

THE WRITING ACADEMY®, LLC

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GRADE



Cluster 8

Your Research Capstone



STUDENT WORKBOOK

Student Name: _____

Teacher / Class: _____

Date Started: _____

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Grade 4 Cluster 8

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Grade 4 Cluster 8

Modules 1-4 Combined Student Workbook

Welcome, Researcher!

A note to you before we begin.

Dear Researcher,

Welcome to Cluster 8, the Grade 4 research capstone. This month you become a researcher who does not just collect facts - you use evidence to PROVE an answer. A report collects information. A research paper uses information to prove an answer.

Module 1 studies PLACE. You will read one big research source, "What Shapes a Society? Place, Resources, and Connection," and ask how geography can create both opportunities and challenges while people decide what to do. You will learn to mark a quotation (Q) and a paraphrase (P), give source credit for both, and build Body Paragraph 1 using R-E1-E2: a Reason or Way, Evidence, and an Explanation.

Remember our research HABIT: **PLACE creates possibilities and limits. PEOPLE make choices.** Before you use any evidence, ask, "What does this help me prove?"

Your friends at The Writing Academy®

How This Book Helps Me Think

Use these routines and visual cues in every module.

How This Book Helps Me Think

This workbook is built to help you do more of the thinking for yourself.

THE INDEPENDENCE ROUTINE

Attempt	Try the thinking first.
Check	Use the built-in check when one is provided.
Adjust	Fix what you can.
Ask if Needed	Ask for help when you truly need it.

Attempt -> Check -> Adjust -> Ask if Needed

Visual Conventions You Will See

- Dashed line = CUT • Solid line = FOLD
- Scissors symbol = cut page (cut pages on ODD pages)
- STUDENT SUPPORT = another way, same rigor
- READY TO STRETCH? = visible next move
- Tiny Tracks = pause, name thinking level, point to proof.

The Five Thinking Levels

A thinking level describes what your brain is doing - not who you are.

Level	Student Meaning	My Next Research Move
 Foundational	I find or repeat a fact.	FIND IT - locate a relevant detail.
 Emergent	I sort a fact as a possibility or a challenge.	SORT IT - possibility or challenge.
 Visible	I connect a source detail directly to my reason (R).	CONNECT IT - link evidence to the R.
 Independent	I explain what evidence means and why it matters.	EXPLAIN IT - meaning and importance.
 Reflective	I synthesize sources and connect place, choice, change, and legacy.	SYNTHESIZE IT - prove it together.

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? Level 1 finds a fact. Level 2 sorts it. Level 3 connects it to the reason. Level 4 explains what it means and why it matters. Level 5 synthesizes two sources and shows what they prove together.

MOVE YOUR THINKING


Foundational
RECALL


Emergent
CONNECT


Visible
EXPLAIN


Independent
USE


Reflective
EXTEND

TRACKS - Six Types of Measurable Evidence

TAP the TRACKS while you read the research source. Hunt for all six kinds of evidence.

Symbol	Color	Evidence Type	What to Look For
	Pastel Green	T - Time	age, era, dates, cultural details, or historical details
	Pastel Purple	R - Reactions	reactions, solutions, resolutions, or effects
	Pastel Yellow	A - Actions	actions, problems, conflicts, or causes
	Pastel Yellow	C - Character, Concept, Creature	people's names, animals, or major concepts
	Pastel Orange	K - Key Knowledge	important information not in another TRACKS category
	Pastel Green	S - Scenery / Setting	setting details measured through the five senses

STUDENT SUPPORT - Another Way to Show What You Know

Write the letter, symbol, or color beside evidence. The exact words you highlight become the evidence you use in E1 - and you still decide what each detail proves.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

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CLUSTER 8



M O D U L E



PLACE: Where Does Change Begin?

Grounding Research in a Place



Pocket Practice



Attach scratch paper on the left, right, and bottom edges.
Leave the top edge open to make a pocket for this module's activity cards.



Attach scratch paper on the left, right, and bottom edges.
Leave the top edge open to make a pocket for this module's activity cards.

Why This Module Matters

A research paper uses information to prove an answer - and every fact must earn its place.

WHY THIS MODULE MATTERS

Cluster 8 is your research capstone. In Module 1 you open the investigation through the lens of PLACE. You will treat one research source as an evidence bank, decide what each fact helps you prove, tell a direct quotation (Q) from a paraphrase (P), give source credit for both, and draft Body Paragraph 1 with R-E1-E2 - a Reason or Way, Evidence, and an Explanation. The big research lesson holds it all together: a REPORT collects information, but a RESEARCH PAPER uses information to prove an answer.

Essential Question

How can a place give people both new chances and hard problems?

Keep this question in mind all module. You will answer it on the last page.

How This Book Helps Me Think

This workbook is built to help you do more of the research thinking for yourself.

THE INDEPENDENCE ROUTINE

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The Standards I Am Learning - Part 1

Read the official TEKS. Directly under it, read how a student can say the same standard.

TEKS 11(B)(i) - Official Standard

develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction

HOW I SAY THE STANDARD!

I can begin my research paper with a clear introduction that sets up my central idea.

TEKS 11(B)(ii) - Official Standard

develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including transitions

HOW I SAY THE STANDARD!

I can use transitions that connect my reason, my evidence, and my explanation.

TEKS 11(B)(iii) - Official Standard

develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including a conclusion

HOW I SAY THE STANDARD!

I can end my research paper with a conclusion that pulls my evidence together.

TEKS 11(B)(iv) - Official Standard

develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details

HOW I SAY THE STANDARD!

I can develop my idea with relevant details from my research sources.

The Standards I Am Learning - Part 2

Read the official TEKS. Directly under it, read how a student can say the same standard.

TEKS 13(A) - Official Standard

generate and clarify questions on a topic for formal and informal inquiry

HOW I SAY THE STANDARD!

I can ask and sharpen research questions about how place shapes a society.

TEKS 13(B) - Official Standard

develop and follow a research plan with adult assistance

HOW I SAY THE STANDARD!

I can follow a plan for gathering my research evidence.

TEKS 13(C) - Official Standard

identify and gather relevant information from a variety of sources

HOW I SAY THE STANDARD!

I can gather relevant evidence from more than one source.

TEKS 13(D) - Official Standard

identify primary and secondary sources

HOW I SAY THE STANDARD!

I can tell a primary source from a secondary source.

The Standards I Am Learning - Part 3

Read the official TEKS. Directly under it, read how a student can say the same standard.

TEKS 13(E) - Official Standard

demonstrate understanding of information gathered

HOW I SAY THE STANDARD!

I can show I understand the evidence I gathered by explaining it.

TEKS 13(F) - Official Standard

recognize the difference between paraphrasing and plagiarism when using source materials

HOW I SAY THE STANDARD!

I can paraphrase in my own words and give source credit instead of copying too closely.

TEKS 13(G) - Official Standard

develop a bibliography

HOW I SAY THE STANDARD!

I can record where my evidence came from so I can credit each source.

TEKS 13(H) - Official Standard

use an appropriate mode of delivery, whether written, oral, or multimodal, to present results

HOW I SAY THE STANDARD!

I can share my research in writing, out loud, or in more than one way.

The Standards I Am Learning - Part 4

Read the official TEKS. Directly under it, read how a student can say the same standard.

TEKS 11(C) - Official Standard

revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity

HOW I SAY THE STANDARD!

I can revise my sentences and words so my research reads clearly.

TEKS 11(D) - Official Standard

edit drafts using standard English conventions

HOW I SAY THE STANDARD!

I can edit my draft so my conventions are correct.

TEKS 4.7(C) - Official Standard

use text evidence to support an appropriate response

HOW I SAY THE STANDARD!

I can use text evidence to support my answer.

The ELPS I Am Learning

Read the official ELPS. Directly under it, read how a student can say the same standard.

ELPS 4(F)(vi) - Official Standard

write to narrate, describe, explain, respond, or justify with supporting evidence using appropriate content for [a] specific purpose

HOW I SAY THE STANDARD!

I can use fitting evidence when I explain or justify a research idea.

ELPS 4(C)(i) - Official Standard

write using a combination of both high-frequency words and content-area vocabulary

HOW I SAY THE STANDARD!

I can combine everyday words with research vocabulary from this module.

ELPS 4(D)(iii) - Official Standard

write content-area texts using a variety of transition words

HOW I SAY THE STANDARD!

I can use transition words that make the connections among my ideas clear.

ELPS 4(F)(v) - Official Standard

write to narrate, describe, explain, respond, or justify with supporting details using appropriate content and style for [a] specific purpose

HOW I SAY THE STANDARD!

I can explain or justify my research thinking with supporting details in a fitting style.

ELPS 4(F)(ii) - Official Standard

write to narrate, describe, explain, respond, or justify with supporting details using appropriate style for [a] specific purpose

HOW I SAY THE STANDARD!

I can explain my research thinking with supporting details and a fitting style.

My Module 1 Learning Launchpad

Read the destination, then choose how you will show up for the research.

I CAN

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

I WILL

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

LEARNING DESTINATION (BIG GOAL)

I use relevant, credited evidence to prove how place creates opportunities and challenges while people decide how to respond.

MY LAUNCHPAD PROMISE

The research part I will practice first is _____ because

My Module 1 Learning Dashboard

Circle where you think your learning is right now. Come back on Monday, Wednesday, and Friday to see how your thinking grows.

I know a lot about this / I know a little bit about this / This is new to me

Circle one for each skill, each day.

Skill	Monday	Wednesday	Friday
Gather relevant evidence about PLACE	a lot / a little / new	a lot / a little / new	a lot / a little / new
Tell a quotation (Q) from a paraphrase (P)	a lot / a little / new	a lot / a little / new	a lot / a little / new
Give source credit for Q and P	a lot / a little / new	a lot / a little / new	a lot / a little / new
Write R-E1-E2	a lot / a little / new	a lot / a little / new	a lot / a little / new
Explain what two sources prove together	a lot / a little / new	a lot / a little / new	a lot / a little / new

My goal for this module:

Tier 1 Vocabulary - Everyday Words

Say the word, learn its meaning, then rehearse the complete frame.

build

Say it: BILD

What it means: to make or develop something

Try the frame: People built ____.

change

Say it: CHAYNJ

What it means: to become different

Try the frame: The connection changed ____.

choice

Say it: CHOYSS

What it means: a decision between possibilities

Try the frame: People made the choice to ____.

connect

Say it: kuh-NEKT

What it means: to join or bring things together

Try the frame: Trade can connect ____.

grow

Say it: GROH

What it means: to raise crops or become larger

Try the frame: The land helped people grow ____.

Tier 1 Vocabulary - Everyday Words

Say the word, learn its meaning, then rehearse the complete frame.

land

Say it: LAND

What it means: the ground and its features

Try the frame: The land makes ____ possible.

place

Say it: PLAYSS

What it means: an area where people live or act

Try the frame: This place provides ____.

problem

Say it: PROB-luhm

What it means: something that needs a solution

Try the frame: One problem was ____.

travel

Say it: TRAV-uhl

What it means: to move from one place to another

Try the frame: People traveled by ____.

water

Say it: WAW-ter

What it means: a resource that living things need

Try the frame: Water helps people ____.

Tier 2 Vocabulary - Academic Words

Say the word, learn its meaning, then rehearse the complete frame.

climate

Say it: KLY-mit

What it means: the usual weather patterns of a place over time

Try the frame: The climate required people to ____.

evidence

Say it: EV-uh-duhns

What it means: information used as proof

Try the frame: This evidence proves ____.

geography

Say it: jee-OG-ruh-fee

What it means: the landforms, water, climate, plants, animals, and resources of a place

Try the frame: The geography created ____.

paraphrase

Say it: PAIR-uh-frayz

What it means: a source idea stated in new words

Try the frame: My paraphrase explains ____.

quotation

Say it: kwoh-TAY-shun

What it means: an author's exact words inside quotation marks

Try the frame: My quotation is credited to ____.

Tier 2 Vocabulary - Academic Words

Say the word, learn its meaning, then rehearse the complete frame.

research

Say it: REE-serch

What it means: careful inquiry that uses information to prove an answer

Try the frame: My research helps prove ____.

resource

Say it: REE-sorss

What it means: something useful found in nature

Try the frame: One resource is ____.

scarcity

Say it: SKAIR-suh-tee

What it means: limited resources compared with what people want or need

Try the frame: Scarcity encouraged ____.

source

Say it: SORSS

What it means: where information comes from

Try the frame: My source is ____.

trade

Say it: TRAYD

What it means: exchanging what people have for what they need or value

Try the frame: Trade connected ____.

Tier 3 Vocabulary - Domain-Specific Words

Say the word, learn its meaning, then rehearse the complete frame.

caravan

Say it: KAIR-uh-van

What it means: a group traveling together, often carrying goods

Try the frame: The caravan carried ____.

colonization

Say it: kol-uh-nuh-ZAY-shun

What it means: control and settlement that can cause conflict, displacement, and change

Try the frame: Colonization affected communities by ____.

displacement

Say it: dis-PLAYS-muhnt

What it means: being forced away from a place

Try the frame: Displacement changed ____.

irrigation

Say it: ir-uh-GAY-shun

What it means: a system that brings water to land

Try the frame: Irrigation can make ____ possible.

landform

Say it: LAND-form

What it means: a natural feature of Earth's surface

Try the frame: This landform affects ____.

Tier 3 Vocabulary - Domain-Specific Words

Say the word, learn its meaning, then rehearse the complete frame.

natural resource

Say it: NACH-er-uhl REE-sors

What it means: something found in nature that people can use

Try the frame: This natural resource provides ____.

renewable energy

Say it: ree-NOO-uh-buhl EN-er-jee

What it means: energy from sources such as wind or sunlight that can be used again

Try the frame: Renewable energy can use ____.

Sahara

Say it: suh-HAIR-uh

What it means: the desert crossed by Mali's trade routes

Try the frame: Across the Sahara, merchants ____.

Timbuktu

Say it: tim-buk-TOO

What it means: a Mali city known for trade and learning

Try the frame: Timbuktu became a center of ____.

transportation

Say it: trans-por-TAY-shun

What it means: moving people or goods from place to place

Try the frame: Transportation connected ____.

The Research Paper Structure

A report collects information. A research paper uses information to prove an answer.

R - REASON / WAY

E1 - EVIDENCE

E2 - EXPLANATION

THE BIG RESEARCH LESSON

"A REPORT COLLECTS INFORMATION. A RESEARCH PAPER USES INFORMATION TO PROVE AN ANSWER." Every fact must earn its place. Before you include evidence, ask: "What does this help me prove?"

THE WRITING STRUCTURE WE USE 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; R2 - Reference evidence collectively; R3 - Reflect on the larger theme

Module 1 builds Body Paragraph 1 with R-E1-E2. E2 may take several sentences and answers: What does this evidence mean? Why does it matter? How does it prove my R?

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.

A Report vs. a Research Paper

Five research lenses help you question your evidence. Module 1 uses the PLACE lens.

REPORT VS. RESEARCH

REPORT	RESEARCH
What resources did Mali have?	How did resources and location work together to help Mali change?
Finds information.	Connects information and explains meaning.
A list of facts.	Facts combined to reach a supported conclusion.

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 1 foregrounds PLACE while still asking what people chose.

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 ____."

STUDENT SUPPORT - Another Way to Show What You Know

Point to the lens chart and use the frames. You still decide which lens fits your evidence and what the evidence proves.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Quotation, Paraphrase, or Copy? (Q / P / C)

Both a quotation and a paraphrase need source credit. Copying too closely is never acceptable.

EVIDENCE TYPES AND SOURCE CREDIT

Mark	Evidence Type	Rule
Q	Direct quotation	The author's exact words; use quotation marks and name the source.
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.

THE PARAPHRASE HABIT

READ -> COVER -> TELL -> WRITE -> CHECK. Read the idea. Cover the source. Tell it in your own words. Write it. Check that the wording and sentence structure changed but the meaning stayed the same.

WHY IT MATTERS

Changing one or two words is NOT paraphrasing. A paraphrase changes both the wording and the sentence structure while keeping the author's meaning. Only then do you add your own source credit.

STUDENT SUPPORT - Another Way to Show What You Know

If paraphrasing is difficult, say the idea aloud to a partner before you write it. You still write it in your own words and name the source.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

PLACE Does Not Control People

PLACE creates possibilities and limits. PEOPLE make choices.

PLACE EVIDENCE ANCHOR

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

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?"

THE 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?

COMMON MISCONCEPTION

"Geography controls people." Return to the anchor: PLACE creates possibilities and limits; PEOPLE make choices. A list of facts is not research until you say what the facts prove together.

The DOT Reading Habit

Dot. Discover. Drop.

Step	What I Do
D - Dot	Place a small dot above any word that seems unfamiliar as I read.
O - Discover	Discover the meaning as I learn through reading and discussion.
T - Drop	Go back and erase the dot once I know its meaning.

WORDS TO REMEMBER

Dot the word. Discover the meaning. Drop the dot.

A RESEARCH SOURCE IS AN EVIDENCE BANK

Passage 15 is an evidence bank, not a one-sitting read-aloud. Return to it with a purpose: state the research question, reread only the section you need, mark Q and P, and note the source so you can give credit. Strong research selects the smallest set of strongest evidence.

STUDENT SUPPORT - Another Way to Show What You Know

If making a dot is difficult, circle the unfamiliar word or tell a partner which word you want to learn.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

MY FIRST THINKING (DAY ONE)

Answer now. You will answer this question again near the end.

How can a place give people both new chances and hard problems to solve?

My thinking level before we begin:

MOVE YOUR THINKING

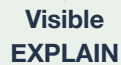
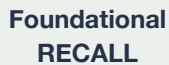
Foundational
RECALL

Emergent
CONNECT

Visible
EXPLAIN

Independent
USE

Reflective
EXTEND



STUDENT SUPPORT - Another Way to Show What You Know

Say your answer first or use this starter: A place can give people ____ but also ____ because _____. Then write your own thinking.

Say your answer first or use this starter: A place can give people ___ but also ___ because ___. Then write your own thinking.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Complete the thinking without the support, then point to evidence and explain why your choice works.

What Shapes a Society? Place, Resources, and Connection (Passage 15)

Passage 15 - Research Evidence Bank - Part 1 of 5

AS YOU READ

State your research purpose first. Use the DOT habit for unfamiliar words. TAP the TRACKS by marking exact evidence. Mark Q beside exact words worth quoting and P beside an idea to paraphrase, and note the source. Ask: What does each detail help me prove?

[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.

What Shapes a Society? Place, Resources, and Connection (Passage 15)

Passage 15 - Research Evidence Bank - Part 2 of 5

[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:

What Shapes a Society? Place, Resources, and Connection (Passage 15)

Passage 15 - Research Evidence Bank - Part 3 of 5

[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.

What Shapes a Society? Place, Resources, and Connection (Passage 15)

Passage 15 - Research Evidence Bank - Part 4 of 5

[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.

What Shapes a Society? Place, Resources, and Connection (Passage 15)

Passage 15 - Research Evidence Bank - Part 5 of 5

[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.

Passage 15 - TRACKS Evidence Hunt 1

Study the exact words from the research source. Verbally explain why each clue fits its TRACKS category.

TRACKS	Exact Evidence	Why It Fits
T • Time	"During the late 1400s and later centuries"	It fits because _____
T • Time	"the usual weather patterns of a place over a much longer period"	It fits because _____
R ■ Reactions	"Resources help create possibilities, but they also require decisions"	It fits because _____
R ■ Reactions	"People decide what to do next"	It fits because _____
A ▲ Actions	"Families grew crops such as corn, beans, and squash"	It fits because _____
A ▲ Actions	"using camels to carry goods across the desert"	It fits because _____

STUDENT SUPPORT - Another Way to Show What You Know

Point to the TRACKS chart and use this frame: This is ____ evidence because _____. You still choose the reason and what it proves.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Passage 15 - TRACKS Evidence Hunt 2

Study the exact words from the research source. Verbally explain why each clue fits its TRACKS category.

TRACKS	Exact Evidence	Why It Fits
C ★ Character, Concept, Creature	"The Caddo people provide one example"	It fits because _____
C ★ Character, Concept, Creature	"the ancient West African kingdom of Mali"	It fits because _____
K ♦ Key Knowledge	"gold was an especially valuable resource"	It fits because _____
K ♦ Key Knowledge	"landforms, bodies of water, climate, plants, animals, and natural resources"	It fits because _____
S ▼ Scenery / Setting	"in what is now East Texas"	It fits because _____
S ▼ Scenery / Setting	"Trade routes across the Sahara"	It fits because _____

STUDENT SUPPORT - Another Way to Show What You Know

Point to the TRACKS chart and use this frame: This is ____ evidence because ____.
You still choose the reason and what it proves.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Day 1 - GATHER

What can a place GIVE you? What can a place REQUIRE you to solve?

MY DAY 1 LEARNING TARGET

I will gather evidence about how PLACE creates possibilities and challenges, and I will label a detail Q, P, or C.

WHAT SHAPES OUR WORLD?

Which would change your life the most - living beside a river, living in a desert, living beside a harbor, or living on a windy plain? Do not choose based on which place looks prettiest. Choose based on what that place would make possible - and what it might make difficult.

MY GATHER THINKING

The place I chose:

What this place can GIVE people:

What this place can REQUIRE people to solve:

THE FIRST RESEARCH LENS

That difference - possibility and challenge - becomes our first research lens: PLACE. PLACE creates possibilities and limits. PEOPLE make choices.

STUDENT SUPPORT - Another Way to Show What You Know

If choosing is difficult, name one thing you could DO in your place and one problem you would have to solve there. Then say it aloud.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Day 1 - REVEAL

Combine facts to reach a conclusion, then tell a quotation from a paraphrase.

RESEARCH VS. REPORT

REPORT: What resources did Mali have? RESEARCH: How did resources and location work together to help Mali change? The first question finds information. The second connects information and explains meaning.

COMBINE FACTS TO REACH A CONCLUSION

From Passage 15: Mali had gold; salt traveled through trade; Mali was near important trade routes; Timbuktu became a center of trade and learning. Combine them and you are no longer making a list - you can conclude that geography and resources created an opportunity, but people had to build and use the trade connections.

QUOTE OR PARAPHRASE?

QUOTE = the author's EXACT words in quotation marks. PARAPHRASE = the SAME idea in NEW wording and sentence structure. Both require source credit. Copying too closely (C) is not allowed. Use READ -> COVER -> TELL -> WRITE -> CHECK.

DAY 1 CLOSING

A report _____. A research paper _____. Both a quotation and a paraphrase need _____.

Day 2 - ATTEMPT

GAME: PLACE-POSSIBILITY-PROBLEM. How to play.

MY DAY 2 LEARNING TARGET

I will match a Place, a Possibility, and a Challenge, then explain what people might do and what my evidence proves.

THE GOAL

Work in groups of 3-4. Draw a Place Card, choose one possibility that makes sense for that place, choose a challenge that might also exist, then explain what people might do. A strong researcher does not stop at "This place had resources." Continue to: What did people DO with them?

MATERIALS

- 12 Place Cards • 12 Possibility Cards • 12 Challenge Cards
- 8 Evidence Cards (from the approved evidence bank) • Place-Choice Game Board • one die • answer key

ROUND DIRECTIONS

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

A correct explanation = 1 point. A second-source connection = a bonus point (only when you connect a card's source evidence to its explanation and state what that evidence proves).

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.

BEFORE YOU CUT

Dashed lines mean CUT. Fronts are on odd pages. The next even page is the mirrored back for duplex printing. Match first; flip second; adjust if needed. You do not have to cut - use the No-Cut Recording Sheet.

CUT PAGE - Place Cards (1-6)

Keep every word inside its dashed card. Cut on the dashed lines only.

PLACE 1 East Texas forests and rivers	PLACE 2 Sahara trade routes
PLACE 3 Gulf Coast	PLACE 4 Great Plains
PLACE 5 Mountains and Basins	PLACE 6 River valley

Mirrored Backs - Place Cards (1-6)

Intentionally mirrored for duplex printing. Check only after the group commits.

2

PLACE CARD

What can this place make possible? What challenge might it bring?

1

PLACE CARD

What can this place make possible? What challenge might it bring?

4

PLACE CARD

What can this place make possible? What challenge might it bring?

3

PLACE CARD

What can this place make possible? What challenge might it bring?

6

PLACE CARD

What can this place make possible? What challenge might it bring?

5

PLACE CARD

What can this place make possible? What challenge might it bring?

CUT PAGE - Place Cards (7-12)

Keep every word inside its dashed card. Cut on the dashed lines only.

PLACE 7 Dry climate	PLACE 8 Harbor
PLACE 9 Fertile farmland	PLACE 10 Strong winds
PLACE 11 Grassland	PLACE 12 Forest

Mirrored Backs - Place Cards (7-12)

Intentionally mirrored for duplex printing. Check only after the group commits.

8

PLACE CARD

What can this place make possible? What challenge might it bring?

7

PLACE CARD

What can this place make possible? What challenge might it bring?

10

PLACE CARD

What can this place make possible? What challenge might it bring?

9

PLACE CARD

What can this place make possible? What challenge might it bring?

12

PLACE CARD

What can this place make possible? What challenge might it bring?

11

PLACE CARD

What can this place make possible? What challenge might it bring?

CUT PAGE - Possibility Cards (A-F)

Keep every word inside its dashed card. Cut on the dashed lines only.

POSSIBILITY A

Timber for building

POSSIBILITY B

Shipping and fishing

POSSIBILITY C

Farming and ranching

POSSIBILITY D

Trade across long distances

POSSIBILITY E

Water transportation

POSSIBILITY F

Wind energy

Mirrored Backs - Possibility Cards (A-F)

Intentionally mirrored for duplex printing. Check only after the group commits.

B

POSSIBILITY

Which place makes this possible?

A

POSSIBILITY

Which place makes this possible?

D

POSSIBILITY

Which place makes this possible?

C

POSSIBILITY

Which place makes this possible?

F

POSSIBILITY

Which place makes this possible?

E

POSSIBILITY

Which place makes this possible?

CUT PAGE - Possibility Cards (G-L)

Keep every word inside its dashed card. Cut on the dashed lines only.

POSSIBILITY G

Crop production

POSSIBILITY H

Access for ships

POSSIBILITY I

Materials for tools and homes

POSSIBILITY J

Economic activity

POSSIBILITY K

Transportation of goods

POSSIBILITY L

Community settlement

Mirrored Backs - Possibility Cards (G-L)

Intentionally mirrored for duplex printing. Check only after the group commits.

H

POSSIBILITY

Which place makes this possible?

G

POSSIBILITY

Which place makes this possible?

J

POSSIBILITY

Which place makes this possible?

I

POSSIBILITY

Which place makes this possible?

L

POSSIBILITY

Which place makes this possible?

K

POSSIBILITY

Which place makes this possible?

CUT PAGE - Challenge Cards (1-6)

Keep every word inside its dashed card. Cut on the dashed lines only.

CHALLENGE 1

Limited water

CHALLENGE 2

Flooding

CHALLENGE 3

Difficult farming

CHALLENGE 4

Distance

CHALLENGE 5

Harsh travel

CHALLENGE 6

Limited resources

Mirrored Backs - Challenge Cards (1-6)

Intentionally mirrored for duplex printing. Check only after the group commits.

2**CHALLENGE**

Which place might face this? What could people do about it?

1**CHALLENGE**

Which place might face this? What could people do about it?

4**CHALLENGE**

Which place might face this? What could people do about it?

3**CHALLENGE**

Which place might face this? What could people do about it?

6**CHALLENGE**

Which place might face this? What could people do about it?

5**CHALLENGE**

Which place might face this? What could people do about it?

CUT PAGE - Challenge Cards (7-12)

Keep every word inside its dashed card. Cut on the dashed lines only.

CHALLENGE 7 Scarcity	CHALLENGE 8 Soil loss
CHALLENGE 9 Extreme heat	CHALLENGE 10 Strong wind
CHALLENGE 11 Difficult transportation	CHALLENGE 12 Unequal effects of contact

Mirrored Backs - Challenge Cards (7-12)

Intentionally mirrored for duplex printing. Check only after the group commits.

8

CHALLENGE

Which place might face this? What could people do about it?

7

CHALLENGE

Which place might face this? What could people do about it?

10

CHALLENGE

Which place might face this? What could people do about it?

9

CHALLENGE

Which place might face this? What could people do about it?

12

CHALLENGE

Which place might face this? What could people do about it?

11

CHALLENGE

Which place might face this? What could people do about it?

CUT PAGE - Evidence Cards (1-4)

Keep every word inside its dashed card. Cut on the dashed lines only.

Q - EVIDENCE 1

"Trade routes across the Sahara connected Mali with distant regions." (Passage 15)

Q - EVIDENCE 2

"Resources help create possibilities, but they also require decisions." (Passage 15)

P - EVIDENCE 3

Passage 15 explains that Timbuktu grew into a center of both trade and learning.

P - EVIDENCE 4

Passage 15 explains that the Caddo used East Texas rivers and forests for farming, travel, and materials.

Mirrored Backs - Evidence Cards (1-4)

Intentionally mirrored for duplex printing. Check only after the group commits.

Q EVIDENCE What does this evidence prove? Give source credit.	Q EVIDENCE What does this evidence prove? Give source credit.
P EVIDENCE What does this evidence prove? Give source credit.	P EVIDENCE What does this evidence prove? Give source credit.

CUT PAGE - Evidence Cards (5-8)

Keep every word inside its dashed card. Cut on the dashed lines only.

Q - EVIDENCE 5

"Scarcity can lead to problem-solving." (Passage 15)

P - EVIDENCE 6

Passage 15 explains that strong Great Plains winds can challenge farmers yet can also power wind turbines.

Q - EVIDENCE 7

"Technology does not remove geography. Instead, it changes how people interact with geography." (Passage 15)

P - EVIDENCE 8

Passage 15 explains that European contact brought exchange for some but disease, displacement, and loss for Native peoples.

Mirrored Backs - Evidence Cards (5-8)

Intentionally mirrored for duplex printing. Check only after the group commits.

P EVIDENCE What does this evidence prove? Give source credit.	Q EVIDENCE What does this evidence prove? Give source credit.
P EVIDENCE What does this evidence prove? Give source credit.	Q EVIDENCE What does this evidence prove? Give source credit.

Place-Choice Game Board and Recording Sheet

Record each round. Say what your evidence proves before you write it.

ANSWER KEY GUIDANCE - STRONG MATCHES

Multiple answers are acceptable if supported logically.

- 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

Round	Place	Possibility	Challenge	What People Chose to Do	Credited Evidence
1					
2					
3					
4					
5					

NO-CUT PATHWAY

You do not have to cut the cards. Read a place, a possibility, and a challenge from the lists, write your round in the table, and explain aloud or in the last column what people might do and what the evidence proves.

STUDENT SUPPORT - Another Way to Show What You Know

Point to the Place-Choice list and the strong matches. You still decide the human choice and what the evidence proves.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Day 3 - DISCUSS

Geography does not write history by itself.

MY DAY 3 LEARNING TARGET

I will discuss why two groups make different choices, then write Body Paragraph 1 with R-E1-E2.

DISCUSSION QUESTIONS

- What happened when two groups had similar resources but made different choices?
- Why is a list of facts not the same as research?
- Why does place create possibilities without controlling people?

WHAT WE NOTICED

The same place can create both an opportunity and a problem. Geography matters, but people decide what to do with what a place provides. Research means deciding what the facts prove together.

MY DISCUSSION NOTES

A place that created both an opportunity and a challenge:

The choice people made mattered because:

STUDENT SUPPORT - Another Way to Show What You Know

Use this frame: This place created the possibility of ____, but also the challenge of _____. People chose to _____. Talk it through before you write.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Day 3 - USE: Build Body Paragraph 1 (R-E1-E2)

Study the model, then plan your own reason, evidence, and explanation.

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.

PLAN MY PARAGRAPH

R - my reason or way:

E1 - my evidence from Passage 15 (with source credit):

E2 - what it means, why it matters, how it proves my R:

STUDENT SUPPORT - Another Way to Show What You Know

Use the R-E1-E2 model and the passage evidence hunts. You still choose your evidence and explain what it proves.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Body Paragraph 1 - Draft Space

Write R, two E1s, and developed E2 thinking. Include at least one paraphrase and source credit.

SUCCESS CHECK

- ☐ Begins with the assigned R ☐ E1 from Passage 15 with source credit
☐ 2-3 E2 sentences after each E1 ☐ Second E1 from another approved source
☐ At least one accurate paraphrase ☐ Connects to the thesis (central idea)

[illegible]

Standards Application Check - Research and Editing

Read the official standard, then say it in student-friendly words.

TEKS 13(F) - Official Standard

recognize the difference between paraphrasing and plagiarism when using source materials

HOW I SAY THE STANDARD!

I can paraphrase in my own words and give source credit instead of copying too closely.

TEKS 11(C) - Official Standard

revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity

HOW I SAY THE STANDARD!

I can revise my sentences and words so my research reads clearly.

TEKS 11(D)(i) - Official Standard

edit drafts using standard English conventions, including complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments

HOW I SAY THE STANDARD!

I can write complete sentences with subjects and verbs that agree, and fix run-ons and fragments.

TEKS 11(D) - Official Standard

edit drafts using standard English conventions

HOW I SAY THE STANDARD!

I can edit my draft so my conventions are correct.

Module 1 Conventions Sweep

This is not a new paragraph. It is a quick quality check on a sentence you already wrote.

COPY ONE SENTENCE FROM YOUR BODY PARAGRAPH

MARK AND CHECK

1. Underline the subject once and the verb twice; do they agree?
2. Fix any run-on, splice, or fragment so every sentence is complete.
3. Capitalize proper nouns like Mali, Sahara, Timbuktu, Caddo, and Texas.
4. Put quotation marks around any exact words, and check your punctuation.
5. Check spelling patterns and high-frequency words. Confirm every Q and P names its source.

IF I FOUND SOMETHING TO FIX

Write the corrected sentence:

STUDENT SUPPORT - Another Way to Show What You Know

Point to the subject, verb, and nouns with a partner or use an approved word list. You still decide what changes.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Day 4 - AWARD Yourself

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

MY DAY 4 LEARNING TARGET

I will mark my strongest E1, strongest E2, and strongest connection to my R, then set one precise next goal.

MARK YOUR RESEARCH DECISIONS

- Mark your **strongest E1** (the evidence that best proves your R).
- Mark your **strongest E2** (the explanation that best tells what the evidence means).
- Mark your **strongest connection** (->) back to your R.

Keep the judgment tied to relevance, source credit, meaning, and proof.

MY AWARD

One research decision I am proud of is

because

My proof is on page _____.

STUDENT SUPPORT - Another Way to Show What You Know

Choose one decision and point to proof before writing. Rehearse: This evidence is strong because it proves ____.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

MOVE YOUR THINKING



Foundational
RECALL



Emergent
CONNECT



Visible
EXPLAIN



Independent
USE



Reflective
EXTEND

Day 4 - TARGET Your Next Growth

A useful target names the precise part you will grow next.

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?

BUILD A PRECISE TARGET

My next research goal is _____ because

I will revise the exact place in my paragraph where

CURIOSITY QUESTIONS

Why might two societies use the same river differently? How does connecting two sources make research stronger?

Ready to Stretch? Take Your Thinking Further!

Raise your target one level: connect a second source and explain what both sources prove together.

Day 5 - EXPLAIN: Geographer's Evidence Walk

Display one evidence card and teach what your sources prove.

MY DAY 5 LEARNING TARGET

I will explain my R, my two sources, and what the evidence proves together.

THE EVIDENCE WALK FRAME

"My R is ____." "My first source taught me ____." "My second source added ____."

"Together, the evidence proves ____."

MY EVIDENCE WALK CARD

My R (reason or way):

My first source taught me:

My second source added:

Together, the evidence proves:

LISTENER RESPONSIBILITIES

- Identify the evidence-to-reason connection.
- Ask, "What choice did people make with what the place provided?"
- Check that both a quotation and a paraphrase were credited.

STUDENT SUPPORT - Another Way to Show What You Know

Rehearse with a partner or make an approved audio recording before the walk. Use the card, but explain in your own words.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

MY THINKING NOW

Answer the module question again. Then compare it with your first thinking.

How can a place give people both new chances and hard problems to solve?

WHAT CHANGED?

Circle or underline something you can explain now that you could not explain at the beginning.

My research thinking grew because

My thinking level now:

MOVE YOUR THINKING



**Foundational
RECALL**



**Emergent
CONNECT**



**Visible
EXPLAIN**



**Independent
USE**



**Reflective
EXTEND**

MY MODULE CHECK-IN

Award. Target. Explain. Use proof, not just feelings.

AWARD

Something I am proud of:

TARGET

Something I will strengthen next:

EXPLAIN

The page that best proves my growth is _____ because

I Can...	Not Yet	Getting Set	I Can Do It
Gather relevant evidence about PLACE	☐	☐	☐
Tell a quotation (Q) from a paraphrase (P)	☐	☐	☐
Give source credit for Q and P	☐	☐	☐
Write R-E1-E2	☐	☐	☐
Explain what two sources prove together	☐	☐	☐

Additional Writing Opportunity - Research Body Paragraph

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

THE PROMPT

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

PLANNING GUIDE

Part	My 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?

MY FIRST DECISION

My R (reason or way) will be:

The strongest Passage 15 detail for my R is:

STUDENT SUPPORT - Another Way to Show What You Know

Reread only the source section you need. Choose the evidence whose meaning you can explain most clearly, then mark it Q or P.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Plan My Research Paragraph

Gather meaning before you draft. Reason first, then evidence, then explanation.

1. R - My reason or way

2. E1 - Evidence from Passage 15 (mark Q or P; give source credit)

3. E2 - Explanation (what it means, why it matters, how it proves R)

4. Second E1 - Evidence from another approved source (with source credit)

STUDENT SUPPORT - Another Way to Show What You Know

Use the Evidence Decision Path and the passage evidence hunts. You choose the exact quote or paraphrase and explain why it proves your R.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Research Draft - Page 1

Keep your reason, evidence, and explanation connected. Every fact must earn its place.

MEANING CHECK

After each sentence, ask: Does this evidence help prove my R? Keep the evidence that proves the reason.

[illegible]

Research Draft - Page 2

Continue only if you need more space. A longer paragraph is not stronger unless every fact earns its place.

PRECISION CHECK

Read your E2. Does it tell what the evidence means, or does it just repeat the fact? Adjust for meaning.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has rounded corners on the left side, suggesting it might be from a notebook. There is no handwriting or other markings on the page.

Revise, Edit, and Share

Improve one sentence, run the Conventions Sweep, then explain one research decision.

REVISE

Improve one sentence by adding, deleting, combining, or rearranging ideas for coherence and clarity.

Before:

After:

EDIT - Conventions Sweep

- ☐ Complete sentences
 ☐ Subject-verb agreement
 ☐ Capitalization
☐ Punctuation and quotation marks
 ☐ Spelling
 ☐ Source credit for every Q and P

SHARE

My partner heard my evidence prove my R when I _____ because

STUDENT SUPPORT - Another Way to Show What You Know

Read only your R and strongest E1-E2 connection to a partner. The feedback must name what the evidence proves.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Tiny Tracks

Did every piece of evidence earn its place? Use proof.

Tiny Tracks

Small Steps. Big Growth.

I just learned:

My thinking level:

MOVE YOUR THINKING



Foundational
RECALL



Emergent
CONNECT



Visible
EXPLAIN



Independent
USE



Reflective
EXTEND

☐ Easy ☐ Just Right ☐ Challenging

Support I used: _____

My proof is on page: _____ My next move: _____

Ready to Stretch? Take Your Thinking Further!

Point to your R, your two E1 sources, and your E2 thinking. Defend the evidence that proves your R most clearly.

PROOF OF TRANSFER

I knew I could build a research paragraph for a new prompt because on page _____ I

READY TO STRETCH? - Research Conclusion Challenge

Combine two or more approved facts about the same place into one supported conclusion.

CHALLENGE

Select two or more approved Passage 15 facts about the same place (for example, Mali, the Caddo, or a Texas region).

BUILD THE CONCLUSION

A credited paraphrase of each fact:

One conclusion the facts support together:

What geography made possible or difficult, and the human choice:

What the combined evidence can - and cannot - prove:

PERSPECTIVE EXTENSION

Connection does not create the same result for everyone. Name whose opportunity and whose loss a researcher would need to examine, without inventing evidence beyond the source.

MOVE YOUR THINKING



**Foundational
RECALL**



**Emergent
CONNECT**



**Visible
EXPLAIN**



**Independent
USE**



**Reflective
EXTEND**

Portfolio Evidence + Closing Reflection

Choose the pages that best show what your research thinking did during Module 1.

Evidence	Page	What It Proves About My Research Thinking
1		
2		
3		

LOOK HOW MY THINKING MOVED

At first, I...

Now I...

My biggest improvement was...

MODULE 1 CLOSING IDEA

A place can provide resources and connections, and it can create limits and challenges. Geography matters, but geography does not make choices. Places create possibilities, resources create opportunities and limits, and connections create change - but people decide what to do next.

Essential Question - Answered

You started with an Essential Question. Now that you have finished Module 1, read the answer and connect it to what you learned.

OUR ESSENTIAL QUESTION

How can a place give people both new chances and hard problems?

My Answer

When I study a place, I look for both the chances it gives and the problems it creates. I notice that its resources and connections open up opportunities, and its limits create challenges - but I remember that geography does not make choices; people do. So I show how the place sets the stage and how people decide what to do next.

STUDENT SUPPORT - Another Way to Show What You Know

Start with the place: My place is _____. It gives people _____, but it also makes _____ hard.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

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CLUSTER 8



M O D U L E



Ideas and Choices

How People Shape Change



Pocket Practice



Attach scratch paper on the left, right, and bottom edges.
Leave the top edge open to make a pocket for this module's activity cards.



Attach scratch paper on the left, right, and bottom edges.
Leave the top edge open to make a pocket for this module's activity cards.

Why This Module Matters

Ideas do not change a society by themselves - people act on them.

WHY THIS MODULE MATTERS

In Module 1 you studied how PLACE begins change. This module uses the IDEAS lens. Ideas, leadership, choices, culture, speech, and service can shape a society as powerfully as geography. But an idea by itself is not a change. Change happens when people act on an idea or a choice, and the results can reach far beyond the first decision. This week you build Body Paragraph 2 (R-E1-E2) and prove that ideas create change when people act on them.

Essential Question

How can an idea or a choice change the world around us?

Keep this question in mind all module. You will answer it on the last page.

How This Book Helps Me Think

This workbook is built to help you do more of the research thinking for yourself.

THE INDEPENDENCE ROUTINE

Attempt	Try the research thinking first.
Check	Use the built-in check when one is provided.
Adjust	Fix what you can.
Ask if Needed	Ask for help when you truly need it.

Attempt -> Check -> Adjust -> Ask if Needed

Visual Conventions You Will See

- Dashed line = CUT • Solid line = FOLD
- Scissors symbol = cut page (cut pages on ODD pages)
- STUDENT SUPPORT = another way, same rigor
- READY TO STRETCH? = visible next move
- Tiny Tracks = pause, name thinking level, point to proof.

The Standards I Am Learning - Part 1

Read the official TEKS and how a student can say the same standard.

TEKS 11(B)(i) - Official Standard

develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction

HOW I SAY THE STANDARD!

I can organize my research with a clear introduction.

TEKS 11(B)(ii) - Official Standard

develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including transitions

HOW I SAY THE STANDARD!

I can connect my ideas with transitions.

TEKS 11(B)(iii) - Official Standard

develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including a conclusion

HOW I SAY THE STANDARD!

I can finish my research with a strong conclusion.

TEKS 11(B)(iv) - Official Standard

develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including developing an engaging idea with relevant details

HOW I SAY THE STANDARD!

I can develop my idea with details that prove it.

The Standards I Am Learning - Part 2

Read the official TEKS and how a student can say the same standard.

TEKS 13(A) - Official Standard

generate and clarify questions on a topic for formal and informal inquiry

HOW I SAY THE STANDARD!

I can ask and clarify good research questions.

TEKS 13(B) - Official Standard

develop and follow a research plan with adult assistance

HOW I SAY THE STANDARD!

I can make and follow a research plan.

TEKS 13(C) - Official Standard

identify and gather relevant information from a variety of sources

HOW I SAY THE STANDARD!

I can gather relevant evidence from more than one source.

TEKS 13(D) - Official Standard

identify primary and secondary sources

HOW I SAY THE STANDARD!

I can tell a primary source from a secondary source.

The Standards I Am Learning - Part 3

Read the official TEKS and how a student can say the same standard.

TEKS 13(E) - Official Standard

demonstrate understanding of information gathered

HOW I SAY THE STANDARD!

I can show that I understand the evidence I gathered.

TEKS 13(F) - Official Standard

recognize the difference between paraphrasing and plagiarism when using source materials

HOW I SAY THE STANDARD!

I can paraphrase and give credit instead of copying too closely.

TEKS 13(G) - Official Standard

develop a bibliography

HOW I SAY THE STANDARD!

I can list the sources I used.

TEKS 13(H) - Official Standard

use an appropriate mode of delivery, whether written, oral, or multimodal, to present results

HOW I SAY THE STANDARD!

I can share my research in writing, out loud, or in more than one way.

The Standards I Am Learning - Part 4

Read the official TEKS and how a student can say the same standard.

TEKS 11(C) - Official Standard

revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity

HOW I SAY THE STANDARD!

I can revise my sentences and words so my ideas are clear.

TEKS 11(D) - Official Standard

edit drafts using standard English conventions

HOW I SAY THE STANDARD!

I can edit my writing using standard English conventions.

TEKS 4.7(C) - Official Standard

use text evidence to support an appropriate response

HOW I SAY THE STANDARD!

I can use text evidence to support my answer.

The ELPS I Am Learning

Read the official ELPS and how a student can say the same standard.

ELPS 4(F)(i) - Official Standard

write to narrate, describe, explain, respond, or justify with supporting details using appropriate content for [a] specific purpose

HOW I SAY THE STANDARD!

I can use language that fits this research work.

ELPS 4(D)(iii) - Official Standard

write content-area texts using a variety of transition words

HOW I SAY THE STANDARD!

I can use language that fits this research work.

ELPS 4(C)(i) - Official Standard

write using a combination of both high-frequency words and content-area vocabulary

HOW I SAY THE STANDARD!

I can use language that fits this research work.

ELPS 4(E)(ii) - Official Standard

write content-area-specific text using grammatical structures

HOW I SAY THE STANDARD!

I can use language that fits this research work.

ELPS 4(F)(ii) - Official Standard

write to narrate, describe, explain, respond, or justify with supporting details using appropriate style for [a] specific purpose

HOW I SAY THE STANDARD!

I can use language that fits this research work.

My Module 2 Learning Launchpad

Read the destination, then choose how you will show up.

I CAN

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

I WILL

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

LEARNING DESTINATION

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

MY LAUNCHPAD PROMISE

The research move I will practice first is _____ because

My Module 2 Learning Dashboard

Circle where you think your learning is right now. Come back on Monday, Wednesday, and Friday to see how your thinking grows.

I know a lot about this / I know a little bit about this / This is new to me

Circle one for each skill, each day.

Skill	Monday	Wednesday	Friday
Gather relevant evidence	a lot / a little / new	a lot / a little / new	a lot / a little / new
Tell Q from P and C	a lot / a little / new	a lot / a little / new	a lot / a little / new
Credit both Q and P	a lot / a little / new	a lot / a little / new	a lot / a little / new
Explain the action in a change chain	a lot / a little / new	a lot / a little / new	a lot / a little / new
Develop E2 thinking	a lot / a little / new	a lot / a little / new	a lot / a little / new

My goal for this module:

Tier 1 Vocabulary

Say the word, learn its meaning, then rehearse the frame.

action

Say it: AK-shun

What it means: something a person does

Try the frame: The action that followed was ____.

change

Say it: CHAYNJ

What it means: a result that makes something different

Try the frame: One change was ____.

choice

Say it: CHOYS

What it means: a decision between possibilities

Try the frame: The choice was ____.

help

Say it: HELP

What it means: support given to a person or effort

Try the frame: The support helped ____.

idea

Say it: eye-DEE-uh

What it means: a thought about what could be done

Try the frame: The idea was ____.

Tier 1 Vocabulary

Say the word, learn its meaning, then rehearse the frame.

last

Say it: LAST

What it means: to continue over time

Try the frame: The effect lasted because ____.

leader

Say it: LEE-der

What it means: a person who guides or makes decisions

Try the frame: The leader chose to ____.

rule

Say it: ROOL

What it means: a direction people are expected to follow

Try the frame: The rule affected ____.

share

Say it: SHAIR

What it means: to make an idea or creation available to others

Try the frame: People shared ____.

voice

Say it: VOYS

What it means: a way to express ideas or experiences

Try the frame: This voice preserved ____.

Tier 2 Vocabulary

Say the word, learn its meaning, then rehearse the frame.

climate

Say it: KLY-mit

What it means: the usual weather patterns of a place over time

Try the frame: Climate can shape ____.

evidence

Say it: EV-ih-duhns

What it means: information used as proof

Try the frame: This evidence proves ____.

geography

Say it: jee-OG-ruh-fee

What it means: landforms, water, climate, plants, animals, and resources of a place

Try the frame: Geography created the possibility to ____.

paraphrase

Say it: PAIR-uh-frayz

What it means: a source idea stated in new words

Try the frame: My paraphrase explains ____.

quotation

Say it: kwoh-TAY-shun

What it means: an author's exact words in quotation marks

Try the frame: My quotation is credited to ____.

Tier 2 Vocabulary

Say the word, learn its meaning, then rehearse the frame.

research

Say it: REE-serch

What it means: careful inquiry that uses information to prove an answer

Try the frame: My research helps prove ____.

resource

Say it: REE-sorss

What it means: something useful found in nature

Try the frame: This resource made ____ possible.

scarcity

Say it: SKAIR-sih-tee

What it means: limited resources compared with what people want or need

Try the frame: Scarcity may lead people to ____.

source

Say it: SORS

What it means: where information comes from

Try the frame: My source is ____.

trade

Say it: TRAYD

What it means: exchanging what people have for what they need or value

Try the frame: Trade connected ____.

Tier 3 Vocabulary

Say the word, learn its meaning, then rehearse the frame.

annexation

Say it: an-ek-SAY-shun

What it means: the act of adding a territory to a country

Try the frame: Texas annexation changed ____.

civic participation

Say it: SIV-ik par-tis-uh-PAY-shun

What it means: taking part in the work and decisions of a community

Try the frame: Civic participation includes ____.

consequence

Say it: KON-suh-kwens

What it means: a result of an action or decision

Try the frame: One consequence was ____.

culture

Say it: KUL-cher

What it means: language, traditions, music, art, food, stories, beliefs, and celebrations of a society

Try the frame: Culture can preserve ____.

free enterprise

Say it: FREE EN-ter-prize

What it means: a system that gives people opportunities to create businesses and sell goods or services

Try the frame: Free enterprise allowed ____.

Tier 3 Vocabulary

Say the word, learn its meaning, then rehearse the frame.

legacy

Say it: LEG-uh-see

What it means: something passed forward that continues to influence others

Try the frame: The longer legacy was ____.

Magna Carta

Say it: MAG-nuh KAR-tuh

What it means: the 1215 agreement that strengthened the idea that a ruler should follow laws

Try the frame: The Magna Carta strengthened ____.

patronage

Say it: PAY-truh-nij

What it means: financial support for artists, scholars, or creators

Try the frame: Patronage helped ____.

Renaissance

Say it: REN-uh-sahns

What it means: a period when people studied earlier learning and applied it in new ways

Try the frame: Renaissance thinkers ____.

rule of law

Say it: ROOL uhv LAW

What it means: the idea that rulers and other people are subject to laws

Try the frame: Rule of law matters because ____.

The DOT Reading Habit

Dot. Discover. Drop.

Step	What It Means
D - Dot	Place a small dot above any unfamiliar word.
O - Discover	Discover its meaning as we learn.
T - Drop	Erase the dot once you know the meaning.

WORDS TO REMEMBER

Dot the word. Discover the meaning. Drop the dot.

STUDENT SUPPORT - Another Way to Show What You Know

Circle the unfamiliar word or tell a partner which word you want to learn.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Report or Research? Information Must Prove an Answer

The prompt is a research question - facts must earn their place.

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

THE BIG RESEARCH LESSON

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

EVIDENCE DECISION

Before you record 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?

STUDENT SUPPORT - Another Way to Show What You Know

Say what a fact helps you prove before you write it down.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

The Five Research Lenses

A lens is a way of looking closely at how a society changes.

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.

STUDENT SUPPORT - Another Way to Show What You Know

Name which lens a piece of evidence uses before you record it.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

The Change Chain

Researchers never jump from the first box to the last.

THE CHANGE CHAIN

NEED / PROBLEM ›

IDEA / CHOICE ›

ACTION ›

CHANGE ›

LEGACY

Need / Problem	Name what people needed or the problem they faced.
Idea / Choice	Name the idea people had or the choice they made.
Action	Name what people actually did about the idea.
Change	Name what changed right away.
Legacy	Name what later people or generations received.
Check	Explain the action that connected the idea to the change.

IDEA ≠ CHANGE

An idea by itself is not a change. IDEA + ACTION → CHANGE. Researchers explain the decision and the action in the middle, then think about immediate effects and the longer legacy.

STUDENT SUPPORT - Another Way to Show What You Know

Point to the ACTION card - the link that turns an idea into a change - before you explain the result.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Writing Structure: SET, R-E1-E2, R1-R2-R3

The same structure runs all month. This module builds Body Paragraph 2.

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

THIS MODULE BUILDS BODY PARAGRAPH 2

Model R: Another way societies are shaped is through the ideas, choices, and actions of people. Your E2 answers three questions: What does this evidence mean? Why does it matter? How does it prove my R?

STUDENT SUPPORT - Another Way to Show What You Know

Say your R aloud, then read only the E1 that helps prove it.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Evidence HABIT: Q, P, and C

Mark exact words Q, same idea in new words P, and copying too closely C.

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 NEED SOURCE CREDIT

Q model: Passage 16 explains, "A ruler should also be required to follow laws." P

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

STUDENT SUPPORT - Another Way to Show What You Know

Read, cover, tell, then write - so your paraphrase uses your own words, not the source's.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

My Learning Destination

Know what success will look and sound like.

BIG GOAL

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

SUCCESS CRITERIA

- I state the assigned R exactly.
- I include one government or leadership example and one culture, economics, or citizenship example.
- I use at least two sources, one direct quote, and one paraphrase.
- I credit both sources and write multiple E2 sentences.

I WILL KNOW I AM READY WHEN...

MY FIRST THINKING (DAY ONE)

Answer now. You will answer again near the end.

How can an idea or a choice change a society?

MOVE YOUR THINKING

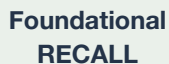
Foundational
RECALL

Emergent
CONNECT

Visible
EXPLAIN

Independent
USE

Reflective
EXTEND



STUDENT SUPPORT - Another Way to Show What You Know

Say your answer first, then write your own thinking.

Say your answer first, then write your own thinking.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Complete the thinking without the support, then point to evidence and explain why your choice works.

What Shapes a Society? Ideas, Choices, and Culture

Passage 16 - Very High Stamina - Research Evidence Bank • Part 1 of 5

AS YOU READ

This passage is a RESEARCH SOURCE - an evidence bank, not a single-sitting read-aloud. Use the DOT HABIT. TAP the TRACKS. Mark Q for a direct quotation and P for a paraphrase, and note the source for both. Ask, "What does this help me prove?"

[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.

What Shapes a Society? Ideas, Choices, and Culture - Continued

Passage 16 - Very High Stamina - Research Evidence Bank • Part 2 of 5

AS YOU CONTINUE READING

Keep numbering, dotting unfamiliar words, and marking exact TRACKS evidence. Mark Q or P and credit the source "What Shapes a Society? Ideas, Choices, and Culture."

[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.

What Shapes a Society? Ideas, Choices, and Culture - Continued

Passage 16 - Very High Stamina - Research Evidence Bank • Part 3 of 5

AS YOU CONTINUE READING

Keep numbering, dotting unfamiliar words, and marking exact TRACKS evidence. Mark Q or P and credit the source "What Shapes a Society? Ideas, Choices, and Culture."

[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.

What Shapes a Society? Ideas, Choices, and Culture - Continued

Passage 16 - Very High Stamina - Research Evidence Bank • Part 4 of 5

AS YOU CONTINUE READING

Keep numbering, dotting unfamiliar words, and marking exact TRACKS evidence. Mark Q or P and credit the source "What Shapes a Society? Ideas, Choices, and Culture."

[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.

What Shapes a Society? Ideas, Choices, and Culture - Continued

Passage 16 - Very High Stamina - Research Evidence Bank • Part 5 of 5

AS YOU CONTINUE READING

Keep numbering, dotting unfamiliar words, and marking exact TRACKS evidence. Mark Q or P and credit the source "What Shapes a Society? Ideas, Choices, and Culture."

[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.

What Shapes a Society? Ideas, Choices, and Culture - TRACKS Evidence Hunt

Verbally explain why each exact clue fits, then decide Q or P.

TRACKS	Exact Evidence	Why It Fits
T • Time	"In 1215"	It fits because _____
R ■ Reactions	"wanted limits placed on his power"	It fits because _____
A ▲ Actions	"He supported trade and worked to protect important routes"	It fits because _____
C ★ Character, Concept, Creature	"Dr. Martin Luther King Jr."	It fits because _____
K ♦ Key Knowledge	"Texas was annexed by the United States in 1845"	It fits because _____
S ▼ Scenery / Setting	"the West African kingdom of Mali"	It fits because _____

STUDENT SUPPORT - Another Way to Show What You Know

Use: This is ____ evidence because _____. You still choose the reason and the source credit.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Day 1 - GATHER: From the Visible World to the Invisible World

Pencils down. Take a position.

MY DAY 1 LEARNING TARGET

I will take a position on the opening statements and show how IDEA + ACTION leads to CHANGE for one case study.

DAILY DECK (M2-1)

Take a position on each statement. Stand beside AGREE, DISAGREE, or IT DEPENDS.

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

THE INVISIBLE WORLD

Today we move from the physical world into the invisible world. You cannot hold an idea in your hand. You cannot place a choice on a scale. 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

STUDENT SUPPORT - Another Way to Show What You Know

Show AGREE, DISAGREE, or IT DEPENDS with a card or hand signal, then say one reason.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Day 1 - REVEAL: Report vs. Research and Q, P, C

An idea plus an action leads to change.

DAILY DECK (M2-2)

IDEA $\neq$ CHANGE IDEA + ACTION $\rightarrow$ CHANGE

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

DAILY DECK (M2-3)

CAUSE $\rightarrow$ ACTION $\rightarrow$ EFFECT: What existed? What did someone decide? What happened next?

SOURCE MODEL - Combining Facts Into a Conclusion

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."

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 it proves: An idea can begin in one moment and continue influencing people long afterward.

CHECK FOR UNDERSTANDING - Answer Key

- "A ruler should also be required to follow laws." $\rightarrow$ 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. $\rightarrow$ P, because the idea is restated in new words and the source is credited.
- A ruler should also be required to obey laws. $\rightarrow$ C, because it copies the source wording and structure too closely and gives no source credit.

STUDENT SUPPORT - Another Way to Show What You Know

Say the exact words for a Q, then cover them and say the same idea in new words for a P.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Change Chain Challenge - How to Play

Order the cards, then explain the action in the middle.

MY DAY 2 LEARNING TARGET

I will build correct change chains in the Change Chain Challenge and name the action between an idea and a change.

HOW TO PLAY

1. Your group receives one mixed set of cards.
2. Arrange the cards into a correct chain: NEED/PROBLEM -> IDEA/CHOICE -> ACTION -> CHANGE.
3. Point to the ACTION card and explain how it connected the idea to the change.
4. Check the answer key. Then say which card supplies E1 and what E2 must explain.

THE FIVE CARD SETS

Set A - Magna Carta • Set B - Mansa Musa • Set C - Texas Annexation • Set D - Renaissance • Set E - Culture

QUICK CHECK

Did I keep every set together? Is the ACTION between the idea and the change? Which chain shows both a positive and a negative consequence?

STUDENT SUPPORT - Another Way to Show What You Know

No scissors? Do not cut. Point to the cards in the book, number them 1-4 in the correct order, and record the same chain on the recording page.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Before You Cut

The cut page must begin on an odd page.

SET UP

Keep every word inside its dashed card boundary. Print duplex on the long edge so the mirrored backs align. Each group needs one full mixed set (Sets A-E).

STUDENT SUPPORT - Another Way to Show What You Know

Use the numbered no-cut pathway and record the same complete change chain.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

✂ CUT PAGE - Change Chain Challenge Cards

Dashed lines mean CUT. Cut every card, then mix each set.

SET A • Problem Barons believed King John's power needed limits.	SET A • Idea A ruler should also be subject to law.	SET A • Action A written agreement was created.	SET A • Change The idea of limiting government power continued influencing later systems.
SET B • Opportunity Mali had valuable gold and access to trade routes.	SET B • Choice Support trade, learning, and important cities.	SET B • Action Protect routes and support institutions.	SET B • Change Mali's reputation and influence expanded.
SET C • Problem/Choice Remain independent or join the United States.	SET C • Action Texas joined the United States in 1845.	SET C • Change Political boundaries changed and tensions with Mexico increased.	SET D • Need/Question What could people learn from earlier civilizations?
SET D • Idea Study Greek and Roman knowledge.	SET D • Action Artists and scholars studied and reapplied old ideas.	SET D • Change New learning, art, and questioning developed.	SET E • Need Preserve or express community experiences.
SET E • Idea Use music, art, or story.	SET E • Action Artists perform and create.	SET E • Change Cultural experiences remain available to later generations.	

Change Chain Challenge - Mirrored Card Backs

These backs mirror the card positions for duplex printing.

A CHANGE CHAIN CHALLENGE Keep each set together in order	A CHANGE CHAIN CHALLENGE Keep each set together in order	A CHANGE CHAIN CHALLENGE Keep each set together in order	A CHANGE CHAIN CHALLENGE Keep each set together in order
B CHANGE CHAIN CHALLENGE Keep each set together in order	B CHANGE CHAIN CHALLENGE Keep each set together in order	B CHANGE CHAIN CHALLENGE Keep each set together in order	B CHANGE CHAIN CHALLENGE Keep each set together in order
D CHANGE CHAIN CHALLENGE Keep each set together in order	C CHANGE CHAIN CHALLENGE Keep each set together in order	C CHANGE CHAIN CHALLENGE Keep each set together in order	C CHANGE CHAIN CHALLENGE Keep each set together in order
E CHANGE CHAIN CHALLENGE Keep each set together in order	D CHANGE CHAIN CHALLENGE Keep each set together in order	D CHANGE CHAIN CHALLENGE Keep each set together in order	D CHANGE CHAIN CHALLENGE Keep each set together in order
E CHANGE CHAIN CHALLENGE Keep each set together in order	E CHANGE CHAIN CHALLENGE Keep each set together in order	E CHANGE CHAIN CHALLENGE Keep each set together in order	

Change Chain Challenge - Answer Key and Recording

Check the sequence, then record one chain.

ANSWER KEY

Each set must remain together in the sequence shown.

Set A - Magna Carta	Problem -> Idea -> Action -> Change
Set B - Mansa Musa	Opportunity -> Choice -> Action -> Change
Set C - Texas Annexation	Problem/Choice -> Action -> Change
Set D - Renaissance	Need/Question -> Idea -> Action -> Change
Set E - Culture	Need -> Idea -> Action -> Change

BONUS QUESTION

Which chain includes both positive and negative consequences? Answer: Texas annexation is the clearest example.

MY RECORDING

My set: _____ The card that supplies E1: _____

My change chain:

What E2 must explain:

STUDENT SUPPORT - Another Way to Show What You Know

Say the four links aloud before recording. You still choose which card becomes your E1.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Day 3 - DISCUSS

The middle of a change story matters.

MY DAY 3 LEARNING TARGET

I will draft Body Paragraph 2 with the model R, one quotation, one paraphrase, credited sources, and developed E2 sentences.

- Why can't a researcher jump from a problem straight to a result?
- Why does every fact need to earn its place?
- Why do both a quotation and a paraphrase need source credit?
- How is an idea different from an action?

MY DISCUSSION NOTES

STUDENT SUPPORT - Another Way to Show What You Know

Use: The challenge was _____. The idea or choice was _____. The action was _____. The change was _____.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

R-E1-E2 Planning Sequence

Plan before you draft Body Paragraph 2.

SIX STEPS

- | | |
|---|---|
| 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 | Check that one E1 is a direct quotation and one is a paraphrase. |

MODEL R

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

STUDENT SUPPORT - Another Way to Show What You Know

Keep the model R exactly. You still choose your own evidence and write your own E2.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Independent Body Paragraph 2 - Evidence Plan

Two credited sources: one Q and one P.

MY R (copy the model R exactly)

E1 #1 - Government / Leadership

Source: _____ Mark: Q / P

E2 - What it means, why it matters, how it proves my R:

E1 #2 - Culture / Economics / Citizenship

Source: _____ Mark: Q / P

E2 - What it means, why it matters, how it proves my R:

STUDENT SUPPORT - Another Way to Show What You Know

Point to your Q, your P, and your source credit before you draft.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Module 2 Conventions Sweep

Edit with standard English conventions.

READ

In 1845, Texas joined the United States. The leaders made a decision that changed the map.

1. Label one proper noun.
2. Check that a simple sentence has subject-verb agreement.
3. Combine two short sentences into one clear sentence.
4. Mark a Grade 4 spelling pattern.

TRANSFER TO MY PARAGRAPH

STUDENT SUPPORT - Another Way to Show What You Know

Point to each feature in the model before checking your own draft.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Day 4 - AWARD Yourself

Point to evidence in your own research.

MY DAY 4 LEARNING TARGET

I will award my strongest cause-and-effect explanation and target one place to add why the evidence matters.

CHOOSE

- Best cause-and-effect explanation
- Best use of a direct quote
- Best E2
- Strongest cross-source connection

MY AWARD

I award myself the _____ Award because

My proof is on page ____:

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.

STUDENT SUPPORT - Another Way to Show What You Know

Circle your strongest E2 before writing the explanation.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

MOVE YOUR THINKING



Foundational

RECALL



Emergent

CONNECT



Visible

EXPLAIN



Independent

USE



Reflective

EXTEND

Day 4 - TARGET Your Next Move

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

- ☐ Add source credit to a Q or a P.
- ☐ Explain the action between the idea and the change.
- ☐ Develop an E2 sentence that says why the evidence matters.
- ☐ Connect my two examples so they prove the R together.
- ☐ Remove a fact that does not help me prove my answer.

MY TARGET

My next research goal is

I chose it because

I will know I improved when

Ready to Stretch? Take Your Thinking Further!

Compare an immediate change with a longer legacy for one case. Explain why researchers study both.

Day 5 - EXPLAIN: Change Chain Conference

Teach one historical example to a partner.

MY DAY 5 LEARNING TARGET

I will teach a complete change chain and explain how one idea or choice created an immediate change and a longer legacy.

CONFERENCE FRAMES

The challenge was _____. The idea or choice was _____. The action was _____. The immediate change was _____. 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?" Then switch roles with a different example.

My example:

The action that connected the idea to the change:

What it helps prove:

STUDENT SUPPORT - Another Way to Show What You Know

Rehearse the five frames aloud, then teach in your own words.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

MY THINKING NOW

Answer the module question again.

How can an idea or a choice change a society?

WHAT CHANGED?

MOVE YOUR THINKING



**Foundational
RECALL**



**Emergent
CONNECT**



**Visible
EXPLAIN**



**Independent
USE**



**Reflective
EXTEND**

MY MODULE CHECK-IN

Award. Target. Explain.

AWARD

TARGET

EXPLAIN

The page that best proves my growth is ____ because

Additional Writing Opportunity - One Choice, Two Time Scales

Write a short R-E1-E2 response that separates the immediate change from the longer legacy.

CHOOSE ONE PASSAGE 16 CASE

- the Magna Carta
- the Renaissance
- Mansa Musa and Mali
- Texas annexation
- a Texas artist or the civil rights movement

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?"

STUDENT SUPPORT - Another Way to Show What You Know

Do not add an unrelated fact. Every sentence must help prove your answer.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Plan My Research Response

Gather evidence and explain what it shows.

IDEA / CHOICE and ACTION

CREDITED EVIDENCE (Q or P)

IMMEDIATE CHANGE

LONGER LEGACY

STUDENT SUPPORT - Another Way to Show What You Know

Use the TRACKS hunt. You still explain each detail.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Research Draft - Page 1

Begin with your R. Keep every fact earning its place.

DRAFTING FOCUS

Use the model R, credited Q and P evidence, and developed E2 sentences that explain meaning, importance, and proof.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has rounded corners on the left side and a straight edge on the right. There is no handwriting or other markings on the paper.

Research Draft - Page 2

Begin with your R. Keep every fact earning its place.

DRAFTING FOCUS

Use the model R, credited Q and P evidence, and developed E2 sentences that explain meaning, importance, and proof.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has rounded corners on the left side and a straight edge on the right. There is no handwriting or other markings on the paper.

Revise, Edit, and Share

Improve coherence and check conventions.

REVISE

☐ model R stated exactly ☐ sentence structure ☐ word choice ☐ ideas connected

EDIT

☐ subject-verb agreement ☐ proper noun ☐ quotation marks on a Q ☐ spelling pattern

ONE REVISION

STUDENT SUPPORT - Another Way to Show What You Know

Read your R and one E2 aloud. You still choose the revision.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Tiny Tracks

Point to your credited evidence.

Tiny Tracks

Small Stops. Big Growth.

I just learned:

My thinking level:

MOVE YOUR THINKING



Foundational
RECALL



Emergent
CONNECT



Visible
EXPLAIN



Independent
USE



Reflective
EXTEND

☐ Easy ☐ Just Right ☐ Challenging

Support I used: _____

My proof is on page: _____ My next move: _____

Ready to Stretch? Take Your Thinking Further!

Defend how your evidence separates the immediate change from the longer legacy.

READY TO STRETCH? - Ideas Across Generations

Build research thinking that reaches from one moment to later generations.

INTENDED AND UNINTENDED CONSEQUENCES

Using Passage 16, compare the original Texas annexation decision with consequences that reached beyond Texas. Explain why researchers study both.

CULTURE AS HISTORICAL EVIDENCE

Use the "Voices Preserve Culture" section to explain how a song, painting, or story can preserve a perspective a government document might not. Credit the section with one Q and one P.

IDEAS ACROSS GENERATIONS

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

MOVE YOUR THINKING



Foundational

RECALL



Emergent

CONNECT



Visible

EXPLAIN



Independent

USE



Reflective

EXTEND

Portfolio Evidence + Closing Reflection

Choose pages that prove your Module 2 growth.

Evidence	Page	What It Proves
1		
2		
3		

At first, I...

Now I...

MODULE 2 CLOSING IDEA

An idea by itself does not change a society. Change happens when people act on an idea or a choice, and the consequences of that action can reach far beyond the first decision - even to later people and generations. That is why, in your research, every fact must earn its place by helping prove that connection.

Essential Question - Answered

You started with an Essential Question. Now that you have finished Module 2, read the answer and connect it to what you learned.

OUR ESSENTIAL QUESTION

How can an idea or a choice change the world around us?

My Answer

I know that an idea by itself does not change a society - change happens when people act on the idea or choice. I trace how one action leads to consequences that reach far beyond the first decision, even to later generations. That is why every fact I use has to help prove that connection.

STUDENT SUPPORT - Another Way to Show What You Know

Start with the idea: The idea was ____, someone acted by ____, and it changed ____.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

The Writing Academy[®], LLC

CLUSTER 8



M O D U L E



Legacy and Evidence

Proving Lasting Impact



Pocket Practice



Attach scratch paper on the left, right, and bottom edges.
Leave the top edge open to make a pocket for this module's activity cards.



Attach scratch paper on the left, right, and bottom edges.
Leave the top edge open to make a pocket for this module's activity cards.

Why This Module Matters

A report collects facts. A research paper proves an answer.

WHY THIS MODULE MATTERS

This is the Legacy and Evidence lens of your research. 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. To decide what a society left behind, researchers compare different kinds of sources, name each source's power and limit, corroborate the conclusion with a second source, and give credit for every quotation and paraphrase.

Essential Question

How can I use more than one kind of clue to learn what people left behind?

Keep this question in mind all module. You will answer it on the last page.

How This Book Helps Me Think

This workbook is built to help you do more of the thinking for yourself.

THE INDEPENDENCE ROUTINE

Attempt	Try the thinking first.
Check	Use the built-in check when one is provided.
Adjust	Fix what you can.
Ask if Needed	Ask for help when you truly need it.

Attempt -> Check -> Adjust -> Ask if Needed

Visual Conventions You Will See

- Dashed line = CUT • Solid line = FOLD
- Scissors symbol = cut page (cut pages on ODD pages)
- STUDENT SUPPORT = another way, same rigor
- READY TO STRETCH? = visible next move
- Tiny Tracks = pause, name thinking level, point to proof.

The Standards I Am Learning - Part 1

Read the official TEKS. Directly under it, read how a student can say the same standard.

TEKS 13(A) - Official Standard

generate and clarify questions on a topic for formal and informal inquiry

HOW I SAY THE STANDARD!

I can ask and sharpen good research questions.

TEKS 13(B) - Official Standard

develop and follow a research plan with adult assistance

HOW I SAY THE STANDARD!

I can make and follow a research plan with help.

TEKS 13(C) - Official Standard

identify and gather relevant information from a variety of sources

HOW I SAY THE STANDARD!

I can find and gather useful information from many sources.

TEKS 13(D) - Official Standard

identify primary and secondary sources

HOW I SAY THE STANDARD!

I can tell a primary source from a secondary source.

The Standards I Am Learning - Part 2

Read the official TEKS. Directly under it, read how a student can say the same standard.

TEKS 13(E) - Official Standard

demonstrate understanding of information gathered

HOW I SAY THE STANDARD!

I can show that I understand the information I gathered.

TEKS 13(F) - Official Standard

recognize the difference between paraphrasing and plagiarism when using source materials

HOW I SAY THE STANDARD!

I can tell paraphrasing apart from plagiarism when I use sources.

TEKS 13(G) - Official Standard

develop a bibliography

HOW I SAY THE STANDARD!

I can build a bibliography that lists my sources.

TEKS 13(H) - Official Standard

use an appropriate mode of delivery, whether written, oral, or multimodal, to present results

HOW I SAY THE STANDARD!

I can share my results in writing, out loud, or in more than one way.

The Standards I Am Learning - Part 3

Read the official TEKS. Directly under it, read how a student can say the same standard.

TEKS 11(C) - Official Standard

revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity

HOW I SAY THE STANDARD!

I can revise by adding, deleting, combining, and rearranging ideas so my writing is clear.

TEKS 11(D) - Official Standard

edit drafts using standard English conventions

HOW I SAY THE STANDARD!

I can edit my writing using standard English rules.

TEKS 4.7(C) - Official Standard

use text evidence to support an appropriate response

HOW I SAY THE STANDARD!

I can use text evidence to support my answer.

The ELPS I Am Learning

Read the official ELPS. Directly under it, read how a student can say the same standard.

ELPS 4(F)(i) - Official Standard

write to narrate, describe, explain, respond, or justify with supporting details using appropriate content for a specific purpose

HOW I SAY THE STANDARD!

I can use supporting details that fit my purpose.

ELPS 4(D)(iii) - Official Standard

write content-area texts using a variety of transition words

HOW I SAY THE STANDARD!

I can use transition words to connect my evidence.

ELPS 4(F)(ii) - Official Standard

write to narrate, describe, explain, respond, or justify with supporting details using appropriate style for a specific purpose

HOW I SAY THE STANDARD!

I can use supporting details and a fitting style for my purpose.

ELPS 4(C)(i) - Official Standard

write using a combination of both high-frequency words and content-area vocabulary

HOW I SAY THE STANDARD!

I can combine familiar words with precise research words from this module.

My Module 3 Learning Launchpad

Read the destination, then choose how you will show up for the work.

I CAN

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

I WILL

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

LEARNING DESTINATION

I will compare and credit different kinds of evidence to prove what people valued, what changed, and what later generations inherited.

MY LAUNCHPAD PROMISE

The research HABIT I will practice first is _____ because

My Module 3 Learning Dashboard

Circle where you think your learning is right now. Come back on Monday, Wednesday, and Friday to see how your thinking grows.

I know a lot about this / I know a little bit about this / This is new to me

Circle one for each skill, each day.

Skill	Monday	Wednesday	Friday
Name a source type	a lot / a little / new	a lot / a little / new	a lot / a little / new
Explain a source's power	a lot / a little / new	a lot / a little / new	a lot / a little / new
Explain a source's limit	a lot / a little / new	a lot / a little / new	a lot / a little / new
Corroborate with a second source	a lot / a little / new	a lot / a little / new	a lot / a little / new
Mark and credit Q and P	a lot / a little / new	a lot / a little / new	a lot / a little / new

My goal for this module:

Tier 1 Vocabulary - Everyday Words

Say the word, learn its meaning, then rehearse the complete frame.

change

Say it: CHAYNJ

What it means: to become different

Try the frame: The evidence shows a change in ____.

choose

Say it: CHOOZ

What it means: to select from options

Try the frame: I choose this source because ____.

compare

Say it: kum-PAIR

What it means: to notice how things are alike and different

Try the frame: I compare ____ with ____.

last

Say it: LAST

What it means: to remain over time

Try the frame: This change lasted because ____.

limit

Say it: LIM-it

What it means: what something cannot do alone

Try the frame: One limit is ____.

Tier 1 Vocabulary - Everyday Words

Say the word, learn its meaning, then rehearse the complete frame.

old

Say it: OHLD

What it means: from a time long ago

Try the frame: The source is old, but ____.

remain

Say it: rih-MAYN

What it means: to continue to exist

Try the frame: What remained was ____.

show

Say it: SHOH

What it means: to make an idea clear

Try the frame: The map may show ____.

strong

Say it: STRAWNG

What it means: well supported or useful

Try the frame: This is strong evidence because ____.

tell

Say it: TEL

What it means: to give information

Try the frame: This source can tell us ____.

Tier 2 Vocabulary - Academic Words

Say the word, learn its meaning, then rehearse the complete frame.

climate

Say it: KLY-mit

What it means: the usual weather conditions of a place

Try the frame: Climate affected ____.

evidence

Say it: EV-ih-dunss

What it means: information used as proof

Try the frame: This evidence proves ____.

geography

Say it: jee-OG-ruh-fee

What it means: landforms, water, climate, plants, animals, and resources

Try the frame: Geography created the possibility of ____.

paraphrase

Say it: PAIR-uh-frayz

What it means: a source idea restated in new words and structure with credit

Try the frame: My paraphrase explains ____.

quotation

Say it: kwoh-TAY-shun

What it means: exact source words in quotation marks with attribution

Try the frame: My quotation from the source is ____.

Tier 2 Vocabulary - Academic Words

Say the word, learn its meaning, then rehearse the complete frame.

research

Say it: REE-surch

What it means: investigation that uses information to prove an answer

Try the frame: My research helps prove ____.

resource

Say it: REE-sorss

What it means: something useful people can use

Try the frame: The resource supported ____.

scarcity

Say it: SKAIR-suh-tee

What it means: a condition in which something needed is limited

Try the frame: Scarcity required people to ____.

source

Say it: SORSS

What it means: where information comes from

Try the frame: I credit the source by ____.

trade

Say it: TRAYD

What it means: the exchange of goods between people or places

Try the frame: Trade connected ____.

Tier 3 Vocabulary - Research and History Words

Say the word, learn its meaning, then rehearse the complete frame.

archaeological

Say it: ar-kee-uh-LOJ-ih-kuhl

What it means: connected to studying the past through material remains

Try the frame: Archaeological findings could add ____.

artifact

Say it: AR-tuh-fakt

What it means: an object studied as evidence about people and the past

Try the frame: The artifact may show ____.

attribution

Say it: at-ruh-BYOO-shun

What it means: words that identify the source of evidence

Try the frame: My attribution names ____.

corroborate

Say it: kuh-ROB-uh-rayt

What it means: compare another source to see whether it supports a conclusion

Try the frame: I corroborate this with ____.

craftsmanship

Say it: KRAFTS-muhn-ship

What it means: skill used to make something well

Try the frame: The pottery reveals craftsmanship through ____.

Tier 3 Vocabulary - Research and History Words

Say the word, learn its meaning, then rehearse the complete frame.

historian

Say it: his-TOR-ee-un

What it means: a researcher who studies and explains the past using evidence

Try the frame: A historian compares ____.

legacy

Say it: LEG-uh-see

What it means: something from the past that continues to shape later people

Try the frame: One legacy was ____.

perspective

Say it: per-SPEK-tiv

What it means: a particular point of view or experience

Try the frame: This source cannot show every perspective because ____.

Renaissance

Say it: REN-uh-sahns

What it means: a period when European artists and thinkers renewed interest in ancient learning

Try the frame: Renaissance artwork valued ____.

reproduction

Say it: ree-pruh-DUK-shun

What it means: a copy made to represent an original work

Try the frame: The reproduction shows ____.

The DOT Reading HABIT

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.

WORDS TO REMEMBER

Dot the word. Discover the meaning. Drop the dot.

AS YOU READ

☐ Dot in the source ☐ List in the margin ☐ Discover before you use the evidence

STUDENT SUPPORT - Another Way to Show What You Know

If making a dot is difficult, circle the unfamiliar word or tell a partner which word you want to discover.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

The Research Paper Framework

A report collects information. A research paper uses information to prove an answer.

SET / R-E1-E2 / R1-R2-R3

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

THE FIVE RESEARCH LENSES

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?

THIS MODULE FOREGROUNDS LEGACY & EVIDENCE

Module 3 develops the Legacy and Evidence lens. E2 may take several sentences and answers: What does this evidence mean? Why does it matter? How does it prove my R?

STUDENT SUPPORT - Another Way to Show What You Know

Point to each paper part and name it: SET builds the introduction, R-E1-E2 builds each body paragraph, and R1-R2-R3 builds the conclusion.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Every Source Has a Power and a Limit

One source rarely tells the whole story.

POWER AND LIMIT

POWER is what a source can tell us. LIMIT is what it cannot tell us alone. Old does not automatically mean legacy, and a source is not strong merely because it contains a word from the thesis (central idea).

CORROBORATE

To corroborate is to compare another source to see whether it supports a conclusion. Researchers become more confident when different sources support the same conclusion.

SOURCE EXAMPLE

Caddo pottery may reveal skill, art, trade, and community life, but one bowl cannot explain every part of Caddo culture. Researchers also need historical records, archaeological findings, and information from Caddo people.

THINK LIKE A HISTORIAN - 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?

STUDENT SUPPORT - Another Way to Show What You Know

Fold a paper into CAN TELL and CANNOT TELL ALONE. Put one exact detail in the first column and one exact limit in the second before you pick a corroborating source.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Q, P, and C - Mark and Credit the Evidence

Both quotations and paraphrases need source credit.

THE EVIDENCE MARKS

Q - Direct quotation	Exact words; use quotation marks and attribution.
P - Paraphrase	The 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.

THE EVIDENCE ROOM - SIX KINDS OF SOURCES

Caddo Pottery	artifact with a map - skill, art, trade, and community life
The Magna Carta	historical document - rulers, law, and later political thought
Across the Sahara	trade-route map - resources, location, and travel
The School of Athens	artwork - knowledge, discussion, and ancient learning
Texas Voices	cultural program and music - preserved and publicly shared voices
Four Texas Regions	geographic map - geography, resources, settlement, and economy

WORDS TO REMEMBER

Mark Q for exact words. Mark P for the same idea in new words. Never settle for C. Credit the source both times.

STUDENT SUPPORT - Another Way to Show What You Know

Read one sentence, cover it, and say the idea in your own words. Compare wording and structure, mark Q or P, and add the source. If the restatement is too close, mark C and try again.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

My Learning Destination

Know what success will look and sound like.

BIG GOAL

I will compare and credit different kinds of evidence to prove what people valued, what changed, and what later generations inherited.

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.

INDEPENDENT PRODUCT

I will write Body Paragraph 3 using R-E1-E2: state the assigned R, credit E1 about culture or legacy, develop E2, add E1 from a second source type, name a limitation or perspective, and connect back to the thesis (central idea).

I WILL KNOW I AM READY WHEN...

MY FIRST THINKING (DAY ONE)

Answer now. You will answer this question again near the end.

How can we use more than one kind of clue to learn what people left behind?

My thinking level before we begin:

MOVE YOUR THINKING

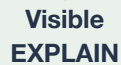
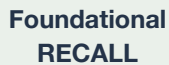
Foundational
RECALL

Emergent
CONNECT

Visible
EXPLAIN

Independent
USE

Reflective
EXTEND



STUDENT SUPPORT - Another Way to Show What You Know

Say your answer first or use this starter:
Using more than one source helps because _____. Then write your own thinking.

Say your answer first or use this starter:
Using more than one source helps because _____. Then write your own thinking.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Complete the thinking without the support, then point to evidence and explain why your choice works.

The Evidence Room: What Did They Leave Behind?

Passage 1 - Very High Stamina • Nonfiction • Part 1 of 6

AS YOU READ

This is an evidence bank, not a single-sitting read-aloud. Use the DOT HABIT for unfamiliar words. TAP the TRACKS by marking exact evidence. Note each source's power and limit, and mark Q or P with source credit.

You can use the passage from Module 1 or Module 2 as a support instead of this longer one.

[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, and 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?

The Evidence Room: What Did They Leave Behind? - Continued 2

Passage 1 - Very High Stamina • Nonfiction • Part 2 of 6

AS YOU READ

This is an evidence bank, not a single-sitting read-aloud. Use the DOT HABIT for unfamiliar words. TAP the TRACKS by marking exact evidence. Note each source's power and limit, and mark Q or P with source credit.

You can use the passage from Module 1 or Module 2 as a support instead of this longer one.

[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

The Evidence Room: What Did They Leave Behind? - Continued 3

Passage 1 - Very High Stamina • Nonfiction • Part 3 of 6

AS YOU READ

This is an evidence bank, not a single-sitting read-aloud. Use the DOT HABIT for unfamiliar words. TAP the TRACKS by marking exact evidence. Note each source's power and limit, and mark Q or P with source credit.

You can use the passage from Module 1 or Module 2 as a support instead of this longer one.

[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.

The Evidence Room: What Did They Leave Behind? - Continued 4

Passage 1 - Very High Stamina • Nonfiction • Part 4 of 6

AS YOU READ

This is an evidence bank, not a single-sitting read-aloud. Use the DOT HABIT for unfamiliar words. TAP the TRACKS by marking exact evidence. Note each source's power and limit, and mark Q or P with source credit.

You can use the passage from Module 1 or Module 2 as a support instead of this longer one.

[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, and 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.

The Evidence Room: What Did They Leave Behind? - Continued 5

Passage 1 - Very High Stamina • Nonfiction • Part 5 of 6

AS YOU READ

This is an evidence bank, not a single-sitting read-aloud. Use the DOT HABIT for unfamiliar words. TAP the TRACKS by marking exact evidence. Note each source's power and limit, and mark Q or P with source credit.

You can use the passage from Module 1 or Module 2 as a support instead of this longer one.

[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, and 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

The Evidence Room: What Did They Leave Behind? - Continued 6

Passage 1 - Very High Stamina • Nonfiction • Part 6 of 6

AS YOU READ

This is an evidence bank, not a single-sitting read-aloud. Use the DOT HABIT for unfamiliar words. TAP the TRACKS by marking exact evidence. Note each source's power and limit, and mark Q or P with source credit.

You can use the passage from Module 1 or Module 2 as a support instead of this longer one.

[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, and 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.

[79] Claim C: 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.

The Evidence Room: What Did They Leave Behind? - TRACKS Evidence Hunt

Study the exact words from the source. Verbally explain why each clue fits its TRACKS category.

TRACKS	Exact Evidence	Why It Fits
T • Time	"1215"	It fits because _____
R ■ Reactions	"people were questioning how much power a ruler should have"	It fits because _____
A ▲ Actions	"They farmed, built homes, created pottery, and traded"	It fits because _____
C ★ Character, Concept, Creature	"King John and powerful barons"	It fits because _____
K ♦ Key Knowledge	"rulers should also be subject to law"	It fits because _____
S ▼ Scenery / Setting	"parts of East Texas, including rivers and the Piney Woods"	It fits because _____

STUDENT SUPPORT - Another Way to Show What You Know

Point to the TRACKS chart and use this frame: This is ____ evidence because ____.
You still choose the evidence that helps prove your R.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Day 1 - GATHER

Which one tells history best?

MY DAY 1 LEARNING TARGET

I will name the power and the limit of one source and tell which second source could corroborate it.

SIX SOURCES ON DISPLAY

Look at the six sources: a map, a song title, a photograph, a law, an artifact, and a painting. Which one tells history best?

Source	What I Notice
a map	
a song title	
a photograph	
a law	
an artifact	
a painting	

THE ANSWER

The answer is not one of them. Each source can tell us something different, and one source rarely tells the whole story.

FRESH RECALL

Teach a partner: EVERY SOURCE HAS a POWER (what it can tell us) and a LIMIT (what it cannot tell us alone).

STUDENT SUPPORT - Another Way to Show What You Know

If choosing is hard, say aloud with a partner:
A map can show _____. A song can carry _____.
A law can preserve _____.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Day 1 - REVEAL

A report collects information. A research paper uses information to prove an answer.

REPORT VERSUS RESEARCH THINKING

Our job 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?"

DAILY DECK - POWER AND LIMIT

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

DAILY DECK - CORROBORATE

Corroborate means compare another source. Researchers become more confident when different sources support the same conclusion.

NOTICE AND DEFEND

Why is a source not strong just because it repeats a word from the thesis (central idea)?

STUDENT SUPPORT - Another Way to Show What You Know

Underline the claim once, then name the power and the limit of the pottery source before you add a corroborating source.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Day 2 - ATTEMPT

SOURCE DETECTIVE: What Can It Prove? - how to play.

MY DAY 2 LEARNING TARGET

I will draw a claim, choose the strongest source, explain what it proves, and name one limitation.

THE GOAL

Match a claim to the source that proves it best, explain what the source proves, and name one thing the source cannot prove alone.

HOW TO PLAY

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

HOW TO EARN POINTS

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

BEFORE YOU CUT

Dashed lines mean CUT. Fronts are on odd pages. The next even page is the mirrored back for duplex printing. The back is your self-check.

STUDENT SUPPORT - Another Way to Show What You Know

Use the card number on the game mat instead of cutting. You still draw, choose the strongest source, and explain a limitation the same way.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

SOURCE DETECTIVE - Claim Cards

Six claims to prove. Draw one, then hunt for the strongest source.

CLAIM A

Geography influences how people live and work.

Strongest source I chose:

What it proves:

CLAIM B

Connections between societies can create change.

Strongest source I chose:

What it proves:

CLAIM C

Ideas can influence people long after they begin.

Strongest source I chose:

What it proves:

CLAIM D

Culture can be preserved through art and music.

Strongest source I chose:

What it proves:

SOURCE DETECTIVE - Source Bank

Twelve sources to draw from. Compare source types before you choose.

Source Card	Source Type	What It May Prove
Texas regions map	geographic map	patterns among geography, resources, settlement, and economy
Caddo pottery	artifact with a map	skill, art, trade, and community life
Sahara trade map	trade-route map	distant places were connected by resources and routes
Magna Carta	historical document	people questioned how much power a ruler should have
School of Athens	artwork	knowledge, discussion, and ancient learning were valued
Texas concert program	cultural program and music	whose voices were publicly shared and preserved
Passage 15	informational passage	gathered facts about regions and connections
Passage 16	informational passage	gathered facts about ideas, culture, and leadership
The Roads Between Us	informational passage	how connections between communities create change
What We Carry Forward	informational passage	how ideas continue to influence later people
A Lone Star Choice	informational passage	how one choice creates both benefits and problems
The Wealth of Mansa Musa	informational passage	how leadership affects how opportunities are used

STUDENT SUPPORT - Another Way to Show What You Know

Point to a source and use the frame: This source is a _____. It can prove _____, but it cannot prove _____ alone.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

✂ CUT PAGE - SOURCE DETECTIVE

Claim Cards 1

Cut on the dashed lines. Keep each card whole.

CLAIM CARD A

"Geography influences how people live and work."

Which source proves this best?
Explain a limit.

CLAIM CARD B

"Connections between societies can create change."

Which source proves this best?
Explain a limit.

CLAIM CARD C

"Ideas can influence people long after they begin."

Which source proves this best?
Explain a limit.

CLAIM CARD D

"Culture can be preserved through art and music."

Which source proves this best?
Explain a limit.

CLAIM CARD E

"Leadership affects how opportunities are used."

Which source proves this best?
Explain a limit.

CLAIM CARD F

"One choice can create both benefits and problems."

Which source proves this best?
Explain a limit.

Self-Check Backs - SOURCE DETECTIVE Claim Cards 1

Intentionally mirrored for duplex printing. Read the self-check only after your group commits.

SELF-CHECK - Claim B

Strongest likely matches: Sahara trade map / The Roads Between Us / Passage 15

Other answers earn credit when justified accurately.

SELF-CHECK - Claim A

Strongest likely matches: Texas regions map / Passage 15 / Understanding the Texas Regions

Other answers earn credit when justified accurately.

SELF-CHECK - Claim D

Strongest likely matches: concert program / Voices That Shaped Texas / Passage 16

Other answers earn credit when justified accurately.

SELF-CHECK - Claim C

Strongest likely matches: Magna Carta / What We Carry Forward / Passage 16

Other answers earn credit when justified accurately.

SELF-CHECK - Claim F

Strongest likely matches: A Lone Star Choice / Passage 16

Other answers earn credit when justified accurately.

SELF-CHECK - Claim E

Strongest likely matches: Mansa Musa passage / Passage 16

Other answers earn credit when justified accurately.

✂ CUT PAGE - SOURCE DETECTIVE

Source Cards 1

Cut on the dashed lines. Keep each card whole.

SOURCE CARD

Texas regions map

Type: geographic map. What can it prove? What is its limit?

SOURCE CARD

Caddo pottery

Type: artifact with a map. What can it prove? What is its limit?

SOURCE CARD

Sahara trade map

Type: trade-route map. What can it prove? What is its limit?

SOURCE CARD

Magna Carta

Type: historical document. What can it prove? What is its limit?

SOURCE CARD

School of Athens

Type: artwork. What can it prove? What is its limit?

SOURCE CARD

Texas concert program

Type: cultural program and music. What can it prove? What is its limit?

Self-Check Backs - SOURCE DETECTIVE

Source Cards 1

Intentionally mirrored for duplex printing. Read the self-check only after your group commits.

SELF-CHECK - Caddo pottery

POWER: skill, art, trade, and community life

LIMIT: cannot explain every part of Caddo culture

SELF-CHECK - Texas regions map

POWER: patterns among geography, resources, settlement, and economy

LIMIT: cannot explain every decision people make

SELF-CHECK - Magna Carta

POWER: people questioned how much power a ruler should have

LIMIT: cannot explain all of life in England

SELF-CHECK - Sahara trade map

POWER: distant places were

connected by resources and routes

LIMIT: cannot show every traveler's experience

SELF-CHECK - Texas concert program

POWER: whose voices were publicly shared and preserved

LIMIT: cannot explain every listener's reaction

SELF-CHECK - School of Athens

POWER: knowledge, discussion, and ancient learning were valued

LIMIT: cannot explain everything people believed

✂ CUT PAGE - SOURCE DETECTIVE

Source Cards 2

Cut on the dashed lines. Keep each card whole.

SOURCE CARD

Passage 15

Type: informational passage. What can it prove? What is its limit?

SOURCE CARD

Passage 16

Type: informational passage. What can it prove? What is its limit?

SOURCE CARD

The Roads Between Us

Type: informational passage. What can it prove? What is its limit?

SOURCE CARD

What We Carry Forward

Type: informational passage. What can it prove? What is its limit?

SOURCE CARD

A Lone Star Choice

Type: informational passage. What can it prove? What is its limit?

SOURCE CARD

The Wealth of Mansa Musa

Type: informational passage. What can it prove? What is its limit?

Self-Check Backs - SOURCE DETECTIVE

Source Cards 2

Intentionally mirrored for duplex printing. Read the self-check only after your group commits.

SELF-CHECK - Passage 16

POWER: gathered facts about ideas, culture, and leadership

LIMIT: still needs a source type to corroborate it

SELF-CHECK - Passage 15

POWER: gathered facts about regions and connections

LIMIT: still needs a source type to corroborate it

SELF-CHECK - What We Carry Forward

POWER: how ideas continue to influence later people

LIMIT: one passage is still a single source

SELF-CHECK - The Roads Between Us

POWER: how connections between communities create change

LIMIT: one passage is still a single source

SELF-CHECK - The Wealth of Mansa Musa

POWER: how leadership affects how opportunities are used

LIMIT: one passage is still a single source

SELF-CHECK - A Lone Star Choice

POWER: how one choice creates both benefits and problems

LIMIT: one passage is still a single source

SOURCE DETECTIVE - My Recording Sheet

Record each round: the claim, the strongest source, what it proves, and a limitation.

Claim	Strongest Source	What It Proves	One Limitation
Round 1			
Round 2			
Round 3			
Round 4			

MY BEST CORROBORATION

A second source I compared was _____ because

STUDENT SUPPORT - Another Way to Show What You Know

Say each choice aloud before recording.
Make sure you can name one thing the source cannot prove alone.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Day 3 - DISCUSS

Why does comparing evidence help? Explain, do not merely label.

MY DAY 3 LEARNING TARGET

I will independently write Body Paragraph 3 using R-E1-E2, two source types, a limitation, and a thesis (central idea) connection.

TALK IT THROUGH

Why is a source not strong just because it contains a word from the thesis (central idea)?

Why does a paraphrase still need source credit after the wording changes?

How do two sources make a conclusion stronger than one source alone?

CONNECT TO THE ESSENTIAL QUESTION

How can we use more than one kind of clue to learn what people left behind?

STUDENT SUPPORT - Another Way to Show What You Know

Use the frame: One source can prove _____. A second source adds _____. Together they prove _____.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Day 3 - USE INDEPENDENTLY: Plan Body Paragraph 3 (R-E1-E2)

Follow the planning sequence in order.

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 (mark Q or P).
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).

MY PLAN

My E1 about culture or legacy (source + Q/P):

My E1 from a second source type (source + Q/P):

STUDENT SUPPORT - Another Way to Show What You Know

Reread only the relevant exhibit. You choose the evidence and write the sentences; the teacher may point to the sequence or ask an E2 question.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Body Paragraph 3 - Independent Draft

Write the assigned R, two credited source types, a limitation, and your E2.

SUCCESS CHECK

- ☐ Assigned R used exactly ☐ Two source types credited (Q or P) ☐ A limitation or perspective ☐ E2 explains meaning, importance, and proof

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has rounded corners on the left side and a straight edge on the right. There is no handwriting or other markings on the paper.

Body Paragraph 3 - Low, Medium, and High

Study three responses. Notice what makes the HIGH response strong.

LOW

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

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.

The response connects two legacy examples, but it needs the assigned R, source credit, a source limitation or perspective, and deeper E2.

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.

Revising Sweep - Add, Delete, and Credit

Revise for coherence, then check Q, P, and source credit.

ADD AND DELETE FOR COHERENCE

ADD one sentence that makes the paragraph clearer. DELETE one off-topic or repeated idea.

Idea I added:

Idea I deleted:

SOURCE-CREDIT CHECK

Box each source credit and mark it Q or P. A quotation uses exact words and quotation marks. A paraphrase uses new words and a new structure. Both need credit; copying too closely (C) is not acceptable.

- Is every quotation exact, with quotation marks and attribution?
- Is every paraphrase in new words and a new sentence structure, with credit?

MY EDITED SENTENCE

STUDENT SUPPORT - Another Way to Show What You Know

Point to your two source credits with a partner. You still decide what to add, delete, and correct.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Day 4 - AWARD Yourself

An award counts when you point to real evidence use in your own work.

MY DAY 4 LEARNING TARGET

I will award my strongest source match and target where I am treating one source as if it tells the whole story.

AWARD THE STRONGEST WORK

With a partner, point to the exact sentence that earns each award and explain why it is accurate, relevant, and connected to the assigned R.

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

SOURCE DETECTIVE BADGE

Class cheer: "Compare the sources! Name the limit! Corroborate the proof!"

MY AWARD

One piece of evidence I used well today was

This evidence proves the assigned R because

STUDENT SUPPORT - Another Way to Show What You Know

Choose one sentence and point to proof before writing. Rehearse: I award this sentence because it ____.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Day 4 - TARGET Your Next Move

A useful target names the precise research HABIT you will practice.

THE 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.

TARGET QUESTION

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

BUILD A PRECISE TARGET

My next research goal is _____ because

STUDENT SUPPORT - Another Way to Show What You Know

Use the revision routine as a starting point. You still explain why the chosen target fits your work.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Day 5 - EXPLAIN: Mini Museum

Turn and teach: your explanation is proof of your understanding.

MY DAY 5 LEARNING TARGET

I will teach a source with all five frames and show why two sources prove more than one source alone.

DISPLAY AND TEACH

Display one evidence object or card. Teach your partner using all five frames.

MY MINI MUSEUM CARD

This source is:

It can help us understand:

It cannot tell us:

A second source I would compare is:

Together these sources help prove:

LISTENER HABIT

- Identify the source type.
- Listen for both a power and a limit.
- Decide whether the second source truly corroborates.
- Ask one follow-up question from Think Like a Historian.

MY THINKING NOW

Answer the module question again. Then compare it with your first thinking.

How can we use more than one kind of clue to learn what people left behind?

WHAT CHANGED?

Circle or underline something you can explain now that you could not explain at the beginning.

My thinking grew because

My thinking level now:

MOVE YOUR THINKING



**Foundational
RECALL**



**Emergent
CONNECT**



**Visible
EXPLAIN**



**Independent
USE**



**Reflective
EXTEND**

Check the Learning

Informal, low-stakes ways to show what you understand.

VERBAL - GATHER / REVEAL

Explain the power and the limit of the Caddo pottery source and name a corroborating source.

My explanation:

PHYSICAL / COLLABORATIVE - ATTEMPT

In SOURCE DETECTIVE, choose a source for a claim and justify why it is the strongest likely match.

My claim and source:

WRITTEN - DISCUSS / USE

Write one sentence from Body Paragraph 3 that uses the assigned R with two credited source types.

My sentence:

STUDENT SUPPORT - Another Way to Show What You Know

Choose Listen, Look, or Collect: say a power and a limit aloud, show a source-to-claim match, or hand in a Body Paragraph 3 page.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

MY MODULE CHECK-IN

Award. Target. Explain. Use proof, not just feelings.

AWARD

Something I am proud of:

TARGET

Something I will strengthen next:

EXPLAIN

The page that best proves my growth is _____ because

I Can...	Not Yet	Getting Set	I Can Do It
Name a source type	☐	☐	☐
Explain a source's power and limit	☐	☐	☐
Corroborate with a second source	☐	☐	☐
Mark and credit Q and P	☐	☐	☐
Write R-E1-E2 with two source types	☐	☐	☐

Additional Writing Opportunity

Prove a claim about legacy with two credited source types.

CHOOSE ONE CLAIM

- ☐ Culture can be preserved through art and music.
- ☐ Ideas can influence people long after they begin.
- ☐ Connections between societies can create change.

SUCCESS CRITERIA

- My evidence comes from two different source types.
- I credit each quotation or paraphrase.
- I name one source limitation or perspective.

MY FIRST DECISION

Claim I chose:

Two exhibits I will compare:

STUDENT SUPPORT - Another Way to Show What You Know

Read all three claims aloud. Choose the one whose two source types you can compare most clearly. Then reread only the relevant exhibits.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Plan My Research Response

Gather, credit, and explain before you draft.

1. RESEARCH NOTES - Record each selected source

Claim / R	Source Type and Title	Q or P	Power	Limit

2. WHAT DOES THE EVIDENCE HELP ME PROVE?

3. E2 - What does it mean? Why does it matter? How does it prove the claim?

STUDENT SUPPORT - Another Way to Show What You Know

Use the Evidence Room and the source-credit reminder. You choose the sources and the credited evidence.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Research Draft - Page 1

Keep each piece of evidence connected to your claim.

EVIDENCE CHECK

After each piece of evidence, ask: Is it credited (Q or P), and does it come from a different source type than the others?

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has rounded corners on the left side and a straight edge on the right. There is no handwriting or other markings on the paper.

Research Draft - Page 2

Continue only if you need more space. Stronger does not mean longer.

DIFFERENT SOURCE TYPES CHECK

Two source types • each credited • a named limitation • a connection to the thesis
(central idea)

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has rounded corners on the left side and a straight edge on the right. There is no handwriting or other markings on the paper.

Revise, Edit, and Share

Add and delete for coherence, check source credit, then explain one decision.

REVISE

Read your evidence aloud.

ADD one sentence that makes the proof clearer:

DELETE one off-topic or repeated idea:

EDIT - Source-Credit Sweep

☐ Every quotation exact, in quotation marks, with attribution ☐ Every paraphrase in new words and structure, with credit

My edited sentence:

SHARE

My partner heard strong research when I _____ because

STUDENT SUPPORT - Another Way to Show What You Know

Read only your claim and your two credited sources to a partner. The feedback must name a specific source and its limit.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Tiny Tracks

Did your independent response use two credited source types?

Tiny Tracks

Small Steps. Big Growth.

I just learned:

My thinking level:

MOVE YOUR THINKING



Foundational
RECALL



Emergent
CONNECT



Visible
EXPLAIN



Independent
USE



Reflective
EXTEND

☐ Easy ☐ Just Right ☐ Challenging

Support I used: _____

My proof is on page: _____ My next move: _____

Ready to Stretch? Take Your Thinking Further!

Point to your claim and your two credited sources. Defend why comparing source types made your proof stronger.

PROOF OF TRANSFER

I knew I could use the evidence HABIT in a new response because on page _____ I

READY TO STRETCH? - The Curator's Challenge

Rank the strongest source for each Evidence Room claim.

DIRECTIONS

Answer all four Evidence Room claims and rank the strongest source for each. For each ranking, identify the source's power, its limit, and the best corroborating source.

THE FOUR CLAIMS

- 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.

MY RANKINGS

1.

2.

3.

4.

COMPETING EVIDENCE CHALLENGE

Choose two source types that could support the same claim. Explain why one is stronger for a specific part of the claim while the other supplies missing perspective or context.

Portfolio Evidence + Closing Reflection

Choose the pages that best show what your thinking did during Module 3.

Evidence	Page	What It Proves About My Thinking
1		
2		
3		

LOOK HOW MY THINKING MOVED

At first, I...

Now I...

My biggest improvement was...

My next cognitive address is...

MODULE 3 CLOSING IDEA

One source rarely tells the whole story. Researchers compare artifacts, maps, documents, artwork, music, and geographic maps; name each source's power and limit; and corroborate conclusions. A legacy is not simply something old - it is something from the past that continues to shape what later people understand, value, question, or create. Evidence earns a place when it helps prove what people valued, what changed, and what later generations inherited.

Essential Question - Answered

You started with an Essential Question. Now that you have finished Module 3, read the answer and connect it to what you learned.

OUR ESSENTIAL QUESTION

How can I use more than one kind of clue to learn what people left behind?

My Answer

I do not trust just one source, because one source rarely tells the whole story. I compare artifacts, maps, documents, artwork, and music; I name each source's power and its limit; and I corroborate by checking whether different sources agree. That is how I uncover a legacy - the part of the past that still shapes what people today understand, value, question, or create.

STUDENT SUPPORT - Another Way to Show What You Know

Start with two clues: One source shows ____, another shows ____, and together they prove ____.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

The Writing Academy[®], LLC

CLUSTER 8



M O D U L E



Synthesis

Bringing the Research Together



Pocket Practice



Attach scratch paper on the left, right, and bottom edges.
Leave the top edge open to make a pocket for this module's activity cards.



Attach scratch paper on the left, right, and bottom edges.
Leave the top edge open to make a pocket for this module's activity cards.

Why This Module Matters

Synthesis means bringing a month of research together.

WHY THIS MODULE MATTERS

This is the synthesis capstone of your research cluster. You take three body paragraphs, add a SET introduction and an R1-R2-R3 conclusion, and turn a month of research into one clear, well-supported paper. A report collects information. A research paper uses information to prove an answer.

Essential Question

How do I turn all my research into one paper that proves my answer?

Keep this question in mind all module. You will answer it on the last page.

How This Book Helps Me Think

This workbook is built to help you do more of the thinking for yourself.

THE INDEPENDENCE ROUTINE

Attempt	Try the thinking first.
Check	Use the built-in check when one is provided.
Adjust	Fix what you can.
Ask if Needed	Ask for help when you truly need it.

Attempt -> Check -> Adjust -> Ask if Needed

Visual Conventions You Will See

- Dashed line = CUT • Solid line = FOLD
- Scissors symbol = cut page (cut pages on ODD pages)
- STUDENT SUPPORT = another way, same rigor
- READY TO STRETCH? = visible next move
- Tiny Tracks = pause, name thinking level, point to proof.

The Standards I Am Learning - Part 1

Read the official TEKS and how a student can say the same standard.

TEKS 13(A) - Official Standard

generate and clarify questions on a topic for formal and informal inquiry

HOW I SAY THE STANDARD!

I can ask and sharpen research questions about my topic.

TEKS 13(B) - Official Standard

develop and follow a research plan with adult assistance

HOW I SAY THE STANDARD!

I can make and follow a research plan.

TEKS 13(C) - Official Standard

identify and gather relevant information from a variety of sources

HOW I SAY THE STANDARD!

I can gather information that matters from several sources.

TEKS 13(D) - Official Standard

identify primary and secondary sources

HOW I SAY THE STANDARD!

I can tell primary sources from secondary sources.

The Standards I Am Learning - Part 2

Read the official TEKS and how a student can say the same standard.

TEKS 13(E) - Official Standard

demonstrate understanding of information gathered

HOW I SAY THE STANDARD!

I can show that I understand the information I gathered.

TEKS 13(F) - Official Standard

recognize the difference between paraphrasing and plagiarism when using source materials

HOW I SAY THE STANDARD!

I can tell paraphrasing from copying, and I give credit.

TEKS 13(G) - Official Standard

develop a bibliography

HOW I SAY THE STANDARD!

I can build a list of the sources I used.

TEKS 13(H) - Official Standard

use an appropriate mode of delivery, whether written, oral, or multimodal, to present results

HOW I SAY THE STANDARD!

I can share my research in the best way for my audience.

The Standards I Am Learning - Part 3

Read the official TEKS and how a student can say the same standard.

TEKS 11(B)(i) - Official Standard

develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction

HOW I SAY THE STANDARD!

I can organize my paper with a purposeful introduction.

TEKS 11(B)(ii) - Official Standard

develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including transitions

HOW I SAY THE STANDARD!

I can use transitions that connect my paragraphs.

TEKS 11(B)(iii) - Official Standard

develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including a conclusion

HOW I SAY THE STANDARD!

I can organize my paper with a purposeful conclusion.

TEKS 11(B)(iv) - Official Standard

develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details

HOW I SAY THE STANDARD!

I can develop an engaging idea with relevant details.

The Standards I Am Learning - Part 4

Read the official TEKS and how a student can say the same standard.

TEKS 11(C) - Official Standard

revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity

HOW I SAY THE STANDARD!

I can revise across paragraphs so my paper is clear and connected.

TEKS 11(D) - Official Standard

edit drafts using standard English conventions

HOW I SAY THE STANDARD!

I can edit my whole paper for correct conventions.

TEKS 4.7(C) - Official Standard

use text evidence to support an appropriate response

HOW I SAY THE STANDARD!

I can use text evidence to support my answer.

The ELPS I Am Learning

Read the official ELPS and how a student can say the same standard.

ELPS 4(D)(iii) - Official Standard

write content-area texts using a variety of transition words

HOW I SAY THE STANDARD!

I can use transition words that connect my paragraphs into one answer.

ELPS 4(E)(ii) - Official Standard

write content-area-specific text using grammatical structures

HOW I SAY THE STANDARD!

I can use language that fits each part of a research paper.

ELPS 4(F)(vi) - Official Standard

write to narrate, describe, explain, respond, or justify with supporting details using appropriate content and style for purpose and audience

HOW I SAY THE STANDARD!

I can write a complete research paper with supporting evidence.

ELPS 4(C)(i) - Official Standard

write using a combination of both high-frequency words and content-area vocabulary

HOW I SAY THE STANDARD!

I can revise and edit my research paper using strong vocabulary.

ELPS 4(F)(ii) - Official Standard

write to narrate, describe, explain, respond, or justify with supporting details using appropriate content and style for purpose and audience

HOW I SAY THE STANDARD!

I can publish and present what my research proves.

My Module 4 Learning Launchpad

Read the destination, then choose how you will show up.

I CAN

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

I WILL

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

LEARNING DESTINATION

I will publish a complete research paper that answers how places, people, and ideas work together to shape societies and leave a legacy - and I will explain what my evidence proves.

MY LAUNCHPAD PROMISE

The research HABIT I will practice first is _____ because

My Module 4 Learning Dashboard

Circle where you think your learning is right now. Come back on Monday, Wednesday, and Friday to see how your thinking grows.

I know a lot about this / I know a little bit about this / This is new to me

Circle one for each skill, each day.

Skill	Monday	Wednesday	Friday
Select evidence that earns its place	a lot / a little / new	a lot / a little / new	a lot / a little / new
Tell Q from P and credit both	a lot / a little / new	a lot / a little / new	a lot / a little / new
Build SET, R-E1-E2, and R1-R2-R3	a lot / a little / new	a lot / a little / new	a lot / a little / new
Explain how sources work together	a lot / a little / new	a lot / a little / new	a lot / a little / new
Revise across paragraphs and edit	a lot / a little / new	a lot / a little / new	a lot / a little / new

My goal for this module:

Tier 1 Vocabulary

Say the word, learn its meaning, then rehearse the complete frame.

change

Say it: CHAYNJ

What it means: something becoming different

Try the frame: One change I can prove is ____.

choice

Say it: CHOISS

What it means: a decision between possibilities

Try the frame: A choice people made was ____.

idea

Say it: eye-DEE-uh

What it means: a thought or belief

Try the frame: One powerful idea is ____.

land

Say it: LAND

What it means: the ground and its physical features

Try the frame: The land in this place ____.

last

Say it: LAST

What it means: to continue over time

Try the frame: This change will last because ____.

Tier 1 Vocabulary

Say the word, learn its meaning, then rehearse the complete frame.

need

Say it: NEED

What it means: something necessary

Try the frame: One need people had was ____.

past

Say it: PAST

What it means: a time that has already happened

Try the frame: In the past, ____.

people

Say it: PEE-pul

What it means: human beings in a community or society

Try the frame: The people in my research are ____.

place

Say it: PLAYSS

What it means: where something is located

Try the frame: One place I researched is ____.

work

Say it: WURK

What it means: an activity or job people do

Try the frame: The work people did was ____.

Tier 2 Vocabulary

Say the word, learn its meaning, then rehearse the complete frame.

climate

Say it: KLY-mut

What it means: the usual weather pattern of a place

Try the frame: The climate here is ____.

evidence

Say it: EV-ih-dens

What it means: information used to prove an answer

Try the frame: My evidence is ____.

geography

Say it: jee-OG-ruh-fee

What it means: the study of places and how people relate to them

Try the frame: Geography shaped this place by ____.

paraphrase

Say it: PAIR-uh-frayz

What it means: a source idea restated in new words and structure

Try the frame: I paraphrase this as ____.

quotation

Say it: kwoh-TAY-shun

What it means: a source's exact words in quotation marks

Try the frame: My quotation is ____.

Tier 2 Vocabulary

Say the word, learn its meaning, then rehearse the complete frame.

research

Say it: REE-surch

What it means: careful study using questions and sources

Try the frame: My research shows ____.

resource

Say it: REE-sorss

What it means: something people have, need, or value

Try the frame: One resource is ____.

scarcity

Say it: SKAIR-sih-tee

What it means: a condition in which there is not enough of something

Try the frame: Scarcity of ____ caused ____.

source

Say it: SORSS

What it means: a place where research information comes from

Try the frame: My source is ____.

trade

Say it: TRAYD

What it means: exchanging goods, resources, or services

Try the frame: People traded ____ for ____.

Tier 3 Vocabulary

Say the word, learn its meaning, then rehearse the complete frame.

attribution

Say it: at-ruh-BYOO-shun

What it means: naming the source of words or ideas

Try the frame: My attribution names ____.

bibliography

Say it: bib-lee-OG-ruh-fee

What it means: a list of sources used in research

Try the frame: My bibliography lists ____.

corroborate

Say it: kuh-ROB-uh-rayt

What it means: compare another source to strengthen or check evidence

Try the frame: I corroborate this with ____.

generation

Say it: jen-uh-RAY-shun

What it means: people born and living around the same time

Try the frame: A later generation inherited ____.

legacy

Say it: LEG-uh-see

What it means: a lasting change later generations inherit

Try the frame: One legacy is ____.

Tier 3 Vocabulary

Say the word, learn its meaning, then rehearse the complete frame.

Runnymede

Say it: RUN-ee-meed

What it means: the place in England connected with the Magna Carta in 1215

Try the frame: At Runnymede, ____.

synthesis

Say it: SIN-thuh-sis

What it means: combining information to form a supported conclusion

Try the frame: My synthesis shows ____.

Tejano

Say it: tay-HAH-noh

What it means: a Texas cultural tradition connected with Mexican American life

Try the frame: Tejano music ____.

thesis (central idea)

Say it: THEE-sis

What it means: the exact answer a research paper proves

Try the frame: My thesis (central idea) is ____.

vegetation

Say it: vej-uh-TAY-shun

What it means: plants that grow in a place

Try the frame: The vegetation here is ____.

The DOT Research HABIT

Decide. Organize. Trace.

Step	What It Means
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 it.

RESEARCHER SELF-TALK

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

AS YOU RESEARCH

☐ Decide what the evidence proves ☐ Mark Q or P and credit the source ☐ Trace E1 to its E2

STUDENT SUPPORT - Another Way to Show What You Know

Point to your research question, then say what one detail helps you prove before you keep it.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

The Complete Research Paper

A report collects information. A research paper uses information to prove an answer.

THE COMPLETE PAPER FLOW

SET	Introduction
R-E1-E2	Body Paragraph 1
R-E1-E2	Body Paragraph 2
R-E1-E2	Body Paragraph 3
R1-R2-R3	Conclusion

REPORT THINKING vs. RESEARCH THINKING

A report collects a lot of facts. A research paper decides what those facts mean together and uses them to prove one answer.

THE NONNEGOTIABLE DISTINCTION

Our job 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.

STUDENT SUPPORT - Another Way to Show What You Know

Read the flow one part at a time. You still explain what job each part does.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

SET, R-E1-E2, and R1-R2-R3

Three building blocks make one clear paper.

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. E2 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.

STUDENT SUPPORT - Another Way to Show What You Know

Say each part out loud with the model. You still name the job each sentence does.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Q, P, and Source Credit

Both quotations and paraphrases need source credit.

Mark	What It Means
Q - Quotation	A source's exact words, in quotation marks, with attribution.
P - Paraphrase	The same idea in genuinely new words and sentence structure, with source credit.
C - Copying Too Closely	Wording or structure copies the source too closely. This is not acceptable - revise it before use.

REMEMBER

Both Q and P require SOURCE CREDIT. Record the source immediately when you mark a detail.

ORAL REHEARSAL - SOURCE FRAME

The source ____ states, "____." (Q) The source ____ explains that _____. (P)

STUDENT SUPPORT - Another Way to Show What You Know

Point to the source while you read the exact Q, then cover it before you say the P in your own words.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

The Change Atlas: Five Forces

The research source is an evidence bank, not a single-sitting read-aloud.

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?

THE CONCEPTUAL RHYTHM

PLACE → NEED / PROBLEM → CHOICE / IDEA → ACTION → CHANGE → LEGACY

BIG IDEA

Societies are shaped by places, resources, connections, ideas, and people - and these forces often work together.

STUDENT SUPPORT - Another Way to Show What You Know

Enter the source with a question, navigate to the useful tab, and select only evidence that helps prove your answer.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Study a Complete Synthesis

See how facts earn their place and prove one answer.

SHARED 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.

SET

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: (the thesis above).

ONE BODY PARAGRAPH

R: One way societies are shaped is by geography and resources. E1: Passage 15 explains that East Texas rivers and fertile land supported Caddo life. E2: This evidence shows that geography created possibilities for farming, travel, and trade.

CHECK THE SYNTHESIS

Does the E1 detail earn its place for this R?

What does the E2 explanation add that the fact alone does not?

STUDENT SUPPORT - Another Way to Show What You Know

Read one part at a time. You still explain how the E2 sentence proves the R.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

MY FIRST THINKING (DAY ONE)

Answer now. You will answer again near the end.

How do I turn all my research into one paper that proves my answer?

MOVE YOUR THINKING



Foundational
RECALL



Emergent
CONNECT



Visible
EXPLAIN



Independent
USE



Reflective
EXTEND

STUDENT SUPPORT - Another Way to Show What You Know

Say your answer first or begin: I turn my research into one paper by _____. Then write your own thinking.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

The Change Atlas — Five Forces That Shape a Society

The Grade 4 Research Evidence Bank • Very High Stamina • Nonfiction • Part 1 of 6

AS YOU READ

This is a research source - an evidence bank, not a single-sitting read-aloud. Use the DOT Research HABIT. TAP the TRACKS. Numbered paragraphs help you return to exact evidence. Mark Q for exact words and P for a paraphrase, and note the source.

You can use the passage from Module 1 or Module 2 as a support instead of this longer one.

[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.

The Change Atlas — Five Forces That Shape a Society - Continued 2

The Grade 4 Research Evidence Bank • Very High Stamina • Nonfiction • Part 2 of 6

AS YOU CONTINUE READING

Keep numbering, marking Q or P, and noting the source. Ask which detail helps prove your answer and which force it shows: PLACE, RESOURCES, CONNECTION, IDEAS, or PEOPLE.

You can use the passage from Module 1 or Module 2 as a support instead of this longer one.

[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.

The Change Atlas — Five Forces That Shape a Society - Continued 3

The Grade 4 Research Evidence Bank • Very High Stamina • Nonfiction • Part 3 of 6

AS YOU CONTINUE READING

Keep numbering, marking Q or P, and noting the source. Ask which detail helps prove your answer and which force it shows: PLACE, RESOURCES, CONNECTION, IDEAS, or PEOPLE.

You can use the passage from Module 1 or Module 2 as a support instead of this longer one.

[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

The Change Atlas — Five Forces That Shape a Society - Continued 4

The Grade 4 Research Evidence Bank • Very High Stamina • Nonfiction • Part 4 of 6

AS YOU CONTINUE READING

Keep numbering, marking Q or P, and noting the source. Ask which detail helps prove your answer and which force it shows: PLACE, RESOURCES, CONNECTION, IDEAS, or PEOPLE.

You can use the passage from Module 1 or Module 2 as a support instead of this longer one.

[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

The Change Atlas — Five Forces That Shape a Society - Continued 5

The Grade 4 Research Evidence Bank • Very High Stamina • Nonfiction • Part 5 of 6

AS YOU CONTINUE READING

Keep numbering, marking Q or P, and noting the source. Ask which detail helps prove your answer and which force it shows: PLACE, RESOURCES, CONNECTION, IDEAS, or PEOPLE.

You can use the passage from Module 1 or Module 2 as a support instead of this longer one.

[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.

The Change Atlas — Five Forces That Shape a Society - Continued 6

The Grade 4 Research Evidence Bank • Very High Stamina • Nonfiction • Part 6 of 6

AS YOU CONTINUE READING

Keep numbering, marking Q or P, and noting the source. Ask which detail helps prove your answer and which force it shows: PLACE, RESOURCES, CONNECTION, IDEAS, or PEOPLE.

You can use the passage from Module 1 or Module 2 as a support instead of this longer one.

[51] ARTIST CARD 3

[52] Julius Lorenzo Cobb Bledsoe 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.

The Change Atlas — Five Forces That Shape a Society - TRACKS Evidence Hunt

Study the exact words. Verbally explain which force each detail could prove.

TRACKS	Exact Evidence	What It Could Help Prove
T • Time	“1215; Runnymede, England”	It helps prove _____
R ■ Reactions	“Connections between communities can spread both goods and ideas”	It helps prove _____
A ▲ Actions	“merchants traveled long distances to trade”	It helps prove _____
C ★ Character, Concept, Creature	“the kingdom of Mali”	It helps prove _____
K ♦ Key Knowledge	“Mali was known for its gold”	It helps prove _____
S ▼ Scenery / Setting	“the Coastal Plains”	It helps prove _____

STUDENT SUPPORT - Another Way to Show What You Know

Use: This is ____ evidence. It could help prove _____. You still decide whether it earns a place.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Day 1 - GATHER: Three Pieces of One

Return your three body paragraphs and place them where they belong.

MY DAY 1 LEARNING TARGET

I will reveal how three body paragraphs become one complete research paper.

WHAT YOU HAVE SO FAR

"You do not yet have a research paper. You have three pieces of one. Today we make them belong together."

THE COMPLETE PAPER

SET → R-E1-E2 → R-E1-E2 → R-E1-E2 → R1-R2-R3

REPORT vs. RESEARCH

A report collects information. A research paper uses information to prove an answer. Every fact must earn a place. Before you include evidence, ask, "What does this help me prove?"

PLACE MY THREE BODY PARAGRAPHS

Body 1 is about _____. Body 2 is about _____. Body 3 is about _____.

STUDENT SUPPORT - Another Way to Show What You Know

Say the job of each body paragraph aloud before you place it.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Day 1 - REVEAL: Build the SET and the Conclusion

Add the introduction and conclusion that hold the paper together.

MODEL - SET INTRODUCTION

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.

MODEL - R1-R2-R3 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 model sentence S, E, T, R1, R2, or R3. Then explain the job of each one.

STUDENT SUPPORT - Another Way to Show What You Know

Say each model aloud. You still name the job of each sentence.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

The Human Research Paper

Read. Sort. Build the complete paper. Explain each job.

MY DAY 2 LEARNING TARGET

I will organize the sentence cards into a complete five-paragraph paper and explain each job.

HOW TO PLAY

1. Take the sentence cards A-O.
2. Read each sentence and decide its job.
3. Sort the cards into SET, Body 1, Body 2, Body 3, and Conclusion.
4. Put each group in order so the paper flows.
5. Label S/E/T, R/E1/E2 in all three body paragraphs, and R1/R2/R3.
6. Trace how each evidence sentence supports its reason and how each explanation connects back to the thesis (central idea).

SORT BY JOB FIRST

If a card is hard to place, sort it by its job (Is it a reason? evidence? explanation?) before you sort it by topic.

STUDENT SUPPORT - Another Way to Show What You Know

Use the card letters without cutting.
Complete the same sort and label each job.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Before You Cut

The first cut page must begin on an odd page.

SET UP

Keep every word inside the dashed boundary. Print duplex on the long edge so each mirrored back aligns.

STUDENT SUPPORT - Another Way to Show What You Know

Use the numbered no-cut pathway and record the same A-O order.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

✂ CUT PAGE - The Human Research Paper Cards 1

Keep every word inside its dashed card.

CARD A

Societies are shaped by many forces.
Where does this sentence belong? SET Body 1
Body 2 Body 3 Conclusion

CARD B

Historical, geographic, and cultural evidence helps explain how these forces interact.
Where does this sentence belong? SET Body 1
Body 2 Body 3 Conclusion

CARD C

People, places, and ideas shape societies through opportunities, choices, actions, and lasting change.
Where does this sentence belong? SET Body 1
Body 2 Body 3 Conclusion

CARD D

One way societies are shaped is by geography and resources.
Where does this sentence belong? SET Body 1
Body 2 Body 3 Conclusion

Mirrored Backs - The Human Research Paper Cards 1

Intentionally mirrored for duplex printing. Check only after committing.

B

THE HUMAN RESEARCH PAPER
SET

A

THE HUMAN RESEARCH PAPER
SET

D

THE HUMAN RESEARCH PAPER
Body 1

C

THE HUMAN RESEARCH PAPER
SET

✂ CUT PAGE - The Human Research Paper Cards 2

Keep every word inside its dashed card.

CARD E

Passage 15 explains that East Texas rivers and fertile land supported Caddo life.

Where does this sentence belong? SET Body 1
Body 2 Body 3 Conclusion

CARD F

This evidence shows that geography created possibilities for farming, travel, and trade.

Where does this sentence belong? SET Body 1
Body 2 Body 3 Conclusion

CARD G

Another way societies are shaped is through ideas and human decisions.

Where does this sentence belong? SET Body 1
Body 2 Body 3 Conclusion

CARD H

Passage 16 explains that the Magna Carta strengthened the idea that rulers should also obey law.

Where does this sentence belong? SET Body 1
Body 2 Body 3 Conclusion

Mirrored Backs - The Human Research Paper Cards 2

Intentionally mirrored for duplex printing. Check only after committing.

F**THE HUMAN RESEARCH PAPER****Body 1****E****THE HUMAN RESEARCH PAPER****Body 1****H****THE HUMAN RESEARCH PAPER****Body 2****G****THE HUMAN RESEARCH PAPER****Body 2**

✂ CUT PAGE - The Human Research Paper Cards 3

Keep every word inside its dashed card.

CARD I

This shows that an idea may influence later generations even when it does not solve every problem immediately.

Where does this sentence belong? SET Body 1
Body 2 Body 3 Conclusion

CARD J

Societies are also shaped by the legacies people preserve.

Where does this sentence belong? SET Body 1
Body 2 Body 3 Conclusion

CARD K

The Evidence Room shows that music can preserve cultural experiences.

Where does this sentence belong? SET Body 1
Body 2 Body 3 Conclusion

CARD L

This means culture can become evidence that later generations use to understand the past.

Where does this sentence belong? SET Body 1
Body 2 Body 3 Conclusion

Mirrored Backs - The Human Research Paper Cards 3

Intentionally mirrored for duplex printing. Check only after committing.

J

THE HUMAN RESEARCH PAPER

Body 3

I

THE HUMAN RESEARCH PAPER

Body 2

L

THE HUMAN RESEARCH PAPER

Body 3

K

THE HUMAN RESEARCH PAPER

Body 3

✂ CUT PAGE - The Human Research Paper Cards 4

Keep every word inside its dashed card.

CARD M

Places, people, and ideas continue to shape societies together.

Where does this sentence belong? SET Body 1
Body 2 Body 3 Conclusion

CARD N

Geography, documents, choices, art, trade, and culture all provide evidence of these relationships.

Where does this sentence belong? SET Body 1
Body 2 Body 3 Conclusion

CARD O

Every generation receives something from the past and then decides what it will contribute next.

Where does this sentence belong? SET Body 1
Body 2 Body 3 Conclusion

Mirrored Backs - The Human Research Paper Cards 4

Intentionally mirrored for duplex printing. Check only after committing.

N

THE HUMAN RESEARCH PAPER
Conclusion

M

THE HUMAN RESEARCH PAPER
Conclusion

O

THE HUMAN RESEARCH PAPER
Conclusion

The Human Research Paper - Recording

Record the paper order and label each job.

MY PAPER ORDER

SET: ____ Body 1: ____ Body 2: ____

Body 3: ____ Conclusion: ____

EXPLAIN THE ORGANIZATION

Choose one body paragraph. Show how its E1 supports its R and how its E2 connects back to the thesis (central idea).

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

STUDENT SUPPORT - Another Way to Show What You Know

Say: This card is the ____ because its job is _____. You still justify the A-O key.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Day 3 - DISCUSS

How do three paragraphs sound like one answer?

MY DAY 3 LEARNING TARGET

I will assemble and complete my full five-paragraph research paper.

How do we make three body paragraphs sound like parts of one answer rather than three separate reports?

What does it mean for a fact to earn its place?

Why do both quotations and paraphrases need source credit?

What relationship can two sources reveal together?

STUDENT SUPPORT - Another Way to Show What You Know

Use: These sources work together because _____. This evidence helps prove _____ because _____.
_____.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Build My SET Introduction

Zoom out, name your research, and state your exact answer.

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 your paper will prove.

STUDENT SUPPORT - Another Way to Show What You Know

Say your S, E, and T aloud in order. You still write the exact thesis (central idea).

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Build Body Paragraph 1 - Geography and Resources

Reason, evidence, explanation. Every E1 needs an E2.

R - REASON OR WAY

One way societies are shaped is by geography and resources.

E1 - EVIDENCE

Quote (Q) or paraphrase (P) a detail that earns its place, and credit the source.

E2 - EXPLANATION

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

MARK IT

☐ Q or P chosen ☐ source credited ☐ E1 earns its place ☐ E2 explains

STUDENT SUPPORT - Another Way to Show What You Know

Ask: What exactly does this detail help me prove? You still write the explanation.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Build Body Paragraph 2 - Ideas and Human Decisions

Reason, evidence, explanation. Every E1 needs an E2.

R - REASON OR WAY

Another way societies are shaped is through ideas and human decisions.

E1 - EVIDENCE

Quote (Q) or paraphrase (P) a detail that earns its place, and credit the source.

E2 - EXPLANATION

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

MARK IT

☐ Q or P chosen ☐ source credited ☐ E1 earns its place ☐ E2 explains

STUDENT SUPPORT - Another Way to Show What You Know

Ask: What exactly does this detail help me prove? You still write the explanation.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Build Body Paragraph 3 - Changes, Culture, and Legacies

Reason, evidence, explanation. Every E1 needs an E2.

R - REASON OR WAY

Societies are also shaped by the legacies people preserve.

E1 - EVIDENCE

Quote (Q) or paraphrase (P) a detail that earns its place, and credit the source.

E2 - EXPLANATION

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

MARK IT

☐ Q or P chosen ☐ source credited ☐ E1 earns its place ☐ E2 explains

STUDENT SUPPORT - Another Way to Show What You Know

Ask: What exactly does this detail help me prove? You still write the explanation.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Build My R1-R2-R3 Conclusion

Restate, reference the evidence together, and reflect.

R1 - RESTATEMENT

Restate the thesis (central idea) in fresh words.

R2 - REFERENCE THE EVIDENCE COLLECTIVELY

Point back to how the sources worked together.

R3 - REFLECTION

Reflect on the global theme or larger takeaway.

STUDENT SUPPORT - Another Way to Show What You Know

Rehearse R1, R2, and R3 aloud. You still write the larger takeaway.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Module 4 Cumulative Research Quality Check

Check the paper you assembled.

COPY MY THESIS (CENTRAL IDEA)

CHECK

- ☐ SET introduction (S, E, T) ☐ three R-E1-E2 body paragraphs
- ☐ every E1 earns its place ☐ every E1 is followed by an E2
- ☐ at least 4 approved sources ☐ at least 2 direct quotations (Q) ☐ at least 4 paraphrases (P)
- ☐ source credit for Q and P ☐ cross-source synthesis ☐ R1-R2-R3 conclusion
- ☐ works cited / source record ☐ revised across paragraphs ☐ edited for conventions

MY REVISION NOTE

STUDENT SUPPORT - Another Way to Show What You Know

Point to one requirement at a time and read aloud. You still decide each revision.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Full Research Paper Draft - Page 1

Assemble your complete five-paragraph paper.

DRAFTING FOCUS

SET → R-E1-E2 → R-E1-E2 → R-E1-E2 → R1-R2-R3. Every fact must earn its place.

[illegible]

Full Research Paper Draft - Page 2

Continue your complete paper.

SYNTHESIS CHECK

Do my paragraphs work as one answer, and does each E1 connect to an E2 that proves my R?

[illegible]

Day 4 - AWARD Yourself

An award counts when you point to evidence in your own work.

MY DAY 4 LEARNING TARGET

I will award the synthesis I did well and target one precise revision.

CHOOSE

- Synthesis Scholar - I turned a month of research into one clear paper.
- Evidence Selector - my evidence earns its place and proves my answer.
- Source Crediter - I marked Q and P and credited every source.
- Cross-Source Connector - I explained how sources work together.
- Published Researcher - I revised, edited, and prepared to publish what my evidence proves.

CLASS CHEER

Every fact earns its place! Connect it, credit it, prove it - that is the researcher's way!

MY AWARD

I award myself the _____ Award because

My proof is on page ____:

STUDENT SUPPORT - Another Way to Show What You Know

Star your strongest E1 and circle the source credit before writing.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

MOVE YOUR THINKING



Foundational
RECALL



Emergent
CONNECT



Visible
EXPLAIN



Independent
USE



Reflective
EXTEND

Day 4 - TARGET Your Next Move

Move through the seven Target Stations.

TARGET STATIONS

1 - Prompt	Did I answer how people, places, and ideas shape society and leave a legacy?
2 - Organization	Does each paragraph have one job?
3 - Evidence	Is every E1 relevant?
4 - Explanation	Did I explain evidence instead of stacking facts?
5 - Source Ethics	Did I quote, paraphrase, and credit correctly?
6 - Revision	What should I add, delete, combine, or rearrange?
7 - Editing	Grammar, punctuation, capitalization, quotation marks, spelling, and sentences.

MY TARGET

My next revision goal is

I chose it because

I will know I improved when

STUDENT SUPPORT - Another Way to Show What You Know

Choose one station. You still explain why it matches your paper.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Day 5 - EXPLAIN or Educate Others

The What Shapes Our World? Research Museum.

MY DAY 5 LEARNING TARGET

I will publish my paper and teach what my evidence proves.

MUSEUM BOOTHS

Booth 1 - PLACE	geography evidence, a map, Body Paragraph 1, one Place → Possibility → Choice chain
Booth 2 - IDEAS AND CHOICES	one historical decision, a cause/effect chain, Body Paragraph 2
Booth 3 - EVIDENCE ROOM	a source, what it tells us, what it cannot tell us, a corroborating source
Booth 4 - LEGACY	Body Paragraph 3 and one example of what later generations inherited
Booth 5 - PUBLISHED RESEARCH	the final paper, the SET enlarged, the strongest E1 and E2, the R3 reflection

MY PRESENTATION SCRIPT

My research question was _____. My thesis (central idea) was _____. I proved my first reason by _____. One direct quotation I selected was _____. I used it because _____. Two sources that worked together were _____. One source limitation I noticed was _____. My R3 takeaway is _____.

STUDENT SUPPORT - Another Way to Show What You Know

Rehearse with a partner or make an approved recording. Use the frame, but explain in your own words.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

MY THINKING NOW

Answer the module question again.

How do I turn all my research into one paper that proves my answer?

WHAT CHANGED?

Circle or underline something you can explain now that you could not explain at the beginning.

MOVE YOUR THINKING


Foundational
RECALL


Emergent
CONNECT


Visible
EXPLAIN


Independent
USE


Reflective
EXTEND

MY MODULE CHECK-IN

Award. Target. Explain. Use proof, not just feelings.

AWARD

Something I am proud of:

TARGET

Something I will strengthen next:

EXPLAIN

The page that best proves my growth is ____ because

I Can...	Not Yet	Getting Set	I Can Do It
Select evidence that earns its place	☐	☐	☐
Tell Q from P and credit both	☐	☐	☐
Build SET, R-E1-E2, and R1-R2-R3	☐	☐	☐
Explain how sources work together	☐	☐	☐
Revise across paragraphs and edit	☐	☐	☐

Additional Writing Opportunity

The final research prompt and complete paper map.

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.

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

STUDENT SUPPORT - Another Way to Show What You Know

Read the prompt aloud. Name the exact answer you plan to prove before you draft.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Plan My Research Paper

Record each piece of evidence and what it helps prove.

RESEARCH EVIDENCE RECORD

R	Source and Title	Q or P	Evidence	What It Helps Prove

CROSS-SOURCE SYNTHESIS

Two sources work together because ____.

STUDENT SUPPORT - Another Way to Show What You Know

Use the record to check that every fact earns its place. You still decide which sources connect.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Additional Research Paper Draft - Page 1

Prove your answer with credited evidence and clear explanation.

DRAFTING FOCUS
SET → R-E1-E2 → R-E1-E2 → R-E1-E2 → R1-R2-R3. Mark Q or P and credit every source.

DRAFTING FOCUS
SET → R-E1-E2 → R-E1-E2 → R-E1-E2 → R1-R2-R3. Mark Q or P and credit every source.

[illegible]

Additional Research Paper Draft - Page 2

Prove your answer with credited evidence and clear explanation.

DRAFTING FOCUS
SET → R-E1-E2 → R-E1-E2 → R-E1-E2 → R1-R2-R3. Mark Q or P and credit every source.

DRAFTING FOCUS
SET → R-E1-E2 → R-E1-E2 → R-E1-E2 → R1-R2-R3. Mark Q or P and credit every source.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Revise, Edit, and Share

Improve the synthesis, check conventions, then explain one choice.

REVISE (across paragraphs)

- ☐ each paragraph has one job
- ☐ every E1 earns its place
- ☐ every E2 explains
- ☐ sources connect
- ☐ add, delete, combine, or rearrange for clarity

EDIT (conventions)

- ☐ complete sentences
- ☐ agreement
- ☐ punctuation
- ☐ quotation marks
- ☐ capitalization
- ☐ spelling
- ☐ source record complete

ONE REVISION

STUDENT SUPPORT - Another Way to Show What You Know

Read one paragraph aloud, then the next, and listen for one clear answer. You still decide the revision.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Tiny Tracks

Point to the proof you chose.

Tiny Tracks

Small Stops. Big Growth.

I just learned:

My thinking level:

MOVE YOUR THINKING



Foundational
RECALL



Emergent
CONNECT



Visible
EXPLAIN



Independent
USE



Reflective
EXTEND

☐ Easy ☐ Just Right ☐ Challenging

Support I used: _____

My proof is on page: _____ My next move: _____

Ready to Stretch? Take Your Thinking Further!

Defend why your strongest evidence earns a place while an interesting-but-off-topic fact does not.

READY TO STRETCH? - Five-Forces Synthesis Challenge

Trace one example through three forces and rank your evidence.

FIVE-FORCES CHAIN

Choose one Change Atlas example. Trace it through at least three forces: 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

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 may be left out even though it is interesting.

CURATOR QUESTION

What can one source NOT tell us alone, and which source would help? Answer with a corroborating source and a cross-source synthesis statement.

Study Three Synthesis Exemplars

Notice how a response grows from collecting facts to proving an answer.

PROMPT

Explain how places, people, and ideas work together to shape societies and leave a legacy.

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."

Why does this only collect facts?

MEDIUM

The response uses the full organizing path (SET, three ways, and a closing) but is missing credited E1 evidence, developed E2 explanation, cross-source synthesis, and a complete R1-R2-R3 conclusion.

What is the response still missing?

HIGH

SET states the exact thesis (central idea); each body paragraph gives an R with a credited E1 and a developed E2; the conclusion restates, references the evidence collectively, and reflects on the larger lesson.

How does the HIGH paper prove its answer?

STUDENT SUPPORT - Another Way to Show What You Know

Underline SET, R-E1-E2, and R1-R2-R3 in different ways. You still justify the level.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Portfolio Evidence + Closing Reflection

Choose pages that prove your Module 4 growth.

Evidence	Page	What It Proves
1		
2		
3		

At first, I...

Now I...

MODULE 4 CLOSING IDEA

A report collects information; a research paper uses information to prove an 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.

Essential Question - Answered

You started with an Essential Question. Now that you have finished Module 4, read the answer and connect it to what you learned.

OUR ESSENTIAL QUESTION

How do I turn all my research into one paper that proves my answer?

My Answer

I turn my research into a paper by choosing only my strongest evidence and organizing it around my thesis. I explain how my sources connect, revise so my ideas are clear, and edit for correctness - so my paper does not just collect facts, it uses them to prove my answer.

STUDENT SUPPORT - Another Way to Show What You Know

Start with my thesis: My answer is ____, my strongest evidence is ____, and it proves ____.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.