

THE WRITING ACADEMY®

A SUBSIDIARY OF TEACH BIG®

GRADE



Cluster 8

Research Capstone

TEACHER LESSON PLAN GUIDE

Grade 4 • Cluster 8

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Statement of Purpose

Cluster 8 is the Grade 4 research capstone. Students bring together everything they have learned to investigate how a place shapes a society - the opportunities it creates and the challenges it brings.

Through a research lens of place, people, and the choices they make, students draw on multiple sources and synthesize them into a full response. This cluster carries the highest stamina of the year.

Abstract

Module 1, PLACE - Where Does Change Begin, opens the research investigation. Module 2, Ideas and Choices, examines how people respond to their place.

Module 3, Legacy and Evidence, gathers and weighs sources, and Module 4, Synthesis, brings the research together into a capstone response. Because this is a research and synthesis cluster, the weekly rhythm builds toward convergence and a final synthesis capstone.

Standards at a Glance

The TEKS below are taught and practiced across Cluster 8. The **exact, verbatim Student Expectation wording** for each — quoted from the Texas Essential Knowledge and Skills — appears on the **TEKS Correlations** page inside each module, along with where in the week it is taught.

TEKS	STRAND	MODULES
4.11B	Writing Process	M1, M2, M3, M4
4.11C	Revising	M1, M2, M3, M4
4.11D	Editing	M1, M2, M3, M4
4.13A	Inquiry and Research	M1, M2, M3, M4
4.13B	Inquiry and Research	M1, M2, M3, M4
4.13C	Inquiry and Research	M1, M2, M3, M4
4.13D	Inquiry and Research	M1, M2, M3, M4
4.13E	Inquiry and Research	M1, M2, M3, M4
4.13F	Inquiry and Research	M1, M2, M3, M4
4.13G	Inquiry and Research	M1, M2, M3, M4
4.13H	Inquiry and Research	M1, M2, M3, M4

TEKS 4.7(C) — “use text evidence to support an appropriate response” — applies wherever students use text evidence in this cluster.

ELPS (English Language Proficiency Standards) are correlated on each module’s daily “TEKS and ELPS for Today” pages.

GRADE 4 • CLUSTER 8 • RESEARCH

MODULE

1

PLACE — Where Does Change Begin?

Week 1 • Research Convergence

Module 1: PLACE — Where Does Change Begin?

Week 1 - Research Convergence - Cluster 8

WHAT SHAPES OUR WORLD?

How People, Places, and Ideas Shape One Another — and Leave a Legacy

Cluster Overarching Research Question

How do places, people, and ideas work together to shape societies and leave a legacy?

Overarching Question

How can a place create both opportunities and challenges for a society?

Research Lens: PLACE

PLACE creates possibilities and limits. PEOPLE make choices.

The Big Research Lesson



Teacher Script

"A REPORT COLLECTS INFORMATION. A RESEARCH PAPER USES INFORMATION TO PROVE AN ANSWER."

Every fact must earn its place. Before including evidence, ask: "What does this help me prove?"

Shared Fourth-Grade Thesis (Central Idea) Model

People, places, and ideas shape societies because geography creates possibilities, people make choices to solve problems or use opportunities, and those choices can leave changes that last.

Module Research Product

Body Paragraph 1 using R-E1-E2:

R: One way societies are shaped is by the places, resources, and connections available to people.

Module 1 — Family Communication

This Week at a Glance

- Research focus: Gather and cite evidence about how PLACE shapes societies.
- Module question: How can a place create both opportunities and challenges for a society?
- Research source: “What Shapes a Society? Place, Resources, and Connection” (Passage 15).
- Writing product: Body Paragraph 1 using R-E1-E2: a Reason/Way, Evidence, and Explanation.
- Source HABIT: Mark exact quotations Q, mark paraphrases P, and record source credit for both.

One Question to Ask at Home



Teacher Script

“What did your evidence help you prove about place?”

One Way to Help

Ask your child to explain one opportunity and one challenge a place can create. Then ask which detail from the research source supports the answer and whether the detail is a quotation or a paraphrase.

Family Letter

Dear Families,

This week, your child begins Cluster 8, “Research Convergence,” by studying PLACE. Students will gather evidence from “What Shapes a Society? Place, Resources, and Connection” and ask how geography, resources, climate, scarcity, trade, and connection can create both opportunities and challenges. They will also study an essential research distinction: a report collects information, while a research paper uses information to prove an answer.

Students will learn to distinguish a direct quotation from a paraphrase and give source credit for both. Their independent product is Body Paragraph 1, organized as R-E1-E2: a Reason or Way, Evidence, and an Explanation of what the evidence means, why it matters, and how it proves the reason.

At home, invite your child to explain one fact from the source in new words. Ask, “What does that fact help you prove?” This short conversation strengthens the same research HABIT we are building in class.

With appreciation, Your child’s teacher — The Writing Academy LLC

Carta para las Familias

Estimadas familias:

Esta semana, su hijo o hija comienza el Grupo 8, “Convergencia de Investigación,” estudiando el LUGAR. Los estudiantes reunirán evidencia de “What Shapes a Society? Place, Resources, and Connection” y preguntarán cómo la geografía, los recursos, el clima, la escasez, el comercio y las conexiones pueden crear oportunidades y desafíos. También estudiarán una diferencia esencial: un informe reúne información, mientras que un trabajo de investigación usa información para comprobar una respuesta.

Los estudiantes aprenderán a distinguir una cita directa de una paráfrasis y a dar crédito a la fuente en ambos casos. Su producto independiente será el Párrafo del Cuerpo 1, organizado como R-E1-E2: una Razón o Manera, Evidencia y una Explicación de lo que significa la evidencia, por qué importa y cómo comprueba la razón.

En casa, invite a su hijo o hija a explicar con palabras nuevas un dato de la fuente. Pregunte: “¿Qué te ayuda a comprobar este dato?” Esta breve conversación fortalece el mismo HÁBITO de investigación que practicamos en clase.

Con agradecimiento, El maestro o la maestra de su hijo o hija — The Writing Academy LLC

Module 1 — Family Conversation Starters

Use one question at dinner, in the car, or during homework time.

- What can a place give people?
- What can a place require people to solve?
- Why does place create possibilities without controlling people?
- What is the difference between a quotation and a paraphrase?
- Why do both a quotation and a paraphrase need source credit?
- What evidence did Passage 15 give you about Mali, the Caddo, or Texas?
- What does your strongest piece of evidence help you prove?
- How does your E2 explain why your E1 matters?

Module 1 — Lesson Overview and Standards

Lesson Overview

Module 1 opens the monthlong Grade 4 research project through the lens of PLACE. Students use Passage 15 as an evidence bank, compare report questions with research questions, combine facts into a conclusion, distinguish quotation from paraphrase, and draft Body Paragraph 1 with R-E1-E2. The week follows GRADUATE: Gather/Reveal, Attempt, Discuss/Use, Award/Target, and Explain.

BIG Goal: Students use relevant, credited evidence to prove how place creates opportunities and challenges while people decide how to respond.

Grade 4 Research TEKS

TEKS	Student Expectation
(13)(A)	generate and clarify questions on a topic for formal and informal inquiry
(13)(B)	develop and follow a research plan with adult assistance
(13)(C)	identify and gather relevant information from a variety of sources
(13)(D)	identify primary and secondary sources
(13)(E)	demonstrate understanding of information gathered
(13)(F)	recognize the difference between paraphrasing and plagiarism when using source materials
(13)(G)	develop a bibliography
(13)(H)	use an appropriate mode of delivery, whether written, oral, or multimodal, to present results

Cumulative Composition TEKS

TEKS	Student Expectation
(11)(C)	revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity
(11)(D)	edit drafts using standard English conventions

Passage 15 Social Studies Connections

SS TEKS 4.1B-C, 4.6A-B, 4.7A-B, 4.8A-C, and 4.9A.

Module 1 — TEKS and ELPS (Cluster 8 · from the Scope & Sequence)

These are the standards listed for Cluster 8 in the Teach BIG Scope and Sequence, in the same form the chart uses.

TEKS — Cluster 8 (from the Scope & Sequence)

Writing Process

- (11)(B)(i) develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction
- (11)(B)(ii) develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including transitions
- (11)(B)(iii) develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including a conclusion
- (11)(B)(iv) develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details

Writing Genre

- (13)(A)(i-iv) generate and clarify questions on a topic for formal and informal inquiry
- (13)(B)(i-ii) develop and follow a research plan with adult assistance
- (13)(C)(i-ii) identify and gather relevant information from a variety of sources
- (13)(D)(i-ii) identify primary and secondary sources
- (13)(E)(i) demonstrate understanding of information gathered
- (13)(F)(i) recognize the difference between paraphrasing and plagiarism when using source materials
- (13)(G)(i) develop a bibliography
- (13)(H)(i) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results

Revising

- (11)(C)(i-x) revise drafts to improve sentence structure and word choice and to improve coherence and clarity by adding, deleting, combining, and rearranging ideas

Editing

- (11)(D)(i)-(xxxv) edit drafts using standard English conventions — complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; irregular verbs, nouns, adjectives, adverbs, prepositions, pronouns, and coordinating conjunctions; capitalization; punctuation; and grade-appropriate spelling

ELPS — Cluster 8 (from the Scope & Sequence)**Writing Process**

- 4(D)(iii) write content-area texts using a variety of transition words
- 4(F)(i)–(ii), (v)–(vi) write to narrate, describe, explain, respond, or justify with supporting details using appropriate content and style for purpose and audience

Writing Genre

- 4(C)(i) write using a combination of both high-frequency words and content-area vocabulary
- 4(D)(i)–(iii) write content-area texts using a variety of sentence lengths, sentence types, and transition words
- 4(E)(i)–(ii) write content-area-specific text using conventions and grammatical structures
- 4(F)(i)–(xvi) write to narrate, describe, explain, respond, or justify with supporting details or supporting evidence using appropriate content, style, register, and conventions for purpose and audience
- Cross-domain inquiry support (use only when the task demonstrates it) 1(C)(i)–(iii) [Teacher only]; 1(E)(i)–(ii); 1(F)(i)–(iv); 2(B)(i)–(iv); 2(C)(i)–(v); 2(D)(i)–(iv); 2(E)(i)–(ii); 2(F)(i)–(ii); 3(E)(iii); 3(F)(i)–(vi); 3(G)(ii)–(iv). Writing ELPS apply to the written portion; oral and multimodal products require evidence from the corresponding language domains.

Revising

- 4(C)(i) write using a combination of both high-frequency words and content-area vocabulary
- 4(D)(i)–(iii) write content-area texts using a variety of sentence lengths, sentence types, and transition words
- 4(E)(ii) write content-area-specific text using grammatical structures
- 4(F)(i)–(ii), (v)–(vi) write to narrate, describe, explain, respond, or justify with supporting details using appropriate content and style for purpose and audience

Editing

- 4(A)(i) apply relationships between sounds and letters of the English language to represent sounds when writing [Teacher only]
- 4(B)(i)–(ii) write text following conventional spelling patterns and rules
- 4(C)(i) write using a combination of both high-frequency words and content-area vocabulary
- 4(D)(i)–(iii) write content-area texts using a variety of sentence lengths, sentence types, and transition words
- 4(E)(i)–(ii) write content-area-specific text using conventions and grammatical structures

Language Domains

Domain	How This Module Builds It
Listening	Students listen to source facts, game explanations, and classmates' evidence claims.
Speaking	Students explain possibilities, challenges, human choices, and how evidence proves an R.
Reading	Students treat Passage 15 as an evidence bank and locate relevant information for a research purpose.
Writing	Students quote, paraphrase, credit sources, and draft Body Paragraph 1 with R-E1-E2.

Oral Rehearsal Frames

- “This place creates the possibility of ___, but it may also create the challenge of ___.”
- “Passage 15 explains that ___.”
- “This evidence means ___; it proves my R because ___.”

Module 1 — Learning Destination

I Can Statements

- I can gather relevant evidence about how PLACE creates possibilities and challenges.
- I can tell a direct quotation from a paraphrase.
- I can give source credit for both quotations and paraphrases.
- I can write Body Paragraph 1 using R-E1-E2.

I Will Statements

- I will ask, “What does this help me prove?” before choosing evidence.
- I will mark exact source words Q and ideas written in new words P.
- I will name the source whenever I quote or paraphrase.
- I will explain what my evidence means, why it matters, and how it proves my R.

Success Criteria

- My paragraph begins with the assigned R.
- My first E1 comes from Passage 15 and includes source credit.
- I include 2-3 E2 sentences after each E1.
- My second E1 comes from another approved source.
- I include at least one accurate paraphrase and connect the evidence to the thesis (central idea).

Module 1 — Rigor and Misconceptions

Rigor Safeguard

The teacher may read source sections aloud, provide Q/P labels, model source credit, and allow oral rehearsal. The teacher may not choose students' evidence, write their E2, or tell them what a fact proves. Each student must make the evidence-to-reason connection.

Level of Thinking	Student Work	Evidence of Thinking
Literal	Locate a relevant detail and identify it as Q, P, or C.	Accurate label and source credit.
Inferential	Explain how place creates a possibility or challenge.	E2 connects geography to a human choice.
Evaluative	Select the strongest evidence from two sources.	Student justifies why the evidence proves the R.
Synthesis	Combine facts to reach a supported conclusion.	Student explains what evidence means together.

Common Misconceptions

- “Geography controls people.” Return to: PLACE creates possibilities and limits; PEOPLE make choices.
- “A list of facts is research.” Ask what the facts prove together.
- “Changing one or two words is paraphrasing.” Use READ -> COVER -> TELL -> WRITE -> CHECK.
- “Only quotations need credit.” Both Q and P require source credit.

Module 1 — Thinking Levels

The Five Thinking Levels

Level	Color	Thinking Stage	Research Action
Level 1	Red	Foundational	Finds or repeats a fact.
Level 2	Orange	Emergent	Sorts a fact as possibility or challenge.
Level 3	Yellow	Visible	Connects a source detail directly to the R.
Level 4	Green	Independent	Explains what evidence means and why it matters.
Level 5	Blue	Reflective	Synthesizes sources and connects place, choice, change, and legacy.

Move the Research Up a Level

Do not add facts only to make a paragraph longer. Add thinking: What does the evidence mean? Why does it matter? How does it prove the R?



Teacher Script

“Every fact must earn a place in our paper. Before you include evidence, ask, ‘What does this help me prove?’”

Module 1 — Vocabulary

Tier 1 Vocabulary — Everyday Words

Word	Student-Friendly Definition	Oral Rehearsal Frame
place	an area where people live or act	This place provides ____.
land	the ground and its features	The land makes ____ possible.
water	a resource needed by living things	Water helps people ____.
choice	a decision between possibilities	People made the choice to ____.
problem	something that needs a solution	One problem was ____.
change	to become different	The connection changed ____.
connect	to join or bring together	Trade can connect ____.
build	to make or develop something	People built ____.
grow	to raise crops or become larger	The land helped people grow ____.
travel	to move from one place to another	People traveled by ____.

Tier 2 Vocabulary — Academic Words

Word	Student-Friendly Definition	Oral Rehearsal Frame
research	careful inquiry that uses information to prove an answer	My research helps prove ____.
evidence	information used as proof	This evidence proves ____.
quotation	an author's exact words in quotation marks	My quotation is credited to ____.
paraphrase	a source idea stated in new words	My paraphrase explains ____.
source	where information comes from	My source is ____.
geography	landforms, water, climate, plants, animals, and resources of a place	The geography created ____.
resource	something useful found in nature	One resource is ____.
climate	the usual weather patterns of a place over time	The climate required people to ____.
scarcity	limited resources compared with what people want or need	Scarcity encouraged ____.
trade	exchanging what people have for what they need or value	Trade connected ____.

Tier 3 Vocabulary — Domain-Specific Words

Word	Pronunciation	Student-Friendly Definition	Oral Rehearsal Frame
landform	LAND-form	a natural feature of Earth's surface	This landform affects ____.
natural resource	NACH-er-uhl REE-sors	something found in nature that people can use	This natural resource provides ____.
caravan	KAIR-uh-van	a group traveling together, often carrying goods	The caravan carried ____.
Sahara	suh-HAIR-uh	the desert crossed by Mali's trade routes	Across the Sahara, merchants ____.
Timbuktu	tim-buk-TOO	a Mali city known for trade and learning	Timbuktu became a center of ____.
irrigation	ir-uh-GAY-shun	a system that brings water to land	Irrigation can make ____ possible.
colonization	kol-uh-nuh-ZAY-shun	control and settlement that can cause conflict, displacement, and change	Colonization affected communities by ____.
displacement	dis-PLAYS-muhnt	being forced away from a place	Displacement changed ____.
renewable energy	ree-NOO-uh-buhl EN-er-jee	energy from sources such as wind or sunlight that can be used again	Renewable energy can use ____.
transportation	trans-por-TAY-shun	moving people or goods from place to place	Transportation connected ____.

Module 1 — Background Knowledge and Teacher Context

Passage 15 revisits geography, adaptation, resources, trade, livelihoods, and transportation through examples from Caddo communities, Mali, Texas regions, Atlantic contact, and modern technology. The central conceptual guardrail is essential: geography influences what is possible, but it does not control people. Students should repeatedly separate what a place provides or limits from what people choose to do.

This is a research cluster. Passage 15 is an evidence bank, not a single-sitting read-aloud. Assign and revisit sections according to the day's research purpose. Students should leave each visit with evidence marks, Q/P labels, and source notes—not merely a completed reading.

Module 1 — Materials and Teacher Preparation

Student Materials

- Passage 15, “What Shapes a Society? Place, Resources, and Connection”
- research notebook or evidence organizer
- Q, P, and C response cards
- highlighters or annotation tools
- Body Paragraph 1 drafting paper
- progress tracker

Day 2 Game Materials

- 12 Place Cards
- 12 Possibility Cards
- 12 Challenge Cards
- 8 Evidence Cards drawn from the approved research evidence bank
- Place–Choice Game Board
- one die per group
- answer key guidance

Teacher Preparation

- Display the Big Research Lesson throughout the module.
- Prepare the eight Daily Deck slides in order.
- Keep Passage 15 available as an evidence bank across all five days.
- Cut and sort the Day 2 cards; do not add unverified facts.
- Prepare symbols for Day 4: strongest E1, strongest E2, -> strongest connection to R.

Module 1 — PLACE Evidence Anchor

PLACE DOES NOT CONTROL PEOPLE

PLACE creates possibilities and limits.

PEOPLE make choices.

Evidence Decision Path

1. Name what the place provides or limits.
2. Name the opportunity or challenge.
3. Identify what people did.
4. Mark the evidence Q or P.
5. Record source credit.
6. Ask, “What does this help me prove?”

Body Paragraph Pattern

R — Reason or Way

E1 — Evidence

E2 — Explanation: What does it mean? Why does it matter? How does it prove the R?

Module 1 — Research Frameworks: Information Must Prove an Answer

The Big Research Lesson

Teacher Script

"A REPORT COLLECTS INFORMATION. A RESEARCH PAPER USES INFORMATION TO PROVE AN ANSWER."

Teacher Script

"Researchers, our job this month is not to prove that we can find a lot of facts." "Our job is to decide what those facts mean together." "Every fact must earn a place in our paper." "Before you include evidence, ask, 'What does this help me prove?'"

Five Research Lenses

The yearlong conceptual rhythm becomes five lenses for questioning evidence:

Lens	Research Question
PLACE	What did the place make possible or difficult?
NEED / PROBLEM	What did people need or have to solve?
CHOICE / IDEA	What choice did people make or what idea guided them?
ACTION / CHANGE	What did people do, and what changed?
LEGACY	What did later generations inherit?

Module 1 foregrounds PLACE while still asking what people chose.

Writing Structure Used All Month

Paper Part	Structure	Meaning
Introduction	SET	S — Statement of Purpose; E — Evidence-Reference Transition; T — Thesis (Central Idea)
Body Paragraphs	R-E1-E2	R — Reason or Way; E1 — Evidence; E2 — Explanation
Conclusion	R1-R2-R3	R1 — Restate the thesis (central idea); R2 — Reference evidence collectively; R3 — Reflect on the larger theme

Each body paragraph may repeat E1 and E2. E2 may take several sentences and answers:

What does this evidence mean? Why does it matter? How does it prove my R?

Evidence Types and Source Credit

Mark	Evidence Type	Rule
Q	Direct quotation	Exact words; use quotation marks and attribution.
P	Paraphrase	Same idea in new words and a new sentence structure; still give source credit.
C	Copying too closely	Not acceptable. Read, cover, tell, write, and check again.

Both Q and P require SOURCE CREDIT.

Shared Thesis (Central Idea) Model — NOI / VOI / Answer

- Noun of Importance: people, places, and ideas
- Verb of Importance: shape
- Clear Answer: geography creates possibilities, people make choices to solve problems or use opportunities, and those choices can leave changes that last.

Shared thesis (central idea): “People, places, and ideas shape societies because geography creates possibilities, people make choices to solve problems or use opportunities, and those choices can leave changes that last.”

Module 1 — Reading Research Sources as Evidence Banks

A research source is an evidence bank, not a single-sitting read-aloud. Students return to the source with a purpose: locate the information that helps answer the current question, then decide what that information proves.

Teacher-Facing Source Routine

1. State the research purpose before opening the source.
2. Read or reread only the relevant section.
3. Mark Q beside exact words worth quoting.
4. Mark P beside an idea to paraphrase in new wording and sentence structure.
5. Note the source beside both Q and P so credit is preserved.
6. Reject C, copying too closely.
7. Require an oral E2 before students add evidence to a paragraph.

Teacher Script

“Passage 15 is our evidence bank. We are not collecting facts just to fill a page. We are selecting evidence that helps prove how a place can create both opportunities and challenges while people decide what to do.”

Before Students Read

This is a research source — an evidence bank, not a single-sitting read-aloud. Preview it with students, then reread selected sections to collect evidence. As you read, mark evidence to use later: use Q for a direct quotation (an author's exact words) and P for a paraphrase (a source idea in new words), and note the source so you can give credit. Strong research selects the smallest set of strongest evidence.

PASSAGE 15 — What Shapes a Society? Place, Resources, and Connection

[1] Central Question: How does where people live affect what they can do—and what happens when communities connect?

[2] Every society begins somewhere.

[3] People may live near a river, on a grassy plain, beside an ocean, in a forest, or in a dry region where water is difficult to find. The land around them does not decide everything that will happen. People still make choices, solve problems, create new ideas, and change their surroundings. However, geography can create opportunities and challenges that influence how a society develops.

[4] The location of a society can affect the food people grow, the homes they build, the work they do, the resources they use, and the ways they travel. When societies begin connecting with other places, even more changes can occur. Understanding these connections helps answer an important question:

[5] How does the world around people help shape the world they create?

[6] The Land Creates Possibilities

[7] Geography describes more than where a place is located on a map. It includes landforms, bodies of water, climate, plants, animals, and natural resources. Different environments provide different possibilities.

[8] A community near a river may have water for farming and transportation. A community surrounded by grasslands may have room for farming or raising animals. Forests can provide timber. Coastal areas can provide fish and places for ships to travel. The Caddo people provide one example.

[9] Many Caddo communities developed in what is now East Texas, where rivers, forests, and fertile land supported daily life. Families grew crops such as corn, beans, and squash. Rivers provided water and helped people move from place to place. Forests supplied materials that could be used for homes, tools, and other needs.

[10] The land did not build Caddo communities by itself. People had to understand the environment and decide how to use what was available. That same pattern can be found in many societies. People observe the world around them. Then they make choices.

[11] Resources Matter

[12] A natural resource is something found in nature that people can use. Soil, water, trees, animals, sunlight, wind, coal, oil, natural gas, and minerals are all examples. Resources can influence the kinds of work people do and the ways societies grow.

[13] In the ancient West African kingdom of Mali, gold was an especially valuable resource. Trade routes across the Sahara connected Mali with distant regions. Merchants traveled in caravans, often using camels to carry goods across the desert.

[14] Gold moved from areas where it was available to places where people wanted it. Salt traveled too. Salt was valuable because people needed it and because it could help preserve food. Mali's location near important trade routes helped the kingdom become wealthy and powerful. Texas provides another example of how resources influence

economic activity.

[15] Different regions of Texas have different resources. In the Coastal Plains, people can use the Gulf of Mexico for fishing and shipping. The region also has farmland, forests, cities, ports, and energy industries. The Great Plains has wide open spaces that support farming and ranching. Strong winds have also made wind energy important in some areas.

[16] The Mountains and Basins region contains oil, gas, and minerals, even though its dry climate makes farming more difficult. Resources help create possibilities, but they also require decisions. People must decide how much to use, where to use it, and how to manage it.

[17] Climate Changes the Plan

[18] Climate is another part of geography. Weather describes conditions at a particular time and place. It may be sunny in the morning and rainy later that afternoon. Climate describes the usual weather patterns of a place over a much longer period. That difference matters.

[19] Farmers do not choose crops based only on the weather during one afternoon. They think about how much rain an area usually receives, how hot or cold it becomes, and how long the growing season lasts. A farmer in a wetter region of Texas may face different choices from a farmer in the dry Great Plains.

[20] People living in the Mountains and Basins must think carefully about water because rainfall is limited. Strong winds in the Great Plains can create challenges for farmers, but those same winds can also become a resource when communities build wind turbines. This demonstrates something important:

[21] A challenge in one situation can become an opportunity in another. Sunlight can make a region hot and dry, but sunlight can also be used to produce solar energy. Wind can dry soil or blow dust, but it can also turn turbines. People cannot control every part of climate, but they can study it and make decisions based on what they learn.

[22] No Place Has Everything

[23] No community has every resource it wants or needs. This condition can create scarcity. Scarcity occurs when people have limited amounts of resources compared with what they want or need. Scarcity can lead to problem-solving. Suppose one group has plenty of pottery but needs a different kind of tool.

[24] Another community may have the materials needed to make those tools but want food that grows somewhere else. The communities can exchange goods. This is trade. The Caddo traded with other communities. Goods could move along rivers and between villages. In Mali, merchants traded gold, salt, cloth, tools, books, and other goods across long distances.

[25] Today, Texans continue trading with people in other states and countries. The methods are different, but the reason is often similar: People exchange what they have for things they need or value. Trade can make resources available far from the places where they originally came from.

[26] A product sold in a Texas store may have traveled thousands of miles before reaching the shelf. A crop grown in Texas might eventually be eaten somewhere across the

country—or across the world.

[27] Connections Change Communities

[28] Trade routes do more than move objects. They connect people. When people meet, they may also exchange language, knowledge, technology, beliefs, customs, art, and ideas. The trade routes that helped Mali grow also brought merchants, travelers, and scholars into its cities.

[29] Timbuktu became known not only as a center of trade but also as a center of learning. Books and ideas became valuable there alongside gold and salt. Connection can therefore create changes that are difficult to see on a map. An idea may travel without weighing anything. A new farming method may spread from one community to another.

[30] A traveler may hear a story and repeat it somewhere hundreds of miles away. Ocean voyages also created enormous connections. During the late 1400s and later centuries, European explorers crossed the Atlantic and reached lands in the Americas where Indigenous peoples had already created communities, governments, economies, and cultures.

[31] These contacts changed many societies. Plants, animals, goods, languages, technologies, and ideas moved between regions. But those connections also brought serious consequences. European colonization led to conflict over land and resources. Native peoples experienced disease, displacement, violence, and major changes to their communities.

[32] This is an important reminder: Connection does not always create the same result for everyone. One group may see opportunity while another experiences loss. Researchers need to consider more than one perspective when studying the effects of contact between societies.

[33] Technology Changes What Is Possible

[34] People have always created tools to help them respond to their surroundings. A boat makes a river more useful for transportation. An irrigation system can bring water to dry farmland. A ship can cross an ocean. A railroad can move large amounts of goods. A highway can connect communities. A wind turbine can turn moving air into electricity.

[35] Technology can change what people are able to do with a place. Consider transportation. Caddo traders could travel along waterways. Merchants in Mali used caravans to cross the Sahara. European explorers used ships to cross the Atlantic. Modern Texans use highways, railroads, airplanes, and ports.

[36] The goal—moving people or goods—may remain similar even when the technology changes. New technology can also create new economic opportunities. A windy area that once seemed useful mostly for ranching might later become important for producing electricity.

[37] A coastal location may grow into a major port because modern ships can transport enormous amounts of goods. Technology does not remove geography. Instead, it changes how people interact with geography.

[38] People Still Make Choices

[39] It can be tempting to think that geography controls everything. It does not. Two societies may live near rivers and use them differently. Two communities may have similar amounts of land but develop different industries. Two places may have access to the same technology but make different choices about using it.

[40] People make decisions based on needs, knowledge, values, traditions, resources, and goals. A society may decide to protect a natural area. Another may build businesses there. A community may invest in renewable energy. Another may continue depending mostly on oil or natural gas. Sometimes there is more than one possible solution.

[41] That is why studying geography requires more than memorizing maps. Researchers ask: What resources were available? What problems did the environment create? How did people respond? Who benefited from those choices? What consequences followed?

[42] Place, Resources, and Connection

[43] Across history, societies have developed in deserts, forests, mountains, grasslands, river valleys, islands, and coastal regions. Their surroundings influenced what was possible. Resources provided opportunities. Climate required planning. Scarcity encouraged trade. Trade created connections. Technology changed how people used land and moved across it.

[44] But people remained part of every step. The Caddo used the resources of East Texas to support farming, trade, and community life. Mali used valuable resources and trade routes to build wealth and centers of learning. Texas communities continue using oil, natural gas, wind, farmland, ports, rivers, and other resources in different ways.

[45] People have crossed rivers, deserts, oceans, roads, and borders because communities rarely exist completely alone. The world around people matters. But so do the decisions people make within it. Perhaps that is the strongest lesson geography can teach:

[46] Places create possibilities. Resources create opportunities and limits. Connections create change. People decide what to do next.

Student Annotation Guide — What Shapes a Society? Place, Resources, and Connection

T — Time

When societies begin connecting with other places; over a much longer period

R — Reactions

People must decide; decide how to use what was available; Resources help create possibilities, but they also require decisions; People make decisions based on needs, knowledge, values, traditions, resources, and goals; A society may decide to protect a natural area; People decide what to do next

A — Actions

People still make choices; solve problems; grew crops such as corn, beans, and squash; using camels to carry goods across the desert; build wind turbines; exchange goods

C — Character/Concept/Creature

The Caddo people provide one example; Many Caddo communities; the ancient West African kingdom of Mali; Merchants traveled in caravans; A natural resource; Scarcity occurs

K — Key Knowledge

gold was an especially valuable resource; Salt was valuable; landforms, bodies of water, climate, plants, animals, and natural resources; Trade routes across the Sahara; wind energy important; oil, gas, and minerals

S — Scenery/Setting

near a river; in a forest; in what is now East Texas; across the Sahara; the Gulf of Mexico; the Coastal Plains; The Great Plains; The Mountains and Basins region; distant regions

TRACKS EVIDENCE HIGHLIGHTING — What Shapes a Society? Place, Resources, and Connection

[1] Central Question: How does where people live affect what they can do—and what happens when communities connect?

[2] Every society begins somewhere.

[3] People may live near a river, on a grassy plain, beside an ocean, in a forest, or in a dry region where water is difficult to find. The land around them does not decide everything that will happen. People still make choices, solve problems, create new ideas, and change their surroundings. However, geography can create opportunities and challenges that influence how a society develops.

[4] The location of a society can affect the food people grow, the homes they build, the work they do, the resources they use, and the ways they travel. When societies begin connecting with other places, even more changes can occur. Understanding these connections helps answer an important question:

[5] How does the world around people help shape the world they create?

[6] The Land Creates Possibilities

[7] Geography describes more than where a place is located on a map. It includes landforms, bodies of water, climate, plants, animals, and natural resources. Different environments provide different possibilities.

[8] A community near a river may have water for farming and transportation. A community surrounded by grasslands may have room for farming or raising animals. Forests can provide timber. Coastal areas can provide fish and places for ships to travel. The Caddo people provide one example.

[9] Many Caddo communities developed in what is now East Texas, where rivers, forests, and fertile land supported daily life. Families grew crops such as corn, beans, and squash. Rivers provided water and helped people move from place to place. Forests supplied materials that could be used for homes, tools, and other needs.

[10] The land did not build Caddo communities by itself. People had to understand the environment and decide how to use what was available. That same pattern can be found in many societies. People observe the world around them. Then they make choices.

[11] Resources Matter

[12] A natural resource is something found in nature that people can use. Soil, water, trees, animals, sunlight, wind, coal, oil, natural gas, and minerals are all examples. Resources can influence the kinds of work people do and the ways societies grow.

[13] In the ancient West African kingdom of Mali, gold was an especially valuable resource. Trade routes across the Sahara connected Mali with distant regions. Merchants traveled in caravans, often using camels to carry goods across the desert.

[14] Gold moved from areas where it was available to places where people wanted it. Salt traveled too. Salt was valuable because people needed it and because it could help preserve food. Mali's location near important trade routes helped the kingdom become wealthy and powerful. Texas provides another example of how resources influence

economic activity.

[15] Different regions of Texas have different resources. In the Coastal Plains, people can use the Gulf of Mexico for fishing and shipping. The region also has farmland, forests, cities, ports, and energy industries. The Great Plains has wide open spaces that support farming and ranching. Strong winds have also made wind energy important in some areas.

[16] The Mountains and Basins region contains oil, gas, and minerals, even though its dry climate makes farming more difficult. Resources help create possibilities, but they also require decisions. People must decide how much to use, where to use it, and how to manage it.

[17] Climate Changes the Plan

[18] Climate is another part of geography. Weather describes conditions at a particular time and place. It may be sunny in the morning and rainy later that afternoon. Climate describes the usual weather patterns of a place over a much longer period. That difference matters.

[19] Farmers do not choose crops based only on the weather during one afternoon. They think about how much rain an area usually receives, how hot or cold it becomes, and how long the growing season lasts. A farmer in a wetter region of Texas may face different choices from a farmer in the dry Great Plains.

[20] People living in the Mountains and Basins must think carefully about water because rainfall is limited. Strong winds in the Great Plains can create challenges for farmers, but those same winds can also become a resource when communities build wind turbines. This demonstrates something important:

[21] A challenge in one situation can become an opportunity in another. Sunlight can make a region hot and dry, but sunlight can also be used to produce solar energy. Wind can dry soil or blow dust, but it can also turn turbines. People cannot control every part of climate, but they can study it and make decisions based on what they learn.

[22] No Place Has Everything

[23] No community has every resource it wants or needs. This condition can create scarcity. Scarcity occurs when people have limited amounts of resources compared with what they want or need. Scarcity can lead to problem-solving. Suppose one group has plenty of pottery but needs a different kind of tool.

[24] Another community may have the materials needed to make those tools but want food that grows somewhere else. The communities can exchange goods. This is trade. The Caddo traded with other communities. Goods could move along rivers and between villages. In Mali, merchants traded gold, salt, cloth, tools, books, and other goods across long distances.

[25] Today, Texans continue trading with people in other states and countries. The methods are different, but the reason is often similar: People exchange what they have for things they need or value. Trade can make resources available far from the places where they originally came from.

[26] A product sold in a Texas store may have traveled thousands of miles before reaching the shelf. A crop grown in Texas might eventually be eaten somewhere across the

country—or across the world.

[27] Connections Change Communities

[28] Trade routes do more than move objects. They connect people. When people meet, they may also exchange language, knowledge, technology, beliefs, customs, art, and ideas. The trade routes that helped Mali grow also brought merchants, travelers, and scholars into its cities.

[29] Timbuktu became known not only as a center of trade but also as a center of learning. Books and ideas became valuable there alongside gold and salt. Connection can therefore create changes that are difficult to see on a map. An idea may travel without weighing anything. A new farming method may spread from one community to another.

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Day 1 — Gather and Reveal



Day 1 Purpose

Students reveal PLACE as the first research lens, contrast research with report writing, combine source facts into a conclusion, and distinguish quotation, paraphrase, and copying too closely.

★ Daily Deck Slide (M1-1)

Write on the board: WHAT SHAPES OUR WORLD? Which would change your life the most? living beside a river; living in a desert; living beside a harbor; living on a windy plain.

🔊 Teacher Script

“Do not choose based on which place looks prettiest.” “Choose based on what that place would make possible—and what it might make difficult.”

★ Daily Deck Slide (M1-1) (cont.)

Allow students to move to a corner of the room representing their choice.

★ Daily Deck Slide (M1-2)

Write on the board: GATHER QUESTION What can a place GIVE you? What can a place REQUIRE you to solve?

🔊 Teacher Script

“That difference—possibility and challenge—is going to become our first research lens.”

R — Reveal

Passage 15 explains that geography includes landforms, water, climate, plants, animals, and resources, and that different environments provide different possibilities. It uses Caddo communities, Mali, and the Texas regions as repeated examples.

★ Daily Deck Slide (M1-3)

Write on the board: PLACE DOES NOT CONTROL PEOPLE. PLACE creates possibilities and limits. PEOPLE make choices.

🔊 Teacher Script

"A river does not build a civilization." "A resource does not make a society wealthy by itself." "The research question is what people did with what the place provided."

★ Daily Deck Slide (M1-4)

Write on the board: RESEARCH VS. REPORT REPORT: What resources did Mali have? RESEARCH: How did resources and location work together to help Mali change?

🔊 Teacher Script

"The first question asks us to find information." "The second question asks us to connect information and explain meaning."

Source Model — Combine Facts to Reach a Conclusion

Use Passage 15:

- Mali had gold.
- Salt traveled through trade.
- Mali was located near important trade routes.
- Timbuktu became a center of trade and learning.

🔊 Teacher Script

"Notice what happens when I combine these facts." "I am no longer making a list." "I can conclude that geography and resources created an opportunity, but people had to build and use the trade connections."

★ Daily Deck Slide (M1-5)

Write on the board: QUOTE = EXACT WORDS. PARAPHRASE = SAME IDEA, NEW WORDING.

 Teacher Script

“A direct quotation keeps the author’s exact language.” “A paraphrase keeps the author’s meaning but changes the wording and sentence structure.” “Both require source credit.”

 Daily Deck Slide (M1-6)

Write on the board: READ -> COVER -> TELL -> WRITE -> CHECK
Teacher models a paraphrase from the passage.

Check for Understanding

Students hold up:

Q = quotation

P = paraphrase

C = copying too closely

1. “Resources help create possibilities, but they also require decisions.”
2. The source explains that useful materials can create opportunities, but people must choose what to do with them.
3. Resources make possibilities, but they need decisions.

 Answer Key

- Q only if quotation marks and attribution are present.
- P
- Too close/copying

Day 2 — Attempt

A

GAME: PLACE-POSSIBILITY-PROBLEM

Students work in groups of 3–4.

Materials

12 Place Cards; 12 Possibility Cards; 12 Challenge Cards; 8 Evidence Cards; Place-Choice Game Board; one die; answer key.

PLACE CARDS

1. East Texas forests and rivers
2. Sahara trade routes
3. Gulf Coast
4. Great Plains
5. Mountains and Basins
6. River valley
7. Dry climate
8. Harbor
9. Fertile farmland
10. Strong winds
11. Grassland
12. Forest

POSSIBILITY CARDS

- A. Timber for building
- B. Shipping and fishing
- C. Farming and ranching
- D. Trade across long distances
- E. Water transportation
- F. Wind energy
- G. Crop production
- H. Access for ships
- I. Materials for tools and homes
- J. Economic activity

K. Transportation of goods

L. Community settlement

CHALLENGE CARDS

1. Limited water
2. Flooding
3. Difficult farming
4. Distance
5. Harsh travel
6. Limited resources
7. Scarcity
8. Soil loss
9. Extreme heat
10. Strong wind
11. Difficult transportation
12. Unequal effects of contact

EVIDENCE CARDS

Use eight evidence cards from the approved evidence bank. A group earns the bonus point only when it connects a card's source evidence to its explanation and states what that evidence proves.



Round Directions



Teacher Script

"First, draw a Place Card." "Choose one possibility that makes sense for that place." "Then choose a challenge that might also exist." "Finally, explain what people might do."

Correct explanation = 1 point.

A second-source connection = bonus point.

Sample Round

Place: Great Plains

Possibility: farming/ranching or wind energy

Challenge: drought, limited water, strong winds

Choice: conserve water, select crops carefully, build wind turbines

 Answer Key Guidance

Multiple answers are acceptable if supported logically.

Strong matches:

- Coastal Plains -> shipping/fishing -> storms/flooding
- Great Plains -> ranching/wind energy -> drought/wind
- Mountains and Basins -> minerals/energy -> limited water
- East Texas -> forests/rivers/farming -> flooding/dense terrain
- Sahara -> long-distance trade -> difficult travel

 Daily Deck Slide (M1-7)

Write on the board: A STRONG RESEARCHER DOES NOT STOP AT: “This place had resources.” Continue to: What did people DO with them?

Day 3 — Discuss and Use Independently



D — Discuss

Teacher Script

“Yesterday, some of you discovered that the same place could create both an opportunity and a problem.” “That matters because geography does not write history by itself.”

Ask: “What happened when two groups had similar resources but made different choices?”

Discuss.

★ Daily Deck Slide (M1-8)

Write on the board: R-E1-E2 R = Reason/Way; E1 = Evidence; E2 = Explanation.

R-E1-E2 Model

R: One way societies are shaped is by the places, resources, and connections available to people.

E1: Passage 15 explains that Mali was located near valuable gold and important trade routes.

E2: This location created an opportunity for trade, but geography alone did not make Mali powerful. People developed trade networks and exchanged resources with distant communities. This shows that place creates possibilities while human choices determine how those possibilities are used.

U — Independent Writing

Students independently write Body Paragraph 1.

Requirements

- R
- E1 from Passage 15
- 2-3 E2 sentences
- second E1 from Passage 13, The Change Atlas, Evidence Room, or a previous passage
- 2-3 E2 sentences
- at least one paraphrase
- source credit
- connection to thesis (central idea)

Low Exemplar

Places can shape societies. Mali had gold. It had trade routes. This helped Mali.
Teacher Note: Facts are relevant but explanation is undeveloped.

Medium Exemplar

One way societies are shaped is by the places and resources available to people. Passage 15 explains that Mali had gold and was near trade routes. This helped merchants exchange goods with other places. The trade helped Mali become wealthier. This shows that location can create opportunities for a society.
Teacher Note: Clear R and E1/E2, but needs multiple sources and deeper synthesis.

High Exemplar

One way societies are shaped is by the places, resources, and connections available to people. Passage 15 explains that Mali was located near valuable gold resources and important trade routes. This meant Mali had something other societies wanted and routes that allowed merchants to reach distant markets. However, gold alone could not create a powerful kingdom; people had to protect, organize, and participate in trade. The Change Atlas also shows that Caddo communities used rivers and forests for farming, travel, and exchange. Together, these examples prove that geography creates possibilities, but people decide how those possibilities will shape a society.

Day 4 — Award and Target



A — Award

Teacher Script

“Today we do not simply say whether our paragraph is good or bad.” “We study the exact decisions we made as researchers.”

Students mark:

strongest E1

strongest E2

-> strongest connection to R

Partners explain why each marked part is strong. Keep the judgment tied to relevance, source credit, meaning, and proof.

T — Target

Target Questions

- Did I explain what my evidence means?
- Did I compare or connect two sources?
- Did I prove the R?
- Did I paraphrase instead of copy?
- What place/resource question do I still have?

Students choose one target and revise the exact place in the paragraph where the new work belongs.

Day 5 — Explain / Educate Others

E

Activity: GEOGRAPHER'S EVIDENCE WALK

Students display one evidence card.

Each student explains:

 **Teacher Script**
"My R is..."

 **Teacher Script**
"My first source taught me..."

 **Teacher Script**
"My second source added..."

 **Teacher Script**
"Together, the evidence proves..."

Listeners identify the evidence-to-reason connection and ask, "What choice did people make with what the place provided?"

✓ **Overarching Question — Answer**

How can a place create both opportunities and challenges for a society?
A place provides resources and creates limits, but people decide how to use, change, protect, or connect with what the environment provides. Geography provides resources and creates limits, but people choose how to respond.

Module 1 — Low, Medium, and High Body-Paragraph Exemplars

Low

Places can shape societies. Mali had gold. It had trade routes. This helped Mali.

Teacher Note: Facts are relevant but explanation is undeveloped.

Medium

One way societies are shaped is by the places and resources available to people. Passage 15 explains that Mali had gold and was near trade routes. This helped merchants exchange goods with other places. The trade helped Mali become wealthier. This shows that location can create opportunities for a society.

Teacher Note: Clear R and E1/E2, but needs multiple sources and deeper synthesis.

High

One way societies are shaped is by the places, resources, and connections available to people. Passage 15 explains that Mali was located near valuable gold resources and important trade routes. This meant Mali had something other societies wanted and routes that allowed merchants to reach distant markets. However, gold alone could not create a powerful kingdom; people had to protect, organize, and participate in trade. The Change Atlas also shows that Caddo communities used rivers and forests for farming, travel, and exchange. Together, these examples prove that geography creates possibilities, but people decide how those possibilities will shape a society.

Module 1 — Assessment Opportunities

Field	Detail
Purpose	Determine whether students can gather, credit, and explain evidence about PLACE.
Formative Product	Body Paragraph 1 using R-E1-E2.
Required Evidence	E1 from Passage 15 and a second E1 from an approved source.
Source HABIT	At least one paraphrase, accurate source credit, and no copying too closely.
Explanation	2–3 E2 sentences after each E1.
Thesis (Central Idea) Connection	Explains that geography creates possibilities while people make choices.

Quick Rubric

Criterion	Beginning	Developing	Secure
R	Topic only	Names place/resources	States the assigned Reason/Way
E1	Fact without credit	Relevant credited fact	Two relevant, credited sources
E2	Repeats evidence	Gives one meaning	Explains meaning, importance, and proof
Q/P	Copies too closely	Attempts paraphrase	Accurate Q/P use with source credit
Synthesis	Sources remain separate	Basic connection	Explains what evidence proves together

Check the Learning

Use all three evidence channels:

- Verbal — Gather/Reveal: Students label each sample Q, P, or C and explain the need for source credit.
- Visual/Physical — Attempt: In the game, students match place, possibility, and challenge, then name a human choice.
- Written — Discuss/Use: Students draft Body Paragraph 1 with R, two E1s, and developed E2 thinking.

Teacher Look-Fors

- Evidence is relevant to the R.
- The paraphrase changes wording and sentence structure without changing meaning.
- Source credit accompanies both quotations and paraphrases.
- E2 answers what the evidence means, why it matters, and how it proves the R.

Intervention — Module 1

PLACE -> CHOICE -> PROOF Teacher Table

1. Reread one relevant Passage 15 paragraph.
2. Ask students to name only what the place provides or limits.
3. Ask what people chose to do.
4. Cover the paragraph and orally retell the idea.
5. Write the retelling and compare it with the source for copying too closely.
6. Add source credit.
7. Complete: “This evidence proves ___ because ___.”

Sentence Frames

- “Passage 15 explains that ___.”
- “This created the possibility/challenge of ___.”
- “People chose to ___.”
- “This matters because ___.”
- “This proves the R because ___.”

Keep the intellectual work with the student: the teacher may narrow the passage section but does not supply the evidence or explanation.

Module 1 — Embedded Checks and Student Support

Teacher Move	Expected Response	Misconception	Response
Ask what a place gives and requires.	Names a possibility and a challenge.	Place controls people.	Ask what people chose to do.
Ask Q, P, or C.	Identifies exact words, new wording, or copying too closely.	A few changed words make a paraphrase.	Use READ -> COVER -> TELL -> WRITE -> CHECK.
Ask what evidence proves.	Connects E1 to R in E2.	Evidence speaks for itself.	Ask what it means and why it matters.
Ask for source credit.	Names the source for Q and P.	Only Q needs credit.	Restate: both Q and P require source credit.

Student Support Quick Reference

- If locating evidence is difficult, assign one source heading and restate the research purpose.
- If paraphrasing is difficult, require oral retelling before writing.
- If E2 repeats E1, use the three E2 questions.
- If mastery is secure, ask the student to connect a second source and explain what both prove together.

Enrichment — Module 1

Research Conclusion Challenge

Students select two or more approved Passage 15 facts about the same place. They write:

1. a credited paraphrase of each fact,
2. one conclusion the facts support together,
3. an explanation of what geography made possible or difficult,
4. an explanation of the human choice,
5. a statement of what the combined evidence can and cannot prove.

Perspective Extension

Use the source reminder that connection does not create the same result for everyone. Students identify whose opportunity and whose loss a researcher would need to examine, without inventing evidence beyond the source.

Module 1 — Additional Writing Opportunity

Prompt

How can a place create both opportunities and challenges for a society?

Planning Guide

Part	Student Decision
R	Which way does place shape a society?
E1	Which Passage 15 detail best proves the R?
E2	What does it mean, why does it matter, and how does it prove R?
E1	What second approved source adds to the answer?
E2	What do the sources prove together?

Drafting Space

Revise

Mark strongest E1, strongest E2, and -> strongest connection to R. Add, delete, combine, or rearrange ideas for coherence and clarity.

Edit

Check complete sentences, subject-verb agreement, capitalization, punctuation, quotation marks for exact words, and accurate spelling. Confirm that every Q and P includes source credit.

Module 1 — Auditory Engagement

Listen, Sort, and Prove

Read one approved Passage 15 detail aloud. Students listen without looking at the text, then respond in three parts:

1. possibility or challenge,
2. Q or P if the detail were recorded,
3. what the detail could help prove.



Teacher Script

“Listen for what the place provides or limits. Then listen for the human choice. A fact becomes useful research evidence when you can explain what it proves.”

Partner Echo

Partner A gives an accurate paraphrase and names Passage 15. Partner B states an E2 beginning, “This evidence means...” Partners check that the paraphrase changes both wording and sentence structure while preserving meaning.

Pause Points

|| Pause Point — Research Purpose

What question am I trying to answer?

|| Pause Point — Relevance

What does this evidence help me prove?

|| Pause Point — Q, P, or C

Am I using exact words, truly new wording, or copying too closely?

|| Pause Point — Source Credit

Did I name the source for this quotation or paraphrase?

|| Pause Point — E2

What does this evidence mean? Why does it matter? How does it prove my R?

|| Pause Point — Human Choice

Did I show that PLACE creates possibilities and limits while PEOPLE make choices?

Module 1 — My Progress Tracker

Teacher Script

"This tracker helps you see your growth as a researcher. Be honest about what you can do independently and choose one next target."

I Can...	Not yet	Getting set	I can do it
Gather relevant evidence about PLACE.			
Tell a quotation from a paraphrase.			
Give source credit for Q and P.			
Write R-E1-E2.			
Explain what two sources prove together.			

My strongest evidence is: _____

It helps me prove: _____

My next research target is: _____

Module 1 — Teacher Closure and Reflection

Teacher Closure Script



Teacher Script

“A place can provide resources and connections, and it can create limits and challenges. Geography matters, but geography does not make choices. People decide how to use, change, protect, or connect with what the environment provides.”

Module Question — Answered

How can a place create both opportunities and challenges for a society?

A place provides resources and creates limits, but people decide how to use, change, protect, or connect with what the environment provides.

Teacher Reflection

Which students gather evidence because it proves the R rather than because it is interesting?

Which students accurately distinguish Q, P, and C and give source credit?

Which students develop E2 beyond repeating E1?

Which students connect two sources and explain what they prove together?

Teacher Notes

Module 1 — Remote Learning



Virtual Classroom Adjustment for Remote Learners

Display each Daily Deck slide and use a poll for the four opening place choices, then send students to breakout rooms to explain one possibility and one challenge. Share Passage 15 as a searchable evidence bank and assign only the section needed for the day's research purpose. Students can annotate Q and P with comment labels and type the source beside each note. Run PLACE-POSSIBILITY-PROBLEM with shuffled card slides in breakout rooms; each group records its place, possibility, challenge, human choice, and credited evidence connection on one shared board. During independent writing, students draft R-E1-E2 in private documents while the teacher responds with the three E2 questions instead of supplying sentences. For Award and Target, students highlight their strongest E1, strongest E2, and strongest R connection with three agreed colors. End with a virtual Geographer's Evidence Walk in which each student displays one evidence card and explains what the two sources prove together.

M O D U L E

2

**IDEAS AND CHOICES — How
Do People Turn Possibility Into
Change?**

Week 2 • Very High Stamina

Module 2: IDEAS AND CHOICES — How Do People Turn Possibility Into Change?

Week 2 - Very High Stamina - Cluster 8 (Research Convergence)

Overarching Question

How can an idea or decision change a society?

Yearlong Theme

HOW PEOPLE, PLACES, AND IDEAS SHAPE ONE ANOTHER — AND LEAVE A LEGACY

Student question: WHAT SHAPES OUR WORLD?

Cluster Overarching Research Question: How do places, people, and ideas work together to shape societies and leave a legacy?

The Big Research Lesson



Teacher Script

"A REPORT COLLECTS INFORMATION. A RESEARCH PAPER USES INFORMATION TO PROVE AN ANSWER."

Every fact must earn its place. Before including evidence, ask, "What does this help me prove?"

Module Research Lens — IDEAS

Ideas, leadership, choices, culture, speech, and service can shape a society as powerfully as geography. This module builds Body Paragraph 2.

Research Product

Body Paragraph 2 using R-E1-E2.

R: Another way societies are shaped is through the ideas, choices, and actions of people.

Module 2 — Family Communication

This Week at a Glance

- The research question: How can an idea or decision change a society?
- The evidence bank: Passage 16, “What Shapes a Society? Ideas, Choices, and Culture.”
- The writing product: Body Paragraph 2 using R-E1-E2.
- The source HABIT: mark Q for a direct quotation, P for a paraphrase, and credit the source for both.

One Question to Ask at Home



Teacher Script

“What idea or choice did you study, what action followed it, and what changed?”

One Way to Help

Invite your child to explain a change chain aloud: need or problem -> idea or choice -> action -> change. Then ask, “What does that evidence help you prove?”

Family Letter

Dear Families,

This week, your child is researching how ideas, choices, leadership, and culture shape societies. Students will use Passage 16, “What Shapes a Society? Ideas, Choices, and Culture,” as an evidence bank. They will distinguish a direct quotation from a paraphrase, give source credit for both, and write Body Paragraph 2 with a Reason, Evidence, and Explanation (R-E1-E2).

At home, ask your child to explain one change chain: What challenge or opportunity existed? What did someone decide? What action followed? What changed? You can also ask, “What does this evidence help you prove?” That question helps a researcher choose purposeful evidence instead of merely collecting facts.

With appreciation, Your child’s teacher — The Writing Academy LLC

Carta para las Familias

Estimadas familias:

Esta semana, su hijo o hija investigará cómo las ideas, las decisiones, el liderazgo y la cultura moldean las sociedades. Los estudiantes usarán el Pasaje 16, “What Shapes a Society? Ideas, Choices, and Culture,” como banco de evidencia. Distinguirán una cita directa de una paráfrasis, darán crédito a la fuente en ambos casos y escribirán el segundo párrafo del cuerpo con Razón, Evidencia y Explicación (R-E1-E2).

En casa, pida a su hijo o hija que explique una cadena de cambio: ¿Qué desafío u oportunidad existía? ¿Qué decidió alguien? ¿Qué acción siguió? ¿Qué cambió? También puede preguntar: “¿Qué me ayuda a demostrar esta evidencia?” Esa pregunta ayuda a un investigador a elegir evidencia con propósito en vez de simplemente reunir datos.

Con aprecio, El maestro o la maestra de su hijo o hija — The Writing Academy LLC

Module 2 — Family Conversation Starters

- How is an idea different from an action?
- Why can a decision produce results far beyond the original question?
- How can music or art preserve culture?
- Why must a researcher credit both a quotation and a paraphrase?
- Which part of a change chain is easiest to overlook, and why?

Family Activity — Build a Change Chain

Choose one Passage 16 example your child studied. Orally place it in this sequence: NEED/PROBLEM -> IDEA/CHOICE -> ACTION -> CHANGE. End by explaining why the change mattered.

Family Activity — Q or P?

Have your child read one sentence from Passage 16. First repeat the exact words as a quotation with attribution. Then cover the sentence and state the same idea in new words as a paraphrase with source credit. Discuss why both versions name the source.

Module 2 — Lesson Overview and Standards

Lesson Overview

Module 2 uses the IDEAS lens to investigate how government ideas, leadership, business, culture, speech, service, and individual choices can shape society. Students use Passage 16 as an evidence bank; follow cause -> action -> effect; distinguish quotation, paraphrase, and copying too closely; credit sources; and write Body Paragraph 2 with R-E1-E2. The week follows GRADUATE: Gather/Reveal, Attempt, Discuss/Use, Award/Target, and Explain.

BIG Goal: Students use relevant, credited evidence to prove that ideas create change when people act on them and that consequences may reach beyond the original decision.

Grade 4 Research TEKS

TEKS	Student Expectation
(13)(A)	generate and clarify questions on a topic for formal and informal inquiry
(13)(B)	develop and follow a research plan with adult assistance
(13)(C)	identify and gather relevant information from a variety of sources
(13)(D)	identify primary and secondary sources
(13)(E)	demonstrate understanding of information gathered
(13)(F)	recognize the difference between paraphrasing and plagiarism when using source materials
(13)(G)	develop a bibliography
(13)(H)	use an appropriate mode of delivery, whether written, oral, or multimodal, to present results

Cumulative Composition TEKS

TEKS	Student Expectation
(11)(C)	revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity
(11)(D)	edit drafts using standard English conventions

Passage 16 Social Studies Connections

SS TEKS 4.3E, 4.10B, 4.15B, 4.17B, 4.19C, and 4.19E-G.

Module 2 — TEKS and ELPS (Cluster 8 · from the Scope & Sequence)

These are the standards listed for Cluster 8 in the Teach BIG Scope and Sequence, in the same form the chart uses.

TEKS — Cluster 8 (from the Scope & Sequence)

Writing Process

- (11)(B)(i) develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction
- (11)(B)(ii) develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including transitions
- (11)(B)(iii) develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including a conclusion
- (11)(B)(iv) develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details

Writing Genre

- (13)(A)(i-iv) generate and clarify questions on a topic for formal and informal inquiry
- (13)(B)(i-ii) develop and follow a research plan with adult assistance
- (13)(C)(i-ii) identify and gather relevant information from a variety of sources
- (13)(D)(i-ii) identify primary and secondary sources
- (13)(E)(i) demonstrate understanding of information gathered
- (13)(F)(i) recognize the difference between paraphrasing and plagiarism when using source materials
- (13)(G)(i) develop a bibliography
- (13)(H)(i) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results

Revising

- (11)(C)(i-x) revise drafts to improve sentence structure and word choice and to improve coherence and clarity by adding, deleting, combining, and rearranging ideas

Editing

- (11)(D)(i)-(xxxv) edit drafts using standard English conventions — complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; irregular verbs, nouns, adjectives, adverbs, prepositions, pronouns, and coordinating conjunctions; capitalization; punctuation; and grade-appropriate spelling

ELPS — Cluster 8 (from the Scope & Sequence)**Writing Process**

- 4(D)(iii) write content-area texts using a variety of transition words
- 4(F)(i)–(ii), (v)–(vi) write to narrate, describe, explain, respond, or justify with supporting details using appropriate content and style for purpose and audience

Writing Genre

- 4(C)(i) write using a combination of both high-frequency words and content-area vocabulary
- 4(D)(i)–(iii) write content-area texts using a variety of sentence lengths, sentence types, and transition words
- 4(E)(i)–(ii) write content-area-specific text using conventions and grammatical structures
- 4(F)(i)–(xvi) write to narrate, describe, explain, respond, or justify with supporting details or supporting evidence using appropriate content, style, register, and conventions for purpose and audience
- Cross-domain inquiry support (use only when the task demonstrates it) 1(C)(i)–(iii) [Teacher only]; 1(E)(i)–(ii); 1(F)(i)–(iv); 2(B)(i)–(iv); 2(C)(i)–(v); 2(D)(i)–(iv); 2(E)(i)–(ii); 2(F)(i)–(ii); 3(E)(iii); 3(F)(i)–(vi); 3(G)(ii)–(iv). Writing ELPS apply to the written portion; oral and multimodal products require evidence from the corresponding language domains.

Revising

- 4(C)(i) write using a combination of both high-frequency words and content-area vocabulary
- 4(D)(i)–(iii) write content-area texts using a variety of sentence lengths, sentence types, and transition words
- 4(E)(ii) write content-area-specific text using grammatical structures
- 4(F)(i)–(ii), (v)–(vi) write to narrate, describe, explain, respond, or justify with supporting details using appropriate content and style for purpose and audience

Editing

- 4(A)(i) apply relationships between sounds and letters of the English language to represent sounds when writing [Teacher only]
- 4(B)(i)–(ii) write text following conventional spelling patterns and rules
- 4(C)(i) write using a combination of both high-frequency words and content-area vocabulary
- 4(D)(i)–(iii) write content-area texts using a variety of sentence lengths, sentence types, and transition words
- 4(E)(i)–(ii) write content-area-specific text using conventions and grammatical structures

Language Domains

Domain	How This Module Builds It
Listening	Students listen to the opening statements and the change-chain explanations of peers.
Speaking	Students take a position, explain a chain, and teach a historical example during the conference.
Reading	Students navigate Passage 16 as an evidence bank and distinguish exact words from source ideas.
Writing	Students record credited Q/P evidence and draft Body Paragraph 2 with developed E2 thinking.

Language Supports

- Cause frame: “The challenge was _____. The idea or choice was _____. The action was _____. The change was _____.”
- Evidence frame: “Passage 16 states, ‘_____.’ This matters because _____.”
- Paraphrase frame: “According to Passage 16, _____. This helps prove _____.”

Module 2 — Learning Destination

I Can Statements

- I can gather relevant evidence about ideas, choices, leadership, and culture.
- I can tell a direct quotation from a paraphrase and copying too closely.
- I can give source credit for both a quotation and a paraphrase.
- I can write Body Paragraph 2 using R-E1-E2.

I Will Statements

- I will ask, "What does this help me prove?" before including evidence.
- I will mark exact source words Q and same-idea/new-words notes P.
- I will explain the decision and action between a cause and its effect.
- I will develop multiple E2 sentences that explain meaning, importance, and proof.

Success Criteria

- State the assigned R exactly.
- Include one government or leadership example and one culture, economics, or citizenship example.
- Use at least two sources, one direct quote, and one paraphrase.
- Credit both sources and write multiple E2 sentences.

Module 2 — Rigor and Misconceptions

Rigor Safeguard

Students may hear Passage 16 read aloud, search one assigned section at a time, rehearse orally, and use the R-E1-E2 and Q/P/C charts. The teacher may help a student locate a source section but may not select evidence, supply an explanation, or write the paragraph.

Cognitive Demand

Level	Student Work	Evidence of Thinking
Literal	Identify the idea, choice, action, and change in a source example.	A correctly ordered change chain.
Inferential	Explain why the evidence matters and what it proves.	Multiple E2 sentences connected to the R.
Evaluative	Select evidence from at least two sources and judge how it works together.	A coherent Body Paragraph 2 with relevant, credited Q and P evidence.

Misconceptions to Watch

- Idea equals change: IDEA $\neq$ CHANGE; action connects an idea to change.
- Cause jumps straight to result: researchers explain the decision and action in between.
- Paraphrase needs no credit: both Q and P require SOURCE CREDIT.
- More facts mean stronger research: every fact must help prove the answer.
- E2 repeats E1: E2 explains meaning, importance, and proof.

Module 2 — Thinking Levels

The Five Thinking Levels

Level	Color	Thinking Stage	Module 2 Evidence
Level 1	Red	Foundational	Names a fact or repeats a source sentence.
Level 2	Orange	Emergent	Identifies an idea or choice and a change.
Level 3	Yellow	Visible	Connects a credited E1 directly to the assigned R.
Level 4	Green	Independent	Explains the action and consequence with developed E2 thinking.
Level 5	Blue	Reflective	Explains how effects reach later people or generations.

Change-Chain Thinking

NEED/PROBLEM -> IDEA/CHOICE -> ACTION -> CHANGE -> LEGACY

Researchers do not jump from the first box to the last. They explain the decision and action in between, then consider immediate effects and longer consequences.

Module 2 — Vocabulary

Tier 1 Vocabulary — Everyday Words

Word	Student-Friendly Definition	Oral Rehearsal Frame
idea	a thought about what could be done	The idea was ____.
choice	a decision between possibilities	The choice was ____.
action	something a person does	The action that followed was ____.
change	a result that makes something different	One change was ____.
rule	a direction people are expected to follow	The rule affected ____.
leader	a person who guides or makes decisions	The leader chose to ____.
voice	a way to express ideas or experiences	This voice preserved ____.
help	support given to a person or effort	The support helped ____.
last	to continue over time	The effect lasted because ____.
share	to make an idea or creation available to others	People shared ____.

Tier 2 Vocabulary — Academic Words

Word	Student-Friendly Definition	Oral Rehearsal Frame
research	careful inquiry that uses information to prove an answer	My research helps prove ____.
evidence	information used as proof	This evidence proves ____.
quotation	an author's exact words in quotation marks	My quotation is credited to ____.
paraphrase	a source idea stated in new words	My paraphrase explains ____.
source	where information comes from	My source is ____.
geography	landforms, water, climate, plants, animals, and resources of a place	Geography created the possibility to ____.
resource	something useful found in nature	This resource made ____ possible.
climate	the usual weather patterns of a place over time	Climate can shape ____.
scarcity	limited resources compared with what people want or need	Scarcity may lead people to ____.
trade	exchanging what people have for what they need or value	Trade connected ____.

Tier 3 Vocabulary — Domain-Specific Words

Word	Pronunciation	Student-Friendly Definition	Oral Rehearsal Frame
Magna Carta	MAG-nuh KAR-tuh	the 1215 agreement that strengthened the idea that a ruler should follow laws	The Magna Carta strengthened ____.
rule of law	ROOL uhv LAW	the idea that rulers and other people are subject to laws	Rule of law matters because ____.
Renaissance	REN-uh-sahns	a period when people studied earlier learning and applied it in new ways	Renaissance thinkers ____.
patronage	PAY-truh-nij	financial support for artists, scholars, or creators	Patronage helped ____.
annexation	an-ek-SAY-shun	the act of adding a territory to a country	Texas annexation changed ____.
free enterprise	FREE EN-ter-prize	a system that gives people opportunities to create businesses and sell goods or services	Free enterprise allowed ____.
civic participation	SIV-ik par-tis-uh-PAY-shun	taking part in the work and decisions of a community	Civic participation includes ____.
consequence	KON-suh-kwens	a result of an action or decision	One consequence was ____.
legacy	LEG-uh-see	something passed forward that continues to influence others	The longer legacy was ____.
culture	KUL-cher	language, traditions, music, art, food, stories, beliefs, and celebrations of a society	Culture can preserve ____.

Module 2 — Background Knowledge and Teacher Context

Passage 16 asks researchers to study not only where people lived but also what they thought, chose, created, and passed forward. Its cases reconnect the year's learning: the Magna Carta, the Renaissance, Mansa Musa, Texas annexation, patronage and business support, Texas artists, and civic participation.

The central distinction is IDEA $\neq$ CHANGE. An idea becomes historically consequential when people act. Researchers trace cause $\rightarrow$ action $\rightarrow$ effect and attend to both intended and unintended consequences. They also recognize that one person never shapes a society alone; many people act over time.

Shared Thesis (Central Idea) Model — NOI / VOI / Answer

- Noun of Importance: people, places, and ideas
- Verb of Importance: shape
- Clear Answer: geography creates possibilities, people make choices to solve problems or use opportunities, and those choices can leave changes that last.

Shared thesis (central idea): "People, places, and ideas shape societies because geography creates possibilities, people make choices to solve problems or use opportunities, and those choices can leave changes that last."

Module 2 — Materials and Teacher Preparation

Materials

- Passage 16: “What Shapes a Society? Ideas, Choices, and Culture”
- research notebooks or evidence cards
- Q/P/C and source-credit anchor chart
- SET / R-E1-E2 / R1-R2-R3 writing-structure chart
- printed Change Chain Challenge cards, one mixed set per group
- highlighters or colored pencils for Q, P, and source-credit notes
- Body Paragraph 2 planning and drafting pages

Preparation

1. Display the Big Research Lesson throughout the module.
2. Prepare the three Daily Deck slides.
3. Cut and mix each Change Chain Challenge card set.
4. Preserve one answer-key copy with every set in the source sequence.
5. Make Passage 16 available first as a plain evidence bank and then through the Student Annotation Guide and TRACKS evidence-highlighting copy supplied by the renderer.

Module 2 — IDEAS Evidence Anchor

What Shapes Our World?

PLACE -> NEED/PROBLEM -> CHOICE/IDEA -> ACTION -> CHANGE -> LEGACY

Module 2 Lens

IDEAS: What did people think, decide, create, or believe? Who acted on the idea? What changed immediately? What lasted?

Evidence Decision

Before recording a fact, ask:

1. What does this help me prove?
2. Is it relevant to my R?
3. Will I use the exact words as Q or restate the idea as P?
4. Where will I place source credit?

Change-Chain Reminder

CAUSE -> ACTION -> EFFECT

- What existed?
- What did someone decide?
- What happened next?

Module 2 — Research Frameworks: Information Must Prove an Answer

The Big Research Lesson



Teacher Script

"A REPORT COLLECTS INFORMATION. A RESEARCH PAPER USES INFORMATION TO PROVE AN ANSWER."



Teacher Script

"Researchers, our job this month is not to prove that we can find a lot of facts." "Our job is to decide what those facts mean together." "Every fact must earn a place in our paper." "Before you include evidence, ask, 'What does this help me prove?'"

Five Research Lenses

Lens	Research Question
PLACE	What did the place make possible or difficult?
NEED / PROBLEM	What did people need or have to solve?
CHOICE / IDEA	What choice did people make or what idea guided them?
ACTION / CHANGE	What did people do, and what changed?
LEGACY	What did later generations inherit?

Module 2 foregrounds IDEAS: ideas, leadership, choices, culture, speech, and service can shape a society as powerfully as geography.

Writing Structure Used All Month

Paper Part	Structure	Meaning
Introduction	SET	S — Statement of Purpose; E — Evidence-Reference Transition; T — Thesis (Central Idea)
Body Paragraphs	R-E1-E2	R — Reason or Way; E1 — Evidence; E2 — Explanation
Conclusion	R1-R2-R3	R1 — Restate the thesis (central idea); R2 — Reference evidence collectively; R3 — Reflect on the larger theme

Each body paragraph may repeat E1 and E2. E2 may take several sentences and answers:

What does this evidence mean? Why does it matter? How does it prove my R?

Evidence Types and Source Credit

Mark	Evidence Type	Rule
Q	Direct quotation	Exact words; use quotation marks and attribution.
P	Paraphrase	Same idea in new words and a new sentence structure; still give source credit.
C	Copying too closely	Not acceptable. Read, cover, tell, write, and check again.

Both Q and P require SOURCE CREDIT.

Shared Thesis (Central Idea) Model — NOI / VOI / Answer

- Noun of Importance: people, places, and ideas
- Verb of Importance: shape
- Clear Answer: geography creates possibilities, people make choices to solve problems or use opportunities, and those choices can leave changes that last.

Shared thesis (central idea): “People, places, and ideas shape societies because geography creates possibilities, people make choices to solve problems or use opportunities, and those choices can leave changes that last.”

Module 2 — Reading Research Sources as Evidence Banks

A Research Source Is an Evidence Bank

Passage 16 is not a single-sitting read-aloud that every student must process from beginning to end before doing research. It is an evidence bank. Begin with the research purpose, navigate to a relevant section, read closely, and gather only evidence that helps prove the assigned R.

Mark and Credit Evidence

- Mark Q when recording exact words. Keep the wording exact, use quotation marks, and add attribution.
- Mark P when stating the same source idea in new words and a new sentence structure. Add source credit.
- Mark C if wording or structure copies too closely. Do not use it; reread, cover, tell, write, and check.

Both Q and P require SOURCE CREDIT. Record the title “What Shapes a Society? Ideas, Choices, and Culture” with each note so the evidence can be cited accurately later.

Researcher’s Navigation HABIT

1. Read the Body Paragraph 2 R.
2. Select a Passage 16 heading connected to the purpose.
3. Search that section for an idea or choice, the action, and its consequence.
4. Record Q or P, the source, and what the evidence helps prove.

Before Students Read

This is a research source — an evidence bank, not a single-sitting read-aloud. Preview it with students, then reread selected sections to collect evidence. As you read, mark evidence to use later: use Q for a direct quotation (an author's exact words) and P for a paraphrase (a source idea in new words), and note the source so you can give credit. Strong research selects the smallest set of strongest evidence.

PASSAGE 16 — What Shapes a Society? Ideas, Choices, and Culture

[1] Central Question: How can something people think, decide, create, or believe change a society?

[2] Not every force that shapes a society can be seen on a map. Ideas do not have mountains. Choices do not flow like rivers. Culture cannot be measured the same way we measure rainfall. Yet ideas, decisions, beliefs, laws, art, music, and leadership can change societies just as powerfully as geography.

[3] A new idea about government can influence people centuries later. A ruler's decision can strengthen—or weaken—a kingdom. A song can preserve a culture. A business idea can change the way people work. A speech can encourage people to act.

[4] To understand how societies change, researchers must study not only where people lived, but also what they thought, chose, created, and passed forward.

[5] Ideas Can Become Rules

[6] In 1215, a conflict between King John of England and powerful barons led to an important document called the Magna Carta. King John had demanded heavy taxes and made decisions that angered many people. The barons wanted limits placed on his power. The Magna Carta did not create modern democracy. It did not give equal rights to everyone in England.

[7] However, it helped strengthen an important idea: A ruler should also be required to follow laws. That idea mattered. Over many centuries, people continued debating how much power leaders should have and what rights people should receive. Ideas about rule of law, fair legal processes, and limits on government eventually influenced later political systems.

[8] This shows how change can begin. An idea does not need to solve every problem immediately to become important. Sometimes an idea becomes a starting point that later generations continue developing.

[9] People Can Look Back to Move Forward

[10] Hundreds of years after the Magna Carta, Europe experienced a period known as the Renaissance. Renaissance means rebirth. Artists, scholars, writers, and thinkers became increasingly interested in the learning and ideas of ancient Greece and Rome. They studied old texts. They examined art.

[11] They considered earlier ideas about government, mathematics, architecture, philosophy, and science. But they did not simply copy the past. They used old knowledge to create something new. Artists such as Raphael studied perspective, proportion, and the human body to make paintings appear more realistic.

[12] Thinkers asked questions about people, learning, government, and individual ability. The Renaissance demonstrates another way societies change: People can study old ideas, reconsider them, and apply them in new situations. The past does not have to remain behind us. It can become evidence. People can ask: What worked? What did not work?

[13] What should we preserve? What should we change? Those questions continue to

matter today.

[14] Leadership Matters

[15] Ideas matter, but leaders also make choices about what to do with them. Mansa Musa ruled the West African kingdom of Mali during the 1300s. Mali was already located near valuable gold resources and important trade routes. Mansa Musa could not take credit for creating the Sahara, discovering gold, or inventing trade.

[16] But his leadership affected how Mali used those advantages. He supported trade and worked to protect important routes. He encouraged the development of cities such as Timbuktu. He supported learning and religious institutions. During his famous pilgrimage to Mecca, his wealth and generosity caused people in distant places to become interested in Mali.

[17] His choices increased Mali's reputation far beyond West Africa. This creates an important distinction: Resources create possibilities. Leadership helps determine what happens with them. A society may have valuable resources but use them poorly. Another may invest its wealth in schools, roads, trade, art, or other projects.

[18] Leadership can affect which opportunities grow and which are lost.

[19] Choices Can Change a Map

[20] Some decisions have consequences so large that they can literally change maps. Texas provides an example. After winning independence from Mexico, Texas existed for several years as the Republic of Texas. Texans then faced an enormous decision: Should Texas remain an independent republic, or should it join the United States? People had different opinions.

[21] Some believed joining the United States would provide greater security and economic opportunities. Others worried about losing independence or changing the balance of political power. The decision did not affect Texas alone. Texas was annexed by the United States in 1845 and became the twenty-eighth state.

[22] Annexation increased tensions between the United States and Mexico, especially because the two countries disagreed about the Texas boundary. Those tensions contributed to the Mexican-American War. When the war ended, the United States gained control of a vast amount of western territory.

[23] One political decision had produced consequences that reached far beyond the original question. This is why historians study decisions carefully. They ask not only: What did people decide? They also ask: What happened because of that decision?

[24] Ideas Need Support

[25] An idea may be excellent and still need help before it can become reality. During the Renaissance, wealthy supporters called patrons often provided money to artists, architects, scholars, or other creators. Patronage helped make some famous works of art possible. Modern societies use different systems.

[26] Today, someone who wants to start a business might save money, borrow from a bank, attract investors, or receive help from family members. The systems are not identical, but there is a connection. Ideas often need resources. Imagine a person who

designs an excellent new product but cannot afford materials. Or an artist who has skill but no tools.

[27] Or a business owner who has a plan but no money to rent a building. Support can help turn an idea into action. A free enterprise system gives people opportunities to create businesses, sell products, provide services, and make choices about how they use their resources. Not every idea succeeds. Some businesses close. Some products fail.

[28] Some plans must be changed. But trying, adapting, borrowing, investing, saving, and learning are all part of how economic ideas become real.

[29] Voices Preserve Culture

[30] A society is more than its government and economy. It also has culture. Culture includes language, traditions, music, art, food, stories, beliefs, celebrations, and other ways people express who they are. Texas culture has been shaped by many groups. Music provides one example.

[31] Lydia Mendoza became an important Mexican American singer whose Spanish-language music reflected everyday experiences and traditions. Her songs helped listeners hear their own lives, language, and culture represented. Chelo Silva became known for her powerful voice and contributions to Tejano music.

[32] Her work helped Texas audiences hear music shaped by different cultural influences. Julius Lorenzo Cobb Bledsoe, an African American singer from Texas, achieved success on stage and in opera during a time when Black performers often faced serious discrimination. Each artist contributed differently. Their music did more than entertain.

[33] It preserved experiences. It opened doors. It helped people feel represented. It gave later generations something they could hear and study. Culture can therefore function almost like a historical record. A song may reveal what people valued. A painting may show how people lived. A story may preserve a family's memory.

[34] An artwork may communicate a perspective that does not appear in a government document. Historians study many kinds of sources because societies leave evidence in many forms.

[35] Citizens Participate

[36] Societies are not shaped only by kings, presidents, generals, wealthy merchants, or famous artists. Ordinary citizens participate too.

[37] Dr. Martin Luther King Jr. became one of the most influential leaders of the civil rights movement. Through speeches, writing, marches, and nonviolent protest, he called attention to racial injustice and encouraged Americans to work toward equality.

[38] His influence depended not only on his own voice but also on the participation of thousands of people who marched, organized, listened, voted, volunteered, and continued the work. President John F. Kennedy also challenged Americans to think about citizenship and service.

[39] His inaugural address encouraged people to consider what they could contribute to their country. The Peace Corps, created during his presidency, gave Americans opportunities to volunteer in communities around the world. Again, the larger idea

matters: Citizenship is participation. A fourth grader may not deliver a speech to millions of people.

[40] A child may not run a government. But students still make choices that affect their communities. They can participate. They can listen. They can help. They can speak respectfully. They can learn about issues before forming opinions. They can notice a problem and begin thinking about solutions. Large historical movements are made of many individual decisions.

[41] Every Choice Leaves Something Behind

[42] A decision may last for an afternoon. Another may influence people centuries later. The Magna Carta began as an agreement between a king and barons, yet some of its ideas continued influencing later discussions about government. Ancient Greek and Roman thought was studied again during the Renaissance.

[43] Renaissance art continues to be studied hundreds of years after the artists died. Mansa Musa's leadership helped Mali become remembered for trade, wealth, and learning. Texas annexation changed political boundaries and influenced events far beyond Texas. Musicians preserved cultural experiences through their voices.

[44] King's message about equality continued after his speeches ended. Kennedy's call to service continued after the crowd left Washington. These examples are different, but they share something important. Human choices create consequences. Some consequences are intended. Others are not. Some changes help people. Others cause conflict or harm.

[45] Some ideas disappear quickly. Others travel across generations. This is why researchers look for cause and effect. They ask: What idea existed? Who acted on it? Why did they act? Who was affected? What changed immediately? What lasted?

[46] Ideas, Choices, and Culture

[47] Geography provides the setting where societies develop. But people write the next part of the story. They create rules. They challenge rules. They build businesses. They study old ideas. They create new ones. They lead. They follow. They sing. They paint. They speak. They vote. They serve. They preserve traditions.

[48] They make decisions whose effects may continue long after they are gone. No single person shapes a society alone. The Magna Carta did not create every modern freedom. Mansa Musa did not build Mali by himself. A Renaissance artist did not create an entire movement. One Texas musician did not create Texas culture. One speech did not create social change.

[49] Societies are shaped by many people acting over time. That may be the most important pattern to notice. The world provides places, resources, and challenges. People bring ideas, decisions, creativity, culture, leadership, and action. Together, those forces create history. And every generation receives something from the generations that came before it.

[50] Then it faces a choice: What should we preserve? What should we question? What should we improve? What will we contribute? Because every choice leaves something behind. And what one generation leaves behind may help shape what the next generation becomes.

Student Annotation Guide — What Shapes a Society? Ideas, Choices, and Culture

T — Time

In 1215; during the 1300s; Over many centuries; Hundreds of years after the Magna Carta

R — Reactions

made decisions that angered many people; wanted limits placed on his power; became increasingly interested in the learning and ideas of ancient Greece and Rome; encouraged Americans to work toward equality; challenged Americans to think about citizenship and service

A — Actions

He supported trade and worked to protect important routes; He encouraged the development of cities; They studied old texts; his famous pilgrimage to Mecca; Through speeches, writing, marches, and nonviolent protest

C — Character/Concept/Creature

King John of England; powerful barons; Mansa Musa; Raphael; Lydia Mendoza; Chelo Silva; Julius Lorenzo Cobb Bledsoe; Dr. Martin Luther King Jr.; President John F. Kennedy; wealthy supporters called patrons

K — Key Knowledge

the Magna Carta; A ruler should also be required to follow laws; period known as the Renaissance; the civil rights movement; The Peace Corps; Texas was annexed by the United States in 1845

S — Scenery/Setting

the West African kingdom of Mali; Greece and Rome; far beyond West Africa

TRACKS EVIDENCE HIGHLIGHTING — What Shapes a Society? Ideas, Choices, and Culture

[1] Central Question: How can something people think, decide, create, or believe change a society?

[2] Not every force that shapes a society can be seen on a map. Ideas do not have mountains. Choices do not flow like rivers. Culture cannot be measured the same way we measure rainfall. Yet ideas, decisions, beliefs, laws, art, music, and leadership can change societies just as powerfully as geography.

[3] A new idea about government can influence people centuries later. A ruler's decision can strengthen—or weaken—a kingdom. A song can preserve a culture. A business idea can change the way people work. A speech can encourage people to act.

[4] To understand how societies change, researchers must study not only where people lived, but also what they thought, chose, created, and passed forward.

[5] Ideas Can Become Rules

[6] In 1215, a conflict between King John of England and powerful barons led to an important document called the Magna Carta. King John had demanded heavy taxes and made decisions that angered many people. The barons wanted limits placed on his power. The Magna Carta did not create modern democracy. It did not give equal rights to everyone in England.

[7] However, it helped strengthen an important idea: A ruler should also be required to follow laws. That idea mattered. Over many centuries, people continued debating how much power leaders should have and what rights people should receive. Ideas about rule of law, fair legal processes, and limits on government eventually influenced later political systems.

[8] This shows how change can begin. An idea does not need to solve every problem immediately to become important. Sometimes an idea becomes a starting point that later generations continue developing.

[9] People Can Look Back to Move Forward

[10] Hundreds of years after the Magna Carta, Europe experienced a period known as the Renaissance. Renaissance means rebirth. Artists, scholars, writers, and thinkers became increasingly interested in the learning and ideas of ancient Greece and Rome. They studied old texts. They examined art.

[11] They considered earlier ideas about government, mathematics, architecture, philosophy, and science. But they did not simply copy the past. They used old knowledge to create something new. Artists such as Raphael studied perspective, proportion, and the human body to make paintings appear more realistic.

[12] Thinkers asked questions about people, learning, government, and individual ability. The Renaissance demonstrates another way societies change: People can study old ideas, reconsider them, and apply them in new situations. The past does not have to remain behind us. It can become evidence. People can ask: What worked? What did not work?

[13] What should we preserve? What should we change? Those questions continue to

matter today.

[14] Leadership Matters

[15] Ideas matter, but leaders also make choices about what to do with them. Mansa Musa ruled the West African kingdom of Mali during the 1300s. Mali was already located near valuable gold resources and important trade routes. Mansa Musa could not take credit for creating the Sahara, discovering gold, or inventing trade.

[16] But his leadership affected how Mali used those advantages. He supported trade and worked to protect important routes. He encouraged the development of cities such as Timbuktu. He supported learning and religious institutions. During his famous pilgrimage to Mecca, his wealth and generosity caused people in distant places to become interested in Mali.

[17] His choices increased Mali's reputation far beyond West Africa. This creates an important distinction: Resources create possibilities. Leadership helps determine what happens with them. A society may have valuable resources but use them poorly. Another may invest its wealth in schools, roads, trade, art, or other projects.

[18] Leadership can affect which opportunities grow and which are lost.

[19] Choices Can Change a Map

[20] Some decisions have consequences so large that they can literally change maps. Texas provides an example. After winning independence from Mexico, Texas existed for several years as the Republic of Texas. Texans then faced an enormous decision: Should Texas remain an independent republic, or should it join the United States? People had different opinions.

[21] Some believed joining the United States would provide greater security and economic opportunities. Others worried about losing independence or changing the balance of political power. The decision did not affect Texas alone. Texas was annexed by the United States in 1845 and became the twenty-eighth state.

[22] Annexation increased tensions between the United States and Mexico, especially because the two countries disagreed about the Texas boundary. Those tensions contributed to the Mexican-American War. When the war ended, the United States gained control of a vast amount of western territory.

[23] One political decision had produced consequences that reached far beyond the original question. This is why historians study decisions carefully. They ask not only: What did people decide? They also ask: What happened because of that decision?

[24] Ideas Need Support

[25] An idea may be excellent and still need help before it can become reality. During the Renaissance, wealthy supporters called patrons often provided money to artists, architects, scholars, or other creators. Patronage helped make some famous works of art possible. Modern societies use different systems.

[26] Today, someone who wants to start a business might save money, borrow from a bank, attract investors, or receive help from family members. The systems are not identical, but there is a connection. Ideas often need resources. Imagine a person who

designs an excellent new product but cannot afford materials. Or an artist who has skill but no tools.

[27] Or a business owner who has a plan but no money to rent a building. Support can help turn an idea into action. A free enterprise system gives people opportunities to create businesses, sell products, provide services, and make choices about how they use their resources. Not every idea succeeds. Some businesses close. Some products fail.

[28] Some plans must be changed. But trying, adapting, borrowing, investing, saving, and learning are all part of how economic ideas become real.

[29] Voices Preserve Culture

[30] A society is more than its government and economy. It also has culture. Culture includes language, traditions, music, art, food, stories, beliefs, celebrations, and other ways people express who they are. Texas culture has been shaped by many groups. Music provides one example.

[31] Lydia Mendoza became an important Mexican American singer whose Spanish-language music reflected everyday experiences and traditions. Her songs helped listeners hear their own lives, language, and culture represented. Chelo Silva became known for her powerful voice and contributions to Tejano music.

[32] Her work helped Texas audiences hear music shaped by different cultural influences. Julius Lorenzo Cobb Bledsoe, an African American singer from Texas, achieved success on stage and in opera during a time when Black performers often faced serious discrimination. Each artist contributed differently. Their music did more than entertain.

[33] It preserved experiences. It opened doors. It helped people feel represented. It gave later generations something they could hear and study. Culture can therefore function almost like a historical record. A song may reveal what people valued. A painting may show how people lived. A story may preserve a family's memory.

[34] An artwork may communicate a perspective that does not appear in a government document. Historians study many kinds of sources because societies leave evidence in many forms.

[35] Citizens Participate

[36] Societies are not shaped only by kings, presidents, generals, wealthy merchants, or famous artists. Ordinary citizens participate too.

[37] Dr. Martin Luther King Jr. became one of the most influential leaders of the civil rights movement. Through speeches, writing, marches, and nonviolent protest, he called attention to racial injustice and encouraged Americans to work toward equality.

[38] His influence depended not only on his own voice but also on the participation of thousands of people who marched, organized, listened, voted, volunteered, and continued the work. President John F. Kennedy also challenged Americans to think about citizenship and service.

[39] His inaugural address encouraged people to consider what they could contribute to their country. The Peace Corps, created during his presidency, gave Americans opportunities to volunteer in communities around the world. Again, the larger idea

matters: Citizenship is participation. A fourth grader may not deliver a speech to millions of people.

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Day 1 — Gather and Reveal

Research Focus

How can an idea or decision change a society?

★ Daily Deck Slide (M2-1)

Write on the board: A good idea automatically creates change. A leader can control every result of a decision. An idea may influence people long after the person who first had it is gone.

Students stand beside:

AGREE / DISAGREE / IT DEPENDS

Gather + Reveal — Teacher Script

Teacher Script

"Today we move from the physical world into the invisible world."

Teacher Script

"You cannot hold an idea in your hand."

Teacher Script

"You cannot place a choice on a scale."

Teacher Script

"Yet ideas and choices can change laws, maps, businesses, art, and people's lives."

Reactivate the Case Studies

- Magna Carta
- Renaissance
- Mansa Musa
- Texas annexation
- patronage/business support
- Texas artists
- civic participation

An idea can become a starting point for later generations. Renaissance thinkers studied earlier ideas and applied them in new ways. Leadership determines what happens with available resources.

★ Daily Deck Slide (M2-2)

Write on the board: IDEA $\neq$ CHANGE IDEA + ACTION $\rightarrow$ CHANGE

🔊 Teacher Script

"A thought that no one acts upon may remain only a thought."

★ Daily Deck Slide (M2-3)

Write on the board: CAUSE $\rightarrow$ ACTION $\rightarrow$ EFFECT What existed? What did someone decide? What happened next?

Report Versus Research Reveal**🔊 Teacher Script**

"A REPORT COLLECTS INFORMATION. A RESEARCH PAPER USES INFORMATION TO PROVE AN ANSWER."

🔊 Teacher Script

"Researchers, our job this month is not to prove that we can find a lot of facts." "Our job is to decide what those facts mean together." "Every fact must earn a place in our paper." "Before you include evidence, ask, 'What does this help me prove?'"

Source Model — Combining Facts Into a Conclusion

Source facts from Passage 16:

- "The Magna Carta did not create modern democracy."
- "However, it helped strengthen an important idea: A ruler should also be required to follow laws."
- "Over many centuries, people continued debating how much power leaders should have and what rights people should receive."

Conclusion: The Magna Carta did not solve every government problem immediately, but its idea about limiting a ruler's power influenced later thinking about laws and rights.

What these facts help prove: An idea can begin in one moment and continue influencing people long afterward.

Q, P, and Source Credit

Q — Direct quotation: exact source words inside quotation marks with attribution. Q model: Passage 16 explains, "A ruler should also be required to follow laws."

P — Paraphrase: the same idea expressed in new words and a new sentence structure,

with source credit. P model: According to Passage 16, the Magna Carta strengthened the belief that even rulers must obey laws.

C — Copying too closely: source wording or structure changed only a little. It is not acceptable.

Both Q and P require SOURCE CREDIT.

Check for Understanding — Answer Key

- “A ruler should also be required to follow laws.” -> Q only if the exact words appear in quotation marks with attribution.
 - Passage 16 says the Magna Carta supported the belief that a ruler must obey laws too. -> P because the idea is restated in new words and the source is credited.
 - A ruler should also be required to obey laws. -> C because it copies the source wording and structure too closely and gives no source credit.
- Exit response: Complete IDEA + ACTION -> CHANGE for one reactivated case study and identify what the evidence helps prove.

Day 2 — Attempt

ATTEMPT GAME

CHANGE CHAIN CHALLENGE

Groups receive mixed cards. They must create correct chains:

NEED/PROBLEM -> IDEA/CHOICE -> ACTION -> CHANGE

CARD SET A — MAGNA CARTA

- Problem: Barons believed King John's power needed limits.
- Idea: A ruler should also be subject to law.
- Action: A written agreement was created.
- Change: The idea of limiting government power continued influencing later systems.

CARD SET B — MANSA MUSA

- Opportunity: Mali had valuable gold and access to trade routes.
- Choice: Support trade, learning, and important cities.
- Action: Protect routes and support institutions.
- Change: Mali's reputation and influence expanded.

CARD SET C — TEXAS ANNEXATION

- Problem/Choice: Remain independent or join the United States.
- Action: Texas joined the United States in 1845.
- Change: Political boundaries changed and tensions with Mexico increased.

CARD SET D — RENAISSANCE

- Need/Question: What could people learn from earlier civilizations?
- Idea: Study Greek and Roman knowledge.
- Action: Artists and scholars studied and reapplied old ideas.
- Change: New learning, art, and questioning developed.

CARD SET E — CULTURE

- Need: Preserve or express community experiences.
- Idea: Use music/art/story.
- Action: Artists perform and create.
- Change: Cultural experiences remain available to later generations.

 ANSWER KEY

Each set must remain together in the sequence shown.

Bonus question:

Which chain includes both positive and negative consequences?

Answer: Texas annexation is the clearest example; contact/colonization may also be used if supported.

Debrief

For each chain, students identify the decision and action between the original condition and the result. Then they explain which card supplies E1 and what E2 must explain.

Day 3 — Discuss and Use Independently

Teacher Script

"Yesterday we learned that the middle of a change story matters."

Teacher Script

"Do not jump from problem directly to result."

Teacher Script

"Researchers explain the decision and action in between."

INDEPENDENT BODY PARAGRAPH 2

Required:

- R
- one example involving government/leadership
- second example involving culture/economics/citizenship
- at least two sources
- one direct quote
- one paraphrase
- multiple E2 sentences

MODEL R

Another way societies are shaped is through the ideas, choices, and actions of people.

R-E1-E2 Planning Sequence

1. Copy the model R exactly.
2. Select and credit one government or leadership E1.
3. Write several E2 sentences: What does it mean? Why does it matter? How does it prove the R?
4. Select and credit a second E1 about culture, economics, or citizenship.
5. Develop the second E2 and connect the examples.
6. Verify that one E1 is a direct quotation and one is a paraphrase.

Independent Writing

Students draft Body Paragraph 2 independently. The teacher may point to the planning sequence and ask an E2 question but does not supply sentences or select evidence.

Day 4 — Award and Target

AWARD + TARGET

Students identify:

- Best cause/effect explanation
- Best use of a direct quote
- Best E2
- Strongest cross-passage connection

Target:



Teacher Script

"Where did I explain WHAT happened but forget WHY it mattered?"

Revision Routine

1. Underline the R.
2. Box source credit and mark Q or P above each E1.
3. Draw an arrow from each E1 to its E2.
4. Star the sentence that best explains why the evidence matters.
5. Revise the target area without changing accurate source meaning.

Partner Feedback

- Award: "Your strongest proof is ___ because ___."
- Target: "I understand what happened. Add why it mattered to the R after ___."

Students revise independently after hearing the feedback.

Day 5 — Explain to Others

EXPLAIN ACTIVITY

CHANGE CHAIN CONFERENCE

Pairs teach one historical example using:

 **Teacher Script**
"The challenge was..."

 **Teacher Script**
"The idea or choice was..."

 **Teacher Script**
"The action was..."

 **Teacher Script**
"The immediate change was..."

 **Teacher Script**
"The longer legacy may have been..."

Conference Roles

Partner A teaches the chain and names the credited source evidence. Partner B listens for every link and asks, "What does this help prove?" Partners switch roles with a different example.

Final Share

Each pair shares one sentence explaining how an idea or decision produced an immediate change and a longer consequence. Listeners identify the action that connected the idea to the change.

Module 2 — Low, Medium, and High Body-Paragraph Exemplars

LOW

People make choices that change society. The Magna Carta was written. Texas joined the United States.

Teacher Note — What Needs Improvement: The response names events but does not use the assigned R, credit sources, include a quotation and paraphrase, or explain why the evidence matters.

MEDIUM

Another way societies are shaped is through people's ideas and choices. The Magna Carta strengthened the idea that rulers should follow laws. This idea mattered because people continued discussing limits on government. Texas annexation also shows that a decision can change history because joining the United States changed political boundaries.

Teacher Note — What Needs Improvement: The response begins explaining effects, but it needs the exact model R, at least two credited sources, one direct quotation, one paraphrase, and a more developed explanation of the second example.

HIGH

Another way societies are shaped is through the ideas, choices, and actions of people. Passage 16 explains that the Magna Carta did not create modern democracy, but it strengthened the idea that a ruler should also follow laws. This matters because important ideas do not have to solve every problem immediately; later generations can continue developing them. The passage also explains that Texas annexation began as a choice about whether Texas should remain independent or join the United States. That decision eventually affected the relationship between the United States and Mexico and contributed to further conflict. These examples show that an idea or choice can begin in one moment but create effects far beyond the original decision.

Module 2 — Assessment Opportunities

Field	Detail
Purpose	Determine whether students can gather, credit, and explain evidence about IDEAS and choices.
Formative Product	Independent Body Paragraph 2 using R-E1-E2.
Required Examples	One government/leadership example and one culture/economics/citizenship example.
Sources	At least two sources.
Evidence HABIT	One direct quotation, one paraphrase, and source credit for both.
Explanation	Multiple E2 sentences that explain meaning, importance, and proof.

Quick Rubric

Criterion	Beginning	Developing	Secure
R	General topic	Names ideas/choices	Uses the assigned R accurately
E1	Facts without credit	Relevant evidence with uneven credit	Relevant Q and P evidence from at least two credited sources
E2	Repeats E1	Explains what happened	Explains meaning, importance, and proof with multiple sentences
Change chain	Jumps from problem to result	Includes a choice	Explains idea/choice, action, change, and longer consequence
Synthesis	Lists separate facts	Makes a basic connection	Shows what the examples prove together

Check the Learning

Use all three evidence channels:

- Verbal — Gather/Reveal: Students take a position on the opening statements and explain IDEA + ACTION -> CHANGE.
- Visual/Physical — Attempt: Groups order every Change Chain Challenge set and identify the action between an idea and a change.
- Written — Discuss/Use: Students draft Body Paragraph 2 with the model R, two source types, one Q, one P, source credit, and multiple E2 sentences.

Teacher Look-Fors

- The action is not skipped.
- Evidence is relevant to the assigned R.
- A direct quotation keeps exact words in quotation marks.
- A paraphrase changes wording and sentence structure without changing meaning.
- Both Q and P carry source credit.
- E2 explains what happened, why it mattered, and what it proves.

Answer Key

- IDEA ≠ CHANGE; action turns an idea into change.
- Q = exact words + quotation marks + attribution.
- P = same idea + new words/structure + source credit.
- C = copying too closely; it is not acceptable.
- The Body Paragraph 2 R is: “Another way societies are shaped is through the ideas, choices, and actions of people.”

Intervention — Module 2

If a Student Lists Facts

Return to the R and ask, “What does this help you prove?” Keep one relevant fact and orally rehearse an E2 before writing.

If a Student Jumps from Cause to Effect

Use four cards labeled NEED/PROBLEM, IDEA/CHOICE, ACTION, and CHANGE. Require the student to fill the middle two before explaining the result.

If a Student Copies Too Closely

Use the HABIT: read, cover, tell, write, and check again. Compare meaning rather than individual word swaps, then add source credit.

If a Student Cannot Develop E2

Ask one question at a time: What does this evidence mean? Why does it matter? How does it prove the R? Let the student rehearse aloud, then write independently.

Module 2 — Embedded Checks and Student Support

Gather/Reveal Check

Students complete IDEA + ACTION -> CHANGE for one case study. Listen for the action between thought and consequence.

Attempt Check

Photograph or inspect each group's five ordered card sets before the answer key is revealed.

Discuss/Use Check

Before drafting, inspect the evidence plan for the model R, two source names, Q, P, and a note answering "What does this help me prove?"

Award/Target Check

Students identify one strong cause/effect explanation and revise one place where they explained what happened but not why it mattered.

Explain Check

During the Change Chain Conference, listen for challenge, idea/choice, action, immediate change, and longer legacy.

Enrichment — Module 2

Intended and Unintended Consequences

Using Passage 16, compare the original Texas annexation decision with consequences that reached beyond Texas. Separate immediate change from longer effects and explain why researchers study both.

Culture as Historical Evidence

Use the “Voices Preserve Culture” section to explain how a song, painting, story, or artwork can preserve a perspective that may not appear in a government document. Credit the section through one Q and one P.

Ideas Across Generations

Connect the Magna Carta or Renaissance to Passage 16’s final pattern: some ideas disappear quickly while others travel across generations. Explain what people did that allowed the idea to continue.

Module 2 — Additional Writing Opportunity

One Choice, Two Time Scales

Select one Passage 16 case. Write a short R-E1-E2 response that distinguishes the immediate change from the longer legacy.

Required:

- identify the idea or choice and the action;
- include one credited quotation or paraphrase;
- explain what changed immediately;
- explain what later people received or continued;
- end by answering, “What does this help me prove?”

Do not add an unrelated fact. Every sentence must help prove the response’s answer.

Module 2 — Auditory Engagement

Listen for the Missing Link

Read each complete change chain aloud once. Read it a second time while omitting either the idea/choice or the action. Students signal which link is missing and orally restore it.

Hear Q and P

Read one exact Passage 16 sentence with attribution and then a credited paraphrase. Students signal Q for exact words or P for same idea/new words and explain what source-credit language they heard.

Explain the Effect

One student states a source fact. A partner begins, “This matters because...” and connects it to the R. A second partner continues, “This helps prove...”

Pause Points

After Gather + Reveal

Can students explain why IDEA $\neq$ CHANGE and identify the action in one case study?

During the Attempt Game

Can groups keep each card set together in the required sequence without jumping over the idea or action?

Before Independent Writing

Does every evidence plan include the assigned R, one government/leadership example, one culture/economics/citizenship example, at least two sources, one Q, one P, and source credit?

During Revision

Can students identify where they explained what happened but forgot why it mattered?

Before Closure

Can students answer the Module Question using the relationship among idea, action, consequence, and legacy?

Module 2 — My Progress Tracker

Teacher Script

"This tracker shows the research decisions you can make independently. Mark your current level honestly, then choose one skill to strengthen."

I Can...	Not yet	Getting set	I can do it
Gather relevant evidence about ideas, choices, and culture.			
Tell a quotation from a paraphrase and copying too closely.			
Give source credit for Q and P.			
Explain the action between an idea and a change.			
Write Body Paragraph 2 with R-E1-E2.			
Develop E2 to explain meaning, importance, and proof.			

One research choice I am proud of:

One skill I will strengthen:

Module 2 — Teacher Closure and Reflection

Teacher Closure Script



Teacher Script

"Ideas do not automatically create change. People act on ideas and choices, and those actions can create consequences that reach later people and generations. Our evidence earned its place when it helped prove that connection."

Cluster Connection

Return to the shared thesis (central idea): "People, places, and ideas shape societies because geography creates possibilities, people make choices to solve problems or use opportunities, and those choices can leave changes that last." Body Paragraph 2 has developed the choices-and-actions part of that answer.

Teacher Reflection — Module 2

Which students select relevant evidence rather than collect facts?

Which students distinguish Q, P, and C and credit both acceptable evidence types?

Which students develop multiple E2 sentences that explain why evidence matters?

Who can independently teach a complete change chain?



Overarching Question — Answer

How can an idea or decision change a society?

Ideas create change when people act on them, and the consequences of those actions may reach far beyond the original decision.

Module 2 — Remote Learning

Virtual Classroom Adjustment for Remote Learners

Display each Daily Deck slide and use a three-choice poll for AGREE, DISAGREE, or IT DEPENDS, then invite students to justify their positions aloud. Share Passage 16 as a searchable evidence bank and assign only the sections connected to each research purpose; students mark Q and P with comment labels and type the source beside every note. Run Change Chain Challenge in breakout rooms with shuffled digital cards, requiring groups to arrange NEED/PROBLEM -> IDEA/CHOICE -> ACTION -> CHANGE before checking the posted answer key. During independent Body Paragraph 2 writing, students draft in private documents while the teacher responds with the three E2 questions rather than supplying sentences. For Award and Target, partners highlight source credit, Q/P evidence, and E2 in agreed colors and use comments for one award and one target. Finish in breakout pairs with the Change Chain Conference frames, then return to the main room for students to explain one immediate change and one longer legacy.

MODULE

3

**LEGACY AND EVIDENCE —
What Lasts—and How Do We
Know?**

Week 3 • Very High Stamina

Module 3: LEGACY AND EVIDENCE — What Lasts—and How Do We Know?

Overarching Question

How can researchers decide what a society left behind?

Week 3 - Very High Stamina - Cluster 8 (Research Convergence)

Research Lens: LEGACY & EVIDENCE

Researchers compare different kinds of sources—artifacts, maps, documents, artwork, music, and geographic maps—to judge what a society left behind. One source rarely tells the whole story.

Yearlong Theme

HOW PEOPLE, PLACES, AND IDEAS SHAPE ONE ANOTHER — AND LEAVE A LEGACY

Student question: WHAT SHAPES OUR WORLD?

Cluster Overarching Research Question

How do places, people, and ideas work together to shape societies and leave a legacy?

The Big Research Lesson

Teacher Script

“A REPORT COLLECTS INFORMATION. A RESEARCH PAPER USES INFORMATION TO PROVE AN ANSWER.”

Every fact must earn its place. Before including evidence, ask, “What does this help me prove?”

Module Research Product

Body Paragraph 3 using R-E1-E2.

R: Societies are also shaped by the changes, culture, and legacies that remain after people act.

Module 3 — Family Communication

This Week at a Glance

- The research skill: compare different kinds of evidence to decide what a society valued and left behind.
- The evidence HABIT: identify what a source can tell us, name what it cannot tell us alone, and corroborate it with another source.
- The writing product: Body Paragraph 3 using R-E1-E2, quotation or paraphrase, source credit, and evidence from a second source type.

One Question to Ask at Home



Teacher Script

“What can this source help you understand, and what can it not tell you alone?”

One Way to Help

Choose two familiar sources about one family memory, such as a photograph and an object. Ask what each source reveals, what each leaves unanswered, and what the two sources suggest together. Remind your child that both quotations and paraphrases need source credit.

Family Letter

Dear Families,

This week your child studies LEGACY AND EVIDENCE — What Lasts—and How Do We Know? The class will use the simulated museum research source “The Evidence Room: What Did They Leave Behind?” as an evidence bank. Students will compare artifacts, maps, documents, artwork, music, and geographic maps because one source rarely tells the whole story.

Students will ask what each source can reveal, what it cannot reveal alone, and which second source could corroborate it. They will distinguish a direct quotation from a paraphrase, give source credit for both, and independently write Body Paragraph 3 using R-E1-E2. The assigned reason is: “Societies are also shaped by the changes, culture, and legacies that remain after people act.”

At home, ask your child, “What does this evidence help you prove?” This keeps the focus on research rather than a list of facts.

With appreciation, Your child’s teacher — The Writing Academy LLC

Carta para las Familias

Estimadas familias:

Esta semana su hijo o hija estudia LEGADO Y EVIDENCIA — ¿Qué perdura y cómo lo sabemos? La clase usará la fuente de investigación del museo simulado “The Evidence Room: What Did They Leave Behind?” como un banco de evidencia. Los estudiantes compararán artefactos, mapas, documentos, obras de arte, música y mapas geográficos porque una sola fuente rara vez cuenta toda la historia.

Los estudiantes preguntarán qué puede revelar cada fuente, qué no puede revelar por sí sola y qué segunda fuente podría corroborarla. Distinguirán una cita directa de una paráfrasis, darán crédito a la fuente en ambos casos y escribirán de manera independiente el tercer párrafo del cuerpo usando R-E1-E2.

En casa, pregunte: “¿Qué te ayuda a probar esta evidencia?” Así, la atención permanece en investigar y no solamente en reunir datos.

Con aprecio, El maestro o la maestra de su hijo o hija — The Writing Academy LLC

Module 3 — Family Conversation Starters

- Why might an artifact and a written document reveal different parts of history?
- What could a concert program tell a researcher? What could it not tell alone?
- Why does a quotation need source credit even when it uses quotation marks?
- Why does a paraphrase still need source credit after the wording changes?
- How do two sources make a conclusion stronger than one source alone?

Family Activity — Two Pieces of Evidence

Choose two items connected to the same family event. For each one, complete: “This source is...,” “It can help us understand...,” and “It cannot tell us....” Then decide what the two sources help show together.

Family Activity — Quote or Paraphrase

Read one sentence from a household text. Repeat it exactly as a quotation, then restate the same idea in new wording as a paraphrase. Name the source both times.

Module 3 — Lesson Overview and Standards

Lesson Overview

Module 3 develops the LEGACY & EVIDENCE lens. Students compare different kinds of sources, evaluate each source's power and limit, corroborate conclusions, distinguish quotation from paraphrase, and credit sources. Across the GRADUATE cycle, they complete SOURCE DETECTIVE, independently draft Body Paragraph 3 with R-E1-E2, revise through Award + Target, and teach a Mini Museum explanation.

BIG Goal: Students compare and credit different kinds of evidence to prove what people valued, what changed, and what later generations inherited.

Grade 4 Research TEKS

TEKS	Student Expectation
(13)(A)	generate and clarify questions on a topic for formal and informal inquiry
(13)(B)	develop and follow a research plan with adult assistance
(13)(C)	identify and gather relevant information from a variety of sources
(13)(D)	identify primary and secondary sources
(13)(E)	demonstrate understanding of information gathered
(13)(F)	recognize the difference between paraphrasing and plagiarism when using source materials
(13)(G)	develop a bibliography
(13)(H)	use an appropriate mode of delivery, whether written, oral, or multimodal, to present results

Cumulative Composition TEKS

TEKS	Student Expectation
(11)(C)	revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity
(11)(D)	edit drafts using standard English conventions

Social Studies Connections Named for Passage 15

SS TEKS 4.1B-C, 4.6A-B, 4.7A-B, 4.8A-C, and 4.9A.

Module 3 — TEKS and ELPS (Cluster 8 · from the Scope & Sequence)

These are the standards listed for Cluster 8 in the Teach BIG Scope and Sequence, in the same form the chart uses.

TEKS — Cluster 8 (from the Scope & Sequence)

Writing Process

- (11)(B)(i) develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction
- (11)(B)(ii) develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including transitions
- (11)(B)(iii) develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including a conclusion
- (11)(B)(iv) develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details

Writing Genre

- (13)(A)(i-iv) generate and clarify questions on a topic for formal and informal inquiry
- (13)(B)(i-ii) develop and follow a research plan with adult assistance
- (13)(C)(i-ii) identify and gather relevant information from a variety of sources
- (13)(D)(i-ii) identify primary and secondary sources
- (13)(E)(i) demonstrate understanding of information gathered
- (13)(F)(i) recognize the difference between paraphrasing and plagiarism when using source materials
- (13)(G)(i) develop a bibliography
- (13)(H)(i) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results

Revising

- (11)(C)(i-x) revise drafts to improve sentence structure and word choice and to improve coherence and clarity by adding, deleting, combining, and rearranging ideas

Editing

- (11)(D)(i)-(xxxv) edit drafts using standard English conventions — complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; irregular verbs, nouns, adjectives, adverbs, prepositions, pronouns, and coordinating conjunctions; capitalization; punctuation; and grade-appropriate spelling

ELPS — Cluster 8 (from the Scope & Sequence)**Writing Process**

- 4(D)(iii) write content-area texts using a variety of transition words
- 4(F)(i)–(ii), (v)–(vi) write to narrate, describe, explain, respond, or justify with supporting details using appropriate content and style for purpose and audience

Writing Genre

- 4(C)(i) write using a combination of both high-frequency words and content-area vocabulary
- 4(D)(i)–(iii) write content-area texts using a variety of sentence lengths, sentence types, and transition words
- 4(E)(i)–(ii) write content-area-specific text using conventions and grammatical structures
- 4(F)(i)–(xvi) write to narrate, describe, explain, respond, or justify with supporting details or supporting evidence using appropriate content, style, register, and conventions for purpose and audience
- Cross-domain inquiry support (use only when the task demonstrates it) 1(C)(i)–(iii) [Teacher only]; 1(E)(i)–(ii); 1(F)(i)–(iv); 2(B)(i)–(iv); 2(C)(i)–(v); 2(D)(i)–(iv); 2(E)(i)–(ii); 2(F)(i)–(ii); 3(E)(iii); 3(F)(i)–(vi); 3(G)(ii)–(iv). Writing ELPS apply to the written portion; oral and multimodal products require evidence from the corresponding language domains.

Revising

- 4(C)(i) write using a combination of both high-frequency words and content-area vocabulary
- 4(D)(i)–(iii) write content-area texts using a variety of sentence lengths, sentence types, and transition words
- 4(E)(ii) write content-area-specific text using grammatical structures
- 4(F)(i)–(ii), (v)–(vi) write to narrate, describe, explain, respond, or justify with supporting details using appropriate content and style for purpose and audience

Editing

- 4(A)(i) apply relationships between sounds and letters of the English language to represent sounds when writing [Teacher only]
- 4(B)(i)–(ii) write text following conventional spelling patterns and rules
- 4(C)(i) write using a combination of both high-frequency words and content-area vocabulary
- 4(D)(i)–(iii) write content-area texts using a variety of sentence lengths, sentence types, and transition words
- 4(E)(i)–(ii) write content-area-specific text using conventions and grammatical structures

Language Domains

Domain	How Module 3 Builds It
Listening	Students listen to source claims, Mini Museum explanations, and corroborating evidence.
Speaking	Students explain a source's power, limit, and strongest corroborating match.
Reading	Students navigate the Evidence Room as an evidence bank and compare source types.
Writing	Students record Q/P notes with source credit and independently draft Body Paragraph 3 using R-E1-E2.

Oral Rehearsal Frames

- “This source can help us understand ____.”
- “It cannot tell us ____.”
- “A second source I would compare is ____.”
- “Together these sources help prove ____.”

Module 3 — Learning Destination

I Can Statements

- I can compare and weigh different kinds of evidence to decide what each can prove.
- I can explain a source's power and its limit and corroborate it with another source.
- I can tell a direct quotation from a paraphrase and reject copying too closely.
- I can give source credit for both quotations and paraphrases.
- I can write Body Paragraph 3 using R-E1-E2 and two source types.

I Will Statements

- I will ask what each source tells me and what it cannot tell me alone.
- I will select evidence because it helps prove my assigned R.
- I will mark evidence Q or P and record the source for credit.
- I will explain what remained or changed and connect the evidence to the thesis (central idea).
- I will independently revise a limitation or perspective sentence.

Success Criteria

- I use the assigned R exactly.
- I use evidence about culture or legacy and evidence from a second source type.
- I name a source limitation or perspective.
- My E2 explains what the evidence means, why it matters, and how it proves the R.

Module 3 — Rigor and Misconceptions

Rigor Safeguard

Teachers may reread an exhibit, display source-type and Q/P/C charts, allow oral rehearsal, and ask the three E2 questions. Teachers may not select the strongest source for a student, write the limitation sentence, convert the evidence into a paraphrase, or supply E2. Students must compare, credit, and explain independently.

Cognitive Demand

Level	Student Work	Evidence of Thinking
Literal	Identify the source type and retrieve accurate information.	The student names an artifact, map, document, artwork, music, or geographic map and records an accurate Q or P.
Inferential	Explain what the source may show and what it cannot show alone.	The student writes a power and a limit.
Evaluative	Judge the strongest source for a claim and select corroboration.	The student explains why the match is stronger than the alternatives.
Synthetic	Connect different source types to the assigned R and thesis (central idea).	E2 explains what the sources prove together about legacy.

Misconceptions to Anticipate

- A source is not strong merely because it contains a word from the thesis (central idea).
- Old does not automatically mean legacy; a legacy continues shaping what later people understand, value, question, or create.
- One source rarely tells the whole story.
- A paraphrase still needs source credit.
- Copying too closely is not acceptable evidence use.

Module 3 — Thinking Levels

The Five Thinking Levels

Level	Color	Thinking Stage	Module 3 Evidence
Level 1	Red	Foundational	Names an object or repeats one source detail.
Level 2	Orange	Emergent	Identifies what a source can tell without explaining its limit.
Level 3	Yellow	Visible	Connects a relevant Q or P to the assigned R with source credit.
Level 4	Green	Independent	Compares two source types, explains a limitation, and develops E2.
Level 5	Blue	Reflective	Corroborates evidence and explains what later generations inherited.

Move the Thinking Up

Ask in order:

1. What is this source?
2. What does it tell me?
3. What does it not tell me?
4. What other source could I use?
5. What do the sources help prove together?



Teacher Script

"More facts do not automatically raise the thinking level. Stronger thinking comes from selecting, weighing, connecting, and explaining evidence."

Module 3 — Vocabulary

Tier 1 Vocabulary — Everyday Words

Word	Student-Friendly Definition	Oral Rehearsal Frame
old	from a time long ago	The source is old, but ____.
last	to remain over time	This change lasted because ____.
tell	to give information	This source can tell us ____.
show	to make an idea clear	The map may show ____.
compare	to notice how things are alike and different	I compare ____ with ____.
choose	to select from options	I choose this source because ____.
strong	well supported or useful	This is strong evidence because ____.
limit	what something cannot do alone	One limit is ____.
change	to become different	The evidence shows a change in ____.
remain	to continue to exist	What remained was ____.

Tier 2 Vocabulary — Academic Words

Word	Student-Friendly Definition	Oral Rehearsal Frame
research	investigation that uses information to prove an answer	My research helps prove ____.
evidence	information used as proof	This evidence proves ____.
quotation	exact source words in quotation marks with attribution	My quotation from the source is ____.
paraphrase	a source idea restated in new words and structure with credit	My paraphrase explains ____.
source	where information comes from	I credit the source by ____.
geography	landforms, water, climate, plants, animals, and resources	Geography created the possibility of ____.
resource	something useful people can use	The resource supported ____.
climate	the usual weather conditions of a place	Climate affected ____.
scarcity	a condition in which something needed is limited	Scarcity required people to ____.
trade	the exchange of goods between people or places	Trade connected ____.

Tier 3 Vocabulary — Research and History Domain

Word	Pronunciation	Student-Friendly Definition	Oral Rehearsal Frame
legacy	LEG-uh-see	something from the past that continues to shape later people	One legacy was ____.
corroborate	kuh-ROB-uh-rayt	compare another source to see whether it supports a conclusion	I corroborate this with ____.
artifact	AR-tuh-fakt	an object studied as evidence about people and the past	The artifact may show ____.
attribution	at-ruh-BYOO-shun	words that identify the source of evidence	My attribution names ____.
perspective	per-SPEK-tiv	a particular point of view or experience	This source cannot show every perspective because ____.
craftsmanship	KRAFTS-muhn-ship	skill used to make something well	The pottery reveals craftsmanship through ____.
archaeological	ar-kee-uh-LOJ-ih-kuhl	connected to studying the past through material remains	Archaeological findings could add ____.
reproduction	ree-pruh-DUK-shun	a copy made to represent an original work	The reproduction shows ____.
Renaissance	REN-uh-sahns	a period when European artists and thinkers renewed interest in ancient learning	Renaissance artwork valued ____.
historian	his-TOR-ee-un	a researcher who studies and explains the past using evidence	A historian compares ____.

Module 3 — Background Knowledge and Teacher Context

The Evidence Room is a simulated museum and archive collection created for classroom research practice. Its objects and historical topics are based on subjects students have studied. The six exhibits are Caddo Pottery, The Magna Carta, Across the Sahara, The School of Athens, Texas Voices, and Four Texas Regions.

The source deliberately pairs each exhibit with What This Evidence May Show and What It Cannot Tell Us Alone. This design teaches disciplinary caution: artifacts, maps, documents, artwork, music, and geographic maps have different powers and limits. Researchers build stronger explanations when they connect the pieces.

Evidence-Room Source Types

Exhibit	Source Type	Legacy or Relationship It May Help Investigate
Caddo Pottery	artifact with a map	skill, art, trade, and community life
The Magna Carta	historical document	questions about rulers, law, and later political thought
Across the Sahara	trade-route map	connections among resources, location, and travel
The School of Athens	artwork	values connected to knowledge, discussion, and ancient learning
Texas Voices	cultural program and music	preserved experiences and publicly shared voices
Four Texas Regions	geographic map	patterns among geography, resources, settlement, and economic activity

Teacher reminder: The source itself repeatedly warns that each piece is incomplete. Keep the power-and-limit pairing visible whenever students select E1.

Module 3 — Materials and Teacher Preparation

Materials

- “The Evidence Room: What Did They Leave Behind?” research evidence bank
- plain source copy, Student Annotation Guide, and TRACKS evidence-highlighting second copy supplied by the renderer
- map, song title, photograph, law, artifact, and painting for the Day 1 display
- six Claim Cards and twelve Source Cards for SOURCE DETECTIVE
- Q, P, and C response cards
- source power/limit and corroboration organizer
- Body Paragraph 3 planning and drafting pages
- Mini Museum evidence objects or cards

Preparation

1. Display the Big Research Lesson throughout the module.
2. Prepare Daily Deck Slides M3-1 and M3-2.
3. Prepare all SOURCE DETECTIVE cards exactly as printed and retain the answer key.
4. Keep the Evidence Room available as an evidence bank across all five days.
5. Display the assigned Body Paragraph 3 R and the SET / R-E1-E2 / R1-R2-R3 framework.

Module 3 — The DOT Reading HABIT

DOT: Dot, Discover, Drop

Step	Researcher Action
D — Dot	Place a small dot above an unfamiliar word in the Evidence Room.
O — Discover	Use the exhibit context, teacher guidance, or a reference source to discover its meaning.
T — Drop	Erase the dot after you can use the word accurately in research talk or writing.

Teacher Script

“A research evidence bank contains domain words. Dot what is unfamiliar, discover meaning before using the evidence, and drop the dot only when you understand the word.”

Board text: Dot the word. Discover the meaning. Drop the dot.

Module 3 — Research Frameworks: Legacy Requires Multiple Kinds of Evidence

The Big Research Lesson



Teacher Script

"A REPORT COLLECTS INFORMATION. A RESEARCH PAPER USES INFORMATION TO PROVE AN ANSWER."



Teacher Script

"Researchers, our job this month is not to prove that we can find a lot of facts." "Our job is to decide what those facts mean together." "Every fact must earn a place in our paper." "Before you include evidence, ask, 'What does this help me prove?'"

Five Research Lenses

Lens	Research Question
PLACE	What did the place make possible or difficult?
NEED / PROBLEM	What did people need or have to solve?
CHOICE / IDEA	What choice did people make or what idea guided them?
ACTION / CHANGE	What did people do, and what changed?
LEGACY & EVIDENCE	What did later generations inherit, and which kinds of sources support that conclusion?

Module 3 foregrounds LEGACY & EVIDENCE. Researchers compare source types because one source rarely tells the whole story.

Writing Structure Used All Month

Paper Part	Structure	Meaning
Introduction	SET	S — Statement of Purpose; E — Evidence-Reference Transition; T — Thesis (Central Idea)
Body Paragraphs	R-E1-E2	R — Reason or Way; E1 — Evidence; E2 — Explanation
Conclusion	R1-R2-R3	R1 — Restate the thesis (central idea); R2 — Reference evidence collectively; R3 — Reflect on the larger theme

Each body paragraph may repeat E1 and E2. E2 may take several sentences and answers: What does this evidence mean? Why does it matter? How does it prove my R?

Evidence Types and Source Credit

Mark	Evidence Type	Rule
Q	Direct quotation	Exact words; use quotation marks and attribution.
P	Paraphrase	Same idea in new words and a new sentence structure; still give source credit.
C	Copying too closely	Not acceptable. Read, cover, tell, write, and check again.

Both Q and P require SOURCE CREDIT.

Shared Thesis (Central Idea) Model — NOI / VOI / Answer

- Noun of Importance: people, places, and ideas
- Verb of Importance: shape
- Clear Answer: geography creates possibilities, people make choices to solve problems or use opportunities, and those choices can leave changes that last.

Shared thesis (central idea): “People, places, and ideas shape societies because geography creates possibilities, people make choices to solve problems or use opportunities, and those choices can leave changes that last.”

Module 3 — Reading Research Sources for Evidence

A Research Source Is an Evidence Bank

Teacher Script

“The Evidence Room: What Did They Leave Behind?” is an evidence bank, not a single-sitting read-aloud. Students begin with the claim or assigned R, navigate to a useful exhibit, and read closely for evidence that earns a place in the paragraph.”

Mark and Credit the Evidence

- Mark Q for a direct quotation: exact words, quotation marks, and attribution.
- Mark P for a paraphrase: the same idea in new words and a new sentence structure, with source credit.
- Mark C when wording or structure is copied too closely. C is not acceptable.
- Record the source title and exhibit beside every Q and P.

Both Q and P require SOURCE CREDIT.

Teacher-Facing Evidence-Bank Routine

1. Name the claim the evidence must help prove.
2. Select a relevant source type or exhibit.
3. Mark Q or P and record source credit.
4. State the source’s power: what it can tell us.
5. State its limit: what it cannot tell us alone.
6. Corroborate by comparing another source.
7. Orally rehearse E2 before adding E1 to the paragraph.

Teacher Script

“We do not read the museum guide merely to gather facts. We compare the pieces and decide what they help prove about legacy.”

Before Students Read

This is a research source — an evidence bank, not a single-sitting read-aloud. Preview it with students, then reread selected sections to collect evidence. As you read, mark evidence to use later: use Q for a direct quotation (an author's exact words) and P for a paraphrase (a source idea in new words), and note the source so you can give credit. Strong research selects the smallest set of strongest evidence.

PASSAGE 1 — The Evidence Room: What Did They Leave Behind?

[1] Pretend Institution: Museum of People, Place & Change Exhibit: The Evidence Room
 Source Type: Simulated Museum and Archive Collection This is a simulated museum research guide created for classroom research practice. The museum and exhibit are not real. The objects and historical topics are based on subjects students have studied.

[2] Welcome, Young Historian!

[3] Historians cannot travel back in time. Instead, they study evidence. Evidence might include: artifacts maps documents artwork photographs music letters buildings written accounts Each piece of evidence can reveal something about the past. But remember: One source rarely tells the whole story. Explore the six exhibits.

[4] EXHIBIT 1

[5] Caddo Pottery

[6] What You See

[7] A decorated pottery bowl made in the style of pottery created by Caddo people. Beside it is a map showing parts of East Texas, including rivers and the Piney Woods.

[8] Museum Caption

[9] Caddo communities used natural resources from their environment to support daily life. They farmed, built homes, created pottery, and traded with other communities. Rivers helped provide water and transportation.

[10] What This Evidence May Show

[11] The pottery can provide evidence that Caddo people developed skilled forms of art and craftsmanship. Its location and materials may also help researchers study trade and community life.

[12] What It Cannot Tell Us Alone

[13] The bowl cannot explain every part of Caddo culture. Researchers need other evidence, including historical records, archaeological findings, and information from Caddo people.

[14] Research Note

[15] What does this artifact suggest about skill, culture, or connection?

[16] EXHIBIT 2

[17] The Magna Carta

[18] What You See

[19] A reproduction of an old handwritten document. DATE 1215 LOCATION England

[20] Museum Caption

[21] The Magna Carta was created after conflict between King John and powerful barons. The document placed some limits on the king's power and strengthened the idea that rulers should also be subject to law. It did not create equal rights for everyone.

[22] What This Evidence May Show

[23] The document provides evidence that people were questioning how much power a ruler should have.

[24] What It Cannot Tell Us Alone

[25] Reading the document alone does not explain everything about life in England or how every person experienced its effects.

[26] Research Note

[27] How can a written idea influence people who live much later?

[28] EXHIBIT 3

[29] Across the Sahara

[30] What You See

[31] A trade-route map showing paths across the Sahara Desert. Beside the map are pictures representing gold and salt.

[32] Museum Caption

[33] Merchants traveled across the Sahara in caravans. Mali became wealthy partly because of its location near valuable resources and important trade routes. Gold, salt, cloth, tools, books, and other goods moved between communities.

[34] What This Evidence May Show

[35] The map shows that distant places were connected. The resources help explain why people were willing to make difficult journeys.

[36] What It Cannot Tell Us Alone

[37] The map does not show every person who traveled the routes or exactly what each traveler experienced.

[38] Research Note

[39] How did resources and location work together to help Mali grow?

[40] EXHIBIT 4

[41] The School of Athens Artist Raphael

[42] What You See

[43] A reproduction of a Renaissance painting showing many thinkers gathered in a large building. Some figures appear to be reading, discussing, questioning, or teaching.

[44] Museum Caption

[45] During the Renaissance, European artists and thinkers became increasingly interested in ideas from ancient Greece and Rome. Raphael's painting shows ancient thinkers while also demonstrating Renaissance interest in learning, human thought, mathematics, art, and perspective.

[46] What This Evidence May Show

[47] Artwork can provide evidence about what people valued. This painting suggests that knowledge, discussion, and ancient learning were important ideas during the Renaissance.

[48] What It Cannot Tell Us Alone

[49] One painting cannot explain everything people believed during the Renaissance.

[50] Research Note

[51] Why might an artist use people from the past to communicate an idea to people in his own time?

[52] EXHIBIT 5

[53] Texas Voices

[54] What You See

[55] A simulated concert program featuring: Lydia Mendoza Chelo Silva Julius Lorenzo Cobb Bledsoe

[56] Museum Caption

[57] Texas culture developed from many voices and traditions. Mendoza helped preserve Mexican American experiences through Spanish-language music. Silva helped Tejano music reach larger audiences. Bledsoe achieved success as an African American stage and opera singer despite barriers faced by Black performers.

[58] What This Evidence May Show

[59] Music and performance can preserve culture and help people share experiences. Artists can also challenge ideas about whose voices deserve to be heard.

[60] What It Cannot Tell Us Alone

[61] A concert program can tell us who performed, but it cannot fully explain what listeners thought or how every audience member responded.

[62] Research Note

[63] How can music become a source of historical evidence?

[64] EXHIBIT 6

[65] Four Texas Regions

[66] What You See

[67] A map divided into: Coastal Plains North Central Plains Great Plains Mountains and Basins Symbols show farms, cattle, ports, oil, minerals, wind turbines, fishing, and large cities.

[68] Museum Caption

[69] Texas does not have the same geography everywhere. Different regions contain different landforms, climates, resources, and economic activities. For example: Gulf access supports shipping and fishing. Grasslands support ranching. Strong winds can support wind energy. Oil, gas, and minerals support energy and mining industries.

[70] Rainfall and soil affect agriculture.

[71] What This Evidence May Show

[72] Maps can help researchers notice patterns between geography, resources, settlement, and economic activity.

[73] What It Cannot Tell Us Alone

[74] A map shows patterns, but it cannot explain every decision made by the people who live there.

[75] Research Note

[76] Does geography control what people do, or does it create possibilities from which people make choices?

[77] Curator's Challenge

[78] You have examined: an artifact a historical document a trade map a painting a cultural program a geographic map Which source would be strongest evidence for each claim? Claim A Geography can influence the way people live and work. Claim B Connections between communities can create change. Claim C

[79] Ideas can influence people long after they first appear. Claim D Culture can be preserved through art and music.

[80] Think Like a Historian

[81] Before using evidence, ask: 1. What is this source? Is it an artifact, map, document, artwork, or something else? 2. What does it tell me? Look closely for information that supports your question. 3. What does it NOT tell me? Every source has limits. 4. What other source could I use?

[82] Strong researchers compare information from more than one place.

[83] Final Museum Message

[84] A pottery bowl can reveal culture. A map can reveal connection. A document can preserve an idea. A painting can reveal what people valued. A song can carry a community's voice. A geographic map can reveal relationships between land and work. Each source gives us one piece.

[85] Researchers build stronger explanations when they connect the pieces.

Student Annotation Guide — The Evidence Room: What Did They Leave Behind?

T — Time

1215; During the Renaissance

R — Reactions

people were questioning how much power a ruler should have; became increasingly interested in ideas from ancient Greece and Rome; Artists can also challenge ideas about whose voices deserve to be heard; what people valued

A — Actions

They farmed, built homes, created pottery, and traded; Merchants traveled across the Sahara in caravans; helped preserve Mexican American experiences through Spanish-language music; helped Tejano music reach larger audiences

C — Character/Concept/Creature

Caddo people; King John; powerful barons; Merchants traveled across the Sahara in caravans; Raphael; Lydia Mendoza; Chelo Silva; Julius Lorenzo Cobb Bledsoe

K — Key Knowledge

The Magna Carta; Gold, salt, cloth, tools, books, and other goods; rulers should also be subject to law; Mali became wealthy

S — Scenery/Setting

parts of East Texas; the Piney Woods; England; across the Sahara Desert; ancient Greece and Rome; Coastal Plains; Mountains and Basins

TRACKS EVIDENCE HIGHLIGHTING — The Evidence Room: What Did They Leave Behind?

[1] Pretend Institution: Museum of People, Place & Change Exhibit: The Evidence Room
Source Type: Simulated Museum and Archive Collection This is a simulated museum research guide created for classroom research practice. The museum and exhibit are not real. The objects and historical topics are based on subjects students have studied.

[2] Welcome, Young Historian!

[3] Historians cannot travel back in time. Instead, they study evidence. Evidence might include: artifacts maps documents artwork photographs music letters buildings written accounts Each piece of evidence can reveal something about the past. But remember: One source rarely tells the whole story. Explore the six exhibits.

[4] EXHIBIT 1

[5] Caddo Pottery

[6] What You See

[7] A decorated pottery bowl made in the style of pottery created by Caddo people. Beside it is a map showing parts of East Texas, including rivers and the Piney Woods.

[8] Museum Caption

[9] Caddo communities used natural resources from their environment to support daily life. They farmed, built homes, created pottery, and traded with other communities. Rivers helped provide water and transportation.

[10] What This Evidence May Show

[11] The pottery can provide evidence that Caddo people developed skilled forms of art and craftsmanship. Its location and materials may also help researchers study trade and community life.

[12] What It Cannot Tell Us Alone

[13] The bowl cannot explain every part of Caddo culture. Researchers need other evidence, including historical records, archaeological findings, and information from Caddo people.

[14] Research Note

[15] What does this artifact suggest about skill, culture, or connection?

[16] EXHIBIT 2

[17] The Magna Carta

[18] What You See

[19] A reproduction of an old handwritten document. DATE 1215 LOCATION England

[20] Museum Caption

[21] The Magna Carta was created after conflict between King John and powerful barons. The document placed some limits on the king's power and strengthened the idea that rulers should also be subject to law. It did not create equal rights for everyone.

[22] What This Evidence May Show

[23] The document provides evidence that people were questioning how much power a ruler should have.

[24] What It Cannot Tell Us Alone

[25] Reading the document alone does not explain everything about life in England or how every person experienced its effects.

[26] Research Note

[27] How can a written idea influence people who live much later?

[28] EXHIBIT 3

[29] Across the Sahara

[30] What You See

[31] A trade-route map showing paths across the Sahara Desert. Beside the map are pictures representing gold and salt.

[32] Museum Caption

[33] Merchants traveled across the Sahara in caravans. Mali became wealthy partly because of its location near valuable resources and important trade routes. Gold, salt, cloth, tools, books, and other goods moved between communities.

[34] What This Evidence May Show

[35] The map shows that distant places were connected. The resources help explain why people were willing to make difficult journeys.

[36] What It Cannot Tell Us Alone

[37] The map does not show every person who traveled the routes or exactly what each traveler experienced.

[38] Research Note

[39] How did resources and location work together to help Mali grow?

[40] EXHIBIT 4

[41] The School of Athens Artist Raphael

[42] What You See

[43] A reproduction of a Renaissance painting showing many thinkers gathered in a large building. Some figures appear to be reading, discussing, questioning, or teaching.

[44] Museum Caption

[45] During the Renaissance, European artists and thinkers became increasingly interested in ideas from ancient Greece and Rome. Raphael's painting shows ancient thinkers while also demonstrating Renaissance interest in learning, human thought, mathematics, art, and perspective.

[46] What This Evidence May Show

[47] Artwork can provide evidence about what people valued. This painting suggests that knowledge, discussion, and ancient learning were important ideas during the Renaissance.

[48] What It Cannot Tell Us Alone

[49] One painting cannot explain everything people believed during the Renaissance.

[50] Research Note

[51] Why might an artist use people from the past to communicate an idea to people in his own time?

[52] EXHIBIT 5

[53] Texas Voices

[54] What You See

[55] A simulated concert program featuring: Lydia Mendoza Chelo Silva Julius Lorenzo Cobb Bledsoe

[56] Museum Caption

[57] Texas culture developed from many voices and traditions. Mendoza helped preserve Mexican American experiences through Spanish-language music. Silva helped Tejano music reach larger audiences. Bledsoe achieved success as an African American stage and opera singer despite barriers faced by Black performers.

[58] What This Evidence May Show

[59] Music and performance can preserve culture and help people share experiences. Artists can also challenge ideas about whose voices deserve to be heard.

[60] What It Cannot Tell Us Alone

[61] A concert program can tell us who performed, but it cannot fully explain what listeners thought or how every audience member responded.

[62] Research Note

[63] How can music become a source of historical evidence?

[64] EXHIBIT 6

[65] Four Texas Regions

[66] What You See

[67] A map divided into: Coastal Plains North Central Plains Great Plains Mountains and Basins Symbols show farms, cattle, ports, oil, minerals, wind turbines, fishing, and large cities.

[68] Museum Caption

[69] Texas does not have the same geography everywhere. Different regions contain different landforms, climates, resources, and economic activities. For example: Gulf access supports shipping and fishing. Grasslands support ranching. Strong winds can support wind energy. Oil, gas, and minerals support energy and mining industries.

[70] Rainfall and soil affect agriculture.

[71] What This Evidence May Show

[72] Maps can help researchers notice patterns between geography, resources, settlement, and economic activity.

[73] What It Cannot Tell Us Alone

[74] A map shows patterns, but it cannot explain every decision made by the people who live there.

[75] Research Note

[76] Does geography control what people do, or does it create possibilities from which people make choices?

[77] Curator's Challenge

[78] You have examined: an artifact a historical document a trade map a painting a cultural program a geographic map Which source would be strongest evidence for each claim? Claim A Geography can influence the way people live and work. Claim B Connections between communities can create change. Claim C

[79] Ideas can influence people long after they first appear. Claim D Culture can be preserved through art and music.

[80] Think Like a Historian

[81] Before using evidence, ask: 1. What is this source? Is it an artifact, map, document, artwork, or something else? 2. What does it tell me? Look closely for information that supports your question. 3. What does it NOT tell me? Every source has limits. 4. What other source could I use?

[82] Strong researchers compare information from more than one place.

[83] Final Museum Message

[84] A pottery bowl can reveal culture. A map can reveal connection. A document can preserve an idea. A painting can reveal what people valued. A song can carry a community's voice. A geographic map can reveal relationships between land and work. Each source gives us one piece.

[85] Researchers build stronger explanations when they connect the pieces.

Day 1 — Gather and Reveal



GATHER + REVEAL

Bring/display:

- a map
- a song title
- a photograph
- a law
- an artifact
- a painting

Ask:

Which one tells history best?

Teacher Script

“The answer is not one of them.” “Each source can tell us something different.”

The Evidence Room includes artifacts, maps, documents, artwork, photographs, music, letters, buildings, and written accounts, while emphasizing that one source rarely tells the whole story.

★ **Daily Deck Slide (M3-1)**

Write on the board: EVERY SOURCE HAS: POWER — what it can tell us LIMIT — what it cannot tell us alone

SOURCE EXAMPLE

Caddo pottery may reveal skill, art, trade, and community life, but one bowl cannot explain every part of Caddo culture.

★ **Daily Deck Slide (M3-2)**

Write on the board: CORROBORATE Compare another source.

Teacher Script

“Researchers become more confident when different sources support the same conclusion.”

Report Versus Research Thinking

Teacher Script

"A REPORT COLLECTS INFORMATION. A RESEARCH PAPER USES INFORMATION TO PROVE AN ANSWER."

Teacher Script

"Researchers, our job this month is not to prove that we can find a lot of facts." "Our job is to decide what those facts mean together." "Every fact must earn a place in our paper." "Before you include evidence, ask, 'What does this help me prove?'"

Q, P, C, and Source Credit

Q — Direct quotation: exact words from a source, with quotation marks and attribution.

P — Paraphrase: the same source idea in new words and a new sentence structure, with source credit.

C — Copying too closely: source wording or structure changed only a little. It is not acceptable.

Both Q and P require SOURCE CREDIT.

Source Model — Combine Evidence Into a Conclusion

- A pottery bowl can reveal culture.
- A map can reveal connection.
- A document can preserve an idea.
- A painting can reveal what people valued.
- A song can carry a community's voice.
- A geographic map can reveal relationships between land and work.

Conclusion: Each source gives us one piece. Researchers build stronger explanations when they connect the pieces.

Check for Understanding

For the Caddo pottery example, students identify:

1. Power: What might the bowl reveal?
2. Limit: What can it not explain alone?
3. Corroboration: What additional evidence does the exhibit say researchers need?

 Answer Key

- Skill, art, trade, craftsmanship, or community life.
- It cannot explain every part of Caddo culture.
- Historical records, archaeological findings, and information from Caddo people.

Day 2 — Attempt

A

ATTEMPT GAME

SOURCE DETECTIVE: WHAT CAN IT PROVE?

CLAIM CARDS

- A. Geography influences how people live and work.
- B. Connections between societies can create change.
- C. Ideas can influence people long after they begin.
- D. Culture can be preserved through art and music.
- E. Leadership affects how opportunities are used.
- F. One choice can create both benefits and problems.

SOURCE CARDS

- Texas regions map
- Caddo pottery
- Sahara trade map
- Magna Carta
- School of Athens
- Texas concert program
- Passage 15
- Passage 16
- The Roads Between Us
- What We Carry Forward
- A Lone Star Choice
- The Wealth of Mansa Musa

GAME DIRECTIONS

1. Draw a Claim Card.
2. Draw three Source Cards.
3. Select the strongest source.
4. Explain what it proves.
5. Explain one limitation.

EARN

- 1 point strong evidence
- 1 point explanation
- 1 point source limitation
- 1 bonus point for a corroborating source

🔑 ANSWER KEY — STRONGEST LIKELY MATCHES

- A -> Texas regions map / Passage 15 / Understanding the Texas Regions
- B -> Sahara trade map / The Roads Between Us / Passage 15
- C -> Magna Carta / What We Carry Forward / Passage 16
- D -> concert program / Voices That Shaped Texas / Passage 16
- E -> Mansa Musa passage / Passage 16
- F -> A Lone Star Choice / Passage 16

Other answers may receive credit when students justify them accurately.

Day 3 — Discuss and Use Independently



DISCUSS + USE

Discuss:

Teacher Script

“Why is a source not strong just because it contains the word in your thesis (central idea)?”

Then independent Body Paragraph 3.

Requirements

- R
- evidence about culture/legacy
- evidence from a second source type
- source limitation or perspective sentence
- explanation of what remained or changed
- connection to thesis (central idea)

Assigned R

Societies are also shaped by the changes, culture, and legacies that remain after people act.

R-E1-E2 Planning Sequence

1. Write the assigned R exactly.
2. Select and credit E1 about culture or legacy.
3. Develop E2: What does the evidence mean? Why does it matter? How does it prove the R?
4. Select and credit E1 from a second source type.
5. Add a source limitation or perspective sentence.
6. Explain what remained or changed and connect the paragraph to the thesis (central idea).

Independent Writing

Students independently write Body Paragraph 3. The teacher may point to the planning sequence or ask an E2 question but does not select evidence or supply sentences.

LOW

Legacies matter. Texas had singers. The Magna Carta was old.

Teacher Note: The response names disconnected facts but does not use the assigned R, credit or compare sources, explain a limitation, or show what remained or changed.

MEDIUM

Societies are shaped by legacies that continue after events end. Texas musicians preserved culture through their music. The Magna Carta also preserved an idea about limiting the power of rulers. These examples show that songs and documents can carry ideas into the future.

Teacher Note: The response connects two legacy examples, but it needs the assigned R, source credit, a source limitation or perspective, and deeper E2 explaining what the sources prove together.

HIGH

Societies are also shaped by the changes, culture, and legacies that remain after people act. The Evidence Room explains that Texas performers such as Lydia Mendoza, Chelo Silva, and Julius Lorenzo Cobb Bledsoe helped preserve or represent cultural experiences through music. A concert program alone cannot explain every listener's reaction, but it provides evidence about whose voices were publicly shared. Passage 16 similarly explains that the Magna Carta did not immediately create equal rights, yet the idea that rulers should be subject to law continued influencing later political thought. Together, the sources show that a legacy is not simply something old. A legacy is something from the past that continues to shape what later people understand, value, question, or create.

Day 4 — Award and Target



AWARD + TARGET

Award

- strongest source match
- best corroboration
- strongest limitation statement
- strongest legacy explanation

Partners point to the exact sentence earning each award and explain why it is accurate, relevant, and connected to the assigned R.

Target



Teacher Script

"Where am I treating one source as if it tells the whole story?"

Revision Routine

1. Underline the assigned R.
2. Box each source credit and mark Q or P.
3. Label the two source types.
4. Star the source limitation or perspective sentence.
5. Draw an arrow from each E1 to its E2.
6. Revise the target area independently.

Day 5 — Explain

E

EXPLAIN

MINI MUSEUM

Each student displays one evidence object/card.

Teach:

 **Teacher Script**
"This source is..."

 **Teacher Script**
"It can help us understand..."

 **Teacher Script**
"It cannot tell us..."

 **Teacher Script**
"A second source I would compare is..."

 **Teacher Script**
"Together these sources help prove..."

Listener HABIT

Listeners identify the source type, listen for both power and limit, and decide whether the second source truly corroborates the explanation. Each listener asks one follow-up question from Think Like a Historian.

Module 3 — Low, Medium, and High Body-Paragraph-3 Exemplars

LOW

Legacies matter. Texas had singers. The Magna Carta was old.

Teacher Note — What Needs Improvement: The response names disconnected facts but does not use the assigned R, credit or compare sources, explain a limitation, or show what remained or changed.

MEDIUM

Societies are shaped by legacies that continue after events end. Texas musicians preserved culture through their music. The Magna Carta also preserved an idea about limiting the power of rulers. These examples show that songs and documents can carry ideas into the future.

Teacher Note — What Needs Improvement: The response connects two legacy examples, but it needs the assigned R, source credit, a source limitation or perspective, and deeper E2 explaining what the sources prove together.

HIGH

Societies are also shaped by the changes, culture, and legacies that remain after people act. The Evidence Room explains that Texas performers such as Lydia Mendoza, Chelo Silva, and Julius Lorenzo Cobb Bledsoe helped preserve or represent cultural experiences through music. A concert program alone cannot explain every listener's reaction, but it provides evidence about whose voices were publicly shared. Passage 16 similarly explains that the Magna Carta did not immediately create equal rights, yet the idea that rulers should be subject to law continued influencing later political thought. Together, the sources show that a legacy is not simply something old. A legacy is something from the past that continues to shape what later people understand, value, question, or create.

Module 3 — Assessment Opportunities

Field	Detail
Purpose	Determine whether students can compare different source types to prove a conclusion about legacy.
Formative Product	SOURCE DETECTIVE explanation with a strongest source, power, limitation, and corroboration.
Summative Product	Independent Body Paragraph 3 using R-E1-E2.
Evidence Requirement	Culture/legacy evidence plus evidence from a second source type.
Source HABIT	Q or P marked accurately, with source credit.
Explanation	Source limitation or perspective, what remained or changed, and connection to thesis (central idea).

Quick Rubric

Criterion	Beginning	Developing	Secure
R	Names legacy generally	Connects legacy and change	Uses the assigned R exactly
E1	Lists facts	Uses relevant evidence from one type	Credits relevant evidence from two source types
Source judgment	Assumes the source tells everything	Names a general limit	Explains power, limit, and corroboration
E2	Repeats evidence	Explains what remained	Explains meaning, importance, proof, and thesis (central idea) connection
Q/P	Copies or omits credit	Marks Q/P unevenly	Uses Q/P accurately and credits both

Check the Learning

Evidence Channels

- Verbal — Gather/Reveal: Students explain the power and limit of the Caddo pottery source and name corroborating evidence.
- Physical/Collaborative — Attempt: Students play SOURCE DETECTIVE and justify the strongest likely source match.
- Written — Discuss/Use: Students independently write Body Paragraph 3 with the assigned R, two source types, a limitation or perspective, E2, and a thesis (central idea) connection.

Answer Key and Look-Fors

- Every source has POWER — what it can tell us and LIMIT — what it cannot tell us alone.
- CORROBORATE means compare another source.
- Q = exact words, quotation marks, and attribution.
- P = same idea in new words and structure, with source credit.
- C = copying too closely; not acceptable.
- One source rarely tells the whole story.
- Assigned R: “Societies are also shaped by the changes, culture, and legacies that remain after people act.”

SOURCE DETECTIVE Key

- A -> Texas regions map / Passage 15 / Understanding the Texas Regions
- B -> Sahara trade map / The Roads Between Us / Passage 15
- C -> Magna Carta / What We Carry Forward / Passage 16
- D -> concert program / Voices That Shaped Texas / Passage 16
- E -> Mansa Musa passage / Passage 16
- F -> A Lone Star Choice / Passage 16

Other answers may receive credit when students justify them accurately.

Module 3 — Intervention

Power/Limit Two-Column Support

Return to one Evidence Room exhibit. Fold paper into CAN TELL and CANNOT TELL ALONE. Students place one exact source detail in the first column and one exact limitation in the second. Only after both are accurate do students select a corroborating source.

Q/P/C Support

Use one sentence from the exhibit. Students point to the source while hearing the exact quotation, then cover it before orally paraphrasing. They compare wording and sentence structure, label Q or P, and add source credit. If the restatement is too close, mark C and repeat the HABIT.

R-E1-E2 Support

Keep the assigned R printed. Students orally rehearse one E1 and answer the three E2 questions one at a time: What does it mean? Why does it matter? How does it prove the R? The teacher records only student-generated key words, not sentences.

Module 3 — Embedded Supports

Supports Available to All Students

- labeled source-type icons for artifact, map, document, artwork, music, and geographic map
- power/limit organizer beside every exhibit
- Q/P/C cards and a visible source-credit reminder
- printed assigned R and R-E1-E2 sequence
- oral rehearsal with the Mini Museum frames
- partner rereading of only the relevant evidence-bank section

Support Without Reducing Rigor

Students may hear the source, dictate an oral rehearsal, or use a bilingual glossary. They still identify the source type, select evidence, state the limitation, choose corroboration, give source credit, and produce their own explanation.

Accessibility Check

Provide large-print exhibit sections, digital text-to-speech, or tactile/verbally described source cards as needed. Do not remove the comparison between source types.

Module 3 — Enrichment

Curator's Challenge

Students answer all four Evidence Room claims and rank the strongest source for each:

- Geography can influence the way people live and work.
- Connections between communities can create change.
- Ideas can influence people long after they first appear.
- Culture can be preserved through art and music.

For each ranking, students identify the source's power, limit, and best corroborating source.

Competing Evidence Challenge

Students choose two source types that could support the same claim, then explain why one is stronger for a specific part of the claim while the other supplies missing perspective or context.

Reflective Extension

Explain why “legacy” means more than “old” using two credited source types and a final sentence about what later people understand, value, question, or create.

Module 3 — Writing Opportunities

Quick Writes

- Which source tells the most about what people valued? Explain its limit.
- Why does a source not become strong merely because it repeats a thesis (central idea) word?
- What second source would best corroborate the Texas concert program?

Research Notes

For each selected source, record:

Claim/R	Source Type and Title	Q or P	Evidence	Power	Limit	What It Helps Prove

Independent Product

Body Paragraph 3 must include the assigned R, evidence about culture/legacy, evidence from a second source type, a limitation or perspective sentence, an explanation of what remained or changed, and a connection to the thesis (central idea).

Module 3 — Auditory Engagement

Listen for Power, Limit, and Corroboration

Read one Evidence Room museum caption and its “What It Cannot Tell Us Alone” section without displaying the text. Students listen twice.

After the first reading, students orally complete: “This source can help us understand ____.”

After the second reading, students complete: “It cannot tell us ____ alone. A second source I would compare is ____.”

Partner Listening Check

The listener identifies whether the speaker included:

- the source type
- accurate information
- a limitation
- a useful second source
- what the evidence helps prove

Teacher Look-For

Students do not confuse “I do not understand the source” with “the source has limits.” A limitation names information that this kind of source cannot establish by itself.

Module 3 — Pause Points

II Pause Point 1 — After Gather/Reveal

Can students state both the power and the limit of one source? If not, reread “What This Evidence May Show” and “What It Cannot Tell Us Alone” side by side.

II Pause Point 2 — During SOURCE DETECTIVE

Can students explain why a source is strongest for the claim? If they match only by a repeated word, require: “This source proves ___ because ___.”

II Pause Point 3 — Before Independent Writing

Can students distinguish Q, P, and C and credit Q and P? If not, return to read -> cover -> tell -> write -> check.

II Pause Point 4 — During Body Paragraph 3

Does the student use two different source types and connect each E1 to E2? If not, point to the R and ask what the missing evidence helps prove.

II Pause Point 5 — Before Mini Museum

Can the student teach all five frames without treating one source as the whole story? If not, rehearse power, limit, and corroboration once more.

Module 3 — Research Progress Tracking Sheet

Student: _____ Date: _____

Skill	Beginning	Developing	Secure	Evidence/Next Step
I identify the kind of source.				
I explain what a source can tell.				
I explain what it cannot tell alone.				
I select a corroborating source.				
I distinguish Q, P, and C.				
I give source credit for Q and P.				
I use the assigned R exactly.				
I use two source types.				
My E2 explains meaning, importance, and proof.				
I connect legacy evidence to the thesis (central idea).				

Student Reflection

My strongest source match is _____ because _____.

One source I still need to corroborate is _____.

Module 3 — Teacher Closure and Reflection

Teacher Closure Script

Teacher Script

“One source rarely tells the whole story. Researchers compare artifacts, maps, documents, artwork, music, and geographic maps; identify each source’s power and limit; and corroborate conclusions. Evidence earns a place when it helps prove what people valued, what changed, and what later generations inherited.”

Cluster Connection

Return to the shared thesis (central idea): “People, places, and ideas shape societies because geography creates possibilities, people make choices to solve problems or use opportunities, and those choices can leave changes that last.” Body Paragraph 3 develops the lasting-changes-and-legacies part of that answer.

Teacher Reflection — Module 3

Which students compare different source types instead of relying on a single source?

Which students distinguish Q, P, and C and credit both acceptable evidence types?

Which students explain a source limitation or perspective accurately?

Which students independently connect E1 and E2 to the assigned R?

Overarching Question — Answer

How can researchers decide what a society left behind?
Researchers compare different kinds of evidence to determine what people valued, what changed, and what later generations inherited.

Module 3 — Remote Learning

Virtual Classroom Adjustment for Remote Learners

Post the Evidence Room as a navigable evidence bank and display only the exhibit needed for the current research purpose. Begin Gather/Reveal with six digital source icons and collect responses to “Which one tells history best?” before revealing that each source tells something different. Display Daily Deck Slides M3-1 and M3-2, then annotate one exhibit’s power and limit on a shared screen. Run SOURCE DETECTIVE in breakout rooms with digital Claim and Source Cards; each group records the strongest source, what it proves, one limitation, and corroboration on a shared slide. Students draft Body Paragraph 3 in private documents while the teacher uses comments only to ask the R-E1-E2 questions. For Award + Target, partners use stars and comments to identify the strongest source match, corroboration, limitation statement, and legacy explanation. End with a virtual Mini Museum in which each student displays one evidence card and teaches all five source frames aloud.

GRADE 4 • CLUSTER 8 • RESEARCH

MODULE

4

SYNTHESIS — What Shapes Our World?

Week 4 • Synthesis Capstone

Module 4: SYNTHESIS — What Shapes Our World?

Overarching Question

How can we turn a month of research into one clear, well-supported answer?
Week 4 - Synthesis Capstone - Cluster 8 (Research Convergence)

Research Lens: SYNTHESIS

Researchers assemble the month's work into one complete five-paragraph paper: a SET introduction, three R-E1-E2 body paragraphs, and an R1-R2-R3 conclusion. Then they revise for clarity, edit for correctness, and publish what their evidence proves.

Yearlong Theme

HOW PEOPLE, PLACES, AND IDEAS SHAPE ONE ANOTHER — AND LEAVE A LEGACY

Student question: WHAT SHAPES OUR WORLD?

Cluster Overarching Research Question

How do places, people, and ideas work together to shape societies and leave a legacy?

The Big Research Lesson

Teacher Script

"A REPORT COLLECTS INFORMATION. A RESEARCH PAPER USES INFORMATION TO PROVE AN ANSWER."

Every fact must earn its place. Before including evidence, ask, "What does this help me prove?"

Module Research Product

A complete five-paragraph research paper answering the final research prompt: "Explain how places, people, and ideas work together to shape societies and leave a legacy. Use evidence from the Grade 4 research sources and earlier passages to prove your thinking."

Module 4 — Family Communication

This Week at a Glance

- The research skill: synthesize a month of research into one clear, well-supported answer.
- The source HABIT: select only evidence that helps prove the thesis (central idea), mark it Q or P, and give source credit.
- The writing product: a complete five-paragraph paper with a SET introduction, three R-E1-E2 body paragraphs, and an R1-R2-R3 conclusion.
- The final work: revise across paragraphs, edit carefully, publish, and explain the research in the What Shapes Our World? Research Museum.

One Question to Ask at Home



Teacher Script

“What does this evidence help you prove?”

One Way to Help

Ask your child to explain how PLACE, RESOURCES, CONNECTION, IDEAS, and PEOPLE work together. Then listen as your child names the thesis (central idea) and one piece of evidence that earns a place in the paper.

Family Letter

Dear Families,

This week your child completes Cluster 8 with SYNTHESIS — What Shapes Our World? Students will turn a month of research into one clear, well-supported paper. They will write a SET introduction, assemble the three R-E1-E2 body paragraphs created during Modules 1-3, and add an R1-R2-R3 conclusion. They will use at least four approved sources, direct quotations, paraphrased evidence, source credit, and cross-source synthesis before revising and editing the complete paper.

The Change Atlas helps students connect five forces—PLACE, RESOURCES, CONNECTION, IDEAS, and PEOPLE. At home, ask, “What does this evidence help you prove?” Your child can also explain the difference between a quotation and a paraphrase and why both require source credit.

With appreciation, Your child’s teacher — The Writing Academy LLC

Carta para las Familias

Estimadas familias:

Esta semana su hijo o hija completa el Grupo 8 con SÍNTESIS — ¿Qué moldea nuestro mundo? Los estudiantes convertirán un mes de investigación en un ensayo claro y bien respaldado. Escribirán una introducción SET, reunirán los tres párrafos del cuerpo R-E1-E2 creados durante los Módulos 1-3 y añadirán una conclusión R1-R2-R3. Usarán por lo menos cuatro fuentes aprobadas, citas directas, evidencia parafraseada, crédito de las fuentes y síntesis entre fuentes antes de revisar y editar el ensayo completo.

The Change Atlas ayuda a conectar cinco fuerzas: LUGAR, RECURSOS, CONEXIÓN, IDEAS y PERSONAS. En casa, pregunte: “¿Qué te ayuda a probar esta evidencia?” Su hijo o hija también puede explicar la diferencia entre una cita y una paráfrasis y por qué ambas requieren crédito de la fuente.

Con aprecio, El maestro o la maestra de su hijo o hija — The Writing Academy LLC

Module 4 — Family Conversation Starters

- How can geography create both possibilities and challenges?
- What happens when resources, trade, and ideas connect communities?
- How can a person's choices or talents create lasting change?
- What is the difference between collecting facts and proving an answer?
- Why do both quotations and paraphrases need source credit?

Family Activity — Five Forces Chain

Choose one Change Atlas case file. Name the PLACE, RESOURCES, CONNECTION, IDEAS, or PEOPLE force it emphasizes. Build an oral chain: possibility or problem -> choice or idea -> action -> change -> legacy.

Family Activity — Evidence Earns Its Place

Have your child read one research note and complete: "This evidence helps prove ____ because ____." If the connection is unclear, the fact does not yet earn a place in the paper.

Module 4 — Lesson Overview and Standards

Lesson Overview

Module 4 is the synthesis capstone. Students return to their three body paragraphs, build the SET introduction and R1-R2-R3 conclusion, play THE HUMAN RESEARCH PAPER, independently complete the full paper, revise and edit it at seven TARGET STATIONS, and publish it through the What Shapes Our World? Research Museum.

BIG Goal: Students select the strongest evidence, organize it around a thesis (central idea), explain relationships among sources, revise for clarity, edit for correctness, and publish what the evidence proves.

Grade 4 Research TEKS

TEKS	Student Expectation
(13)(A)	generate and clarify questions on a topic for formal and informal inquiry
(13)(B)	develop and follow a research plan with adult assistance
(13)(C)	identify and gather relevant information from a variety of sources
(13)(D)	identify primary and secondary sources
(13)(E)	demonstrate understanding of information gathered
(13)(F)	recognize the difference between paraphrasing and plagiarism when using source materials
(13)(G)	develop a bibliography
(13)(H)	use an appropriate mode of delivery, whether written, oral, or multimodal, to present results

Cumulative Composition TEKS

TEKS	Student Expectation
(11)(C)	revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity
(11)(D)	edit drafts using standard English conventions

Social Studies Connections Named for Passage 15

SS TEKS 4.1B-C, 4.6A-B, 4.7A-B, 4.8A-C, and 4.9A.

Module 4 — TEKS and ELPS (Cluster 8 · from the Scope & Sequence)

These are the standards listed for Cluster 8 in the Teach BIG Scope and Sequence, in the same form the chart uses.

TEKS — Cluster 8 (from the Scope & Sequence)

Writing Process

- (11)(B)(i) develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction
- (11)(B)(ii) develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including transitions
- (11)(B)(iii) develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including a conclusion
- (11)(B)(iv) develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details

Writing Genre

- (13)(A)(i-iv) generate and clarify questions on a topic for formal and informal inquiry
- (13)(B)(i-ii) develop and follow a research plan with adult assistance
- (13)(C)(i-ii) identify and gather relevant information from a variety of sources
- (13)(D)(i-ii) identify primary and secondary sources
- (13)(E)(i) demonstrate understanding of information gathered
- (13)(F)(i) recognize the difference between paraphrasing and plagiarism when using source materials
- (13)(G)(i) develop a bibliography
- (13)(H)(i) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results

Revising

- (11)(C)(i-x) revise drafts to improve sentence structure and word choice and to improve coherence and clarity by adding, deleting, combining, and rearranging ideas

Editing

- (11)(D)(i)-(xxxv) edit drafts using standard English conventions — complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; irregular verbs, nouns, adjectives, adverbs, prepositions, pronouns, and coordinating conjunctions; capitalization; punctuation; and grade-appropriate spelling

ELPS — Cluster 8 (from the Scope & Sequence)**Writing Process**

- 4(D)(iii) write content-area texts using a variety of transition words
- 4(F)(i)–(ii), (v)–(vi) write to narrate, describe, explain, respond, or justify with supporting details using appropriate content and style for purpose and audience

Writing Genre

- 4(C)(i) write using a combination of both high-frequency words and content-area vocabulary
- 4(D)(i)–(iii) write content-area texts using a variety of sentence lengths, sentence types, and transition words
- 4(E)(i)–(ii) write content-area-specific text using conventions and grammatical structures
- 4(F)(i)–(xvi) write to narrate, describe, explain, respond, or justify with supporting details or supporting evidence using appropriate content, style, register, and conventions for purpose and audience
- Cross-domain inquiry support (use only when the task demonstrates it) 1(C)(i)–(iii) [Teacher only]; 1(E)(i)–(ii); 1(F)(i)–(iv); 2(B)(i)–(iv); 2(C)(i)–(v); 2(D)(i)–(iv); 2(E)(i)–(ii); 2(F)(i)–(ii); 3(E)(iii); 3(F)(i)–(vi); 3(G)(ii)–(iv). Writing ELPS apply to the written portion; oral and multimodal products require evidence from the corresponding language domains.

Revising

- 4(C)(i) write using a combination of both high-frequency words and content-area vocabulary
- 4(D)(i)–(iii) write content-area texts using a variety of sentence lengths, sentence types, and transition words
- 4(E)(ii) write content-area-specific text using grammatical structures
- 4(F)(i)–(ii), (v)–(vi) write to narrate, describe, explain, respond, or justify with supporting details using appropriate content and style for purpose and audience

Editing

- 4(A)(i) apply relationships between sounds and letters of the English language to represent sounds when writing [Teacher only]
- 4(B)(i)–(ii) write text following conventional spelling patterns and rules
- 4(C)(i) write using a combination of both high-frequency words and content-area vocabulary
- 4(D)(i)–(iii) write content-area texts using a variety of sentence lengths, sentence types, and transition words
- 4(E)(i)–(ii) write content-area-specific text using conventions and grammatical structures

Language Domains

Domain	How Module 4 Builds It
Listening	Students listen for the thesis (central idea), credited evidence, explanation, and source relationships in models and museum presentations.
Speaking	Students rehearse synthesis statements and present their research museum script.
Reading	Students navigate The Change Atlas as an evidence bank and reread earlier approved sources for a specific research purpose.
Writing	Students assemble, revise, edit, and publish a complete five-paragraph research paper.

Oral Rehearsal Frames

- “This evidence helps prove ____ because ____.”
- “The sources work together because ____.”
- “I selected this quotation because ____.”
- “The larger lesson is ____.”

Module 4 — Learning Destination

I Can Statements

- I can synthesize a month of research into one clear, well-supported paper.
- I can tell a direct quotation from a paraphrase and reject copying too closely.
- I can give source credit for both quotations and paraphrases.
- I can write a complete five-paragraph research paper using SET, R-E1-E2, and R1-R2-R3.
- I can revise across paragraphs for clarity and edit for correctness.

I Will Statements

- I will select only the strongest evidence and ask what each fact helps prove.
- I will assemble my SET introduction, three body paragraphs, and R1-R2-R3 conclusion.
- I will mark direct quotations Q and paraphrases P and credit every source.
- I will explain relationships among sources instead of stacking facts.
- I will revise, edit, publish, and explain what my evidence proves.

Success Criteria

- My paper answers how places, people, and ideas shape societies and leave a legacy.
- Every paragraph has one job, and every E1 connects to E2.
- I use at least four approved sources, at least two direct quotations, at least four paraphrased evidence statements, source credit, cross-source synthesis, and a works cited/source record.

Module 4 — Rigor and Misconceptions

Productive Rigor

Students must make evidence decisions across a sustained paper. They organize the complete argument, connect evidence to explanations, synthesize across sources, revise across paragraphs, and apply the full editing system.

Common Misconceptions

Misconception	Researcher Response
A paper is finished when five paragraphs are placed together.	Read across paragraph boundaries; add, delete, combine, or rearrange for coherence and clarity.
An interesting fact automatically belongs.	Ask, “What does this help me prove?”
A paraphrase does not need credit.	Both Q and P require source credit.
A quotation is evidence without explanation.	Follow E1 with E2: meaning, importance, and proof.
Each source should stay separate.	Explain relationships among sources and how forces work together.
Editing and revising are the same.	Revise ideas and organization; edit conventions and correctness.

Nonnegotiable Distinction



Teacher Script

“A REPORT COLLECTS INFORMATION. A RESEARCH PAPER USES INFORMATION TO PROVE AN ANSWER.”

Module 4 — Thinking Levels

Retrieve

Name SET, R-E1-E2, R1-R2-R3, Q, P, and the five Change Atlas forces.

Understand

Explain why a quotation and a paraphrase both need source credit.

Apply

Assemble the five-paragraph paper and label each structural part.

Analyze

Trace each E1 to its E2 and decide whether it proves the paragraph's R and the paper's thesis (central idea).

Evaluate

Select the strongest evidence, reject facts that do not earn a place, and identify where cross-source relationships need explanation.

Create

Publish the research paper and teach its thesis (central idea), strongest evidence, source relationship, limitation, and R3 takeaway in a museum exhibit.

Module 4 — Vocabulary

Tier 1 — Everyday Words

Word	Student-Friendly Meaning
place	where something is located
people	human beings in a community or society
idea	a thought or belief
choice	a decision between possibilities
change	something becoming different
past	a time that has already happened
work	an activity or job people do
land	the ground and its physical features
need	something necessary
last	to continue over time

Tier 2 — Academic and Research Words

Word	Student-Friendly Meaning
research	careful study using questions and sources
evidence	information used to prove an answer
quotation	a source's exact words in quotation marks
paraphrase	a source idea restated in new words and structure
source	a place where research information comes from
geography	the study of places and how people relate to them
resource	something people have, need, or value
climate	the usual weather pattern of a place
scarcity	a condition in which there is not enough of something
trade	exchanging goods, resources, or services

Tier 3 — Domain-Specific Words

Word	Pronunciation	Student-Friendly Meaning
synthesis	SIN-thuh-sis	combining information to form a supported conclusion
thesis (central idea)	THEE-sis	the exact answer a research paper proves
attribution	at-ruh-BYOO-shun	naming the source of words or ideas
bibliography	bib-lee-OG-ruh-fee	a list of sources used in research
corroborate	kuh-ROB-uh-rayt	compare another source to strengthen or check evidence
legacy	LEG-uh-see	a lasting change later generations inherit
generation	jen-uh-RAY-shun	people born and living around the same time
vegetation	vej-uh-TAY-shun	plants that grow in a place
Runnymede	RUN-ee-meed	the place in England connected with the Magna Carta in 1215
Tejano	tay-HAH-noh	a Texas cultural tradition connected with Mexican American life

Module 4 — Background Knowledge and Teacher Context

Students enter with three independently developed body paragraphs. Do not treat the Change Atlas as a single-sitting read-aloud; it is a research evidence bank organized around PLACE, RESOURCES, CONNECTION, IDEAS, and PEOPLE. The final task is convergence: students decide what the month's evidence means together and use it to prove one answer.

The conceptual rhythm remains: PLACE -> NEED/PROBLEM -> CHOICE/IDEA -> ACTION -> CHANGE -> LEGACY. The complete paper should show that geography creates possibilities and challenges, people make choices and act on ideas, and some resulting changes influence later generations.

Module 4 — Materials and Teacher Preparation

Student Materials

- three completed body paragraphs from Modules 1–3
- approved research sources and research notes
- The Change Atlas evidence bank
- Human Research Paper sentence cards A–O
- SET and R1–R2–R3 planning pages
- Q/P/C markers and source record
- revision and editing tools
- final paper and museum display materials

Teacher Preparation

- Return the three body paragraphs and let students place them physically on desks.
- Prepare the complete-paper flow and Daily Deck Slide M4-1.
- Cut and shuffle one Human Research Paper card set per group.
- Prepare seven Target Station signs.
- Arrange five museum booths: PLACE; IDEAS AND CHOICES; EVIDENCE ROOM; LEGACY; PUBLISHED RESEARCH.
- Preserve student ownership: point to criteria and ask questions without supplying research sentences.

Module 4 — The DOT Research HABIT

D — Decide What the Evidence Proves

Return to the research question and thesis (central idea) before selecting a fact.

O — Organize Around One Answer

Use SET, three R-E1-E2 body paragraphs, and R1-R2-R3 so each paragraph has one job.

T — Trace Evidence to Source and Explanation

Mark Q or P, give source credit, and trace each E1 to the E2 that explains its meaning, importance, and proof.

Researcher Self-Talk



Teacher Script

“Every fact must earn a place. What does this help me prove?”

Module 4 — Research Synthesis Frameworks

The Big Research Lesson



Teacher Script

"A REPORT COLLECTS INFORMATION. A RESEARCH PAPER USES INFORMATION TO PROVE AN ANSWER."



Teacher Script

"Researchers, our job this month is not to prove that we can find a lot of facts." "Our job is to decide what those facts mean together." "Every fact must earn a place in our paper." "Before you include evidence, ask, 'What does this help me prove?'"

Introduction — SET

- S — Statement of Purpose: zoom out to the global idea.
- E — Evidence-Reference Transition: name the kinds of research that helped.
- T — Thesis (Central Idea): give the exact answer the paper will prove.

Body Paragraphs — R-E1-E2

- R — Reason or Way
- E1 — Evidence
- E2 — Explanation

Each body paragraph may repeat E1 and E2. E2 may take several sentences and answers: What does this evidence mean? Why does it matter? How does it prove my R?

Conclusion — R1-R2-R3

- R1 — Restatement of the thesis (central idea)
- R2 — Reference collectively back to the evidence
- R3 — Reflection on the global theme or larger takeaway

Q, P, and C

- Q — Direct quotation: exact source words, quotation marks, and attribution.
- P — Paraphrase: the same idea in new words and sentence structure, with source credit.
- C — Copying too closely: not acceptable.

Both Q and P require SOURCE CREDIT.

Shared Fourth-Grade Thesis (Central Idea) Model

Teacher Script

"People, places, and ideas shape societies because geography creates possibilities, people make choices to solve problems or use opportunities, and those choices can leave changes that last."

Five Forces Working Together

The Change Atlas asks researchers to examine PLACE, RESOURCES, CONNECTION, IDEAS, and PEOPLE. Its big idea is that these forces often work together. Use the conceptual rhythm to synthesize them: PLACE -> NEED/PROBLEM -> CHOICE/IDEA -> ACTION -> CHANGE -> LEGACY.

Module 4 — Reading Research Sources for Evidence

A Research Source Is an Evidence Bank

The Change Atlas is not a TRACKS poem and is not intended as a single-sitting read-aloud. It is a research evidence bank. Students enter it with a question, navigate to a useful tab, reread the relevant case file, and select only evidence that helps prove the thesis (central idea).

Mark and Credit Evidence

- Mark Q when recording exact source words; use quotation marks and attribution.
- Mark P when restating a source idea in genuinely new words and structure.
- Mark C when wording or structure copies too closely; revise it before use.
- Record the source immediately. Both Q and P require source credit.

Teacher-Facing Framing

The color-coded second source copy helps students locate evidence categories, but color is not the final decision. Ask, “Does this fact help prove my claim?” Students should connect a marked detail to PLACE, RESOURCES, CONNECTION, IDEAS, or PEOPLE and then explain how forces work together.

Before Students Read

This is a research source — an evidence bank, not a single-sitting read-aloud. Preview it with students, then reread selected sections to collect evidence. As you read, mark evidence to use later: use Q for a direct quotation (an author's exact words) and P for a paraphrase (a source idea in new words), and note the source so you can give credit. Strong research selects the smallest set of strongest evidence.

PASSAGE 1 — The Change Atlas — Five Forces That Shape a Society

[1] Welcome to The Change Atlas!

[2] Why do societies change? Sometimes where people live makes a difference. Sometimes resources create opportunities. Sometimes people become connected through trade and travel. Sometimes a powerful idea changes the way people think. And sometimes individual people help change a community or culture. Explore the five forces below.

[3] TAB 1 — PLACE

[4] Case File: The Regions of Texas

[5] MAP CAPTION

[6] Texas has four major physical regions: the Coastal Plains, North Central Plains, Great Plains, and Mountains and Basins. Each region has different landforms, climate, vegetation, and natural resources.

[7] QUICK FACTS

[8] Fact 1: The Coastal Plains has rivers, forests, farmland, ports, and access to the Gulf of Mexico. These features support farming, fishing, shipping, business, and large cities. Fact 2: The Mountains and Basins region is much drier. Farming is more difficult there, but oil, gas, minerals, tourism, and trade are important.

[9] CHANGE CLUE

[10] The same state can contain very different environments, and those environments can influence where people live and what work they do.

[11] Think About It

[12] How can the land create both an opportunity and a challenge?

[13] TAB 2 — RESOURCES

[14] Case File: Gold, Salt, and the Kingdom of Mali

[15] MAP CAPTION

[16] Trade routes crossed the Sahara Desert and connected the kingdom of Mali with distant communities. Mali was known for its gold. Other regions had valuable supplies of salt. Because no place had everything people wanted or needed, merchants traveled long distances to trade.

[17] RESOURCE CHART

[18] Resource Why People Valued It Gold Used for wealth, trade, coins, and decoration Salt Needed by people and useful for preserving food Books Carried knowledge and learning Cloth and tools Useful in everyday life

[19] CHANGE CLUE

[20] Mali's location near valuable resources and major trade routes helped the kingdom become wealthy. Cities such as Timbuktu also became important centers of trade and

learning.

[21] Think About It

[22] How can having a valuable resource change a society?

[23] TAB 3 — CONNECTION

[24] Case File: Caddo Trade

[25] ARTIFACT

[26] Decorated Caddo pottery

[27] MAP CAPTION

[28] Caddo communities lived in parts of what is now East Texas, where rivers and forests supported farming, travel, and community life. People could travel between communities and exchange goods. They might trade: pottery tools food materials other useful items But trade could move more than objects.

[29] When people met, they could also exchange skills, stories, traditions, and information.

[30] CHANGE CLUE

[31] Connections between communities can spread both goods and ideas.

[32] Think About It

[33] What might people carry home from a trade meeting besides an object?

[34] TAB 4 — IDEAS

[35] Case File: The Magna Carta

[36] TIMELINE

[37] 1215 — Runnymede, England King John faced angry barons who believed his power needed limits. The result was a written agreement called the Magna Carta.

[38] DOCUMENT CAPTION

[39] The Magna Carta did not create modern democracy and did not give equal rights to everyone. However, it strengthened an important idea: A ruler should also be required to follow the law. Over time, ideas about limited government, legal protections, and the rule of law influenced later governments.

[40] CHANGE CLUE

[41] An idea does not have to solve every problem immediately to matter. Some ideas become starting points that later generations develop further.

[42] Think About It

[43] Why might an idea from 1215 still matter hundreds of years later?

[44] TAB 5 — PEOPLE

[45] Case File: Voices That Shaped Texas

[46] Culture can be carried through music. Three Texas performers used their talents in different ways.

[47] ARTIST CARD 1

[48] Lydia Mendoza sang in Spanish about family, work, love, and everyday experiences. Her music helped Mexican American listeners hear their own language and culture represented.

[49] ARTIST CARD 2

[50] Chelo Silva became known for her powerful singing and contributions to Tejano music. Her songs helped the music reach more listeners across Texas.

[51] ARTIST CARD 3

[52] Julius Lorenzo Cobb Bledsoe was an African American singer who performed on stage and in opera. His success was especially important during a time when Black performers often faced unfair barriers.

[53] CHANGE CLUE

[54] These artists did not make the same kind of music, but each used a voice to contribute to Texas culture. People can help preserve culture by sharing stories, traditions, art, and experiences.

[55] THE FIVE FORCES

[56] Force Question to Ask PLACE How did geography affect what people could do? RESOURCES What did people have, need, or value? CONNECTION What happened when communities met? IDEAS What belief or idea caused people to think differently? PEOPLE How did someone's choices or talents create change?

[57] Researcher's Question

[58] Which piece of evidence best shows that one of these five forces caused change? When choosing evidence, do not select a fact only because it is interesting. Ask yourself: Does this fact help prove my claim?

[59] Big Idea

[60] Societies are shaped by places, resources, connections, ideas, and people—and these forces often work together.

Student Annotation Guide — The Change Atlas — Five Forces That Shape a Society

T — Time

1215; Runnymede, England

R — Reactions

Does this fact help prove my claim; do not select a fact only because it is interesting; How can the land create both an opportunity and a challenge; How can having a valuable resource change a society

A — Actions

merchants traveled long distances to trade; People could travel between communities; Mendoza sang in Spanish; exchange skills, stories, traditions, and information

C — Character/Concept/Creature

the kingdom of Mali; Caddo communities; King John; the Magna Carta; Lydia Mendoza; Chelo Silva; Julius Lorenzo Cobb Bledsoe

K — Key Knowledge

Mali was known for its gold; the Gulf of Mexico; Trade routes crossed the Sahara Desert; different landforms, climate, vegetation, and natural resources

S — Scenery/Setting

The Regions of Texas; the Coastal Plains; The Mountains and Basins region; the Sahara Desert; East Texas; Timbuktu

TRACKS EVIDENCE HIGHLIGHTING — The Change Atlas — Five Forces That Shape a Society

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[58] Which piece of evidence best shows that one of these five forces caused change? When choosing evidence, do not select a fact only because it is interesting. Ask yourself: Does this fact help prove my claim?

[59] Big Idea

[60] Societies are shaped by places, resources, connections, ideas, and people—and these forces often work together.

Day 1 — Gather and Reveal



GATHER + REVEAL

Return students' three body paragraphs. Put them physically on desks.



Teacher Script

"You do not yet have a research paper."

Pause.



Teacher Script

"You have three pieces of one."



Teacher Script

"Today we make them belong together."



Daily Deck Slide (M4-1)

Write on the board: THE COMPLETE PAPER

SET

↓

R-E1-E2

↓

R-E1-E2

↓

R-E1-E2

↓

R1-R2-R3

Reveal — Report Thinking and Research Thinking



Teacher Script

"A REPORT COLLECTS INFORMATION. A RESEARCH PAPER USES INFORMATION TO PROVE AN ANSWER."

 Teacher Script

“Researchers, our job this month is not to prove that we can find a lot of facts.” “Our job is to decide what those facts mean together.” “Every fact must earn a place in our paper.” “Before you include evidence, ask, ‘What does this help me prove?’”

Build the SET Introduction

S — Statement of Purpose

Model:

Societies are shaped by many forces, and the choices people make can affect generations they will never meet.

E — Evidence-Reference Transition

Research about geography, trade, government, culture, leadership, and historical evidence reveals how those forces work together.

T — Thesis (Central Idea)

People, places, and ideas shape societies because geography creates possibilities, people make choices to solve problems or use opportunities, and those choices can leave changes that last.

Teacher Script **Teacher Script**

“Your S zooms out.”

 Teacher Script

“Your E tells the reader what kinds of research helped you.”

 Teacher Script

“Your T gives the exact answer you intend to prove.”

Source Model — Combining Facts Into a Conclusion

The Change Atlas explains that the Coastal Plains supports farming, fishing, shipping, business, and large cities, while the Mountains and Basins region is much drier and depends on different opportunities. Its change clue concludes that different environments can influence where people live and what work they do. The facts earn a place because together they help prove that geography creates possibilities and challenges.

Q, P, and Source Credit

- Q uses the source's exact words, quotation marks, and attribution.
- P expresses the same idea in new words and sentence structure and still gives source credit.
- C copies wording or structure too closely and is not acceptable.

Build the Conclusion

R1

People, places, and ideas continue shaping societies through opportunities, decisions, and lasting change.

R2

From Caddo trade and Mali's resources to government ideas, Texas choices, and cultural voices, the evidence shows that geography and human action continually interact.

R3

The larger lesson is that every generation inherits a world shaped by earlier choices and must decide what to preserve, question, improve, and pass forward.

Check for Understanding

Label each sentence above S, E, T, R1, R2, or R3. Then explain the job of each one.

Answer Key

- S: Societies are shaped by many forces, and the choices people make can affect generations they will never meet.
- E: Research about geography, trade, government, culture, leadership, and historical evidence reveals how those forces work together.
- T: People, places, and ideas shape societies because geography creates possibilities, people make choices to solve problems or use opportunities, and those choices can leave changes that last.
- R1: People, places, and ideas continue shaping societies through opportunities, decisions, and lasting change.
- R2: From Caddo trade and Mali's resources to government ideas, Texas choices, and cultural voices, the evidence shows that geography and human action continually interact.
- R3: The larger lesson is that every generation inherits a world shaped by earlier choices and must decide what to preserve, question, improve, and pass forward.

Day 2 — Attempt

A

ATTEMPT GAME

THE HUMAN RESEARCH PAPER

Students receive sentence cards and physically organize them.

SET CARDS

- A. Societies are shaped by many forces.
- B. Historical, geographic, and cultural evidence helps explain how these forces interact.
- C. People, places, and ideas shape societies through opportunities, choices, actions, and lasting change.

BODY 1 CARDS

- D. One way societies are shaped is by geography and resources.
- E. Passage 15 explains that East Texas rivers and fertile land supported Caddo life.
- F. This evidence shows that geography created possibilities for farming, travel, and trade.

BODY 2 CARDS

- G. Another way societies are shaped is through ideas and human decisions.
- H. Passage 16 explains that the Magna Carta strengthened the idea that rulers should also obey law.
- I. This shows that an idea may influence later generations even when it does not solve every problem immediately.

BODY 3 CARDS

- J. Societies are also shaped by the legacies people preserve.
- K. The Evidence Room shows that music can preserve cultural experiences.
- L. This means culture can become evidence that later generations use to understand the past.

CONCLUSION CARDS

- M. Places, people, and ideas continue to shape societies together.
- N. Geography, documents, choices, art, trade, and culture all provide evidence of these relationships.
- O. Every generation receives something from the past and then decides what it will contribute next.

**ANSWER KEY**

SET: A-B-C

Body 1: D-E-F

Body 2: G-H-I

Body 3: J-K-L

Conclusion: M-N-O

Explain the Organization

After arranging the cards, students label S/E/T, R/E1/E2 in all three body paragraphs, and R1/R2/R3. Partners trace how each evidence sentence supports its reason and how each explanation connects back to the thesis (central idea).

Day 3 — Discuss and Use Independently



DISCUSS + USE INDEPENDENTLY

FINAL WRITING DAY

Discuss: “How do we make three body paragraphs sound like parts of one answer rather than three separate reports?” Students point to repeated thesis (central idea) language, purposeful transitions, explanations, and cross-source relationships.

Students independently assemble and complete the full paper.

Required Final Product

- SET introduction
- 3 body paragraphs
- repeated R-E1-E2
- at least 4 approved sources
- at least 2 direct quotations
- at least 4 paraphrased evidence statements
- source credit
- cross-source synthesis
- R1-R2-R3 conclusion
- works cited/source record

Independent Synthesis Sequence

1. Build and reread the SET introduction.
2. Place Body Paragraphs 1–3 in thesis (central idea) order.
3. Check that every R is distinct and every E1 is followed by E2.
4. Mark quotations Q and paraphrases P; credit both.
5. Add cross-source synthesis that explains how evidence works together.
6. Build the R1-R2-R3 conclusion.
7. Read the entire paper for one clear answer.
8. Revise for clarity and edit for correctness.

LOW

Societies are shaped by many forces. Geography, people, and ideas matter. There were rivers, gold, trade, a document, and singers. These things changed societies.

Teacher Note — What Needs Improvement: The response collects information but does not

organize a five-paragraph paper around a thesis (central idea), credit sources, or explain what the evidence proves.

MEDIUM

Societies are shaped by many forces. Historical, geographic, and cultural evidence helps explain how these forces interact. People, places, and ideas shape societies through opportunities, choices, actions, and lasting change. One way societies are shaped is by geography and resources. Another way societies are shaped is through ideas and human decisions. Societies are also shaped by the legacies people preserve. Places, people, and ideas continue to shape societies together.

Teacher Note — What Needs Improvement: The response has the full organizing path, but it needs credited E1 evidence, developed E2 explanation, cross-source synthesis, and a complete R1-R2-R3 conclusion.

HIGH

Societies are shaped by many forces, and the choices people make can affect generations they will never meet. Research about geography, trade, government, culture, leadership, and historical evidence reveals how those forces work together. People, places, and ideas shape societies because geography creates possibilities, people make choices to solve problems or use opportunities, and those choices can leave changes that last.

One way societies are shaped is by geography and resources. Passage 15 explains that East Texas rivers and fertile land supported Caddo life. This evidence shows that geography created possibilities for farming, travel, and trade.

Another way societies are shaped is through ideas and human decisions. Passage 16 explains that the Magna Carta strengthened the idea that rulers should also obey law. This shows that an idea may influence later generations even when it does not solve every problem immediately.

Societies are also shaped by the legacies people preserve. The Evidence Room shows that music can preserve cultural experiences. This means culture can become evidence that later generations use to understand the past.

People, places, and ideas continue shaping societies through opportunities, decisions, and lasting change. From Caddo trade and Mali's resources to government ideas, Texas choices, and cultural voices, the evidence shows that geography and human action continually interact. The larger lesson is that every generation inherits a world shaped by earlier choices and must decide what to preserve, question, improve, and pass forward.

Day 4 — Award and Target



AWARD + TARGET

RESEARCHER'S VICTORY LAP

Students mark:

- S — global statement
- E — evidence transition
- T — thesis (central idea)
- R — body reasons
- Q — direct quotes
- P — paraphrases
- E2 — strongest explanation
- R1/R2/R3 — conclusion

Partners award one precise success by pointing to the sentence that earned it. Then every writer moves through the target stations and revises independently.

TARGET STATIONS

Station 1 — Prompt

Did I actually answer how people, places, and ideas shape society and leave a legacy?

Station 2 — Organization

Does each paragraph have one job?

Station 3 — Evidence

Is every E1 relevant?

Station 4 — Explanation

Did I explain evidence instead of stacking facts?

Station 5 — Source Ethics

Did I quote, paraphrase, and credit correctly?

Station 6 — Revision

What should I add, delete, combine, or rearrange?

Station 7 — Editing

Check grammar, punctuation, capitalization, quotation marks, spelling, vocabulary, and sentence structure.

The Grade 4 scope identifies revision across paragraphs for coherence and clarity and requires students to apply the complete Grade 4 editing system while drafting and revising the longer research product.

Day 5 — Explain, Educate, and Publish

E

E — EXPLAIN / EDUCATE / PUBLISH

THE WHAT SHAPES OUR WORLD? RESEARCH MUSEUM

Instead of merely reading papers aloud, turn the final day into a research museum.

BOOTH 1 — PLACE

Display:

- geography evidence
- map
- Body Paragraph 1
- one Place -> Possibility -> Choice chain

BOOTH 2 — IDEAS AND CHOICES

Display:

- one historical decision
- cause/effect chain
- Body Paragraph 2

BOOTH 3 — EVIDENCE ROOM

Display:

- an artifact/map/document/art/music source
- what it tells us
- what it cannot tell us
- corroborating source

BOOTH 4 — LEGACY

Display:

- Body Paragraph 3
- one example of what later generations inherited

BOOTH 5 — PUBLISHED RESEARCH

Display:

- final research paper
- SET introduction enlarged
- strongest E1
- strongest E2
- R3 reflection

STUDENT PRESENTATION SCRIPT



Teacher Script

"Welcome to my What Shapes Our World research exhibit."



Teacher Script

"My research question was..."



Teacher Script

"My thesis (central idea) was..."



Teacher Script

"I proved my first reason by..."



Teacher Script

"One direct quotation I selected was..."



Teacher Script

"I used that quotation because..."



Teacher Script

"One idea I paraphrased was..."



Teacher Script

"Two sources that worked together were..."



Teacher Script

"One source limitation I noticed was..."

 Teacher Script

"The most important thing my evidence taught me was..."

 Teacher Script

"My R3 takeaway is..."

FINAL CLUSTER ANSWER

Return to the giant opening question:

WHAT SHAPES OUR WORLD?

 Teacher Script

"Four weeks ago, this question was enormous."

 Teacher Script

"Now answer it using the language of a researcher."

Expected synthesis:

Places shape what is possible. Needs and problems create reasons to act. People develop ideas and make choices. Actions create changes. Some changes become legacies that later generations inherit.

Module 4 — Low, Medium, and High Synthesis Exemplars

LOW

Societies are shaped by many forces. Geography, people, and ideas matter. There were rivers, gold, trade, a document, and singers. These things changed societies.

Teacher Note — What Needs Improvement: The response collects information but does not organize a five-paragraph paper around a thesis (central idea), credit sources, or explain what the evidence proves.

MEDIUM

Societies are shaped by many forces. Historical, geographic, and cultural evidence helps explain how these forces interact. People, places, and ideas shape societies through opportunities, choices, actions, and lasting change. One way societies are shaped is by geography and resources. Another way societies are shaped is through ideas and human decisions. Societies are also shaped by the legacies people preserve. Places, people, and ideas continue to shape societies together.

Teacher Note — What Needs Improvement: The response has the full organizing path, but it needs credited E1 evidence, developed E2 explanation, cross-source synthesis, and a complete R1–R2–R3 conclusion.

HIGH

Societies are shaped by many forces, and the choices people make can affect generations they will never meet. Research about geography, trade, government, culture, leadership, and historical evidence reveals how those forces work together. People, places, and ideas shape societies because geography creates possibilities, people make choices to solve problems or use opportunities, and those choices can leave changes that last.

One way societies are shaped is by geography and resources. Passage 15 explains that East Texas rivers and fertile land supported Caddo life. This evidence shows that geography created possibilities for farming, travel, and trade.

Another way societies are shaped is through ideas and human decisions. Passage 16 explains that the Magna Carta strengthened the idea that rulers should also obey law. This shows that an idea may influence later generations even when it does not solve every problem immediately.

Societies are also shaped by the legacies people preserve. The Evidence Room shows that music can preserve cultural experiences. This means culture can become evidence that later generations use to understand the past.

People, places, and ideas continue shaping societies through opportunities, decisions, and lasting change. From Caddo trade and Mali's resources to government ideas, Texas choices, and cultural voices, the evidence shows that geography and human action continually interact. The larger lesson is that every generation inherits a world shaped by earlier choices and must decide what to preserve, question, improve, and pass forward.

Module 4 — Assessment Opportunities

Field	Detail
Purpose	Determine whether students can synthesize a month of research into one clear, well-supported answer.
Formative Product	Correct Human Research Paper organization and explanation of each sentence's job.
Summative Product	Complete five-paragraph research paper, revised, edited, and published.
Required Structure	SET; three R-E1-E2 body paragraphs; R1-R2-R3.
Evidence Requirement	At least four approved sources, two direct quotations, four paraphrased evidence statements, source credit, and cross-source synthesis.
Source Record	Works cited/source record.

Quick Rubric

Criterion	Beginning	Developing	Secure
Answer and thesis (central idea)	Collects facts	Gives a general answer	Proves a precise thesis (central idea) throughout
Organization	Pieces are disconnected	Uses most structural parts	SET, three complete bodies, and R1-R2-R3 work together
Evidence	Facts lack credit or relevance	Some evidence earns a place	Strong Q/P evidence is relevant and credited
Explanation	Stacks facts	Explains individual facts	Explains meaning, importance, proof, and source relationships
Revision/editing	Submits first assembly	Corrects some issues	Revises across paragraphs and edits the full system

Check the Learning

Evidence Channels

- Verbal — Gather/Reveal: Students explain how S, E, T, R1, R2, and R3 each serve a different purpose.
- Physical — Attempt: Students organize all Human Research Paper cards and justify the A-O answer key.
- Written — Discuss/Use: Students independently complete the five-paragraph research paper.
- Published — Explain: Students teach their thesis (central idea), evidence, source relationship, limitation, and R3 takeaway.

Answer Key and Look-Fors

- Complete paper order: SET -> R-E1-E2 -> R-E1-E2 -> R-E1-E2 -> R1-R2-R3.
- Human Research Paper key: SET A-B-C; Body 1 D-E-F; Body 2 G-H-I; Body 3 J-K-L; Conclusion M-N-O.
- Q = exact words, quotation marks, and attribution.
- P = same idea in new words and structure, with source credit.
- C = copying too closely; not acceptable.
- Every E1 is relevant and every E2 explains instead of stacking facts.
- The complete paper answers how people, places, and ideas shape society and leave a legacy.

Module 4 — Intervention

Floor Map of the Complete Paper

Place five large sheets in order: SET, Body 1, Body 2, Body 3, Conclusion. Students physically carry one paragraph to its position, name its job, and trace the thesis (central idea) language that connects it to the whole.

Evidence-to-Proof Support

For one body paragraph, use two columns: E1 — What the source says and E2 — What it means, why it matters, how it proves R. Students orally answer each E2 question before revising their own sentences.

Q/P/C and Credit Support

Students point to the source while reading an exact Q, then cover the source before orally creating P. They compare wording and structure, reject C, and attach source credit to both acceptable versions.

Revision Support

Work through one Target Station at a time. Keep the intellectual work intact: the teacher identifies the criterion, while the student selects, writes, and revises the evidence and explanation.

Module 4 — Embedded Supports

Supports Available to All Students

- color-coded SET, R-E1-E2, and R1-R2-R3 labels
- printed shared thesis (central idea) and final research prompt
- Change Atlas tab labels for PLACE, RESOURCES, CONNECTION, IDEAS, and PEOPLE
- Q/P/C markers and a visible source-credit reminder
- paragraph-order cards and a works cited/source-record template
- oral rehearsal frames for evidence, synthesis, and R3

Support Without Reducing Rigor

Students may use text-to-speech, speech-to-text, enlarged sources, bilingual glossaries, or oral rehearsal. They still select evidence, identify Q/P/C, credit sources, explain relationships, complete all five paragraphs, revise, and edit their own paper.

Module 4 — Enrichment

Five-Forces Synthesis Challenge

Trace one Change Atlas example through at least three forces. Explain where PLACE or RESOURCES creates a possibility or challenge, how CONNECTION, IDEAS, or PEOPLE shapes a choice, and what change or legacy follows.

Evidence Ranking Challenge

Choose three accurate facts for one R. Rank them strongest to weakest by asking what each helps prove. Defend why the top fact earns a place and why the weakest fact may be omitted even though it is interesting.

Museum Curator Challenge

Add a question card to the exhibit: “What can this source not tell us alone, and which source would help?” Answer it with a corroborating source and a cross-source synthesis statement.

Module 4 — Writing Opportunities

Final Research Prompt

Explain how places, people, and ideas work together to shape societies and leave a legacy. Use evidence from the Grade 4 research sources and earlier passages to prove your thinking.

Complete Paper Map

Paragraph	Required Work
Introduction	SET: Statement of Purpose, Evidence-Reference Transition, Thesis (Central Idea)
Body 1	R-E1-E2: geography and resources
Body 2	R-E1-E2: ideas and human decisions
Body 3	R-E1-E2: changes, culture, and legacies
Conclusion	R1-R2-R3: restate, reference evidence collectively, reflect

Research Evidence Record

R	Source and Title	Q or P	Evidence	What It Helps Prove

Revision and Editing

Revise across paragraphs by adding, deleting, combining, and rearranging ideas for coherence and clarity. Then edit grammar, punctuation, capitalization, quotation marks, spelling, vocabulary, and sentence structure. Finish the works cited/source record before publishing.

Module 4 — Auditory Engagement

Listen for the Complete Research Path

Read the Human Research Paper cards aloud in a mixed order. Students listen for a sentence's job and hold up S, E, T, R, E1, E2, R1, R2, or R3. After sorting, reread one complete body paragraph and have students echo the relationship: "R names the way; E1 gives evidence; E2 explains what it proves."

Synthesis Listening Check

Read two credited evidence statements from approved sources. Partners orally complete: "These sources work together because ____." The listener checks that the response explains a relationship rather than merely repeating both facts.

Teacher Look-For

Students can hear the difference between information that belongs in a report and evidence plus explanation that proves an answer.

Module 4 — Pause Points

|| Pause Point 1 — Three Pieces of One

Can students explain why three body paragraphs are not yet a complete research paper? If not, return to the complete-paper flow.

|| Pause Point 2 — After SET

Can students distinguish the zoomed-out S, research-reference E, and exact-answer T? If not, label the model and state each sentence's job.

|| Pause Point 3 — During the Human Research Paper

Can students justify A-O using SET, R-E1-E2, and R1-R2-R3? If not, sort by sentence job before sorting by topic.

|| Pause Point 4 — Before Independent Writing

Does each selected fact earn a place, and are Q and P credited? If not, ask, "What does this help me prove?"

|| Pause Point 5 — During Revision

Do paragraphs work as one answer? If not, use Target Stations 1-6 before editing conventions.

|| Pause Point 6 — Before Publication

Is the paper complete, revised, edited, and supported by a source record? If not, target the unfinished requirement before preparing the museum exhibit.

Module 4 — Research Progress Tracking Sheet

Student: _____ Date: _____

Skill	Beginning	Developing	Secure	Evidence/Next Step
I answer the final research prompt with a clear thesis (central idea).				
I write a SET introduction.				
I assemble three complete R-E1-E2 body paragraphs.				
I write an R1-R2-R3 conclusion.				
I select evidence that helps prove my answer.				
I distinguish Q, P, and C.				
I give source credit for Q and P.				
I synthesize relationships among sources.				
I revise across paragraphs for clarity.				
I edit the complete paper for correctness.				
I complete a works cited/source record.				
I publish and explain what my evidence proves.				

Student Reflection

My strongest E1 is _____ because it helps prove _____.

My strongest E2 is _____ because _____.

Module 4 — Teacher Closure and Reflection

Teacher Closure Script

Teacher Script

“A report collects information. A research paper uses information to prove an answer. You selected evidence, organized it around a thesis (central idea), explained relationships, revised, edited, and published what your evidence proves.”

Final Cluster Answer

Places shape what is possible. Needs and problems create reasons to act. People develop ideas and make choices. Actions create changes. Some changes become legacies that later generations inherit.

Teacher Reflection — Module 4

Which students sustain one clear thesis (central idea) across all five paragraphs?

Which students select and credit Q and P evidence accurately?

Which students explain relationships among sources rather than stacking facts?

Which students revise across paragraphs and edit the complete Grade 4 system?

Overarching Question — Answer

How can we turn a month of research into one clear, well-supported answer? Researchers select only the strongest evidence, organize it around a thesis (central idea), explain relationships among sources, revise for clarity, edit for correctness, and publish what their evidence proves.

Module 4 — Remote Learning

Virtual Classroom Adjustment for Remote Learners

Return the three body paragraphs as separate digital cards and have students arrange them on a five-part shared-paper map. Display Daily Deck Slide M4-1, then annotate the SET and R1-R2-R3 models on a shared screen. Run THE HUMAN RESEARCH PAPER in breakout rooms with movable A-O cards and require each group to record the answer key and label every sentence's job. Post The Change Atlas as a navigable evidence bank so students can enter the needed tab, mark Q or P in private notes, and record source credit. Students independently assemble the complete paper in private documents while the teacher comments with the E2 questions and "What does this help me prove?" At seven virtual Target Stations, students revise and edit one criterion at a time. Finish with a virtual What Shapes Our World? Research Museum using five breakout booths; students share the published paper and deliver the full presentation script while classmates listen for thesis (central idea), evidence, synthesis, source limitation, and R3 reflection.