
Group Task- YOU DO:

- Return to the focus question for Weeks 2/ 3: What were the **causes** of the salt and gold trade?
- Ask each table to generate on a sentence strip (using a red marker) a claim in response to that question.
- Each group shares and the class agrees on the best claim. This will be one that is clear and specific, but not full of detail. The class claim might be: *People traded gold and salt long ago because salt and gold were important resources.*
- Each group then begins to create their chart with the red claim sentence and blue evidence sentences and illustrations.
- As groups work, you circulate with your clipboard and observation checklist to collect evidence for outcome **LB5 Respect and Collaborate**.

For Lesson 12 (and possibly 13):

Finish Posters:

- Groups will most likely need more time to finish their evidence sentences. A group's final poster might look like the one below. Groups are NOT required in Week 3 to generate green explanation sentences, but some students might be ready and thus should be pushed with support. The green sentences should not be modeled as a class with the Tunisia example, because it will make the model too long and not all students can access this level yet. (It should be modeled in Week 5 when they repeat this task with effects.)



Practice Presentations:

- In the group presentations, students cannot read the sentences. They must practice the sentences and recite them. (This includes the green explanation sentences for any groups who have included those.)
- The different presentation roles might include:
 - Student 1: Recite the red claim sentence.
 - Student 2: Recite evidence sentence #1/ act out or show picture.
 - Student 3: Recite evidence sentence #2/ act out or show picture.
 - Student 4: Recite evidence sentence #3/ act out or show picture.
- Encourage students to bring props to support the evidence.

- Each group gets a few minutes to practice their presentation at the beginning of class. Remind students that presentations should be clear, facing audience. (Show a good/ not good example). Remind also that reciting the sentences must be loud and clear.

Presentations:

- As groups present, use clipboard and observation checklist to collect evidence for the presentation outcomes.
- Even if groups did not generate green explanation sentences, push explanation through questions during the presentations.
- Encourage audience members to listen and ask questions.

CAUSES

Weeks 2-3

An empty rectangular box with a blue border, intended for a cause.

An empty rectangular box with a blue border, intended for a cause.

An empty rectangular box with a blue border, intended for a cause.

People traded
gold and salt.

EFFECTS

Weeks 4-5

An empty rectangular box with a blue border, intended for an effect.

An empty rectangular box with a blue border, intended for an effect.

An empty rectangular box with a blue border, intended for an effect.



more important

less important

Salt and gold are important resources.

We buy salt in the store today.

Gold was abundant in West Africa, but people needed salt.

Salt was abundant in North Africa, but people wanted gold.

The Tuareg people transported salt because they knew how to travel across the desert by camel.

Tuareg people wear blue clothes.

Long ago, salt and gold had equal value.

Working in salt and gold mines is dangerous.

My father has a gold watch.

Camel caravans gave protection from robbers.

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Building Blocks to Summary

A summary page will be added to the interdisciplinary section of the Teacher Toolbox page to support teaching summary across all classes. The concept of summary and instructional approaches are similar across disciplines. Until that document is complete and uploaded (Spring 2014), here are some notes to guide your work with students on summary, beginning in Unit 2.

Summarizing requires the knowledge that some ideas are more important than others as well as the skill of distinguishing between more important and less important information. Unlike retell, which involves recounting the text in as much detail as possible, summary focuses on the key ideas that convey the gist of the text. Deciding what ideas are more important and less important is more cognitively complex than recounting all of the details. SIFE tend to be more skilled at retell than summary.

Importance in a text is always dependent on the type of text and the purpose for reading. (cite Marzano) Importance in a narrative text is different from importance in an informational text. Furthermore, within informational text, what is important in a compare and contrast text differs from what is important in a cause and effect text or problem solution text.

Graphic organizers show importance visually. They highlight important information in different text structures. They illustrate the relationship between the ideas within the text, which is related to purpose for reading. The essential question and focus questions also help establish the purpose for reading and are often related to the text structure. (See Teacher Toolbox> Text Structure & Writing Process for graphic organizers that highlight importance.)

The text structure focus of Unit 2 is cause and effect. This is highlighted in the focus questions about cause and effects, as well as in the signal words that connect cause and effect ideas in the text. When summarizing a text using cause and effect, students will practice using the signal words of cause effect they have learned and practiced so far in Unit 2, including to, because, so. Students might also use 'and' and 'but' to connect ideas in this text.

When introducing summary, explain to students that instead of **retelling** every part of the text as they have been doing in partner read-retell, students will **summarize** and focus on the most important information. Explain that summary focuses on important information in the text. This includes **facts**, not personal opinions or connections.

Before asking students to summarize the causes of the salt and gold trade, they need to practice the more foundational skill of distinguishing more important from less important information. See the sort on the following pages. You might choose to introduce more important/ less important with a real life example then follow up with the content sort.

Use the sort activity to teach students to distinguish between more important and less important ideas. Model with an example, and have pairs or trios complete the task. When deciding what is more/ less important, push students back to the focus question. Ask, "Is this information in the text? Is it important (connected to the focus question)?"

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