

Module 3
Participant Guide

Supporting All Students in
Writing and Research

Connecticut Core Standards for English Language Arts and Literacy



Grades 6–12

Systems of Professional Learning

Connecticut Core Standards Systems of Professional Learning

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Participants will have continued support for the implementation of the new standards through virtual networking opportunities and online resources to support the training of educators throughout the state of Connecticut.

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Common Core State Standards, *Appendix A* (pp. 23-25)
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Making Evidence-Based Claims
Organizing Evidence-Based Claims
Writing Evidence-Based Claims
Evidence-base Arguments Criteria Checklist 6-12
Teacher Research Unit Guide
Student work samples from: *Developing Evidence-based Arguments*

Note: The Appendix of this Participant Guide is only available in the PDF version of the file.

Today's Agenda

Morning Session

- Opening Activities and Pre-Assessment
- Sharing our Successes and Challenges
- A Close Look at the Writing Standards
- Creating Claims and Writing Grounded in Evidence from Text

Afternoon Session

- Inquiry and Research in CCS-aligned Units
- Routine and Daily Writing
- Supporting All Students in Writing
- Reflection and Planning

Post-Assessment, Session Evaluation, and Wrap Up

Introductory Activities

Introductory Activities

Pre-Assessment–CCS-ELA & Literacy

Instructions: Check the box on the scale that best represents your knowledge or feelings about the CCS-ELA & Literacy in your classroom.

Self-Assessment Questions	No	Somewhat	Yes	Absolutely, and I could teach it to someone else
	1	2	3	4
I know the research base and rationale for the CCS-ELA & Literacy Writing Standards.				
I know the vertical progression of writing expectations and standards in grades 6–12 CCS-ELA & Literacy.				
I understand best practices in writing instruction, including creating claims and writing grounded in evidence from text.				
I know of the research requirements and the use of digital tools and other technologies required by the CCS-ELA Literacy Writing Standards.				
I understand how writing and research are incorporated into CCS-aligned ELA & Literacy units and lessons.				
I understand how to support all students in writing aligned with the CCS-ELA & Literacy.				
I am able to facilitate collaborative conversations and professional learning for my colleagues related to understanding the CCS-ELA & Literacy Writing Standards and best practices for supporting students in writing.				

NOTEPAD

Use the *Notepad* section titled *Introductory Activity: Quick Write for Sharing* on page 49 to jot down some information or thoughts you might share with other Core Standards District Coaches regarding conversations or professional learning activities in your school district relative to the Systems of Professional Learning Modules 1 & 2.

Part 1: Sharing Our Successes and Challenges

Part 1: Sharing Our Successes and Challenges

Activity 1: Sharing About Modules 1 and 2

DESCRIPTION

Participants will explain in small groups their experiences in sharing the messages of Modules 1 and 2.

DIRECTIONS

1. Locate three other coaches with cards corresponding to the number on your card (to make “4 of a Kind”).
2. Introduce yourself.
3. Using your *Notepad* notes from the Introductory Activities, talk with others about how you shared the messages of Modules 1 and 2 with others from your school or district.

Part 2: A Close Look at the Writing Standards

Part 2: A Close Look at the Writing Standards

Activity 2: Types of Writing in the CCS-ELA & Literacy Standards

DESCRIPTION

Using the Text Rendering Protocol, participants examine the different types of writing explained in the Common Core State Standards, *Appendix A*. They then use discussion prompts to share their understandings.

DIRECTIONS

Using the Text Rendering Protocol below, you will read closely, use evidence, and participate in a discussion. Each member of your team will read about one type of writing from *Appendix A* of the Common Core State Standards (these pages are located in the Appendix at the end of your Participant Guide). You will annotate your reading and record your thinking based upon evidence from the text, then discuss.

Text Rendering Protocol

1. Select:
 - **A Facilitator.** This person will keep the group on task. This person should read aloud the following instructions and keep the group moving through the steps.
 - **A Timekeeper.** This person will help the group transition at the appropriate times.
 - **A Recorder.** This person will take notes on answers to Step 5's questions on the next page.
 - **A Reporter.** At the end of the exercise, this person will share with the larger group a significant point of discussion at the table.
2. Read about your assigned type of writing from *Appendix A* of the Common Core State Standards.
 - **Reader 1:** Argument (p. 23)
 - **Reader 2:** Informational/Explanatory (p. 23)
 - **Reader 3:** Narrative (and Creative) (pp. 23–24)
 - **Reader 4:** The Special Place of Argument in the Standards (pp. 24–25)

Take 3 minutes for this activity.

3. Read a second time, focusing on these guiding questions:

- What is the purpose of this type of writing?
- What is important to remember?

Note that Reader 4 will have a slightly different focus, with more emphasis on the second discussion prompt question below.

On the second reading, highlight and record in your *Notepad* section titled *Activity 2: Types of Writing in the CCS-ELA & Literacy* on page 49:

- A significant sentence (related to the focus question)
- A significant phrase
- A significant word

Take 2 minutes for this activity.

4. In three rounds, the facilitator should give everyone an opportunity to offer a sentence, then a phrase, then a word, and briefly explain their thinking about the choice.

Take 5 minutes for this activity.

5. The recorder should synthesize the group’s discussion of the questions below.

Take 10 minutes for this activity.

Discussion Prompts

In short, what is the purpose of each type of writing?

How do Argumentation and Explanation differ?

How do Argument and Persuasion differ?

What types of writing are missing from the standards? How will they be accounted for?

What is the rationale for the standards' emphasis on Argument?

6. The entire group will join for a “share out.” The reporter for each group will share one significant point from the discussion above. The group will then discuss:

How might you use the Text Rendering Protocol with colleagues or in the classroom?

Take 10 minutes for this activity.

EngageNY. (2013). Adapted from EngageNY, Expeditionary Learning, *Session 6A: 3. Text Rendering Protocol*, <http://www.engageny.org/resource/professional-development-turnkey-kit-ela-3-8-july-2013>; adapted from original source *Text Rendering Experience*, National School Reform Faculty, from http://www.nsrffharmony.org/protocol/a_z.html

RESOURCES

- Common Core State Standards, *Appendix A* (pp. 23-25). http://www.corestandards.org/assets/Appendix_A.pdf

Activity 3: Examining the Grade Level Expectations of the Writing Types and Texts

DESCRIPTION

Participants examine differences in grade level expectations of the CCS Writing Standards for Opinion/Argument, Informative/Explanatory, or Narrative Writing by looking at a progression of students' writing from the *In Common: Effective Writing for All Students* collection. Participants will annotate student writing using the language of the standards.

DIRECTIONS

1. Using *In Common: Effective Writing for All Students* (separate handouts), choose one set of unannotated middle school or high school sample student writing.
2. Briefly review all three types of writing in your unannotated version (Opinion/Argument, Informative/Explanatory, and Narrative) for your grade level or band found in each set (6–8 and 9–12).
3. With a subject area or grade band partner, choose one type of writing in the set to annotate using the language of the applicable grade level standard: W.1, W.2, or W.3 found on pages 14–19 of this guide.
4. Compare your annotations with those of the annotated version of the same sample.
5. Discuss first with a partner who reviewed the same type of writing as you, and then with your table, using the guiding questions on the following page.

Guiding Questions for *In Common***With your partner:**

What do you notice about the demands of student writing for your grade level?

Are these good examples of student writing for the grade level and type of writing? Why or why not?

With your table:

What are the similarities in student writing at the same grade level across types of writing?

What are some skills that students must have to produce exemplary writing?

With the whole group:

How might you use the *In Common: Effective Writing for All Students* collection with teachers? With students?

NOTEPAD

After the closing discussion about this activity, use the *Notepad* section titled *Activity 3: Examining the Grade Level Expectations of the Writing Types and Texts* on page 49 to jot down notes about anything you think was significant from this activity that can be applied to CT Core Standards work in your school or district.

RESOURCES

- Learning by Example – PD Activity from Achieve the Core. Retrieved from <http://achievethecore.org/page/507/in-common-effective-writing-for-all-students>
- Vertical Progression of the Writing Standards (located on the following pages)
- Student writing samples from *In Common* from Achieve the Core (separate handouts). Retrieved from <http://achievethecore.org/page/507/in-common-ee-writing-for-all-students>

Vertical Progression of the Writing Standards

Strand: 6-12 Writing Standards (W)	
Cluster 1: Text Types and Purposes	
CCR Anchor Standard for Writing 1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W.11-12.1a	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 claim(s), counterclaims, reasons, and evidence.
W.11-12.1b	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.
W.11-12.1c	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.
W.11-12.1d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
W.11-12.1e	Provide a concluding statement or section that follows from and supports the argument presented.
W.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W.9-10.1a	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
W.9-10.1b	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.
W.9-10.1c	Use words, phrases, and clauses 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.
W.9-10.1d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
W.9-10.1e	Provide a concluding statement or section that follows from and supports the argument presented.
W.8.1	Write arguments to support claims with clear reasons and relevant evidence.
W.8.1a	Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

W.8.1b	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
W.8.1c	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
W.8.1d	Establish and maintain a formal style.
W.8.1e	Provide a concluding statement or section that follows from and supports the argument presented.
W.7.1	Write arguments to support claims with clear reasons and relevant evidence.
W.7.1a	Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
W.7.1b	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
W.7.1c	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
W.7.1d	Establish and maintain a formal style.
W.7.1e	Provide a concluding statement or section that follows from and supports the argument presented.
W.6.1	Write arguments to support claims with clear reasons and relevant evidence.
W.6.1a	Introduce claim(s) and organize the reasons and evidence clearly.
W.6.1b	Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
W.6.1c	Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
W.6.1d	Establish and maintain a formal style.
W.6.1e	Provide a concluding statement or section that follows from the argument presented.
Strand: Writing Standards (W)	
Cluster 1: Text Types and Purposes	
CCR Anchor Standard for Writing 2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
W.11-12.2a	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

W.11-12.2b	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
W.11-12.2c	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
W.11-12.2d	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
W.11-12.2e	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
W.11-12.2f	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
W.9-10.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
W.9-10.2a	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
W.9-10.2b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
W.9-10.2c	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
W.9-10.2d	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
W.9-10.2e	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
W.9-10.2f	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
W.8.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
W.8.2a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
W.8.2b	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
W.8.2c	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

W.8.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
W.8.2e	Establish and maintain a formal style.
W.8.2f	Provide a concluding statement or section that follows from and supports the information or explanation presented.
W.7.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
W.7.2a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
W.7.2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
W.7.2c	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
W.7.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
W.7.2e	Establish and maintain a formal style.
W.7.2f	Provide a concluding statement or section that follows from and supports the information or explanation presented.
W.6.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
W.6.2a	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
W.6.2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
W.6.2c	Use appropriate transitions to clarify the relationships among ideas and concepts.
W.6.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
W.6.2e	Establish and maintain a formal style.
W.6.2f	Provide a concluding statement or section that follows from the information or explanation presented.

Strand: Writing Standards (W)	
Cluster 1: Text Types and Purposes	
CCR Anchor Standard for Writing 3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
W.11-12.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
W.11-12.3a	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
W.11-12.3b	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
W.11-12.3c	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
W.11-12.3d	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
W.11-12.3e	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
W.9-10.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
W.9-10.3a	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
W.9-10.3b	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
W.9-10.3c	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
W.9-10.3d	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
W.9-10.3e	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
W.8.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
W.8.3a	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
W.8.3b	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

W.8.3c	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
W.8.3d	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
W.8.3e	Provide a conclusion that follows from and reflects on the narrated experiences or events.
W.7.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
W.7.3a	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
W.7.3b	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
W.7.3c	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
W.7.3d	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
W.7.3e	Provide a conclusion that follows from and reflects on the narrated experiences or events.
W.6.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
W.6.3a	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
W.6.3b	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
W.6.3c	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
W.6.3d	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
W.6.3e	Provide a conclusion that follows from the narrated experiences or events.

**Part 3: Creating Claims and Writing Grounded in Evidence
from Text**

Part 3: Creating Claims and Writing Grounded in Evidence from Text

Activity 4a: Writing about Text

DESCRIPTION

Participants use the Jigsaw Protocol to read and debrief Tim Shanahan’s chapter “Best Practices in Writing about Text” by examining the following chapter sections: “Introduction,” “Writing to Text Models,” “Summarizing Text,” “Writing about Text,” and “Text Synthesis.”

Jigsaw Protocol

DIRECTIONS

1. Your table will be assigned one section of “Best Practices in Writing about Text.” Individually, read your table’s assigned section, using sticky notes to annotate and mark key ideas. (Please do not write on the handout; this is a new publication with limited permission for reproduction. We will be reusing these at other sessions.)
 - Introduction (pp. 334–335)
 - “Writing to Text Models” (pp. 336–338)
 - “Summarizing Text” (pp. 338–340)
 - “Writing about Text” (bottom p. 340–343)
 - “Text Synthesis” (pp. 343–347)
2. As a group, summarize the section together using the space on the next page and decide how you will teach your section to other participants. Create a graphic organizer or list of key points to help you do so. Everyone at the table will need to record this graphic organizer or key points because he or she will go to other tables to teach their section.
3. Regroup with new people at new tables so that each section of the reading has been read by at least one member.
4. Take turns “teaching” the other participants about your section.
5. Return to your original table and discuss.

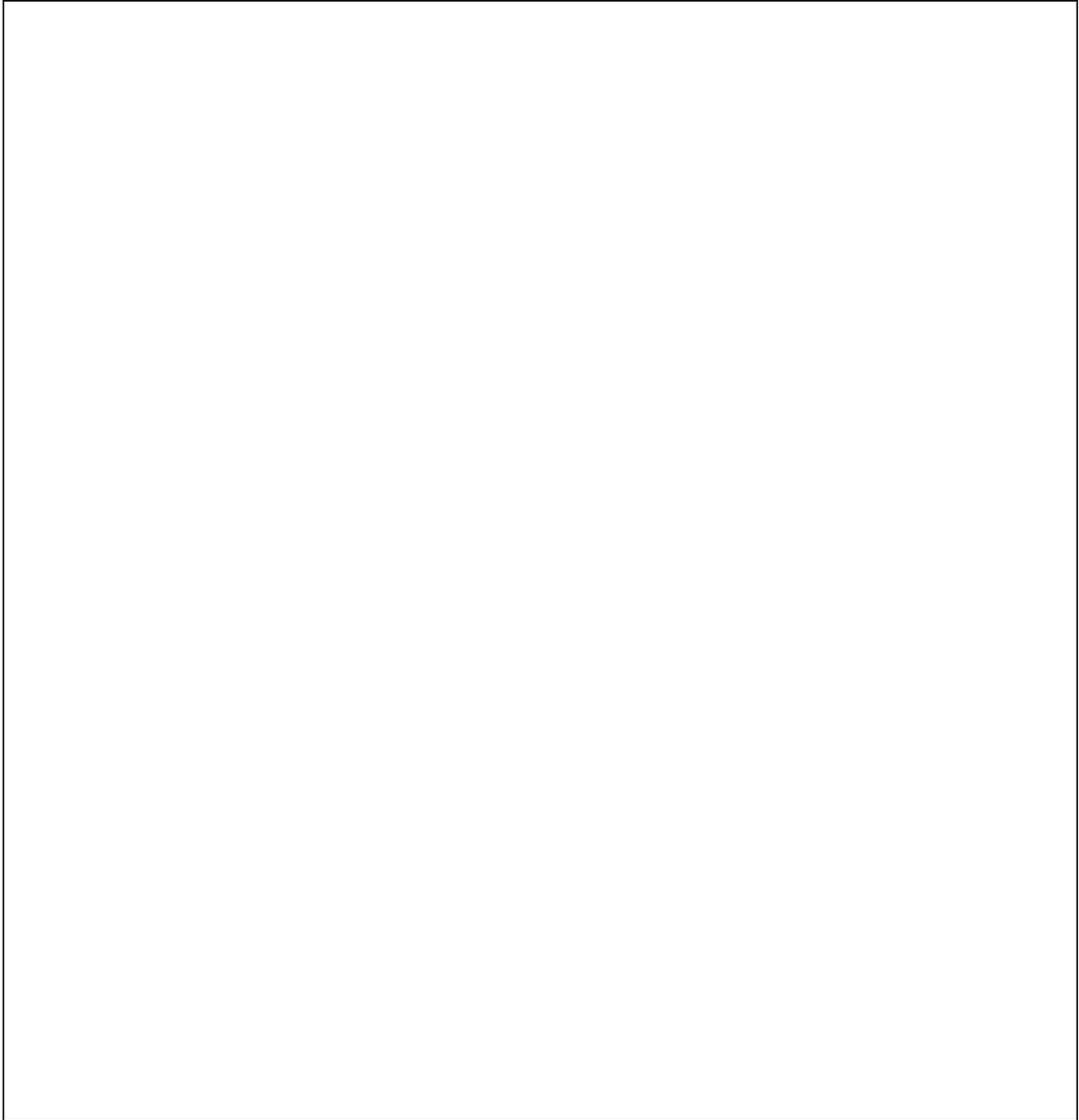
Summary:

RESOURCES

- Shanahan, T. (2013). Best practices in writing about text. In S. Graham, C. A. MacArthur, & J. Fitzgerald (Eds.), *Best practices in writing instruction* (2nd ed., ch. 14, pp. 334-350). New York: Guilford Press
- Teaching Tool for ‘Best Practices in Writing about Text,’ Section _____

Teaching Tool for 'Best Practices in Writing about Text,' Section _____

Use the space below to record your graphic, illustration, or key points.



Activity 4b: “Writing to Sources” Teachers’ Guide 6-12

DESCRIPTION

Participants read “Writing to Sources: Initial Guided Instruction for ELA 6-12” and discuss with a partner.

DIRECTIONS

1. Read the resource “Writing to Sources”, found on the following pages of the Participant Guide, and consider the instructional design.
2. As you read, underline key concepts that will serve as supports for teachers and students.
3. Discuss your annotations with a partner.

Writing to Sources: Initial Guided Instruction

Source: This article is excerpted and adapted from a document of the same name located at achievethecore.org/Student Achievement Partners. The nonprofit creates and disseminates open source materials that are available at no cost. The organization encourages states, districts, schools, and teachers to take and adapt resources.

Writing about a text after doing a careful read is an important opportunity for students to synthesize their knowledge about that text. When they write clearly and thoughtfully about a text, even if the piece of writing is relatively short, they construct meaning of that text in a way that sticks.

Sometimes, of course, we use writing to *assess* students' understanding of the text. More often, we use writing to *help students build deeper meaning* of the text. In addition, we use writing about a text to help students learn to write clearly, logically, and thoughtfully. In this way, the writing not only helps students synthesize meaning of the text – it helps them think clearly and thoughtfully about other texts.

It is assumed that the concept of writing to sources will be new and challenging for most students and teachers and that the teaching should be scaffolded. However, this instructional sequence provided is meant to **introduce** a process that students (and teachers!) will eventually make their own. As you and your students become more comfortable with text based writing, be sure to modify your process towards independence. With careful instruction, much practice, and gradual release of responsibility, all of your students will enrich and improve, not only their writing, but the way they think about and interact with what they read.

The following estimated 2 – 3 day sequence provides a template for instructing and guiding students through the process of writing to sources.

Writing to Sources: Guided Instruction

DAY ONE (approximately 45 minutes)

- ***Writing begins with the third read***

The first read of the sequence establishes a first familiarity with the text. In the second read the teacher guides students slowly and carefully through the text, prodding their thinking with text-dependent questions. On the third read, students read with a specific purpose, to gather information that will allow them to answer a Focusing Question for writing, and code the text according to the purpose of the Focusing Question and taking notes.

- ***Pose the Focusing Question for writing***

Before the third read, the teacher poses the Focusing Question for writing. Each selection has a single, carefully crafted, Focusing Question that will be answered by gathering and synthesizing

evidence from the text. The teacher makes this question visible for all the students to see, and makes sure they all understand the question. The Focusing Question is always written at the top of the graphic organizer/notes sheet, reminding the students of the focus of their inquiry into this text.

- ***Review the notes sheet / provided organizer***

For students, taking notes captures the knowledge that they will be generating on this third read and using as they write their response to the focusing question. The graphic organizers provided for each Focusing Question guide students in gathering, organizing and synthesizing evidence from the text. Every Focusing Question has a graphic organizer / note sheet to cue students about what knowledge they will be looking for, and to help them make sense of that knowledge both as they go, and after the notes have been taken. For less experienced students, this process is modeled and the teacher creates a large class note chart that can be used to model the process of taking notes. This can be done simply by enlarging the student chart and reproducing it on chart paper, a whiteboard or with a document camera.

- ***Capture the knowledge, gather the notes for students needing support***

This is the longest step. As the teacher takes students through the third read, he or she stops frequently to model how to take notes *related to the Focusing Question*. The purpose of this step is to gather evidence from the text that students will use in writing. Depending on the grade level and the text, these notes may be generated by the class and recorded by the teacher (and often copied later by the students) or taken by the students as they go along, with as much conversation and guidance as they need to gather good, useful evidence from the text for writing. This is an initial step which will gradually be conducted independently or with peer partners.

- ***Review the notes, develop a Focus Statement for writing***

It's essential that all students have a Focusing Statement (or "Claim") for their writing that addresses the Focusing Question. The Focus Statement, or "Claim," is a concise sentence (or sometimes two) that expresses the central idea of the writing piece and will be supported by the evidence they have gathered in the notes. The teacher helps guide this process. Depending on the writing task, the Focus Statement may be developed *before* gathering evidence (as a sort of hypothesis that students seek to prove using evidence from the text) or *after* gathering evidence (as a source of inquiry into the Focusing Statement). In both cases, the resulting Focus Statement needs to be clear, and needs to point the student clearly to the writing that will follow.

It's quite possible, even probable, that initially everyone will have the same claim and Focus Statement. That's fine. Remember, this is not an assessment – this is instruction! If you have taken group / public notes, make sure that at this point every student copies the Focus Statement individually. Eventually as students gather information from multiple sources and they grow in this process, they will use inquiry to produce their own claims and write their own Focus Statements.

DAY TWO (approximately 45 minutes)

- ***Model the thinking / writing***

It's important for students to know what this kind of thinking looks like in writing. How will they use the evidence (with reasoning) to develop / support their Focus Statement? Begin by rereading the Focus Statement (or claim) students have written down.

Then, depending on the Focus Question, the text, the age of the students, and the familiarity of the students with this type of task, the teacher and the students create some part of the writing together. This might be a couple of sentences, or it might be a paragraph. Make certain to teach how to transitions between ideas and how to use mature transition words and phrases. Also students should understand how to appropriately paraphrase and quote from text(s). If students are going to be successful with this type of thinking / writing, they need to see what it looks like, and they need to know how to proceed. Make sure that every student copies this "model." It will become part of their finished writing piece.

- ***Have students orally "talk the writing" for the rest of the piece***

Using their notes, students "talk the writing" before they write it. This might be in partners; it might be in somewhat larger groups; it could be a circle setting of some sort. The point is, students need to be able to orally verbalize their thinking before they write it and continue to organize their thoughts with the aid of a graphic organizer for pre-writing. Writing is hard: it's important to make sure, that when every student sits down with a pencil or at the keyboard, he is able to say to himself, "Hey, I get this. I know what I'm doing!"

- ***Write the body of the piece***

Using their notes and the model, students write the body of the piece (up to the conclusion). For the Focusing Question, a sample piece designed to illustrate the type writing and thinking expected has been provided. This sample is not meant to be shared with students; it is included primarily to clarify the goals of the lesson for the teacher and to provide feedback and evidence of learning. Students go back and review for proper use of conventions, use of richer words, and infusing academic language.

- ***Write a concluding statement or section***

The teacher helps students conclude. Depending on the Focusing Statement, the age of the students, the text itself, and the students' familiarity with the process, the conclusion could vary from a simple re-statement to an extension or reflection of some sort. For a more thoughtful conclusion, the teacher will often need to pose a relevant question or two and make sure students have ample opportunity for processing that idea together. Many lessons include suggestions for a reflective question to extend student thinking.

These two sections, along with the introduction, go together to provide a “clear and effective organizational structure that has a variety of transitional strategies, logical progression of ideas from beginning to ending, and an effective introduction and conclusion.” This is taken from the SBAC rubric being used for the Writing Formative.

- ***Share, proofread and revise the piece***

In partners or in some larger setting, students read their work aloud, checking meaning and correcting conventions. The teacher may use a variety of approaches for this; no matter what approach he or she uses, he or she is available to check for meaning, proofreading, and providing feedback.

Activity 4c: Best Practices Discussion

DIRECTIONS

Considering the two resources you have just reviewed, consider the discussion prompts below.

Discussion Prompts

How can these two resources serve as guidance for teaching writing?

What types of support will students need?

What types of support will teachers need?

NOTEPAD

Use the *Notepad* section titled *Activity 4c: Best Practices Discussion* on page 50 and jot down any ideas from this activity that you might share with colleagues in your district.

RESOURCES

- Achieve the Core. Student Achievement Partners. *Writing to Sources: Guided Instruction*. Retrieved from http://www.solution-tree.com/media/pdf/WriteLikeReportersK_5FREYCF335.pdf

Activity 5a: Writing Claims – Viewing a Video and Having a “Written Conversation”

DESCRIPTION

Participants watch a video lesson on developing claims in a middle school classroom. They have a “Written Conversation,” following the directions below.

DIRECTIONS

1. Before viewing the video, review the Odell Education Making Claims materials (in the Appendix at the end of your Participant Guide) with a partner. Discuss how these charts help to support students in making claims.
2. View the video *Developing a Claim Using Two Informational Texts*. Use the focusing questions below to take notes and record in your *Notepad* section titled *Activity 5a: Viewing a Video and Having a “Written Conversation”* on page 50:
 - How does the teacher prepare students to create a claim from multiple sources?
 - How does she provide specific feedback?
 - How is collaboration used to push students’ thinking?
 - How does the Odell Education Claim Template help support students?
3. Identify a partner for a “Written Conversation.”
4. You and your partner will write simultaneous communications to one another about the video using the “Written Conversation” Notes Sheet on page 32. The notes could be anything you would say if you were having a face-to-face discussion. The notes may be narrative in nature, represent new thoughts, or act as responses to what your partner has written. At the facilitator’s signal, as partners, you will trade notes every 2-3 minutes for a total of 3 exchanges. This is done in silence.
5. When the facilitator gives the signal, you can talk aloud with your partner.
6. Pairs will share with the large group a highlight or thread of their conversation.
7. The larger group will discuss:

Why or how might a “Written Conversation” be an effective strategy to use as a discussion protocol with students?

RESOURCES

- Odell Education Making Claims materials
- “Written Conversation” Notes Sheet

- “Written Conversation” Protocol, from “Teaching Practices and Protocols,” *ELA Curriculum: Appendix 1* <http://www.engageny.org/resource/grades-3-5-ela-curriculum-appendix-1-teaching-practices-and-protocols>

Video

- *Developing a Claim Using Two Informational Texts*. Retrieved from <http://www.engageny.org/resource/common-core-instruction-developing-a-claim-using-two-informational-texts>

Activity 5b: Finding Evidence to Support an Argument - Viewing a Video

DESCRIPTION

Participants review the *Odell Evidence-Based Argument Criteria Checklist 6–12* (found in the Appendix at the end of the Participant Guide) and will then view the video *Developing Evidence-based Arguments* and consider how students were supported in developing and supporting arguments and finding evidence, and the role of discussion in crafting arguments and gathering evidence. Participants will then discuss the effect of instructional activities on student writing generated by the lesson.

DIRECTIONS

1. Review the *Odell Evidence-Based Argument Criteria Checklist* and discuss how this checklist might help supports students in writing arguments.
2. View the video *Developing Evidence-based Arguments* with these questions in mind:
 - How were students supported in developing their arguments?
 - How were students supported in finding evidence for their arguments?
 - What role does discussion play in crafting arguments and gathering evidence?

RESOURCES

- Odell Evidence-Based Argument Criteria Checklist 6–12

Video

- *Developing Evidence-based Arguments*, 9th grade history class. Retrieved from America Achieves (sign-in required) <http://commoncore.americaachieves.org/module/1>

Activity 5c: Finding Evidence to Support an Argument - Looking at Student Work

DESCRIPTION

Participants will review samples of student writing generated from the lesson in the video *Developing Evidence-based Arguments* and will discuss the effect of instructional activities on the writing.

DIRECTIONS

1. Look at the samples of student writing (in the Appendix of your Participant Guide) generated as a result of the lesson sequence in the video.
2. Discuss at your table:

Discussion Prompt

To what extent did the instructional activities prepare students to write with evidence from the text?

RESOURCES

- *Odell Evidence-Based Argument Criteria Checklist 6–12*. Retrieved from <http://odelleducation.com/wp-content/uploads/2014/01/EBA-Criteria-Checklist1.pdf>
- Student work samples from *Developing Evidence-based Arguments*, <http://commoncore.americaachieves.org/module/1>

Part 4: Inquiry and Research in CCS-ELA & Literacy

Part 4: Inquiry and Research in CCS-ELA & Literacy

Activity 6a: Reviewing a Research Framework

DESCRIPTION

Participants will review the “Teacher Research Unit Guide.”

DIRECTIONS

With a partner, briefly review the “Teacher Research Unit Guide,” focusing on all 5 parts. The guide can be found in the Appendix of your Participant Guide.

RESOURCES

- Odell Education. “Teacher Research Unit Guide.” Retrieved from <http://www.engageny.org/resource/developing-core-proficiencies-program-units-in-ela-literacy>

Activity 6b: Reviewing a Unit

DESCRIPTION

Participants will review a CCS exemplar 10th grade ELA module to see how research is developed. The module is broken down into three units. Each group will review one unit of the module and create a poster to describe their unit and participate in a reflective discussion.

DIRECTIONS

1. Organize into groups of 3–4. Each group will be assigned and provided with a particular unit from a grade 10 ELA research module.
2. Review the module overview and with your group and determine how your unit is organized.
3. Read through the unit using the “Developing Research” Organizer on page 38 to take notes.
4. As a group, create a poster on chart paper using words and symbols that illustrate the research process and how research is taught in your unit. Be creative!
5. Post your group’s poster on a wall in the room.
6. Assign one person from your group to be the reporter.

7. When you come to the poster your group created, act as “host” to the rest of the group by explaining how research is taught and the research process in your unit, including anything noteworthy or unique.
8. At the facilitator’s signal, each group will move to the next poster and the new “host” will explain the research process represented.

RESOURCES

- From the Engage NY, Common Core Curriculum & Assessments, Common Core Curriculum, English Language Arts website: <http://www.engageny.org/english-language-arts>
 - *Odell Education. Student Research Plan. Available from <http://odelleducation.com/wp-content/uploads/2013/09/Student-Research-Plan.pdf>*
 - *Odell Education. Developing Core Proficiencies Curriculum: Unit 3: Researching to Deepen Understanding. Available from <http://odelleducation.com/literacy-curriculum/research>*
 - *Engage NY. Grade 10 ELA Module 3: Researching Multiple Perspectives to Develop a Position. Available from <http://www.engageny.org/resource/grade-10-ela-module-3>*
- “Developing Research” Organizer

REFLECTIVE DISCUSSION

- How is research taught in this unit?
- What supports are provided to students?
- What would you add or change about this unit?

Think about the different disciplines in your school:

- How might research be different in the humanities?
- How might research be different in the sciences?
- What can schools do to help establish a school-wide plan for writing and research?

Part 5: Routine and Daily Writing

Part 5: Routine and Daily Writing

Activity 7: Writing Tasks in Exemplar Units

DESCRIPTION

Participants will review several exemplar units for embedded writing tasks, discuss the ways routine writing is embedded, and consider ways they or their colleagues embed writing in lessons.

DIRECTIONS

1. Choose and download an exemplar unit from those listed on the following page in the Resources section for this activity.
2. Working with a partner, identify in the Writing Tasks in Exemplar Units: Notes Organizer on page 42 the writing tasks and instruction that are embedded in the unit.
3. Record your writing tasks on separate sticky notes.
4. Place your notes on the appropriate chart paper (labeled with the heading, “Opening,” “Work Time,” or “Closing”) posted around the room by your facilitator.
5. Discuss, using the questions below.

Discussion Prompts

What did you notice about writing in CCS-aligned units?

- Types and purposes of writing?
- Writing as a scaffold, model, or preparation for other tasks?
- Writing instruction?
- Writing as assessment?

RESOURCES

- **Grade 6–7:** The Digestive Process
<http://achievethecore.org/dashboard/300/search/1/1/6/7/8/page/752/featured-lessons-list-pg>
- **Grade 7–8:** The Long Night of the Little Boats
<http://achievethecore.org/dashboard/300/search/1/1/6/7/8/page/752/featured-lessons-list-pg>
- **Grade 6–8:** Voices from Little Rock <http://achievethecore.org/page/737/history-social-studies-lessons>
- **Grade 9–12:** Researching the Meaning of the American Dream
<http://www.readwritethink.org/classroom-resources/lesson-plans/chasing-dream-researching-meaning-30925.html?tab=4#session1>
- **Grade 11:** The Art of Persuasion and the Craft of Argument
<http://www.doe.mass.edu/candi/model/units/ELAg11-PersuasionArgument.pdf>
- **Grade 11–12:** I Am an American Day by Learned Hand
<http://achievethecore.org/dashboard/300/search/1/1/9/10/11/12/page/752/featured-lessons-list-pg>

Part 6: Supporting Students in Writing

Part 6: Supporting Students in Writing

Activity 8: Viewing a Video

DESCRIPTION

In Activity 8, participants will view a segment of a video lesson and analyze student writing activities, observing the ways in which students are supported. Look for supports in reading, speaking, and listening as well.

DIRECTIONS

1. As you watch the video lesson where a secondary classroom writes and presents persuasive speeches, jot down your reactions to the following questions in your *Notepad* section titled *Activity 8: Viewing a Video* on page 51.

What do you see and hear in this class?

How are students supporting in writing, speaking, and listening? (Be sure to be looking around the classroom as well as listening to and looking at the immediate activity on camera.)

2. Use the prompts below to discuss at your table.

Discussion Prompts

- What were some of the strategies and supports you saw and heard the teacher use?
- What did you notice about student participation and responses?
- To what extent did this teacher and the lesson sequence prepare students to be competent and confident in their writing?
- What do teachers need to know and be able to do in order to be able to effectively prepare students to write?

RESOURCES

Video

- Teaching Channel *Writing and Delivering Persuasive Speeches*.
<https://www.teachingchannel.org/videos/teaching-persuasive-speeches>

Part 7: Reflection and Planning

Part 7: Reflection and Planning

DESCRIPTION

Participants will work with district or school teams (or with a job-alike partner from another school) to reflect on today’s activities and plan how the messages and resources from Module 3 can be shared with colleagues.

Activity 9: Reflection

DIRECTIONS

Working independently, review your notes in your Participant Guide and in your *Notepad* section from today’s activities. Jot down some key points you think are important from today.

Key Points from Module 3

Activity 10: Action planning

DIRECTIONS

1. Work with your school or district team (or with a job-alike partner from another district) to review your Reflection notes.
2. Together, develop a strategy for sharing Module 3’s key messages and resources (e.g., presentation, videos, resource links, and aligned instructional practices) with colleagues back at your schools).

Key Messages about CCS-ELA & Literacy from Module 3	Strategies and Resources
1.	
2.	
3.	
4.	
5.	

Closing Activities

Post-Assessment–CCS-ELA & Literacy

Instructions: Check the box on the scale that best represents your knowledge or feelings about the CCS-ELA & Literacy in your classroom.

Self-Assessment Questions	No	Somewhat	Yes	Absolutely, and I could teach it to someone else
	1	2	3	4
I know the research base and rationale for the CCS-ELA & Literacy Writing Standards.				
I know the vertical progression of writing expectations and standards in grades 6–12 CCS-ELA & Literacy.				
I understand best practices in writing instruction, including creating claims and writing grounded in evidence from text.				
I know of the research requirements and the use of digital tools and other technologies required by the CCS-ELA Literacy Writing Standards.				
I understand how writing and research are incorporated into CCS-aligned ELA & Literacy units and lessons.				
I understand how to support all students in writing aligned with the CCS-ELA & Literacy.				
I am able to facilitate collaborative conversations and professional learning for my colleagues related to understanding the CCS-ELA & Literacy Writing Standards and best practices for supporting students in writing.				

Session Evaluation

Thank you for attending today’s session. Your feedback is very important to us! Please fill out a short survey about today’s session.

The survey is located here: <http://surveys.pcgus.com/s3/CT-ELA-Module-3-6-12>.

Notepad for Module 3

Introductory Activity: Quick Write for Sharing

Jot down some information or thoughts you might share with other Core Standards District Coaches regarding conversations or professional learning activities in your school or district, relative to the Systems of Professional Learning Modules 1 & 2.

Activity 2: Types of Writing in the CCS-ELA & Literacy

After your second reading about one type of writing from Appendix A of the CCSS, jot down a significant sentence, a significant phrase, and a significant word.

Activity 3: Examining the Grade Expectations of the Writing Types and Texts

Jot down notes about anything you think was significant from this activity that can be applied to Core Standards work in your school or district.

Activity 4c: Best Practices Discussion

Record your take-ways for this activity.

Activity 5a: Viewing a Video and Having a “Written Conversation”

*View the video and take notes on these focusing questions: **How does the teacher prepare students to create a claim from multiple sources? How does she provide specific feedback? How is collaboration used to push students’ thinking? How does the Odell Claim Template help support students?***

Activity 5b: Finding Evidence to Support an Argument - Viewing a Video

*View the video and take notes on these focusing questions: **How were students supported in developing their arguments? How were students supporting in finding evidence for their arguments? What role does discussion take in crafting arguments and gathering evidence?***

Activity 5c: Looking at Student Work

Record your take-ways for this activity.

Activity 7: Writing Tasks in Exemplar Units

Record in your any ideas you have for how you might use this activity in your school or district.

Activity 8: Viewing a Video

*View the video and take notes on these focusing questions: **What do you see and hear in this class?**
How are students being supported in writing, speaking, and listening?*

References

- Achieve the Core. (2013). Student Achievement Partners. *Writing to Sources: Guided Instruction*. pp. 14-16. Retrieved from http://www.solution-tree.com/media/pdf/WriteLikeReportersK_5FREYCF335.pdf
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http://www.corestandards.org/assets/Appendix_A.pdf
- EngageNY. (2012). Expeditionary Learning. *Written conversation protocol*. From Teaching Practices and Protocols, *Grades 3-5 ELA Curriculum: Appendix 1*. Retrieved from <http://www.engageny.org/resource/grades-3-5-ela-curriculum-appendix-1-teaching-practices-and-protocols>
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- Shanahan, T. (2013). Best practices in writing about text. In S. Graham, C. A. MacArthur, & J. Fitzgerald (Eds.), *Best practices in writing instruction* (2nd ed., ch. 14, pp. 334-350). New York: Guilford Press.
- The Vermont Writing Collaborative, with Student Achievement Partners and CCSSO. *In Common: Effective Writing for all Students*. Retrieved from <http://achievethecore.org/dashboard/300/search/1/1/0/1/2/3/4/5/6/7/8/9/10/11/12/page/507/in-common-effective-writing-for-all-students-list-pg>

Videos

- *Developing a Claim Using Two Informational Texts*. Retrieved from <http://www.engageny.org/resource/common-core-instruction-developing-a-claim-using-two-informational-texts>

- *Developing Evidence-based Arguments*, Retrieved from <http://commoncore.americaachieves.org/module/1>
- *Writing and Delivering Persuasive Speeches*. Teaching Channel. Retrieved from <https://www.teachingchannel.org/videos/teaching-persuasive-speeches>
- *Teaching Writing in the Digital Age*. National Writing Project. Retrieved from <http://www.youtube.com/watch?v=O9z71iNrlew>

Appendix

Note: The Appendix of this Participant Guide is only available in the PDF version of the file.

Odell, "Forming Evidence-Based Claims"

Odell, "Making Evidence-Based Claims"

Odell, "Organizing Evidence-Based Claims"

Odell, "Writing Evidence-Based Claims"

Odell, "Evidence-base Arguments Criteria Checklist 6-12"

Odell, "Teacher Research Unit Guide"

Writing

Definitions of the Standards' Three Text Types

Argument

Arguments are used for many purposes—to change the reader’s point of view, to bring about some action on the reader’s part, or to ask the reader to accept the writer’s explanation or evaluation of a concept, issue, or problem. An argument is a reasoned, logical way of demonstrating that the writer’s position, belief, or conclusion is valid. In English language arts, students make claims about the worth or meaning of a literary work or works. They defend their interpretations or judgments with evidence from the text(s) they are writing about. In history/social studies, students analyze evidence from multiple primary and secondary sources to advance a claim that is best supported by the evidence, and they argue for a historically or empirically situated interpretation. In science, students make claims in the form of statements or conclusions that answer questions or address problems. Using data in a scientifically acceptable form, students marshal evidence and draw on their understanding of scientific concepts to argue in support of their claims. Although young children are not able to produce fully developed logical arguments, they develop a variety of methods to extend and elaborate their work by providing examples, offering reasons for their assertions, and explaining cause and effect. These kinds of expository structures are steps on the road to argument. In grades K–5, the term “opinion” is used to refer to this developing form of argument.

Informational/Explanatory Writing

Informational/explanatory writing conveys information accurately. This kind of writing serves one or more closely related purposes: to increase readers’ knowledge of a subject, to help readers better understand a procedure or process, or to provide readers with an enhanced comprehension of a concept. Informational/explanatory writing addresses matters such as types (*What are the different types of poetry?*) and components (*What are the parts of a motor?*); size, function, or behavior (*How big is the United States? What is an X-ray used for? How do penguins find food?*); how things work (*How does the legislative branch of government function?*); and why things happen (*Why do some authors blend genres?*). To produce this kind of writing, students draw from what they already know and from primary and secondary sources. With practice, students become better able to develop a controlling idea and a coherent focus on a topic and more skilled at selecting and incorporating relevant examples, facts, and details into their writing. They are also able to use a variety of techniques to convey information, such as naming, defining, describing, or differentiating different types or parts; comparing or contrasting ideas or concepts; and citing an anecdote or a scenario to illustrate a point. Informational/explanatory writing includes a wide array of genres, including academic genres such as literary analyses, scientific and historical reports, summaries, and précis writing as well as forms of workplace and functional writing such as instructions, manuals, memos, reports, applications, and résumés. As students advance through the grades, they expand their repertoire of informational/explanatory genres and use them effectively in a variety of disciplines and domains.

Although information is provided in both arguments and explanations, the two types of writing have different aims. Arguments seek to make people believe that something is true or to persuade people to change their beliefs or behavior. Explanations, on the other hand, start with the assumption of truthfulness and answer questions about why or how. Their aim is to make the reader understand rather than to persuade him or her to accept a certain point of view. In short, arguments are used for persuasion and explanations for clarification.

Like arguments, explanations provide information about causes, contexts, and consequences of processes, phenomena, states of affairs, objects, terminology, and so on. However, in an argument, the writer not only gives information but also presents a case with the “pros” (supporting ideas) and “cons” (opposing ideas) on a debatable issue. Because an argument deals with whether the main claim is true, it demands empirical descriptive evidence, statistics, or definitions for support. When writing an argument, the writer supports his or her claim(s) with sound reasoning and relevant and sufficient evidence.

Narrative Writing

Narrative writing conveys experience, either real or imaginary, and uses time as its deep structure. It can be used for many purposes, such as to inform, instruct, persuade, or entertain. In English language arts, students produce narratives that take the form of creative fictional stories, memoirs, anecdotes, and autobiographies. Over time, they learn to provide visual details of scenes, objects, or people; to depict specific actions (for example, movements, gestures,

Creative Writing beyond Narrative

The narrative category does not include all of the possible forms of creative writing, such as many types of poetry. The Standards leave the inclusion and evaluation of other such forms to teacher discretion.

postures, and expressions); to use dialogue and interior monologue that provide insight into the narrator’s and characters’ personalities and motives; and to manipulate pace to highlight the significance of events and create tension and suspense. In history/social studies, students write narrative accounts about individuals. They also construct event models of what happened, selecting from their sources only the most relevant information. In science, students write narrative descriptions of the step-by-step procedures they follow in their investigations so that others can replicate their procedures and (perhaps) reach the same results. With practice, students expand their repertoire and control of different narrative strategies.

Texts that Blend Types

Skilled writers many times use a blend of these three text types to accomplish their purposes. For example, *The Longitude Prize*, included above and in Appendix B, embeds narrative elements within a largely expository structure. Effective student writing can also cross the boundaries of type, as does the grade 12 student sample “Fact vs. Fiction and All the Grey Space In Between” found in Appendix C.

The Special Place of Argument in the Standards

While all three text types are important, the Standards put particular emphasis on students’ ability to write sound arguments on substantive topics and issues, as this ability is critical to college and career readiness. English and education professor Gerald Graff (2003) writes that “argument literacy” is fundamental to being educated. The university is largely an “argument culture,” Graff contends; therefore, K–12 schools should “teach the conflicts” so that students are adept at understanding and engaging in argument (both oral and written) when they enter college. He claims that because argument is not standard in most school curricula, only 20 percent of those who enter college are prepared in this respect. Theorist and critic Neil Postman (1997) calls argument the soul of an education because argument forces a writer to evaluate the strengths and weaknesses of multiple perspectives. When teachers ask students to consider two or more perspectives on a topic or issue, something far beyond surface knowledge is required: students must think critically and deeply, assess the validity of their own thinking, and anticipate counterclaims in opposition to their own assertions.

The unique importance of argument in college and careers is asserted eloquently by Joseph M. Williams and Lawrence McEnerney (n.d.) of the University of Chicago Writing Program. As part of their attempt to explain to new college students the major differences between good high school and college writing, Williams and McEnerney define *argument* not as “wrangling” but as “a serious and focused conversation among people who are intensely interested in getting to the bottom of things *cooperatively*”:

Those values are also an integral part of your education in college. For four years, you are asked to read, do research, gather data, analyze it, think about it, and then communicate it to readers in a form . . . which enables them to assess it and use it. You are asked to do this not because we expect you all to become professional scholars, but because in just about any profession you pursue, you will do research, think about what you find, make decisions about complex matters, and then explain those decisions—usually in writing—to others who have a stake in your decisions being sound ones. In an Age of Information, what most professionals do is research, think, and make arguments. (And part of the value of doing your own thinking and writing is that it makes you much better at evaluating the thinking and writing of others.) (ch. 1)

In the process of describing the special value of argument in college- and career-ready writing, Williams and McEnerney also establish argument’s close links to research in particular and to knowledge building in general, both of which are also heavily emphasized in the Standards.

Much evidence supports the value of argument generally and its particular importance to college and career readiness. A 2009 ACT national curriculum survey of postsecondary instructors of composition, freshman English, and survey of American literature courses (ACT, Inc., 2009) found that “write to argue or persuade readers” was virtually tied with “write to convey information” as the most important type of writing needed by incoming college students. Other curriculum surveys, including those conducted by the College Board (Milewski, Johnson, Glazer, & Kubota, 2005) and

“Argument” and “Persuasion”

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Writing

Definitions of the Standards' Three Text Types

Argument

Arguments are used for many purposes—to change the reader’s point of view, to bring about some action on the reader’s part, or to ask the reader to accept the writer’s explanation or evaluation of a concept, issue, or problem. An argument is a reasoned, logical way of demonstrating that the writer’s position, belief, or conclusion is valid. In English language arts, students make claims about the worth or meaning of a literary work or works. They defend their interpretations or judgments with evidence from the text(s) they are writing about. In history/social studies, students analyze evidence from multiple primary and secondary sources to advance a claim that is best supported by the evidence, and they argue for a historically or empirically situated interpretation. In science, students make claims in the form of statements or conclusions that answer questions or address problems. Using data in a scientifically acceptable form, students marshal evidence and draw on their understanding of scientific concepts to argue in support of their claims. Although young children are not able to produce fully developed logical arguments, they develop a variety of methods to extend and elaborate their work by providing examples, offering reasons for their assertions, and explaining cause and effect. These kinds of expository structures are steps on the road to argument. In grades K–5, the term “opinion” is used to refer to this developing form of argument.

Informational/Explanatory Writing

Informational/explanatory writing conveys information accurately. This kind of writing serves one or more closely related purposes: to increase readers’ knowledge of a subject, to help readers better understand a procedure or process, or to provide readers with an enhanced comprehension of a concept. Informational/explanatory writing addresses matters such as types (*What are the different types of poetry?*) and components (*What are the parts of a motor?*); size, function, or behavior (*How big is the United States? What is an X-ray used for? How do penguins find food?*); how things work (*How does the legislative branch of government function?*); and why things happen (*Why do some authors blend genres?*). To produce this kind of writing, students draw from what they already know and from primary and secondary sources. With practice, students become better able to develop a controlling idea and a coherent focus on a topic and more skilled at selecting and incorporating relevant examples, facts, and details into their writing. They are also able to use a variety of techniques to convey information, such as naming, defining, describing, or differentiating different types or parts; comparing or contrasting ideas or concepts; and citing an anecdote or a scenario to illustrate a point. Informational/explanatory writing includes a wide array of genres, including academic genres such as literary analyses, scientific and historical reports, summaries, and précis writing as well as forms of workplace and functional writing such as instructions, manuals, memos, reports, applications, and résumés. As students advance through the grades, they expand their repertoire of informational/explanatory genres and use them effectively in a variety of disciplines and domains.

Although information is provided in both arguments and explanations, the two types of writing have different aims. Arguments seek to make people believe that something is true or to persuade people to change their beliefs or behavior. Explanations, on the other hand, start with the assumption of truthfulness and answer questions about why or how. Their aim is to make the reader understand rather than to persuade him or her to accept a certain point of view. In short, arguments are used for persuasion and explanations for clarification.

Like arguments, explanations provide information about causes, contexts, and consequences of processes, phenomena, states of affairs, objects, terminology, and so on. However, in an argument, the writer not only gives information but also presents a case with the “pros” (supporting ideas) and “cons” (opposing ideas) on a debatable issue. Because an argument deals with whether the main claim is true, it demands empirical descriptive evidence, statistics, or definitions for support. When writing an argument, the writer supports his or her claim(s) with sound reasoning and relevant and sufficient evidence.

Narrative Writing

Narrative writing conveys experience, either real or imaginary, and uses time as its deep structure. It can be used for many purposes, such as to inform, instruct, persuade, or entertain. In English language arts, students produce narratives that take the form of creative fictional stories, memoirs, anecdotes, and autobiographies. Over time, they learn to provide visual details of scenes, objects, or people; to depict specific actions (for example, movements, gestures,

Creative Writing beyond Narrative

The narrative category does not include all of the possible forms of creative writing, such as many types of poetry. The Standards leave the inclusion and evaluation of other such forms to teacher discretion.

postures, and expressions); to use dialogue and interior monologue that provide insight into the narrator’s and characters’ personalities and motives; and to manipulate pace to highlight the significance of events and create tension and suspense. In history/social studies, students write narrative accounts about individuals. They also construct event models of what happened, selecting from their sources only the most relevant information. In science, students write narrative descriptions of the step-by-step procedures they follow in their investigations so that others can replicate their procedures and (perhaps) reach the same results. With practice, students expand their repertoire and control of different narrative strategies.

Texts that Blend Types

Skilled writers many times use a blend of these three text types to accomplish their purposes. For example, *The Longitude Prize*, included above and in Appendix B, embeds narrative elements within a largely expository structure. Effective student writing can also cross the boundaries of type, as does the grade 12 student sample “Fact vs. Fiction and All the Grey Space In Between” found in Appendix C.

The Special Place of Argument in the Standards

While all three text types are important, the Standards put particular emphasis on students’ ability to write sound arguments on substantive topics and issues, as this ability is critical to college and career readiness. English and education professor Gerald Graff (2003) writes that “argument literacy” is fundamental to being educated. The university is largely an “argument culture,” Graff contends; therefore, K–12 schools should “teach the conflicts” so that students are adept at understanding and engaging in argument (both oral and written) when they enter college. He claims that because argument is not standard in most school curricula, only 20 percent of those who enter college are prepared in this respect. Theorist and critic Neil Postman (1997) calls argument the soul of an education because argument forces a writer to evaluate the strengths and weaknesses of multiple perspectives. When teachers ask students to consider two or more perspectives on a topic or issue, something far beyond surface knowledge is required: students must think critically and deeply, assess the validity of their own thinking, and anticipate counterclaims in opposition to their own assertions.

The unique importance of argument in college and careers is asserted eloquently by Joseph M. Williams and Lawrence McEnerney (n.d.) of the University of Chicago Writing Program. As part of their attempt to explain to new college students the major differences between good high school and college writing, Williams and McEnerney define *argument* not as “wrangling” but as “a serious and focused conversation among people who are intensely interested in getting to the bottom of things *cooperatively*”:

Those values are also an integral part of your education in college. For four years, you are asked to read, do research, gather data, analyze it, think about it, and then communicate it to readers in a form . . . which enables them to assess it and use it. You are asked to do this not because we expect you all to become professional scholars, but because in just about any profession you pursue, you will do research, think about what you find, make decisions about complex matters, and then explain those decisions—usually in writing—to others who have a stake in your decisions being sound ones. In an Age of Information, what most professionals do is research, think, and make arguments. (And part of the value of doing your own thinking and writing is that it makes you much better at evaluating the thinking and writing of others.) (ch. 1)

In the process of describing the special value of argument in college- and career-ready writing, Williams and McEnerney also establish argument’s close links to research in particular and to knowledge building in general, both of which are also heavily emphasized in the Standards.

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FORMING EVIDENCE-BASED CLAIMS

FINDING DETAILS

As I read, I notice authors use a lot of details and strategies to develop their points and arguments. I might then ask myself: What details should I look for? How do I know they are important? Below are examples of types of details authors often use in important ways.

I find interesting details that are related and that stand out to me from reading the text closely.

Author's Facts and Ideas

- Statistics
- Examples
- Vivid Description
- Characters/Actors
- Events

Author's Words and Organization

- Repeated words
- Strong Language
- Figurative language
- Tone
- Organizational Structure/Phrases

Opinions and Point of View

- Interpretations
- Explanation of ideas or events
- Narration
- Personal reflection
- Beliefs

CONNECTING THE DETAILS

By reading closely and thinking about the details that stand out to me, I can make connections among them. Below are some ways details can be connected.

I re-read and think about the details, and explain the connections I find among them.

Facts and Ideas

- Authors use hard facts to illustrate or define an idea.
- Authors use examples to express a belief or point of view.
- Authors use vivid description to compare or oppose different ideas.
- Authors describe different actors or characters to illustrate a comparison or contrast.
- Authors use a sequence of events to arrive at a conclusion.

Words and Organization

- Authors repeat specific words or structures to emphasize meaning or tone.
- Authors use language or tone to establish a mood.
- Authors use figurative language to infer emotion or embellish meaning.
- Authors use a specific organization to enhance a point or add meaning.

Opinions and Point of View

- Authors compare or contrast evidence to help define his or her point of view.
- Authors offer their explanation of ideas or events to support their beliefs.
- Authors tell their own story to develop their point of view.
- Authors use language to reveal an opinion or feeling about a topic.

MAKING A CLAIM

I state a conclusion that I have come to and can support with evidence from the text after reading and thinking about it closely.

As I group and connect my details, I can come to a conclusion and form a statement about the text.

WRITING EVIDENCE-BASED CLAIMS

Writing evidence-based claims is a little different from writing stories or just writing about something. You need to **follow a few steps** as you write.

1. ESTABLISH THE CONTEXT

Your readers must know **where your claim is coming from** and **why it's important**.

Depending on the scope of your piece and the claim, the context differs. If your whole piece is one claim or if you're introducing the first major claim of your piece, the entire context must be given:

In his speech to Stanford graduates in 2005, Steve Jobs tells a story...

Purposes of evidence-based writing vary. In some cases, naming the article and author is enough to show why your claim is important. In other cases, you might want to give more information:

Steve Jobs led an inspirational life. In his speech to Stanford graduates in 2005, Steve Jobs tells a story...

If your claim is part of a larger piece with multiple claims, then the context might be simpler:

According to Jobs,... *or* In paragraph 5, Jobs claims...

2. STATE YOUR CLAIM CLEARLY

How you state your claim is important; it must **clearly and fully express your ideas**.

Figuring out how to state claims is a **process**. Writers revise them continually as they write their supporting evidence. Here's a claim about Jobs' speech:

In his speech to Stanford graduates in 2005, Steve Jobs tells a story "about death" because he wants the graduates to realize something he has learned from having cancer: that death is a necessary part of life, which should influence how people live.

Remember, you should continually return and re-phrase your claim as you write the supporting evidence to make sure you are capturing exactly what you want to say. Writing out the evidence always helps you figure out what you really think.

3. ORGANIZE YOUR SUPPORTING EVIDENCE

Most claims contain multiple parts that require different evidence and should be expressed in separate paragraphs. This claim can be **broken down into two parts**:

A description of how **HAVING CANCER CAUSED JOBS TO FACE DEATH**
and
how **JOBS THINKS DEATH SHOULD SHAPE HOW PEOPLE LIVE**.

3. ORGANIZE YOUR SUPPORTING EVIDENCE (CONT'D)

Here are two paragraphs that support the claim with evidence organized into these two parts.

A description of how HAVING CANCER CAUSED JOBS TO FACE DEATH:

In his speech to Stanford graduates in 2005, Steve Jobs tells a story “about death” because he wants the graduates to realize something he has learned from having cancer: that death is a necessary part of life, which should influence how people live. When Jobs was first diagnosed with pancreatic cancer, he was told that it was incurable and that he would not live long (107-108). Knowing he might die from cancer caused him to remember something he had thought since he was 17, that he should live every day as if it were his last (lines 95-7).

A description of the JOBS THINKS DEATH SHOULD SHAPE HOW PEOPLE LIVE:

In lines 120-1, Jobs introduces his message and tells the graduates that he can state his ideas “with a bit more certainty than when death was a useful but purely intellectual concept.” In paragraph 21, he states several claims that explain how he now views death. He describes Death as “the single best invention of life” and “life’s change agent” because it “clears out the old to make way for the new” (124-125). Jobs’ story about his cancer explains something he has said earlier in paragraph 17: “Remembering that I’ll be dead soon is the most important tool I’ve ever encountered to help me make the big choices in life.” Steve Jobs is telling the graduates that they should live their lives in a meaningful way, because, like him, they never know when life might end.

Notice the phrase, “In lines 120-1, Jobs introduces his message” starting the second paragraph.

Transitional phrases like this one aid the organization by showing how the ideas relate to each other.

4. PARAPHRASE AND QUOTE

Written evidence from texts can be paraphrased or quoted. It’s up to the writer to decide which works better for each piece of evidence. Paraphrasing is **putting the author’s words into your own**. This works well when the author originally expresses the idea you want to include across many sentences. You might write it more briefly. The second line from the first paragraph paraphrases the evidence from Jobs’ text. The ideas are his, but the exact way of writing is not.

When Jobs was first diagnosed with pancreatic cancer, he was told that it was incurable and that he would not live long (107-108).

Some evidence is better quoted than paraphrased. If an author has found the quickest way to phrase the idea or the words are especially strong, you might want to **use the author’s words**. The third line from paragraph 2 quotes Jobs exactly, incorporating his powerful phrases.

He describes Death as “the single best invention of life” and “life’s change agent” because it “clears out the old to make way for the new” (124-125).

5. REFERENCE YOUR EVIDENCE

Whether you paraphrase or quote the author’s words, you must include **the exact location where the ideas come from**. Direct quotes are written in quotation marks. How writers include the reference can vary depending on the piece and the original text. Here the writer puts the line numbers from the original text in parentheses at the end of the sentence.

EVIDENCE-BASED ARGUMENTS CRITERIA CHECKLIST GRADES 6-12 (PART 1)		✓	COMMENTS
I. CONTENT AND ANALYSIS <i>An EBA presents a clear, meaningful position that arises from a comprehensive understanding of an issue and is based on valid claims/premises and supported by relevant evidence.</i>	Clarity and Relevance: Purposefully states a precise position that is linked to a clearly identified context (topic, problem, issue) that establishes its relevance.		
	Conformity to Sources: Presents a position that arises from central ideas and evidence found in a range of diverse, credible and significant sources.		
	Understanding of the Issue: Presents a position based on a comprehensive understanding of the issue, and establishes a series of valid claims/premises that emerge from reasoned analysis.		
	Acknowledgement of Other Perspectives: Recognizes opposing or alternate claims and distinguishes these claims from the stated position. <i>(not a CCSS requirement at 6th grade)</i>		
II. COMMAND OF EVIDENCE <i>An EBA is supported by sufficient evidence and developed through valid reasoning.</i>	Reasoning: Links evidence and claims/premises together logically in ways that lead to the conclusions expressed in the position.		
	Use of Evidence: Supports each claim/premise with valid inferences based on credible evidence.		
	Thoroughness and Objectivity: Represents a comprehensive understanding of the issue where the argument's claims/premises and supporting evidence fairly addresses relevant counterclaims and discusses conflicting evidence. <i>(addressing counterclaims is not a CCSS requirement at 6th grade)</i>		

EVIDENCE-BASED ARGUMENTS CRITERIA CHECKLIST GRADES 6-12 (PART 2)		✓	COMMENTS
III. COHERENCE AND ORGANIZATION <i>An EBA organizes supported claims/premises in a unified and logical way that clearly expresses the validity of the position.</i>	Relationships Among Parts: Establishes clear and logical relationships among the position, claims/premises and supporting evidence.		
	Effectiveness of Structure: Adopts an organizational strategy, including an introduction and conclusion, which clearly and compellingly communicates the argument.		
IV. CONTROL OF LANGUAGE AND CONVENTIONS <i>An EBA is communicated clearly and responsibly with use and citation of supporting evidence.</i>	Clarity of Communication: Is communicated clearly and coherently. The writer's opinions are clearly distinguished from objective summaries and statements.		
	Word Choice/Vocabulary: Uses topic specific terminology appropriately and precisely.		
	Style/Voice: Maintains a formal and objective tone appropriate to an intended audience. The use of words, phrases, clauses, and varied syntax draws attention to key ideas and reinforces relationships among ideas.		
	Responsible Use of Evidence: Cites evidence in a responsible manner that anticipates the audience's knowledge level, concerns, values, and possible biases. Quotes sufficient evidence exactly, or paraphrase accurately, referencing precisely where the evidence can be found.		
	Conventions of Writing: Illustrates consistent command of standard, grade-level-appropriate writing conventions.		

TEACHER RESEARCH UNIT GUIDE		STUDENT MATERIAL	TEACHER MATERIAL
I. INITIATING INQUIRY <i>Students determine what they want to know about a topic and develop inquiry questions that they will investigate.</i>	1. Introduction to Unit	Student Research Plan	Teacher Research Unit Guide
	2. Exploring a Topic	Exploring a Topic TCD Checklist	Exploring a Topic (Annotated)
	3. Conducting Pre-searches	Potential Sources	Potential Sources (Annotated)
	4. Vetting Areas of Investigation	Area Evaluation Checklist	Area Evaluation Checklist
	5. Generating Inquiry Questions	Posing Inquiry Questions	Research Criteria Matrix
II. GATHERING INFORMATION <i>Students find and take notes on sources that will help them answer their inquiry questions and define the scope of their investigation.</i>	1. Planning for Searches		
	2. Assessing Sources	Potential Sources Assessing Sources Handout	Assessing Sources Handout
	3. Making and Recording Notes	Taking Notes	Taking Notes (Annotated)
	4. Building an Initial Research Frame	Posing Inquiry Questions Research Frame	
	5. Conducting Searches Independently	<i>Students repeat steps 1-3</i>	Research Criteria Matrix
III. DEEPENING UNDERSTANDING <i>Students analyze key sources to deepen their understanding and answer their inquiry questions.</i>	1. Selecting Key Sources	Assessing Sources Handout	
	2. Reading Sources Closely	Forming EBC (tool and handout) EBC Criteria Checklist	
	3. Discussing Types of Claims		
	4. Writing Evidence-Based Claims about Sources	Writing EBC Handout Connecting Ideas Handout	Research Criteria Matrix
IV. FINALIZING INQUIRY <i>Students synthesize their information to determine what they have learned and what more they need to know about their area of investigation. They gather and analyze more information to complete their inquiry.</i>	1. Addressing Inquiry Paths	Forming EBC Organizing EBC Synthesizing EBC	
	2. Organizing Evidence		
	3. Evaluating Research	Research Evaluation	Research Evaluation Checklist
	4. Refining and Extending Inquiry	<i>Students repeat Parts II and III</i>	Research Criteria Matrix
V. DEVELOPING AND COMMUNICATING AN EVIDENCE-BASED PERSPECTIVE <i>Students review and synthesize their research to develop and communicate an evidence-based perspective on their area of investigation.</i>	1. Reviewing Research Portfolios	Organizing EBC Synthesizing EBC	Research Criteria Matrix
	2. Expressing an Evidence-Based Perspective	Evidence-Based Perspective EBC Criteria Checklist Connecting Ideas Handout	Research Criteria Matrix
	3. Writing a Bibliography		
	4. Preparing to Meet Research Purposes		

Britain Enforces Imperialism

Imperialism is when one country seizes control or authority over another country. Europeans have been infamous in history, for imperialism. The Industrial Revolution provided European countries to add land to their countries. Forces that drove imperialism at the time included the search for new markets and raw materials, to improve countries economies. Another would be a sense of national pride, because countries were determined to call any piece of land their own. The Europeans developed the theory of Social Darwinism, which basically stated that the lighter skin you have, the higher your "chances of survival" in a society were. This theory created a sense of superiority, which was one of the values that clashed with the natives of each country Great Britain infiltrated. Africa and India were two countries that were greatly affected by Great Britain.

In Africa, they lived in a society where the people believed in gender equity, polygamous relationships, sentimentalism, and had an absence of economy. Once the British took over, they had values that clashed with one another. African society had an absence of materialism. Their value lied within sentimentalism; through objects or heirlooms passed down by ancestors. The British on the other hand, ran their societies though the value of materialism. They valued profitable items, instead of sentimental ones. In an excerpt from a text by Bartolome de las Casas, he states "they prize bird feathers, fishbone, beads, stones and put no value on gold or other precious items". This quote shows that, due to the fact that they did not care much for the "precious" items, it was probably easy for the British to take advantage of them. To add on to the former quote, he also wrote "they showed no commerce, and relied on nature for all their resources". Since they did not establish any form of commerce or an economy, it gave the British an advantage to take their resources and sell them for a profit. When the Europeans arrived to Africa, they had begun with the mindset that they were automatically better than the natives. This sense of Superiority clashed with the Africans. In the passage written by Christopher Columbus, he described "the slaves were as naked as the day they were born, and showed no more embarrassment than animals". They enforced their superiority onto the Africans by beating, humiliating, and harassing the natives, till they established that they were a minority.

The British left long term effects on Africa. Some of these include advances in their society, change in religion, and poverty. Although most of what Britain had done to Africa were not beneficiary, they had brought some advances to African societies and communities. When the Europeans arrived, they were determined to assimilate all the natives, and so they forcefully caused the natives to convert to Christianity. Even once the British had left, some African tribes parted from their traditions and stuck to Christianity. After the British had stripped Africa of all its resources, they had left it in a great poverty.

India was another country greatly affected by Great Britain. At first, Britain had not seen much potential in India, but the aftermaths of the Industrial Revolution left them in demand for resources, which India had. India had no central government when the British started setting up trading bases there, so technically they did not invade. They just claimed the land as their own. Indians held certain values that clashed with the British upon

their arrival. These values included polytheism, and commercialism. In India, the dominant religion before British imperialism was Hinduism. Hinduism is a polytheistic religion. The British, on the other hand, were Christians, and Christianity is a monotheistic religion. This difference created a problem the British forced the Indians to convert to Christianity. Another value that clashed was commercialism. The aftermath of the Industrial Revolution made India a very profitable asset to Great Britain's empire. India had a bountiful of natural resources when East India Company came for trade relations. It was the largest producer of crops. Spices were constantly sold and exported. India was one of the largest producers of tea, and cotton. They were also rich in mineral resources such as coal, iron, and gold. They mined gems. All in all, the British highly profited from having India as a part of their empire.

As expected, the British had left long term effects on India. As usual, Imperialism destroyed India economically and politically. It drained India's wealth because they took all the resources and materials, and sold it for their own profit. But as a result of this, foreign powers grew an interest in India, and created new means of transport and communication. India was also introduced to modern technology and education.

Although some of their actions were inhumane and totally unethical, I think we have to admit that Great Britain was the epitome of Imperialism. They got what they wanted, and left. In India and Africa, they made huge profits off of their resources and raw materials, stripped each country of their money, converted them to their religion, and established a superior position in their mindsets.

Student 2 Sample

Imperialism in some cases may be considered as something that could be beneficial or damaging. Or maybe even both. Imperialism was very much so the theme of the 18th and 19th centuries. To describe Imperialism, it is when a stronger country conquers another country or territory by establishing economic and political dominance over other countries, just like Europe did with parts of Africa. Africa was seen as a place for raw materials and as a market for industrial products. This is why the Europeans thought they were obligated to seize vast areas of Africa so they can get these raw materials. However, it was not just Africa who had raw materials that the British were interested in. It was also India that the British felt they can gain something that the people in India had. Throughout the era of Imperialism, The Europeans valued quite a few things based on the places they had conquered. In Africa they valued control and race and in India they valued territory and industrialization. These types of values that the Europeans kept in mind allowed them to conquer these countries the way that they did and change the course of history for the nations and the people in those nations.

Corresponding to what was said before; The Europeans conquered territories in Africa because Africa was known for their raw materials. Since they valued control, they felt as so they had an advantage. Control to them was basically the foundation to establishing economic and political, and social policies and views. For instance, they controlled parts of Africa by making treaties and setting up colonies. For example, King Leopold II sparked interest in the Congo and got help from an American news reporter Henry Stanley who explored the Congo River himself and helped Leopold sign treaties with the local chiefs of the Congo River valley. The treaty helped Leopold of Belgium have control over these lands. However, he wanted to establish colonies and abolish slavery and promote Christianity, but he approved companies that brutally exploited Africans by forcing them to collect sap from rubber plants. Millions of Congolese people died due to the abuse. This proves to show that Europeans did brutal things just so they can have some type of control over a territory. As for the Europeans valuing race, it set another force of driving imperialism. Many Europeans believed that their race was superior to others races which happens to be racism. Their attitude was based on "Social Darwinism", which is a social theory on "survival of the fittest". Europeans believed that those who were fittest for survival are the ones who enjoyed wealth and success and were considered superior to others. Since they thought they were superior to other races they wanted to bring progress to other countries that did not have scientific and technological progress. And the place that did not have this progress was Africa one of the main reasons why the Europeans felt as if so they had to conquer places in Africa.

The British showed their use of imperialism in India through their values of industrialization and colonialism. They valued industrializations because India had raw materials that the British could profit from. India was their supplier for made good. The British also set up restrictions so that the Indian economy could not operate on its own. The British policies only wanted India to produce raw materials for British manufacturing and to buy British goods. For example India's own textile industry was almost put of business by the imported British textiles because of the British policies they establish and competition was prohibited. India became really valuable when the British established transportations of trade such as railroads. Most of the goods that were being transported were raw materials that were agricultural products produced on plantations. Plantation crops included tea, indigo, coffee, cotton, and jute. As for the value of colonialism both benefited and harmed India. It harmed the

Indians because the British held most of the power economically and political wise. Which led to there being cash crops being reduced in food production which caused a famine and there was a policy that didn't allow their religious and social customs. However, colonialism helped the British achieve being the third largest railroad network. This helped India to develop a modern economy and unite with other connected regions. As well as amongst many other things that helped India.

Europeans in Africa changed the course of history in Africa by the Africans gaining their independence for European countries. It helped people realize that you should not think you are superior over another because of your race and that no one should be kept as a slave. This example of imperialism shaped the way of how there are different types of ways of taking control and what should be mostly valued. It also made Africans realized that the resources around them are valuable and could be beneficial. Just by the imperialism taken place in Africa might have made the people in those countries stronger and their land more resilient. As a result of imperialism, lifespans increased and literacy rates improved. Also, being positive was the economic expansion. As for the British imperialism in, British imperialism changed their history by allowing the people of India into governing themselves. It also allowed India to be more modernized.

In all, I learned that imperialism was not the best thing for all nations and people. It may help benefited some but mostly harmed a lot of people. I learned from the mistakes that the Europeans have made during these times that you can always compromise to get what you want. From this information I learned that a stronger country should help or bring progress to a less fortunate country and they should both help benefit from one another. I also learned that the Europeans are very intelligent in ways of taking control such as colonialism, but could use their ways in a more cohesive manor where no one gets hurt. A continent such as Africa and a country such as India should be more valued because they do have resources that we can all benefit from.

Student 3 Sample

In the past imperialism has been thought to be something that helped increased the industries production and helped create a stronger economy. Imperialism came at a cost of many people that worked under oppressing governments. These oppressing governments had harsh punishments and agreements between the local chiefs and princes. These so called governments would use trickery to declare ownership over land that did not belong to them. Two examples of imperialism are the Europeans that invaded Africa and Britain invading India. Within these two examples there are values that the Europeans used to set out their purposes for which they invaded Africa and India.

It had begun with the Europeans invading Africa. There was a conference in which determined the division of Africa. As said in the World History Textbook, the conference was called the Berlin Conference. It states that "The competition was so fierce that the Europeans feared war among themselves." The European countries could claim any land in Africa by notifying other countries and by showing to be capable of controlling that specific part. They divided the land with no prior knowledge of ethnic groups or linguistic groups, as said in the textbook. No African ruler was invited in the conference.

One value that led the Europeans to act as they did was wealth. As stated in the World History book on page. 774 the forces that drove imperialism in Africa were the need for new markets. As the European nations grew industrially they also searched for raw materials. The raw materials in Africa helped improve their economy. Another value that forced imperialism was superiority. They believed that their purpose was to crate national pride. Each country wanted to attain as much land as possible. Many European countries believed that they were superior than other people. They had use Social Darwinism. The Europeans believed that those who were fittest to survive enjoyed wealth and success and were considered to be superior to others in comparison (775). The non-Europeans were considered to be on a lower scale because they did not come close to the European's scientific and technological progress. This is how they also excused themselves by taking their land. They felt as though they needed to bring the progress that they had into the country that they were invading.

One other example of imperialism is Britain's invasions in India. Britain became quite interested in India's raw materials. The raw materials could help expand Britain's market. They found that India was most valuable because of their large amount of people, 300 million people to be exact. Britain sought out to conquer India by restricting them from operating on their own. Britain had put policies that dominated the Indian people. For example they had put a policy that called for India to produce raw materials for British manufacturing and to purchase British products. They also had a policy in which the Indian people could not have competition with British goods.(791)

One of the values that drove Britain to incorporate imperialism within India was education. They felt as though they had a burden put upon them to educate the people of India. They believed that they must help the country progress along with them. Another value that India had was communication. Since India was beginning to expand economically they needed to expand on their communications between countries. In order for this to happen they needed to establish a railroad network. The railroads were used to transport raw materials. These raw materials consisted of agricultural products. Due to the demand for cash crops there was no food production and people died from famine. Another means of communication was the telephone, telegraph lines, dams, and bridges. These were positive effects of imperialism.

Imperialism has negative and positive effects in the invaded country. Some of which are brought upon by the European values. The positive effects are expansion in technology, communication, and education. Within these two invaded countries there are pain and loss, yet so much learnt and gained in the end.

Student 4 Sample

Around the 18th and 19th centuries, Europeans gained control over countries much weaker markets than they. This concept of a stronger country dominating a weaker one is known as imperialism. Back in those days Europeans, were the ones in power and they intended to take over other countries such as Africa and India. European imperialism rose when Europeans were interested in certain values that were found on these lands. And all this changed the history for people who lived in those regions.

One of the countries that has been affected by European imperialism was Africa. Europeans have been trying to gain access to Africa for over 400 years, but around the eighteenth century they finally got what they wanted. In the late 1800's King Leopold II of Belgium obtained control over the lands of the Congo through multiple contracts attained by a reporter known as Henry Stanley. Leopold's primary reason for owning these lands was to abolish slavery and spread Christianity. Leopold soon lost his control over the lands because of his harsh rules, during his reign. "They were dying slowly -it was very clear. They were not enemies, they were not criminals, they were nothing earthly now, -- nothing but black shadows of disease and starvation, lying confusedly in the greenish gloom. Brought from all the recesses of the coast in all the legality of time contracts, lost in uncongenial."(Heart of Darkness). But Belgium wasn't the only country interested in African lands other countries such as ... "Britain, Germany, Italy, Portugal, and Spain were also claiming parts of Africa."(p.774). These European nations sought more than just land they were looking for improvement in their economies and in order to do this they needed new markets and raw materials. The concept superiority sparked another reason for wanting to take over other countries. Racism was a common problem among the Europeans and the Africans, and due to this something known as Social Darwinism came to view. Social Darwinism was a theory stating that , "Those who were fittest for survival enjoyed wealth and success and were considered superior to others ... non-Europeans were considered to be on a lower scale of cultural and physical development because they had not made the scientific and technological progress that Europeans had ".(p.775) .

Superiority drove Europeans towards the need for expanding their empires, and they were able to accomplish this with all of their technological advancements. The automatic machine gun helped them whenever they needed to threaten, or kill people and the steam engine allowed them to travel from place to place with ease. The land of Africa also became easy to conquer because of a variety of languages spoken which limited the possibilities of unity among the African people. Natural resources such as diamonds and gold increased the interest of dominating Africa. Soon every European country knew about the discovery and they wanted some of these resources, so in order to prevent conflict among themselves they had a conference known as the Berlin conference in which these European nations decided that whenever one was to take over a part of Africa they were to notify all the other nations and they also had to show their capability of being able to control the area. These actions changed the fate of the African lands because they had now lost their independence, and lost the control over things they owned such as natural resources found in their lands. Imperialism changed the way that the Africans lived because of the multiple disputes about lands that led to constant wars. But if you look on the bright side

Africans sanitation and literacy rates rose.

Another country that was affected by European imperialism was the country of India. "The East India Company was the leading power in India" and the British government was in control of it. According to the British India was the "jewel in the crown" and the reasoning being that " ... India produced raw materials for British manufacturing ... ", and also because of transportation. After, "... establishing a railroad network ... " in India it became a valuable colony for the British because, "Railroads transported raw products from the interior to the ports and manufactured goods back again" (p.792). Some of the raw materials produced in India were: tea, indigo, coffee, cotton, and jute. This colonialism in India had both positive and negative effects of the Indian people. It was good because India developed, " ... a modern economy ... sanitation and literacy rates increased ..." On the bad side of colonialism was that Indian- owned industries were restricted and as a result they couldn't earn their own profit, and due to cash crops food production was reduced, " ... causing famines .. ".

Like Africa there was a sense of racism being portrayed towards the Indians, and this is because the Indians believed that the British were trying to convert them to Christians, and they first suspected this after a rumor spread between the Sepoys saying that the cartridges of their rifles, " ... were greased with beef and pork fat. To use the cartridges, soldiers had to bite off the ends." And so the Hindus who considered the cow to be a sacred animal and the Muslims who simply did not consume pork were outraged by the news. So the next time that they were given the rifles to use they refused and this infuriated the British whom decided to send them to jail, the next day they rebelled, " ... they were joined by Indian soldiers stationed there. They captured the city of Delhi. From Delhi the rebellion spread to northern and central India." This event was known as the Sepoy mutiny, the mutiny created distrust among the British and the Indians.

Imperialism is something that has had great effect on the places that have been touched by it. It can be either good or bad, but it always changes the history in the region in which it occurred. The reasoning behind imperialism is as simple as the word value which is something important or of high cost. A value can be, political, social or economic but all of them have effects on people. Some historical examples occurred in Africa and India. In Africa things changed for the better even though there were some cons. And India, didn't really improve much and till now proves my point of imperialism affecting a country negatively. These are just some examples of how imperialism can change a place and its history.

Student 5 Sample

Throughout history, powerful nations have usually interfered with weaker developing nations for many different purposes. Some of the purposes are to get natural resources, land, new markets for their goods, and to spread religion. Nations valued industrial production and they relied on other countries for their resources and products. As a result, colonial powers seized vast territories during the 19th and early 20th centuries. This was the beginning of imperialism.

Political, social, and economic values led the charge behind European Imperialism in the 18th and 19th centuries. These invasions into previously separated territories changed the course of history for nations and peoples in those regions. Many European nations looked to Africa as a source of raw materials and as a market for industrial products. European nations became competitive with one another over land. There was an increased pressure to practice imperialism in order to balance the power in Europe.

Europeans established contacts with sub-Saharan Africans as early as the 1450s. Europeans who went through the African lands were usually explorers and missionaries. The Industrial Revolution gave European countries a reason to add lands to their control. They searched for new markets and raw materials to improve their economies. African lands had all the resources they needed for manufactured goods. Europeans thought that if they colonize those areas, they would eventually take over it.

According to Joseph Conrad's Heart of Darkness, Africans were "black crouched shapes" that worked all day, and some died due to the work that they did. The Africans had chains around their necks and were chained to one another. The British assimilated their cultures into the African lands. Non-Europeans were considered to be on a lower scale of cultural and physical development because they had not made the technological progress that the Europeans had. European imperialists took over power as they dominated the African continent. According to Columbus, his men could conquer all the natives and make them into servants. They always thought of the indigenous cultures as ignorant and put themselves in a higher

standard. This is because they valued superiority. They were racist against other cultures and demanded them to convert into theirs. By doing this, they would take control over specific areas because of the same cultures and the way people would listen to what the Europeans commanded.

Native American lands contained gold which meant wealth for the British. They strived for those lands because they valued wealth and it would give them more control and power. They would be able to dominate more nations than the other nations that were "competing". Native Americans had rivers that contained gold in them. They had slaves work for them just so they could get the wealth and power.

British Imperialism had a large impact on India. British economic interest in India began in the 1600s when the British East India Company set up trading posts. The company's main objective was to make a profit by exploiting the natural resources and gaining access to the markets in India. The Industrial Revolution turned Britain into the world's workshop and India was its supplier for raw materials. India produced raw materials for British goods and for manufacture. Britain valued India for its raw materials. It helped them to produce agricultural products and plantation trade easily. They also developed railroad systems that helped them to transport and trade the products.

The Britains also valued servants just like the other Europeans. Jobs were strictly regulated, which is why such large servant staffs were required. They did their work and maintained the crops and the transportation systems. India was both benefited and harmed by the British colonies. The British held much of the political and economic power. The British adopted a hands-off policy regarding Indian social and religious customs. The British valued its own customs and beliefs and didn't want the Indians customs. The Indians rebelled due to social and economic problems that they were facing.

All of these nations and their new rules, due to imperialism, had a change in the way people lived back then and today. If the British didn't have any interest in the African lands, maybe there wouldn't have been any slaves in those lands or any competing over lands. The period of imperialism was a time of great power and domination of others mostly by European

powers. The lands of the world were all claimed and all of them had it's diversity. Cultural diffusion occurred which led to an exchange of ideas throughout nations. Imperialism was a very profitable policy and it changes the cultures back which resulted in our beliefs and the way we see nations today.

Student 6 Sample

Imperialism is a term that isn't used much for an everyday conversation. One may define it according to how the word may sound like to them. Imperialism is when a nation extends its power by dominating and controlling nations who were much weaker than them. This action can leave such an impact on not only those who imperialism impacted, but also imperialists themselves. Some had a result which they didn't really expect coming. But however one way or another, found a way to get revenge back. In this essay, the period of New Imperialism will be discussed. The political, social, and economic values of Europeans during European Imperialism and their domination of Africa and India as well as the impacts, both positive and negative, that it left behind.

Motives for Imperialism can vary. Each nation will seek to dominate the weaker nation that has what benefits them. Common motives for the New Imperialism were economic interests: the need of raw materials to supply factories and invest the products, their political and economic interests were for colonies, which were the basis for resupplying ships, including warships. Here, Africa and India will be compared and contrast. We will see how imperialism impacted them in both the negative and positive. It's weird to hear how something that harmed you also had a positive side to it, which is exactly what happened during the time of imperialism.

Europeans had strong values for different things. One main thing they valued was their race. As stated in the textbook in the section of "The Scramble for Africa," Europeans thought that they were better than other people. When one believes that their race is better than others, the term used for it is racism, which is exactly what the Europeans were. They used the Social Darwinism theory to apply this. The imperialists argued that Charles Darwin's theory of "survival of the fittest" was natural for the stronger nations to dominate the weaker ones. This helped them to the domination of Africa. Europeans wanted to civilize, or better said, "Westernize" Africa. They believed that Western advantages would make the economy stronger; it would have well organized governments, powerful armies and navies, and superior technology, which was a big benefit for their domination. The invention of the Maxim Machine Gun was a huge advantage. While the Africans fought with what they knew to make themselves, the Europeans had the maxim machine guns, which shot 303 bullets at 500 rounds per minute. By the 1800's, European power had swept into Africa, within approximately 20 years; they had carved up the whole continent and dominated its millions of peoples.

From the passage of "Heart of Darkness," written in 1902 by Joseph Conrad, he stated what he saw in Africa. One quote states the following, "Black rags were round their loins, and the short ends behind wagged to and fro like tails. I could see every rib, the joints of their limbs were like knots in a rope; each had an iron on his neck, and all

were connected together with a chain whose bights swung between them, rhythmically clinking." From this passage, it leads us to Europeans second value, control. The more control you had, the more powerful you would be. The Berlin Conference (1884-85) adopted provisions for dividing up the continent. The agreement made was that any European country was able to claim land in Africa under the circumstances of notifying other nations, and proving it could control the area.

The second nation to undergo the power of imperialism by European Imperialists was India. India was dominated by the British, who the reason they were able to conquer a vast territory was most likely because of India being such a diverse country. One advantage given to the British for the domination of India was the differences in speaking a language. Since India spoke different languages, it was hard for them to unite. The way British took advantage of this was by playing off rival princes against one another. Regardless of this, British considered India to be the brightest "jewel in the crown," the most valuable one because of the profit it gave the British. This here leads us to another value ... profit. Because of the work India did, it turned Britain into the world's workshop. However, India had restrictions that would not allow them to operate their economy on its own. They were to produce raw materials for British manufacturing, and buy British goods.

Indian soldiers were called "Sepoys." The governor of Bombay, Montstuart Elphinstone would refer to them as "a delicate and dangerous machine," this pretty much proves how useful the Indians were. However, the Sepoy's had rebelled against British officers after they were instructed them to bite open rifle cartridges which were believed to have been greased with cow and pig fat. Now why would something like this affect them so much? Well, Hindu's consider the cow sacred, and Muslims do not eat pork. Few historians call this "Sepoy Mutiny." The Massacre at Cawnpore in 1857 is on of the most violent wars in history. Lead by the rebelling Sepoys, located at the major point of the Ganges, a British garrison was located. The British were allowed to leave, however gun shots fired. British were slaughtered, and the survivors were put to the sword. On July is", a group of men, including town butchers, entered their residence armed with knives and hatchets and hacked all the women and children to pieces. The dead bodies were thrown down a well. The British didn't leave it like this, instead of just turning and walking away, they seeked vengeance. The way this was done was by tying their bodies tied to some machine and having them blown into pieces in front of the other soldiers. This here shows that British valued revenge ... a lot.

Other than just the negativity that happened during the imperialist time, there was some positivity from it too. For Africa, there was a change in their lives when an attempt to establish a colony was made. The larger nations gave to the smaller nations. They collaborated in making railroads, canals, roads etc. For India, a very positive change that Britain gave was introducing new technology; they created the world's third largest railroad network. Along with this, they created telephone and telegraph lines, dams, bridges, and irrigation canals too. Schools and colleges were founded, literacy had increased.

Many times, things tend to happen around us without us realizing how strong of an impact it will leave behind as the time goes on. This is what this essay on imperialism has taught us here. It wasn't just gaining control of another nation, but also the way it was done and what was done while being in control of it. Some may see power obtainable in many different ways. However, others can be so blind by ambition that they will do whatever it takes to have control of what could be such a big benefit for them as it was for the Europeans and the British. We read about it and think how disgusting and unfair these people were, yet we don't know if these people think the same of them as the story continues to be retold. But without realizing history is our example of how much one thing can be valued in many different ways by either the same or different people.