COMMON CORE TEACHER INSTITUTE
Sunday, October 6, 2013

GRADES 6-12 ELA AND LITERACY
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Student Achievement Partners, Teaching Channel
“THE SIGNIFICANCE OF THE FRONTIER IN AMERICAN HISTORY”:
A TEXT-BASED LESSON IN HISTORY

KATHY THIEBES

“The Significance of the Frontier in American History”
– Frederick Jackson Turner

Information:
Discipline/Course/Grade: Social Studies, US History / AP US History – 10th grade
Author: Kathy Thiebes

Context/Overview: The following is a “mini-task,” or lesson, that is part of a larger Literacy Design Collaborative (LDC) module. In the module, students are introduced to a teaching task and spend 2-4 weeks working to accomplish the task. Students will learn skills defined by the teaching task and the Common Core State Standards in the process of completing the module. Prior to the mini-task demonstrated in this lesson, students will engage in multiple activities to break down both the teaching task and LDC rubric to gain an understanding of the expectations and skills required to accomplish the task. In this mini-task, students are introduced to a small piece of the text and focus on mastering the skills of determining central idea, citing evidence from the text, and determining the meaning of words and phrases as they are used in the text.

Social Studies Content: The social studies context of this module is the “Great West” in late 19th century America. This time period was highly significant in the development of industrialization and westward expansion. The experiences of Americans during this time period varied greatly by culture and region, but each made an important contribution to the changing American economy, politics, and culture. Frederick Jackson Turner’s essay, “The Significance of the Frontier in American History”, written in 1893, is considered one of the most influential essays written on United States History. In his essay, Turner analyzes the development of American history and emphasizes the role of the western frontier in shaping American character and identity. His perspective continues to be debated amongst historians today. This topic provides students the opportunity to read complex primary sources and also allows for critical thinking and debate of historical perspectives and relevance to American society today.

Literacy Design Collaborative: The LDC framework starts with “template tasks” that have the CCSS literacy standards “hardwired” in. Teachers then put in their own content. Each template includes a “fill-in-the-blank” prompt and a scoring rubric. – LDC Guidebook

For this module, I selected Template Task 6 (Argumentation/Evaluation) from the LDC Template Task Collection to write my teaching task: [Insert optional question] After reading __________ (literature or informational texts), write __________ (an essay or substitute) in which you discuss __________ (content) and evaluate __________ (content). Support your position with evidence from the texts.

TEACHING TASK: After reading Frederick Jackson Turner’s “The Significance of the Frontier in American History,” additional primary and secondary sources, and viewing multimedia, write an essay in which you discuss Turner’s thesis and evaluate its validity and relevance for shaping American history and character. Be sure to acknowledge competing views. What implications can you draw for America today?
## Skills Cluster 2: Reading Process

<table>
<thead>
<tr>
<th>PACING</th>
<th>1 class period (55 minutes)</th>
</tr>
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<tbody>
<tr>
<td><strong>SKILL &amp; DEFINITION (CCSS)</strong></td>
<td><strong>Active Reading:</strong></td>
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<tr>
<td></td>
<td>• Ability to cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. (RH 9-10.1)</td>
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<td>• Ability to determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. (RH 9-10.2)</td>
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<td>• Ability to determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies. (RH 9-10.4)</td>
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<td>• Ability to integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. (RH 9-10.7)</td>
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<td>• Ability to read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently. (RH 9-10.10)</td>
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<td>• Ability to initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. (SL 9-10.1a)</td>
</tr>
<tr>
<td><strong>PRODUCT &amp; PROMPT</strong></td>
<td><strong>Product:</strong> The mini-task product is a summary of the text/author’s claim. <strong>Prompt:</strong> Summarize the author’s claim by using the “fab four” words you identified from the text.</td>
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<tr>
<td><strong>SCORING</strong></td>
<td><strong>Meets expectations if...</strong></td>
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<tr>
<td></td>
<td>• Students participate in partner discussions.</td>
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<td></td>
<td>• Text annotations are a Level 2 on the Active Reading Rubric.</td>
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<tr>
<td></td>
<td>• Students write a summary using their “fab four” words that are truly essential when discussing the author’s claim.</td>
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<tr>
<td><strong>INSTRUCTIONAL STRATEGIES</strong></td>
<td><strong>Opening Journal Prompt:</strong> What information about the Great West can you identify or infer by examining this primary source? How does this connect to what we’ve learned about the experience of Americans in the Great West?</td>
</tr>
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<td></td>
<td>• Display the painting <em>American Progress</em>, by John Gast (1872). Give students time to respond independently in their journals. Next, invite students to share their responses with a partner. Finally, share responses as a class and create a word wall with list of vocabulary/concepts the students connect to the photograph. <strong>This painting will be analyzed further in following lessons.</strong></td>
</tr>
</tbody>
</table>
**INSTRUCTIONAL STRATEGIES (CONTINUED)**

**Prompt #1** – When reading a text, how do you know what vocabulary and phrases are important?

- Students will brainstorm strategies and share out as a class. Teacher will write the strategies on the board.

**Prompt #2** – First, read the text once independently, annotating as you read. In partners, take turns actively reading the text in chunks, pausing after each to discuss and note your questions, comments, or analysis of the text.

- Teacher models active reading skills with the first chunk of the text. In partners, students will then actively read aloud to each other (taking turns for each chunk) and discuss its meaning in relationship to the essential question. Encourage students to use the strategies discussed at the beginning of class to support their processing of the text.

**“FAB FOUR” ACTIVITY**

**Prompt #3**: The “fab four” activity is a strategy to help you identify the central idea of the text. With your partner, determine the four words from this text that most exemplify the author’s central claim. Use the sentence frames to help guide your discussion.

- In this activity, students will engage in conversations about why each word selected is the most meaningful to the author’s claim. They will use sentence frames to help guide the discussion (attached). Once they have selected their four words, invite students to share their “fab four” with the class. Teacher writes words on the board. Allow students time to change their choice of words if they wish.

**Prompt #4**: With your partner, use your “fab four” words to write a summary of the author’s claim.

- As students use their “fab four” to write a summary of the author’s claim, encourage them to keep it succinct. Students will record their claim on chart paper to post around the classroom. Students will have the opportunity to do a gallery walk to read the other statements.

*For advanced students, require them to write a summary of exactly 25 words.

**As an additional activity, students can vote for the best summary.**

**Exit Activity Prompt**: What is America’s new “frontier”? For Americans in the 19th century it was land. What is it today?

- Play a 30 sec. clip of a TedTalk on the Internet as the new frontier. This can be used as an exit slip, short discussion, or just a “food for thought” piece.
In this lesson, students read a piece of complex text from a primary source: Frederick Douglass’s speech, “The aktual freedom of the negro in America.” They discuss the significance of the speech in the context of African American history. The task is to analyze Douglass’s arguments and provide evidence for their understanding of his perspective on abolition.

Evidence Observed/Noted:
- Students comprehend the main ideas of Douglass’s speech.
- Students provide textual evidence to support their arguments.

Indicators:
- Students can identify key events and themes in the historical context.
- Students can analyze primary sources and draw conclusions.

Core Action: Focus on each lesson so that students can achieve a high-quality text (or multiple texts).

Instruction: Students discuss the significance of Douglass’s speech and how it relates to the broader themes of abolition and freedom. They are encouraged to provide evidence from the text to support their arguments.

The Common Core State Standards for English Language Arts:
- CCSS.ELA-Literacy.RH 9-10.1: Cite specific textual evidence when writing or speaking to support conclusions drawn from reading or analyzing historical/social studies texts.
- CCSS.ELA-Literacy.RH 9-10.2: Determine the meaning of words and phrases in historical/social studies texts relevant to a learning task.

Standards Addressed:
- RH 9-10.1
- RH 9-10.2
- RH 9-10.3
- RH 9-10.4

Teacher:
- Date: 6/24/13
- Class: History
## CORE ACTION 2: Employ questions and tasks that are text dependent and text specific.

### INDICATORS

<table>
<thead>
<tr>
<th></th>
<th>EVIDENCE OBSERVED OR GATHERED</th>
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| A. Questions and tasks address the text by attending to its particular structure, concepts, ideas, events and details. | 1. Questions and tasks do not refer directly to the text and instead elicit opinion answers.  
2. Questions and tasks require students to cite evidence from the text to support analysis, inference, and claims.  
3. Questions and tasks require students to cite evidence from the text or data.  
4. Questions and tasks do not explicitly require use of academic or domain-specific language.  
5. Questions and tasks intentionally support students in developing facility with academic and domain-specific language. | Notes:  
* The teaching task and guiding questions/prompts in this lesson are intended to support students in using vocabulary in the text to analyze the author's claim. Through discussion guided by sentence frames, students support each other in citing evidence from the text to explain their selection of essential vocabulary as it relates to the overall meaning of the text.  
* Students delve deeply into the text by both analyzing key vocabulary and using that vocabulary (the author's words) to determine the author's central claim. |
| B. Questions and tasks require students to cite evidence from the text to support analysis, inference, and claims. | 1. Questions and tasks can be answered without reference to evidence from the text or data.  
2. Questions and tasks require students to cite evidence from the text or data. | |
| C. Questions and tasks require students to appropriately use academic language (i.e., vocabulary and syntax) from the text in their responses or claims. | 1. Questions and tasks do not explicitly require use of academic or domain-specific language.  
2. Questions and tasks intentionally support students in developing facility with academic and domain-specific language. | |
| D. Sequences of questions support: students in delving deeper into text, data, or graphics to support inquiry and analysis. | 1. Questions do not follow a clear sequence or are all at the same level of depth.  
2. Questions are sequenced to support and challenge students in deep examination of the text. | |

### CORE ACTION 3: Provide all students with opportunities to engage in the work of the lesson.

### INDICATORS

<table>
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<th>ILLUSTRATIVE STUDENT BEHAVIOR</th>
<th>EVIDENCE OBSERVED OR GATHERED</th>
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<tr>
<td>A. The teacher provides the conditions for all students to focus on text.</td>
<td>Students persist in efforts to read, speak and/or write about demanding grade-level text(s).</td>
<td>1 2 3 4</td>
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<td>B. The teacher expects evidence and precision from students and probes students' answers accordingly.</td>
<td>Students habitually provide textual evidence to support answers and responses.</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>C. The teacher creates the conditions for student conversations and plans tasks where students are encouraged to talk about each other's thinking.</td>
<td>Students use evidence to build on each other's observations or insights during discussion or collaboration.</td>
<td>1 2 3 4</td>
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<tr>
<td>D. The teacher acts on knowledge of individual students to promote progress toward independence in grade-level literacy tasks.</td>
<td>When possible, students demonstrate independence in completing literacy tasks.</td>
<td>1 2 3 4</td>
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Notes:  
* This lesson includes multiple levels of support for all learners through teacher modeling and student discussion.  
* Students use sentence frames to support a positive environment for sharing ideas and reasoning while encouraging students to support their ideas with evidence from the text.
“The Significance of the Frontier in American History”
- Frederick Jackson Turner, 1893

**TEACHING TASK:** After reading Frederick Jackson Turner’s “The Significance of the Frontier in American History”, additional primary and secondary sources, and viewing multimedia, write an essay in which you discuss Turner’s thesis and evaluate its validity and relevance for shaping American history and character. Be sure to acknowledge competing views. What implications can you draw for America today?

**Directions:** Read the following excerpts independently. Use your active reading skills to show your metacognitive processing of the information. Then, with a partner, take turns reading aloud the chunks of texts and jotting down comments, questions, and analysis of each piece.

**Excerpt:**

Each frontier did indeed furnish a new field of opportunity, a gate of escape from the bondage of the past; and freshness, and confidence, and scorn of older society, impatience of its restraints and its ideas, and indifference to its lessons, have accompanied the frontier. What the Mediterranean Sea was to the Greeks, breaking the bond of custom, offering new experiences, calling out new institutions and activities, that, and more, the ever retreating frontier has been to the United States directly, and to the nations of Europe more remotely. And now, four centuries the discovery of America, at the end of a hundred years of life under the Constitution, the frontier has gone, and with its going has closed the first period of American history.

<table>
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<th>Notes</th>
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“Fab Four” Activity

The “Fab Four” activity is a strategy to help you identify the central idea of the text. With your partner, determine the four words from this text that most exemplify the author’s central claim. Use the sentence frames to help guide your discussion.

**Discussion Sentence Frames:**

I believe ______ is a “fab four” word because ______.

I believe _____ is a “fab four” word because in the text the author says ________.

I believe _____ is a “fab four” word because the author infers _____ when he says ______.

I believe ____ is a “fab four” word because when the author says _____, it makes me think _____.

**Collaboration:**

I believe your choice of the word ____________ is interesting because ________.

I wonder how your choice of the word ____________, connects to ________.

I believe that your word choice ____________ is also supported when the author says _____.

When the author says _____, how does that ___ (support / contradict) your word choice?

**“Fab Four” Words:** Brainstorm and final word selection

**SUMMARY:** With your partner, use your “fab four” words to write a summary of the author’s claim.
FREE, HIGH-QUALITY RESOURCES TO HELP EDUCATORS IMPLEMENT THE COMMON CORE STATE STANDARDS

The following list of resources was developed as part of the NBC News Education Nation Common Core Teacher Institute, in partnership with leading non-profits and teachers unions focused on implementing the Common Core: America Achieves, American Federation of Teachers, National Board of Professional Teaching Standards, National Education Association, Student Achievement Partners, and the Teaching Channel. In addition, videos from the Education Nation Common Core Teacher Institute will be available online at www.educationnation.com/teacherinstitute.

Achieve The Core
Achieve The Core, brought to you by Student Achievement Partners, is a website full of free content designed to help educators understand and implement the Common Core State Standards. It includes practical tools designed to help students and teachers see their hard work deliver results. achievethecore.org was created in the spirit of collaboration - the content available on the site is assembled by and for educators and is freely available to everyone to use, modify and share.

www.achievethecore.org

CCSS Instructional Practice Guides
The CCSS Instructional Practice Guide provides specific guidance on what the Common Core State Standards in Mathematics and English Language Arts & Literacy look like in the classroom. It is intended to help teachers (and those who support teachers) build understanding of the CCSS and strengthen practice; it can be used for planning and self-reflection, peer-to-peer observation and feedback, and instructional coaching. There are separate guides for mathematics (K-8 and high school) and ELA/literacy (K-2, 3-5, 6-12 ELA, 6-12 Literacy in History/Social Studies, and 6-12 Literacy in Science & Technical Subjects).

www.achievethecore.org/instructional-practice

Basal Alignment Project Lessons (ELA/Literacy, Grades 3-5)
The Basal Alignment Project offers an online library of free revised lessons for common Basal reading series (3rd-5th grades), each carefully aligned to the Common Core State Standards. Each lesson includes quality text-dependent questions, improved tasks, and a focus on academic vocabulary. Lessons have been collaboratively authored by teams of teachers. The Basal Alignment Project builds district capacity to better align existing materials to the English Language Arts and Literacy Common Core State Standards while new CCSS-aligned materials are developed and published.

http://www.achievethecore.org/basal-alignment-project

Anthology Alignment Project Lessons (ELA/Literacy, Grades 6-10)
The Anthology Alignment Project offers an online library of free revised lessons for common Anthologies (6th-10th grades), each carefully aligned to the Common Core State Standards. Each lesson includes quality text-dependent questions, improved tasks, and a focus on academic vocabulary. Lessons have been collaboratively authored by teams of teachers. The Anthology Alignment Project builds district capacity to better align existing materials to the English Language Arts and Literacy Common Core State Standards while new CCSS-aligned materials are developed and published.

http://www.achievethecore.org/anthology-alignment-project

America Achieves
The America Achieves website helps teachers to implement the Common Core by showing videos of real
classrooms and teachers demonstrating the key shifts that Common Core brings to their pedagogy. The videos provide time segments marked with tips such as, “citing text evidence” so teachers know what to look for in key parts of the lesson. The site also has free downloadable lesson resources, student work, and links to teachers analyzing their own lessons and progress in implementing Common Core.

http://commoncore.americaachieves.org

**EQuIP**

The EQuIP (Educators Evaluating Quality Instructional Products) rubrics allow teachers to evaluate lessons and units that include instructional activities, assessments aligned to the CCSS, and integrated lesson sets that extend over a few class periods, days, or longer periods. By using the EQuIP rubric as a tool, teachers can build their capacity to evaluate and improve the quality of instructional materials for their classroom, and can increase the supply of high quality lessons and units aligned to the CCSS. The rubrics were designed through a collaborative process between educators in the America Diploma Project Network.

http://commoncore.americaachieves.org/equip

**American Federation of Teachers**

AFT Share My Lesson’s Common Core Free Information Center has a wealth of resources to help educators, parents, and community members better understand the Common Core State Standards. Available resources include Common Core-aligned lessons, parent letters in English and Spanish, recent news articles on the Common Core, a blog on Common Core implementation written by classroom teachers, as well as the standards themselves.

www.sharemylesson.com/commoncore

**Colorín Colorado**

Colorín Colorado is a bilingual site for families and educators of English language learners (ELLs). It was launched 10 years ago as a collaborative project of the AFT and PBS Station WETA. Colorín Colorado recently released its Common Core State Standards and ELLs page, where users can find lesson plans, classroom videos, video interviews on preparing for the Common Core, as well as parent resources. Lesson plans and resources from the Albuquerque Common Core Project have received rave reviews and include: lesson plans for grades 1, 4, and 8 with matching classroom videos; videos interviews with participating teachers, AFT state leaders, and researchers; and background on the Project.

http://www.colorincolorado.org/common-core/

**Illustrative Mathematics**

Illustrative Mathematics is an initiative of the Institute for Mathematics & Education at the University of Arizona. The Illustrative Mathematics website contains hundreds of free CCSS-aligned sample problems, videos, and other resources, organized by grade, standard, and domain.

www.illustrativemathematics.org

**Literacy Design Collaborative**

The Literacy Design Collaborative (LDC) offers a fresh approach to incorporating literacy into middle and high school content areas. Designed to make literacy instruction the foundation of the core subjects, LDC allows teachers to build content on top of a coherent approach to literacy. This is drastically different than past, less structured notions of “adding” reading and writing when possible to the teaching of content. The LDC work started with a small practitioner team set on addressing the intransigent challenges of adolescent literacy. Partners use the LDC framework as a common chassis to create LDC tasks, modules, and courses designed to teach students to meet Common Core literacy standards while engaging in demanding content. LDC partners and teachers are trying out the LDC strategy, sharing insights about results, proposing ways to design the LDC tools, and moving LDC to wider use. At the same time, other partners are building a set of LDC supports to help teachers in the challenging work of consistently and systemically teaching secondary students to achieve high-level literacy skills.
Math Design Collaborative

The Mathematics Design Collaborative (MDC) is a group of curriculum designers, assessment developers, professional learning specialists, and district and school networks creating resources and tools that support teachers in implementing the Common Core Math Standards. Research has shown that formative assessment is a powerful way to improve student learning and performance. This approach first allows students to demonstrate their prior understandings and abilities in employing the mathematical practices, and then involves students in resolving their own difficulties and misconceptions through structured discussion. Central to MDC are sets of Formative Assessment Lessons (FALs) or Classroom Challenges. Each set is aligned to the Common Core State Standards (CCSS) and is designed to sit within CCSS-aligned courses of study. There are two types of Classroom Challenges. Concept development lessons are meant to first reveal students’ prior knowledge, then develop students’ understanding of important mathematical ideas, connecting concepts to other mathematical knowledge. Problem solving lessons are meant to assess, then develop, students’ ability to apply their mathematical knowledge and reasoning in flexibly ways to non-routine, unstructured problems - within mathematics and with real world applications.

http://collegeready.gatesfoundation.org/Learning/MathDesignCollaborative

National Education Association

This toolkit is intended to be a fully dynamic source of information on Common Core State Standards. Reviewed in its entirety, the toolkit provides general background and links to pertinent information about the CCSS, as well as practical assistance and planning. Users can download editable materials and presentations in smaller chunks that may be used in a variety of settings. Video resources have been included for individual use, as well as for sharing in larger settings. The toolkit and other resources will be updated periodically as implementation of the Standards progresses.

www.nea.org/commoncore

Teaching Channel

Teaching Channel is a video showcase -- on the Internet and Public Television—of innovative and effective teaching practices in America's public schools. There are nearly 800 videos to choose from, many of which allow teachers to see the Common Core standards in action in real-life classrooms. Teaching Channel's Teacher Laureate, Sarah Brown Wessling (the 2010 National Teacher of the Year), also offers video tutorials and e-books on implementing Core basics. Supplemental resources accompany each video, and teachers can write time-stamped notes on each video to share with their colleagues. Teaching Channel also offers a live Q&A exchange so that teachers can ask any question about the Common Core and get email alerts when they get answers online.

https://www.teachingchannel.org